

YEAR 6 - RSE CURRICULUM

Lesson 1

Be able to recognise and correctly name the puberty related male and female internal body parts and their function.

Understand how babies are made scientifically.



YEAR 6

Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5 (transition to High School)
Objective	Be able to recognise and correctly name the puberty related male and female internal body parts and their function Understand how babies are made scientifically	Understand they will experience different feelings as they go through puberty Recognise emotions and what causes them to go up and down	Can explain the differences between friendships and intimate relationships.	Be able to identify unsafe situations and recognise what to do to be safe if they are concerned their bodies and personal space is not being respected Children to know they have a choice and can say no when others are making them feel uncomfortable/ unhappy	Know the importance of self-respect and how this links to their own happiness Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
Key Question	How is my body getting ready to be an adult?	How might my feelings change as I get older?	Are all relationships the same?	How can I keep safe?	What is respect?
Problem	<p>Recap following from Y5- slide on internal body parts and https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/</p> <p>Use I matter How a baby is made powerpoint</p> <p>ORGANISATION: 4 groups, where parents choose coverage Girls gp- learn about boys and girls Boys gp- learn about girls and boys changing Girls gp- just girl changes Boys gp- just boy changes</p>	<p>You will start to now be experiencing more and more emotions and feelings as you are approaching your teenage years, this is because of your body going through changes.</p> <p>Present children with a line graph with diagonal line which starts from extremely angry and then goes to blissfully happy on y axis, and what's happening on x axis. Ask children in groups to label different intersections on the x/y axis, encourage things that could happen in relationships.</p>	<p>Here are some scenarios: 2 adults who are friends 2 adults who are in love 2 adults who work together 2 adults who get the same bus each day</p> <p>Problem solving: Label the behaviours you may see/ do in each scenario which would show the difference in relationships- do on post its (so teacher can remove anything not age appropriate)</p>	<p>Think about the range of relationships you encounter. In all relationships you should for most of the time feel happy and always feel safe.</p> <p>Consent activities from Imatters</p> <p>Include some signposts for the children about where they can go for help and support including abuse. Childline, NSPCC, adults in school.</p>	<p>Have large flipchart paper for groups to share with the word respect in the centre. In small groups chn to brainstorm people they respect. Discuss who the children have chosen. Has any group chosen themselves? Discuss – why is self –respect important? On Post its children to record ways we can respect ourselves. Add the post it's to a flipchart of the outline of a person – labelled me. Discuss.</p> <p>How do we show respect when we move to high school? Give the children a piece of paper/post it with who they might encounter at high school. Think of one way they can respect that person or group when they move to High school. Swap their paper with another child (Quiz Quiz Trade activity) and suggest a way for the new person or group continue until chn have a explored a few examples.</p> <p>Give the children a piece of paper/post it with who they might encounter at high school. Think of one way they can respect that person or group when they move to High school. Swap their paper with another child (Quiz Quiz Trade activity) and suggest a way for the new person or group continue until chn have a explored a few examples.</p>

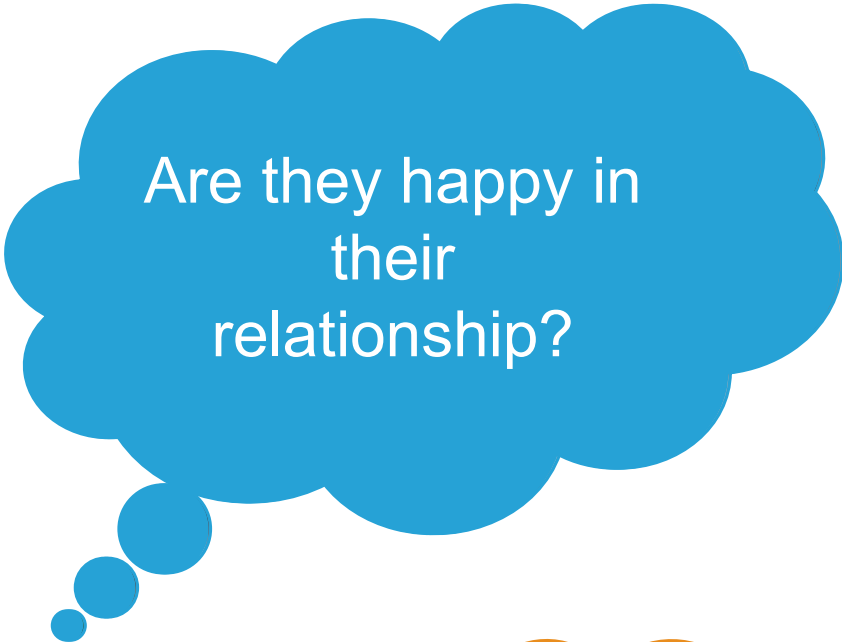
We are going to learn
about how a baby is made



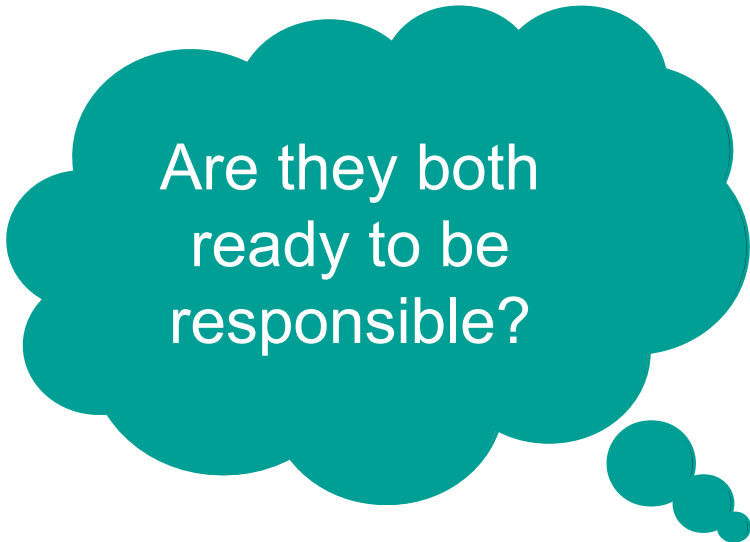
Having a baby is a big commitment...

...what do adults need
to think about before
having a baby?






Are they happy in
their
relationship?



Are they both
ready to be
responsible?

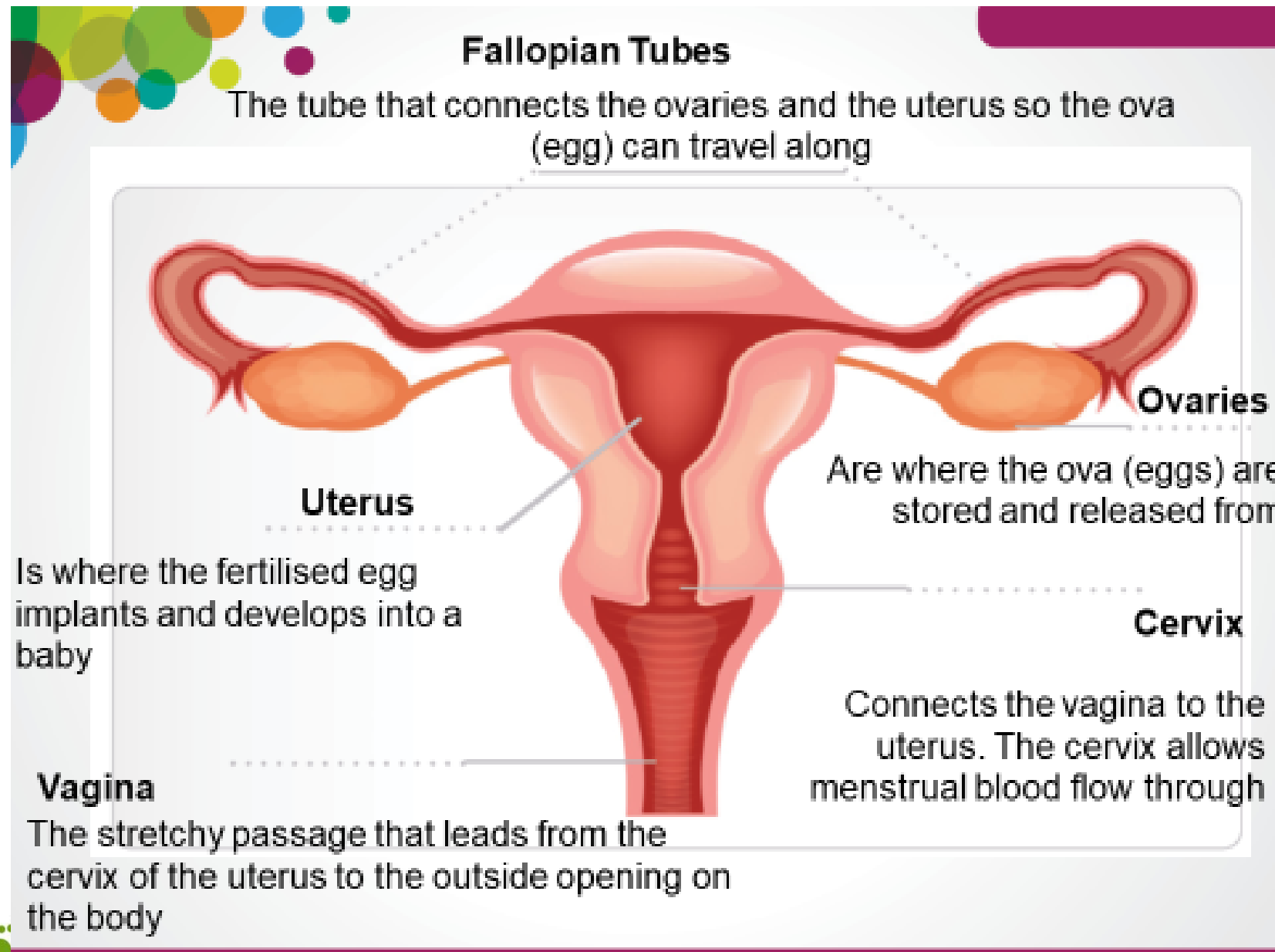


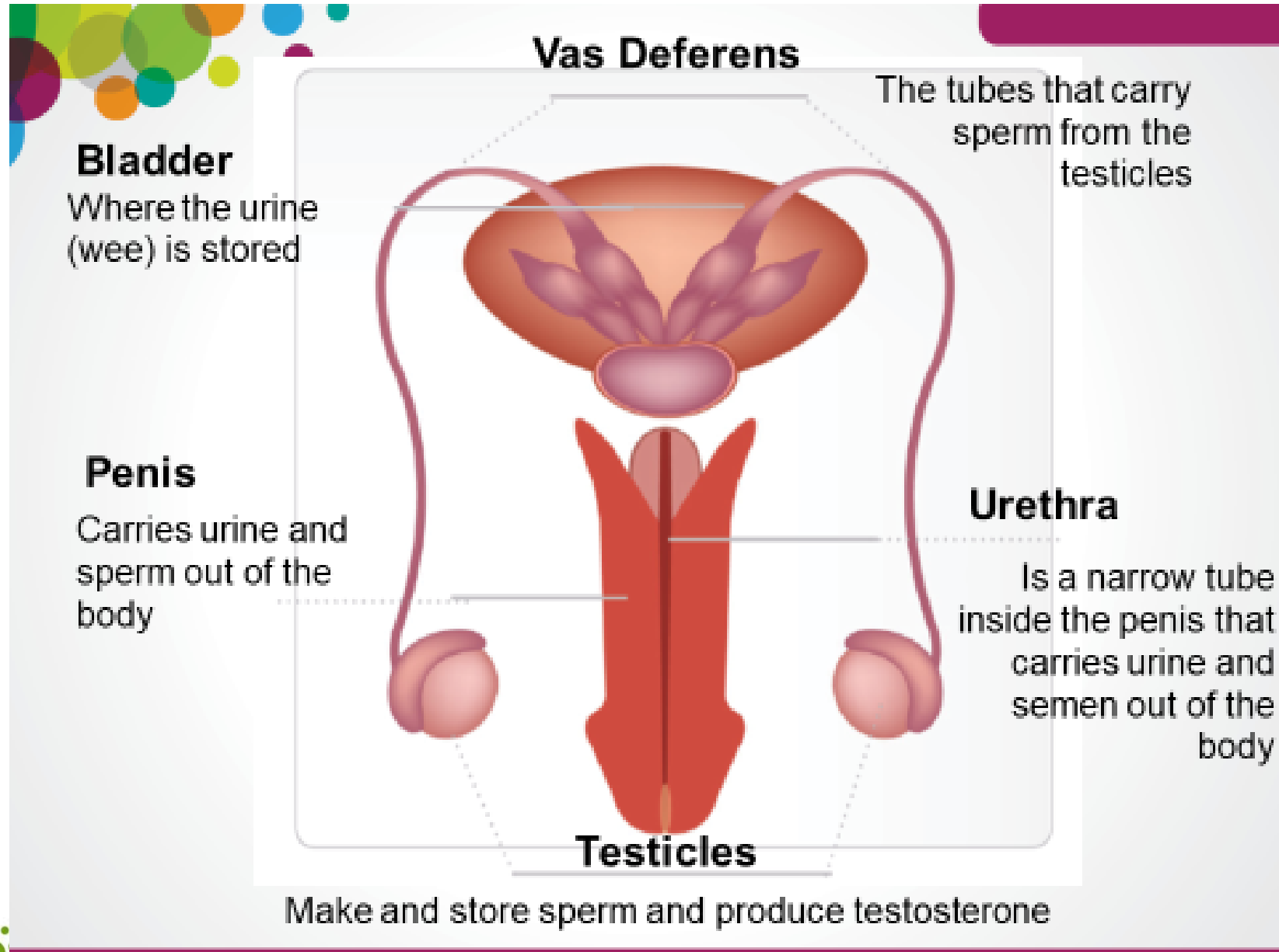
Have they got
somewhere to
live?



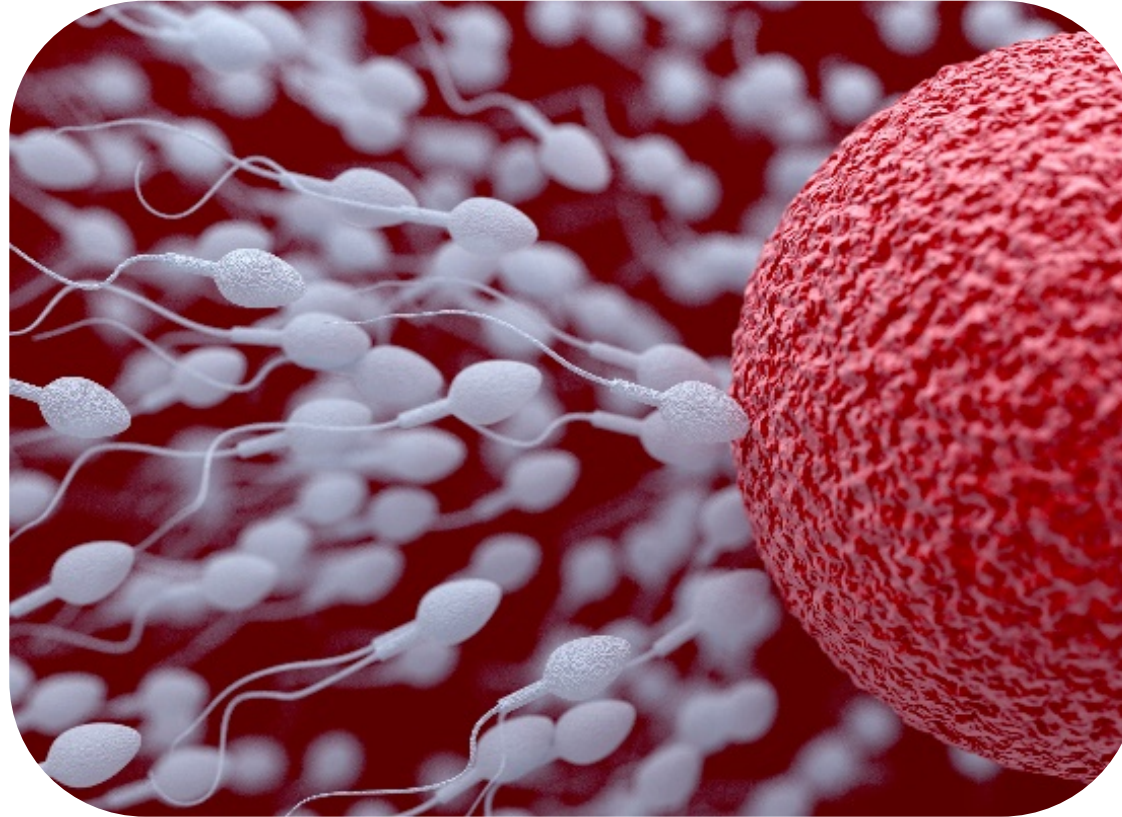
Do they have
enough money?







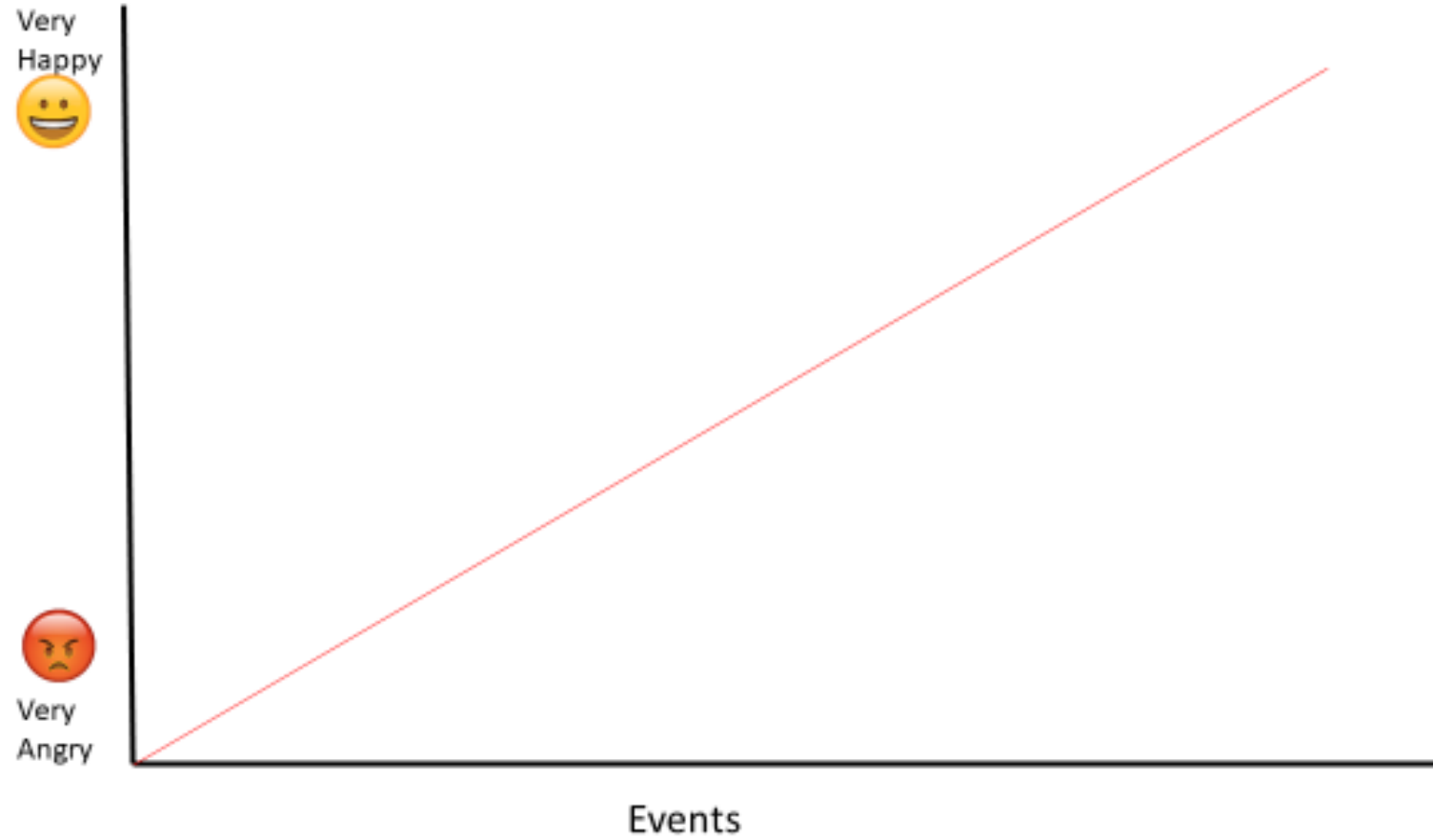
Sperm is the male seed needed to fuse with a female egg which grows into a baby



Sperm

Egg

YEAR 6



When is consent needed?

