

Respect Yourself

Transition

Programme

**A Relationship and
Sex Education Resource
for Teachers**
Year 6 and 7

An Award Winning Programme



Sarah Teather MP, the Minister of State for Children and Families, said:

“The Shropshire Respect Yourself Relationship and Sex Education Programme is well deserving of the Pamela Sheridan Award, providing a platform for primary and secondary schools to learn and improve on the delivery of SRE. My congratulations to all who worked hard to create an SRE model which stems from effective collaborative work amongst key partners; including parents, teachers, pastoral staff and governors. Very well done to all.”

Written by Alice Cruttwell on behalf of the Shropshire Council Health Development Team.

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Respect Yourself

The 'Respect Yourself' Transition Programme has been developed with the help and support from the following:

Shropshire Council Officers

Alice Cruttwell, Health Development Officer	Kay Smallbone, Health Development Manager		
Larry Thompson	Frances Phelps	Anne-Marie Speke	Pamela Edwards

Shropshire Schools

The Respect Yourself Transition Project has been developed and piloted by the following Shropshire schools, pupils and parents

Primary

Castlefields - Bridgnorth	Moreton Say CE (Controlled)	St. John the Baptist CE
Clive CE (Controlled)*	Mount Pleasant*	St. Leonard's CE
Crowmoor	Newtown	St. Peter's CE (Controlled)*
Greenfields	Norton-in-Hales	Sheriffhales
Hadnall CE (Controlled)*	(Voluntary Controlled)	Whitchurch CE (Controlled)*
Harlescott Junior	Prees CE (Controlled)	Whixall CE (Controlled)*

Secondary

Belvidere - A Technology College	The Community College Bishops Castle	Sundorne School & Sports College
Bridgnorth Endowed	Grange - A Visual & Performing Arts College	Thomas Adams
Church Stretton - A Specialist Technology College	Mary Webb School and Science College	Wakeman
		William Brookes

Special thanks to...

Loudmouth - Education & Training	Anne Russell
Through Theatre - www.loudmouth.co.uk	Sundorne School & Sports College
Steve Morris - Mount Pleasant Primary	Mary Lucas - Clive C.E. Primary
Paul McCabe at Plum Design	Emma Finch - Thomas Adams School
www.thisisplum.co.uk	Councillor Karen Burgoyne

Useful Contacts

Health Development Team 01743 246899

* Parents feedback received

Foreword

Shropshire Council's vision is to improve significantly the quality of life for Shropshire people by working together. Our Community Strategy 2010 – 2020 is committed to healthy, safe and confident people in communities, with a desired outcome of healthy, safe and happy children and young people with improved life prospects.

We take seriously our role to help our young people establish positive health patterns and make healthy choices. This programme is part of the Shropshire Council and the Shropshire Primary Care Trust's commitment to reducing teenage pregnancy. Shropshire has an under 18 teenage pregnancy rate which is decreasing, but we know that the rate of sexually transmitted infections are rising with an estimated one in ten people under 20 having Chlamydia.

We believe in investing in prevention and Shropshire Council works in partnership with the Shropshire Primary Care Trust, School Nurses, Education and Targeted Youth Support, who contribute to and welcome the work. Schools, teachers, parents and young people are involved and inform the approach, philosophy and content of the programme.

For four consecutive years Relationship and Sex Education (RSE) has been a top priority for Shropshire young people, and has formed part of the Shropshire Members of Youth Parliament mandate. Young People in Shropshire will now grow up with a strong brand which is shared with service providers such as CHAT (Confidential, Help and Advice for teenagers) high quality resources and consistent messages.

In Shropshire we prioritise and place the emphasis upon relationships. This Relationship and Sex Education (RSE) resource has been developed for schools. It is informed by national recommendations and good practice guidance, research and leading practice in Shropshire schools. We recognise that effective RSE depends upon a partnership between home and schools. Shropshire parenting programmes, Speakeasy 'Trust me I'm a parent' and other resources and training for professionals and parents form part of this support and guidance.

In planning and presenting the Shropshire Respect Yourself programme we emphasise and provide support to schools to ensure the work is consistent with the school's ethos and culture, related policies and delivered in the context of the wider PSHE curriculum.

In March 2012 the programme was awarded the Pamela Sheridan Award for Innovation, and the Minister of State for Children and Families, Sarah Teather, said:

'The programme provided a platform for primary and secondary schools to learn and improve delivery of SRE. My congratulations to all who worked hard to create a SRE model which stems from effective collaborative work amongst key partners; including parents, teachers, pastoral staff and governors. Very well done to all'

We are delighted; therefore, to provide this programme of support, training and resources which we believe will increase the skills and confidence of teachers across the County and benefit the health and self-esteem of our young people.



**Shropshire Health and Wellbeing Board
September 2012**

Preface

Well done, Shropshire. I congratulate you on the Respect Yourself programme. It is a comprehensive, accessible and practical scheme of work tested by schools in Shropshire.

It provides exciting lesson plans and activities, resources and clear and helpful guidance for teachers.


For many years young people across the UK have said their RSE is too little, too late and too biological. Young people in Shropshire are fortunate to have such an excellent programme of RSE which starts when they are 10 and takes them through until they are 16.

The materials contain and build on nationally recognised and recommended techniques and approaches. They also contain unique and innovative elements such as a methodology for tracking and measuring impact, consulting and involving pupils in reflecting upon their learning and identifying their priorities. Guidance on answering questions, differentiation and gender is integrated throughout.

A yearly module skillfully combines knowledge and information with work on self esteem, values and attitudes, and skill development. The modules reinforce and build upon previous learning in an age appropriate manner.

The characters, Boz and Baz and their friends, are a key aspect of the programme, providing Shropshire young people with a safe context in which they can explore and learn how to develop safe relationships.

Alice Cruttwell's extensive experience, working at national, regional and local levels to improve the health and well-being of young people on a strategic and operational level, has resulted in a comprehensive programme which has the hallmarks of national best practice. It sets a 'gold standard' for relationship and sex education.

 **Gill Frances**

Gill is a recognised champion of the rights of children and young people's right to SRE. She is an independent consultant, an experienced project manager and involved in national policy on children and young people. She is a member of the Department of Health's Advisory Group - the Sexual Health Forum - which is supporting the Government's forthcoming policy on Sexual Health. Gill chairs the DfE's Advisory group on Violence against Women and Girls and is a former Director of the Sex Education Forum and Director of the Well-being Department at the National Children's Bureau. She founded the Anti-Bullying Alliance. She has written extensively on sexual health and young people, including Just Say No to abstinence education, Sex Education, values and morality and the Sense SRE for schools. Gill is former Chair of the Teenage Pregnancy Independent Advisory Group, which advised ministers and monitored progress of the Labour Government's teenage pregnancy strategy, and in 2005 was awarded an OBE for her services to young people.

www.teenagepregnancyassociates.co.uk 07771 724 403

The Respect Yourself programme has been informed by:

Ofsted 2002 recommendations, in particular:

'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

Government statements recognising that children can benefit enormously from high-quality personal social health and economic (PSHE) education and that good PSHE supports young people to make safe and informed choices about their lifestyles, their health, careers and their finances both now and as they prepare for the responsibilities of adulthood

'Good schools understand the connections between pupils' physical and mental health, their safety, and their educational attainment. Good schools will also be active promoters of health because healthy children with high self-esteem learn and behave better at school.'

Schools Minister Nick Gibb, June 2011

Healthy Lives, Healthy People Our Strategy for Public Health in England

'Good schools will be active promoters of health in childhood and adolescence, because healthy children with high self-esteem learn and behave better at school. Within the current non-statutory personal, social and health education (PSHE) framework, schools will provide age appropriate teaching on relationships and sexual health...'

The Importance of Teaching Schools White Paper 2010

'Children need high-quality sex and relationship education so that they can make wise and informed choices. We will work with teachers, parents, faith groups and campaign groups, such as Stonewall, to make sure sex and relationship education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy'

In addition the Transition Project, year 6 and 7, has been informed by Ofsted recommendations that:

'Secondary schools should liaise with their feeder and receiver schools to ensure continuity and progression across the phases...'...the transition from primary to secondary is particularly important; SRE in year 7 should reinforce and build upon SRE in primary schools.'

Respect Yourself

Transition Programme Relationship and Sex Education Resource for Key Stage 2 and 3

Why a Transition Programme?

'It is important that the transition year before moving to secondary school supports pupils' ongoing emotional and physical development effectively.'

Sex and Relationship Education Guidance. DfEE July 2000 Ref: 0116/20000

'Primary schools recognise that many of their pupils mature early. As a result, they have begun to teach topics such as puberty in more depth. This has traditionally been taught at Key Stage 3 and some secondary schools have not adjusted their programme accordingly.'

'Smooth transition is also hindered by inadequate assessment. In particular, work at Key Stage 3 takes insufficient account of pupils' prior learning and experiences at Key Stage 2. This mismatch is all the more stark because of recent changes to PSHE programmes at Key Stage 2'

Time for change? Personal, Social and Health Education. Ofsted 2007 Ref: 070049

'Many young people say that many parents and some teachers are not very good at talking about the more sensitive issues in PSHE, such as sex and relationships. They feel that parents and teachers often leave it too late and do not talk about such issues until they have reached puberty or have started feeling sexual desire. In the case of SRE young people do not want just the biological facts but want to talk about feelings and relationships'

Time for change? Personal, Social and Health Education. Ofsted 2007 Ref: 070047

Young people mature and develop at different ages, however, the average age of puberty is lowering. Young people may be physically developing earlier, but they require support on the emotional and psychological aspects of relationships. Young people, nationally and locally, have repeatedly asked for better and more comprehensive relationship education. Some primary and secondary schools are providing quality Relationship and Sex Education (RSE), but often in isolation from each other. National guidance stresses the need for closer cross phase collaboration and planning in PSHE. This resource will support schools to improve and develop the delivery of PSHE for Key Stages 2 and 3, contributing to the Shropshire Schools for Health and providing evidence for Ofsted inspection. Good quality RSE can equip children and young people with life skills, knowledge and understanding.

From an early age children learn about intimacy, sex, sexuality and relationships. They learn through observation and personal experiences, from parents, family and friends and through sexual images and messages from television, music, magazines and the Internet. For many, this can create confusion and misinformation, legitimise attitudes or behaviour that are exploitative, oppressive or abusive. Pupils need to ask questions and learn from trusted adults. Parents, and professionals working with children and young people, need to be confident and equipped to answer questions in a way that suits the age, understanding and development level of the child.

'Respect Yourself' Transition Programme

This aims to support secondary schools and their cluster primary schools to deliver developmental and co-ordinated schemes of work across Key Stages 2 and 3. It:

- will enable schools to develop their Relationship and Sex Education (RSE) practice, in line with their policy. It provides lesson plans, handouts and resources, which can be adapted to the needs and values of each school;
- covers biological, social and emotional aspects of RSE in line with good practice guidelines and the SEAL programme;
- has been developed in the context of Every Child Matters, the National Healthy Schools programme, the National PSHE CPD programme, the National Teenage Pregnancy Strategy and the primary school curriculum;
- is intended to be used as part of an RSE curriculum in the context of a whole school personal, social and health and citizenship programme.

More about Shropshire 'Respect Yourself'

This resource is one element of Shropshire's 'Respect Yourself' programme (see module outcome and lesson overview). The Respect Yourself programme is informed by national good practice guidance, research and leading practice in Shropshire schools, and resources produced by the Sex Education Forum and the National Children's Bureau. It was developed in partnership with PSHE co-ordinators, teachers, school nurses and youth workers, and informed by consultation with Shropshire young people, parents and carers.

Effective RSE depends upon a partnership between home and schools. This project is part of Shropshire Council, Shropshire County Primary Care Trust and Shropshire Children's Trust commitment to reducing teenage pregnancy. The 'Respect Yourself' programme, Speakeasy and Trust Me... I'm a Parent (training courses for parents), and other resources for professionals, also form part of the programme. Training and support for teachers, youth and community staff, are also available from the Council.

Shropshire Young People's Charter for Good Relationship and Sex Education

We have the right to:

Good RSE whatever our sexuality.

Be treated with respect and dignity.

Make our own decisions.

Just say no.

Be told the truth.

Be taught about different sexualities.



What we want to achieve these rights:

A broad and balanced curriculum.

Teach us in a language we can understand.

Professionals who are trained and can teach effectively.

RSE should take place in a comfortable and safe environment.

Tell us about relationships as well as sex.

Make information available to all of us.

Young people should be asked what they want to learn in RSE.

RSE should be relevant to all cultures and beliefs.

Teach us in both mixed and single sex groups, keeping numbers small.

Resources should be up-to-date and lessons should be fun.



RSE should start in primary school.

Tell our parents what is being taught in schools and how to get further information.

Different teaching styles should be used.

Children and Young People KS2 and 3

Developing physically earlier

Need support on emotional aspects of personal relationships

Need to be informed and confident in managing changes

Are exposed through a range of media to confusing, mixed messages and sexualised images

Have criticised RSE for being too little, too late and too biological

Can be put at risk and in danger of being exploited

Respect Yourself Transition Programme

Quality teaching materials and support

Quality materials for assessment

Schools

Sequenced and co-ordinated RSE transition curriculum

Leading practice in line with national and local guidance

Facts

- 10% of girls receive no preparation at all before their first periods.
- A third of girls are not told about periods by their parents.
- In England in 2009 there were 38.2 conceptions per 1,000 to under 18 year olds, 7,123 to girls under 16.
- Most teenage pregnancies end in abortion.
- Incidents of STIs (sexually transmitted diseases) continues to rise and the incidents of HIV/AIDS infection remain unacceptably high, particularly for young men. 39% of those with AIDS in the UK are in their 20s, most of whom will have contracted HIV in their teens.
- Since 1995 there has been a significant increase in the numbers of diagnosis of genital chlamydia infection, genital warts and gonorrhoea - the steepest rise in STIs in 16-19 year old range.
- In 2010 the teenage pregnancy rate for under 18s in Shropshire was 24 per 1,000.*

*Data is available in February on an annual basis but with a 14 month time lag.

Find out more at www.education.gov.uk

How to use the Resource

The Transition programme is a cross phase scheme of work for puberty and as such needs to be integrated with other materials and lessons on birth and conception.

It is recommended that schools ensure that parents and governors are consulted about the use of the programme. Governors will need to review and approve the programme prior to use and the schools' sex and relationship policy will need to be updated. This resource is intended to be used in conjunction with, and not as a substitute for, other resources such as Living and Growing and school nurse support. It provides sequenced KS2 and 3 lesson plans on puberty with activity sheets. The suggested lesson activities are clearly laid out identifying the lesson objective in terms of knowledge, skills, values and attitudes. Activities for plenary and assessment are also provided.

Where additional resources are suggested, full details are provided. The Sense CD 'Growing Up and Keeping Safe' KS2 is available for primary and secondary schools, in addition the SENSE 'Sex and Relationships' CD and booklet for pupils aged 12-16 is available for secondaries. The Transition programme suggests use of selected sections and clips where they link to, and support lesson objectives and plans. The Sense material contains different approaches and formats, such as young people talking, cartoon characters and young actors. The topics and issues covered may be of use to address other aspects of the PSHE curriculum.

Teachers are advised to watch the CD before use.

The Transition Programme is on CD disc, with a back and white and a colour version. This can be used to reproduce resources* and put onto an interactive white board.

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NB Safeguarding. If a pupil with a known history of harm, is at risk or is likely to be sensitive or vulnerable because of family circumstances, including recent events such as termination or pregnancy, it is recommended that this is discussed with the designated lead for Child Protection. Current practice includes talking to the pupil before the lessons, explaining what is planned. The pupil should be given an opportunity to attend all or some of the lessons and a specific arrangement/opportunity to talk about the issues afterwards should be put in place. The pupil should receive reassurance that they can contribute as little or as much as they want but that they may wish to consider carefully before sharing personal information as part of lessons. Depending on the individual circumstances of the pupil, the Child Protection lead may consider drawing carers/foster carers/parents attention to the delivery (timing and content) of the planned RSE lessons, so that in partnership with school they are in a position to ensure appropriate follow up and support. NSPCC research indicates that the majority of children on the Child Protection register are under 11. They are running awareness raising assemblies for year 5 & 6 across the country. To arrange contact kate.warner@nspcc.co.uk, and see www.childline.org.uk/talk to find out more about contacting childline with a 3 minute video about what happens when you contact childline.

Assessment and Evaluation

The resource aims to improve assessment by:

- referring to national assessment guidance and stating the end of Key stage statements for PSHE;
- providing a tracking methodology for the year 6 and 7 module, which when analysed gives a quantitative and qualitative impact analysis on an individual, year group and gender basis (see Baseline Assessment Teacher Guidance 1.0 and module outcome and assessment overview);
- providing exercises and suggested activities to determine pupils' knowledge, and understanding throughout the module and providing examples of how pupils can assess their own progress;
- providing activities to assist and challenge pupils' attitudes and raise awareness of how their actions have an impact on themselves and others.

Definition of Relationship and Sex Education

'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.'

RSE contains three elements:

- accessible, age appropriate information;
- development and clarification of attitudes and values;
- development of personal and social skills.

In the primary school context, RSE is about positive self-esteem and relationships, it is about children understanding themselves, their emotions their bodies. This includes puberty, physical changes and understanding conception and birth. It plays an important part in preparing pupils for the transition from childhood to puberty and adolescence. In the secondary school it lays the foundation for work on gender, relationships, including sexual relationships, and sexual and reproductive health.

National curriculum guidance recommends the following:

Primary schools

Clear parameters on what children will be taught in the transition year before moving to secondary school. This should include:

- changes in the body related to puberty, such as periods and voice breaking;
- when these changes are likely to happen and what issues might cause
- young people anxiety and how they can deal with these; and
- how a baby is conceived and born.

Secondary schools

- teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- focus on boys as much as girls;
- build self esteem;
- teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
- provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;
- use young people as peer educators, e.g. teenage mothers and fathers;
- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressures;
- link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol;
- ensure young people understand how the law applies to sexual relationships.

Sex and Education Guidance. DfEE July 2000 Ref: 0116/20000

Shropshire Respect Yourself Relationship and Sex Education (SRE) Scheme of Work

Module Outcomes and Lesson Overview - Y6 to 11

Module Outcome: Pupils develop capacity to explore & evaluate their confidence, beliefs and ability to put knowledge and information into practice in their personal relationships

Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Pupils develop understanding and confidence about their body, how it works and changes during puberty	Pupils explore changing relationships, peer pressure and media stereotypes	Recap foundation knowledge on puberty and pregnancy. Introduction to risk taking, alcohol and sexual behaviour, sex and the law, myths and misinformation	Focus is on clarification of pupils' attitudes and awareness, the development of self esteem and delay techniques. Knowledge and skills on contraception and STIs are introduced	Skill development, assertiveness, decision making and self-esteem combined with knowledge on rights and responsibilities in sexual and non sexual relationships	Exploration of attitudes values and peer pressure. Informed consent and rights and responsibilities in sexual and non sexual relationships
Valuing Ourselves	Changes Now	Talking about Relationships and Sex	Pressures – Changing Relationships	Problems and Dilemmas	What is Sexual Health?
Changes	Relationships	Puberty & Reproduction or Conception, Pregnancy	Boundaries - R U Ready	Lines to Take	Sexually Transmitted Infections
Puberty	Adolescence	Perfect Partner	Respect Yourself: Talking it Over	R U Ready	Parenthood
Knowing Our Bodies	What's love got to do with it?	Risk Taking: Alcohol	Keeping Safe: a) Contraception b) Condoms	Protecting Yourself and Others	Sexual Diversity
Review and Reflect	Risk and Images Review and Reflect	Risk Taking: Sexual Behaviour	Keeping Safe: Sexually Transmitted Infections	Condoms	Review and Reflect
		Review and Reflect	Review and Reflect	Parenting Review and Reflect	

Shropshire Respect Yourself Relationship and Sex Education (SRE) Scheme of Work

Module Outcome and Assessment Overview - Y6 to 11

Module Outcome: Pupils develop capacity to explore and evaluate their confidence, beliefs and ability to put knowledge and information into practice in their personal relationships.

Year	Knowledge	Help & Support	Confidence	Outcome
6	Ability to identify two or more changes in puberty	Identification of sources of help and support	Confidence about going through puberty	Pupils identify changes in puberty, sources of support and self assess confidence
7	Ability to identify two or more changes in puberty, changes for males and females, emotional and physical	Identification of sources of help and support outside family and friends	Confidence about yourself	Pupils identify changes for males and females in puberty, external sources of support and self assess their confidence
8	Identify two or more risky situations	Identification of sources of support and information on relationship issues	Confidence to ask for help and advice	Pupils identify risky behaviour and sources of support and self assess their ability to access help and support
9	Identify two types of contraception and STI	Confidence in talking about relationship and sexual issues	Confidence about coping with personal relationship situations	Pupils identify contraception methods and STIs and assess their confidence in coping with risky situations
10	Identify two or more methods of contraception suitable for young people	Confidence about accessing help, support and advice on sex and relationships	Confidence about what is right and wrong in a relationship	Pupils select contraception methods, assess their confidence in accessing services and knowing their values
11	Identify two or more factors that make a relationship healthy and safe	Identification of sources of support on relationships and sex issues	Confidence in ensuring a healthy and safe sexual relationship	Pupils identify and assess their ability to have healthy and safe relationships, and access support

Baseline Assessment

Teacher Guidance

This assessment will provide schools, teachers and parents with quantitative and qualitative data about pupils' knowledge understanding and confidence levels, before and after the Transition Project module. The impact of the programme can be clearly measured on an individual or class level and can be analysed by gender and across year groups.

The assessment consists of three questions, they are slightly different for year 6 and year 7, but the methodology is the same.

Year 6

Outcomes (Quantitative)

- % of pupils able to identify two or more changes during puberty
- % pupils who can identify one or more sources of information and support

Outcome (Qualitative)

- % of pupils who feel confident about undergoing puberty

Year 7

Outcomes (Quantitative)

- % of pupils able to identify two or more changes during puberty: Pupils able to identify changes for males and females, and emotional changes
- % of pupils who can identify two or more sources of information and support on personal and relationship issues outside family and friends

Outcome (Qualitative)

- % of pupils who feel OK about themselves most of the time

Instructions

The baseline assessment must be done at the beginning of the module, **PRIOR** to any lessons being delivered. It consists of asking three questions and should take about 5 minutes. Three questions are asked again at the end of the last lesson in the module.

- Hand out coloured paper or pens : red for girls, blue for boys
- Ask to put names on

Year 6 - Give the following Instructions

I am going to ask you three questions, don't worry if you are not sure of the answers over the next five weeks we will be covering puberty and at the end of five weeks I will ask you the same questions again. I am not expecting lots, if you don't know that's ok, just write down 'don't know'.

Question one:

Write down as many changes as you can that happen during puberty.

Don't worry about spelling; you can draw a stick person if you want.

I can't give you any more information or explanation at this point.

Question two:

Think of people and places you can go to get help, support, advice or information

Question three:

Explain: *I will ask you a question and ask you to give yourself a score, just like judges in 'Strictly Come Dancing', this is your own personal score, there is no right or wrong answer.*

1 = no confidence, 2 = a little confidence, 3 = quite confident 4 = confident, 5 = very confident

Confident means:

Having knowledge, information, and skills to handle, manage, deal with and cope with a situation, process or change. Give an example e.g. If I asked you how confident you are feel about crossing the road

Right so give me your score to this question:

How confident do you feel about going thorough puberty?

If you are not sure what puberty is or what is involved, don't worry you will need to give yourself a low score, again don't worry, over the next five weeks you will be covering this topic and you will be asked to score yourself again at the end.

Year 7 - Give the following Instructions

I am going to ask you three questions, don't worry if you are not sure of the answers, over the next five weeks we will be covering puberty in depth and at the end of five weeks I will ask you the same questions again.

Question one:

Write down as many changes as you can that happen during puberty for females and males.

Don't worry about spelling.

I can't give you any more information or explanation at this point.

Question two:

*Think of all the people, places and organisations you can go to get help, support, advice or information on relationships and personal matters, **do not** include family or friends.*

Question three:

Explain: *I will ask you a question and ask you to give yourself a score, just like judges in 'Strictly Come Dancing', this is your own personal score, there is no right or wrong answer. Write the scores and what they mean on the board.*

1 = no confidence in my self, feel low and down most of the time,

2 = feel unsure and low about myself a lot of the time,

3 = feel ok about myself most of the time,

4 = feel happy and positive about myself,

5 = feel happy and confident about myself all the time.

Right, so write down your score on a scale of 1 to 5 how confident you feel about yourself.

Analysis and using the information

Insert baseline information into two tables, one pre delivery and one post delivery. Each table needs to be divided and labelled 'girls' and 'boys'.

BEFORE Transition Programme delivery

GIRLS			
Puberty	Help and Support	Confidence	Pupil initials
Record the number of changes	Record the names/places identified	Record the score given	
M & F. If Male & Female changes mentioned	Record name & number identified which are not family & friends		
Emotional changes identified	Note if family and friends do not feature		

BOYS			
Puberty	Help and Support	Confidence	Pupil initials
Record the number of changes	Record the names/places identified	Record the score given	
M & F. If Male & Female changes mentioned	Record name & number identified which are not family & friends		
Emotional changes identified	Note if family and friends do not feature		

Example provided with analysis

Base line Results – Pre Transition Project delivery

GIRLS			
Puberty		Help and Support	Confidence
Don't know	0	Hospital/doctors or nurse	2
Stick figure and word hair	1	Don't know	3
'You get your period'	1	The doctor, family, friends	2
'You grow hair, women get breasts'	2	Doctor	3
Person drawn with breasts and arrow points words 'Breasts get bigger'	1	Doctors, mum and dad + family	2
Don't know	0	Doctors	2
Don't know	0	Doctors	2
Don't know	0	Mum, auntie, nan, cousins	3
Don't know	0	Doctor	1
Stick figure, three arrows	0	Doctor	3

Puberty

Three could name one change in puberty, (of this three girls were able to identify one specific change for females, and only one girl could name two changes). One could indicate where change took place on the body. Five couldn't name a change in puberty.

Confidence

Four girls gave themselves confidence rating of 3 - quite confident (one of which could not name any changes in puberty) six gave themselves 2 (a little confident) and one felt she had no confidence.

Help and Support

Hospitals, doctors and nurse mentioned ten times, mum only twice, dad once, family and family mentioned, and specific family members by one pupil.

BOYS		
Puberty	Help and Support	Confidence
Don't know	Teacher, mum, dad	2
Don't know	Doctors	3
Don't know	Mum, dad	1
Don't know	Don't know	2
Don't know	Hospital, doctor	2
Stick figure arrow to genital area	Mum, dad	2
Adam's apple, hairs on chest 2	Hospital, family	2
The girls bladder bleed Men start growing more hair (M & F) 2	Parents, someone who has already gone through it	1

Puberty

Two boys were able to write two changes in puberty (one of which specifically named change for male/female)

One indicated using a stick figure and arrow, the genital area, five could not name any changes in puberty

Confidence

One score of 3 indicating quite confident, but worryingly this corresponded to the pupil not being able to name any changes in puberty, one score of 2/3 (where the boy could name two changes) four 2s (a little confident), and two 1s (no confidence)

Help and Support

Mum and dad feature in equal measure (4) combined with family (1), then hospital (2), doctor (2) teacher (1) and someone who has been through it (1) and 1 don't know.

General Comment on Baseline Results

Knowledge and ability to name changes in puberty is low and only one child (a boy) was able to name gender changes. Of the six in the class able to name one change during puberty, only three were able to write two changes, no pupil identified more than two.

The girls' sources of support suggest a medicalised version of puberty, mums and female family members feature. For boys, dads are identified as a source of support alongside mum. In both gender groups there was one male and female pupil who could not identify any sources of support and help.

For the majority (ten out of eighteen) the self assessed confidence levels are 2 (a little confidence) followed by five who rated themselves at level 3 (quite confident) and three who feel their confidence level is 1 (no confidence.) Worryingly, two pupils (a boy and a girl) assessed themselves at level 3 when they could not name a change in puberty, interestingly however the girl specifically named a variety of helping sources in the family, whereas the boy only named the doctor.

Impact Results - Post Transition Programme delivery

GIRLS		
Puberty	Help and Support	Confidence
Periods, hair on vagina, penis gets bigger, armpits, breast grow, sweat more, smelly feet 7	Childline, family, friends, school nurse, doctors, help lines, school teachers	2
Penis gets harder; hair grows, get stronger; get taller; women's breast go saggy 5 (M&F)	Childline family, teacher, friends, boy/girlfriend	4
Wet dreams, hair, breasts, taller; emotions change, penis gets bigger; periods, erect penis, deeper voices 9 (E)	Childline, teacher, family, friends, anyone you trust, doctors and nurses	4
Emotions change, sweats more, breasts grow, penis grows, hair grows around genital area, spots, penis develops sperm, women have period, men get Adam's apple, voice gets deeper; grow hair under armpit 11 (E) (M&F)	Childline, mum, dad, friends, teacher; doctors, nurses, professional, generally people who have been through it, boy/girl friend	4
Spots, vagina grows, boobs grow 3	Mum, nan, doctors, nurse	4
Period, breasts get bigger, attraction to men, hips wider; masturbate, pubic hair; mood swings, start to wear a bra, spots, hair under armpit 9 (M&F) (E)	Mum, dad, Childline, school nurse, teacher, friends, family	4
Boobs, periods, taller; hair underarms, & down below, spots. Penis goes harder and bigger 7	Nurse, doctor, hospital, mum	2
Spots, penis grows, tits 3	Nurse, teacher, doctor, mum, dad, family, teaching assistant	3
Armpit hair; penis grows, sweat more, Adam's apple, mood swings, boobs grow, grow pubic hair; lifestyle changes, hobbies will change, taller 10 (E)	Parents, family, teachers, doctors, Childline	5
Periods, breast grow, grow pubic hair; sweat more, penis grows, spots 6	Childline, parents/carers, nurse, friend, teachers	3
Spots, sweat, attitude change, breast grow, periods 5 (E)	Family, friends, Childline, staff, school nurse	3

Comment: Total of 11 girls

Puberty

All eleven girls named 3 or more changes in puberty. The highest number of changes identified was 11. All the girls could name changes for both males and females, and five named emotional changes.

Confidence

Two girls rated their confidence at 2 (a little confident), three girls rated their confidence at 3 (quite confident,) five girls rated their confidence at 4 (confident) and one at five (very confident). The two pupils who rated their confidence as 2 were able to name 7 changes in puberty and four or more sources of support and advice.

Help and Support

All eleven could identify four or more sources of support, information and advice. Additional to previous sources, Childline was identified, nine mentioned school nurse, doctor; teacher/staff, teaching assistant.

Impact Results - Post Transition Programme delivery

BOYS		
Puberty	Help and Support	Confidence
Penis, vagina, voice deeper; boobs, sweat, hair 6	Family, Childline, teacher	3
Hairs in places, voice gets deeper; penis gets bigger; penis gets hard, different emotions, different feelings, wet dreams 7 (E)	Parents, sister/brother; best mate, Childline, someone who already gone through puberty, teacher	5
Hairs, moustache, batting, Adam's apple, penis grows 4	Dad, Childline, brother	5
Hair grows, spots, sweat, penis grows more, get taller; wet dreams, Adam's apple, voice gets deeper; penis gets harder, erection 10	Childline, mum, dad, sister; nan, grandad, aunty, uncle, cousins	4
Hair grows, spots, penis grows, spots, sweat, Adam's apple, voice gets deeper; wet dreams, penis gets harder 9	Childline, mum, dad, brother; sister; nan, grandad, best friend, teachers	3
Get hair; penis gets bigger; wet dreams, spots, voice deepens, Adam's apple, breasts get bigger; hips bigger 8	Mum, dad, sister; brother; Childline, uncle, nan, aunty, grandad	3
Adam's apple, big for boys (picture with penis), grows hairs, sweat more 4	Parents, grans and grandads, Childline, teachers	4
Spot, pubic hair; sweat, emotions change, hormones change, penis produces sperm, get taller; different taste in music, tastes and attitude 9 (E)	Teachers, parents, older brother or sister; nurse, Childline, someone who's old already gone through it	4
Hair; spots, sweat, Adam's apple, big penis, period for girls 6	Anyone who you think will not laugh or take mick about you	5 to 4

Comment: Total of 9 boys

Puberty

All boys were able to identify three or more changes in puberty; the highest number of changes identified was ten. Two boys identified emotional as well as physical changes, three boys mentioned specific changes for girls as well as boys.

Confidence

Three boys rated their confidence at 3 (quite confident), four gave themselves a rating of 4 (confident) and two rated their confidence level at five (very confident.) One was between 4 and 5. Confidence level does not appear to equate with number of changes that pupils are able to identify.

Help and Support

A wide variety of sources identified, specific extended family members and Childline identified for the first time. Nurse only mentioned once, doctors and hospitals do not feature. The qualities of the person are provided by one boy.

Impact Analysis

As a result of the Transition Project pupils' knowledge and ability to name changes occurring in puberty has increased dramatically.

From the low baseline of six out of eighteen able to name only one change and only two able to identify two changes, all twenty pupils can name three or more changes. Nine girls are able to name five or more changes and seven boys able to name six or more changes. The majority of changes identified were physical, but emotional changes were mentioned by five girls and two boys. Seven girls and three boys were able to name specific changes for both girls and boys.

All pupils are able to identify three or more sources of support, help and advice. For girls the range of family members has increased and fewer identified doctors and hospitals, perhaps indicating a shift from having a medical view/model of puberty to having a more normalised model. For boys, there is a big increase in number and range of sources mentioned. This may indicate an increased willingness/confidence/ability to talk, and a reduced sense of isolation. It may also be an indicator that they no longer feel the subject is taboo. Outside family members, the school nurse and teaching staff are the most likely sources of support. Childline is new and is attributed to the theatre performance (Trust Me by Loud Mouth Theatre Company)

Prior to the project, self assessed confidence levels were 2 (a little confidence) for ten out of eighteen (equal number of girls and boys). After the lesson delivery eight pupils rated themselves at 4 (confident), 3 rated themselves as very confident and one at 4 to 5. This is a dramatic shift, with twelve pupils now feeling confident or very confident. No boys rated themselves below a 3 (quite confident.) Two girls rated themselves at 2 (a little confident), but both were able to name seven changes and four or more sources of support.

Quantitative Outcomes

- 100% of pupils are able to identify two or more changes during puberty, from a low baseline of 17%
- 100% of pupils can identify one or more sources of information and support, from a baseline of 44%

Qualitative Outcome

- 67% of pupils feel confident or very confident about undergoing puberty, from a baseline of 28%

Implications for action

Individual

Identify individuals with low level of confidence that may require further support and help. Where a pupil has low confidence combined with not being able to identify any sources for help, support and advice, particularly within family, this may indicate a cause for concern.

Curriculum

Where there is a low base of knowledge at year 6 it is recommended that the scheme of work in year 5 and before is reviewed. Living and Growing Channel 4 materials provide a spiral curriculum, and SENSE CD Key Stage 1 are useful resources.

Cross Phase Planning

Liaise with colleagues, Head of Year 7; provide the leaflets produced and data/analysis from baseline assessment.

Next year 6 delivery

Review delivery of the Transition Programme, what went well and not so well, consider what could be improved and what would enhance the programme. Consider contacting the school nurse and requesting drop in sessions at the end of the programme. Consider the use of Theatre in Education as a supplement to the programme.

How to use the characters

Boz, Baz and others

The Respect Yourself resource includes visual images of a number of young people. These images are designed to represent different young people in terms of physical appearance, ethnicity, body shape, image and style etc.

Two main characters are used throughout the Respect Yourself programme - Boz (female), Baz (male). There are images of them aged 5, 9, 14 and 20. They are used as a distancing technique so pupils can explore issues and concerns via a third party (please see 'Creating Character guidance' (2.1)). Boz and Baz appear in a number of Shropshire publications such as school nurse leaflet and to advertise CHAT (confidential help and advice for teenagers) and the Respect Yourself booklets. They provide a recognisable, consistent brand for young people across Shropshire.

It should not be assumed that Boz and Baz are in a relationship with each other or that they experience all of the problems and dilemmas that face young people. The other characters can be used to explore a wide range of relationship situations. They can be older or younger siblings, friends, neighbours, relatives or partners. These characters can be used in school and for PSHE generally to explore spontaneous situations or problems that arise, asking pupils to create the character to think about welcoming a new pupil, name calling, bereavement, preparing to go on a trip etc.

In the context of the RSE Respect Yourself resources the characters can be used to bring to life the problem page type exercise, explore peer pressure from different points of view, especially different gender perspectives, and provide an empathetic basis from which to address homophobia.

All the images are available on the CD and can be printed out in colour or black and white. There are some large cardboard cut outs and wipe boards of Boz and Baz at different ages available on loan from the Health Development team (01743 246822.). These could be used for an assembly, to promote CHAT (confidential help and support for teenagers), parents' evening or in the classroom. If schools wish to purchase their own the Health Development Team can advise.





Guide to Using Sense CDs



Growing up and Keeping Safe KS2

Load on computer - click on Sense primary CD-LI

Click on 'yes' to the licence agreement

Wait for the computer to load and open

If there is constant background music exit the CD by clicking on exit and start again

Under Being Healthy, select Sex section

What does love mean? (children talking)	1 m
What do we mean by the word sex? (children talking)	2 m
Where do babies come from? (children talking)	1 m
When do you know when to have sex? (cartoon characters talking)	1 m
Why do people have sex? (carton characters talking)	1 m
Others views (cartoon characters taking)	1 m

Under Being Healthy, select Puberty section

What is puberty? (children talking)	1 m
What happens to boys during puberty? (children talking)	1 m
What happens to girls during puberty? (children talking)	1 m
Growing up changes in puberty (narrator)	1 m
Specific physical and emotional changes with cartoon characters	7 m

Sex and Relationships

CD 14-16 booklet 12-16

Load my computer – click on EXE or Sense

Under Sexuality and Sexual Feelings

Know your body (cartoon characters) age and gender options ages 10-12,12-15,15-16 5m each character

Sexual attraction (narrator and cartoons) three different party scenes and couples 5m each scene

Contents

Section Two

Year 6	Lesson Plans for Key Stage 2	Ref	Worksheets, Handouts & Teacher Notes
Lesson 1	Valuing Ourselves	1.0	Baseline Assessment - Teacher guidance
		1.1	Knowing the Class - Ground Rules - Teacher guidance
		1.2	Star Sheet
		1.3	Circle of Support
Lesson 2	Changes	2.1	Creating a Character - Teacher guidance
		2.2	Question Box - Teacher guidance
		2.3	Boz and Baz aged 9
Lesson 3	Puberty	3.1	Timelines 0-10 & 11-20
		2.3	Boz and Baz Aged 9
		3.2	Boz and Baz Aged 14
		3.4	Puberty Quiz and answer sheet
Lesson 4	Knowing Our Bodies	4.1	Male and female reproductive organs, internal and external - labelled
		4.2	Male and female reproductive organs, internal and external - unlabelled
		1.8	Puberty Card Game
		4.3	Body Part Names Summary Sheet
		4.4	Reflection
Lesson 5	Unit Review	1.0	Baseline Assessment - Teacher guidance
		5.1	Review & Reflect

Year 7	Lesson Plans for Key Stage 3	Ref	In Section Three
Lesson 1	Changes Now	1.0	Baseline Assessment - Teacher guidance
		1.1	Knowing the Class Ground Rules / Teacher guidance
		2.2	Question Box
		1.3	Circle of Support
		3.2	Boz and Baz Aged 14
		2.1	Create a Character
Lesson 2	Relationships	7.1	Conscience Alley
		7.2	Friendship Quiz
		2.3	Boz and Baz Aged 9
		7.3	Boz and Baz Question Cards
		7.4	Diamond Nine Template and Statements
Lesson 3	Adolescence	3.3	Timelines 0-10 & 11-20
Lesson 4	'What's Love Got to do With it?'	8.1	Delay Leaflet 'ways to show...'
Lesson 5	Risks and Images	1.6	Quiz One
		1.0	Baseline Assessment - Teacher guidance
		9.1	Review & Reflect

Valuing Ourselves

Year 6, Lesson 1/5

Pre-Lesson Preparation/ Resources

- Baseline Assessment (1.0)
- Knowing the Class / Ground Rules Sheets (1.1)
- Star sheets - 1 per pupil (1.2) (Head and shoulder photograph of pupils is needed prior to lesson if required for use as star centres)
- Circle of Support – 1 per pupil (1.3)
- Prepare whiteboard/paper with ground rules
- Sticky notes
- Pens and Pencils, Red and Blue Pens

Lesson Objective

- Consider why honesty, loyalty, understanding and respect are important in relationships.
- Recognise their own worth and identify positive things about themselves and others

Lesson Outcome

- Identify pupils baseline knowledge, understanding & confidence about puberty

Assessment

- Pupils can demonstrate that they recognise their own worth and that of others (e.g. making positive comments about themselves and others in class)
- Baseline Assessment

Activities

Suggested Timings

1. Develop Ground Rules (1.1)

2. Baseline Assessment (1.0)

Hand out blue and red paper or pens, follow teacher's guidance. Read out three questions and collect in.

10 mins

3. Special Me / Special You

Arrange the class in groups of 4-6 (Star sheets 1.2)

Introduction

Everyone is special and has special qualities that makes them an individual. Ask for a few examples. Ask the class to think of one thing about themselves that makes them special. Hand out the STAR Sheets

5 mins

In groups

Ask the class to write their names in the centre of the STAR

- pupils write the special quality they have been thinking about in one point of the star
- ask the class to think for 2 minutes about the special qualities of the people in their group
- each pupil passes their STAR clockwise around the group and everyone writes something special about that pupil in a point on their STAR

15 mins

Activities

Suggested Timings

- ask each pupil to read the special things about themselves, choose one point which they think reflects their most special quality and write it and their name on a sticky note
- ask for volunteers to read out their special quality beginning with 'I'm special because...'
- whole class puts up their post-its
- in pairs pupils tell each other how the activity made them feel.

Differentiation

Adult / peer support for pupils with regard to literacy skills.

4. Special Relationships (Spider Diagram 1.3)

Ask the class to think of all the people in their lives – family, friends, staff etc. Write a selection on a board / sheet.

Individual

- hand out spider diagram (1.3)
- ask pupils to put people around the circle, the most special or important people nearest to the circle fanning outwards to the those who they are not as closely associated with.

In pairs (mixed or single gender)

- ask pupils to choose 1 person who is really special to them and share with their partner what makes that relationship and person so special.

Whole class

- ask class to feed back what makes the relationship with people towards the centre so special
- start to make a list of qualities that make a relationship special, working towards a top 5-10 qualities
- keep the final list for lesson 2.

Differentiation

G&T – could extend spider diagram to add key words around each person that reflect their relationship with them or think about the similarities and differences between the people on the inside and outside of their diagram.

A group could make their own Special Relationship list separately from the class and then feed back into the class list.

SEN – could look at the similarities and differences of one person who is very special to them and one person who they are not closely associated with.

20 mins

Plenary

Put the qualities of honesty, loyalty, understanding and respect on the whiteboard.

Discuss what each one means in a relationship.

In pairs get them to discuss which one of these qualities is the most important to them in a relationship and why.

Ask 2-4 pairs to feed back

10 mins

Plenary

You could discuss the importance of talking about things that are worrying or bothering you. Point out that children can always talk to Childline.

Go to childline.org.uk/talk and show the 3 minute video clip about what happens when a child contacts Childline.

Arrange a free awareness raising assembly for year 5 & 6, the NSPCC run these. Contact kate.warner@nspcc.org.uk

10 mins

Knowing the Class

Ground Rules

As with the physical environment, teachers will need to think carefully about the emotional environment that is created in the classroom. RSE, as with any other areas of PSHE, involves discussion about personal and sometimes sensitive, and even controversial, issues.

An atmosphere of trust and support enables a learning environment to be developed so pupils can discuss and share their feelings, explore values and attitudes, express their opinions and listen to and consider the views of others. Developing and maintaining meaningful ground rules is essential to create a safe and supportive learning environment.

Ground rules enable teachers and pupils to work together. They create a safe environment in which teachers are less embarrassed or anxious about unexpected questions or comments from pupils, and where inappropriate behaviour and the disclosure of inappropriate personal information is prevented or minimised.

Establishing ground rules

Explain the concept of ground rules as basic rules, which everyone needs to agree. Draw comparisons with other areas of life (e.g. playing games or sports, driving a car)

Ask: What do we need to do in this class to help us work well together?

What rules can we have so that everyone enjoys the lessons and contributes?

What kinds of behaviour makes things difficult for others?

- Develop them with each class or year group
- Start with four or five ensuring that those chosen are effective and can easily and consistently be implemented, they can be added to later
- Display the rules prominently in the classroom, and share with any visitors and parents, other teachers and refer to as part of the schools' RSE policy.

Knowing the Class

Ground Rules

Page 2

Some examples

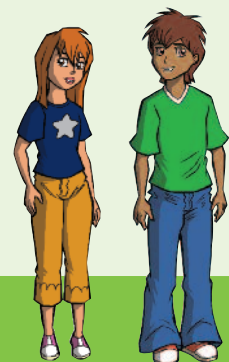
Developed by teachers/community nurses and pupils. It is important that both teachers and pupils contribute to rule setting.

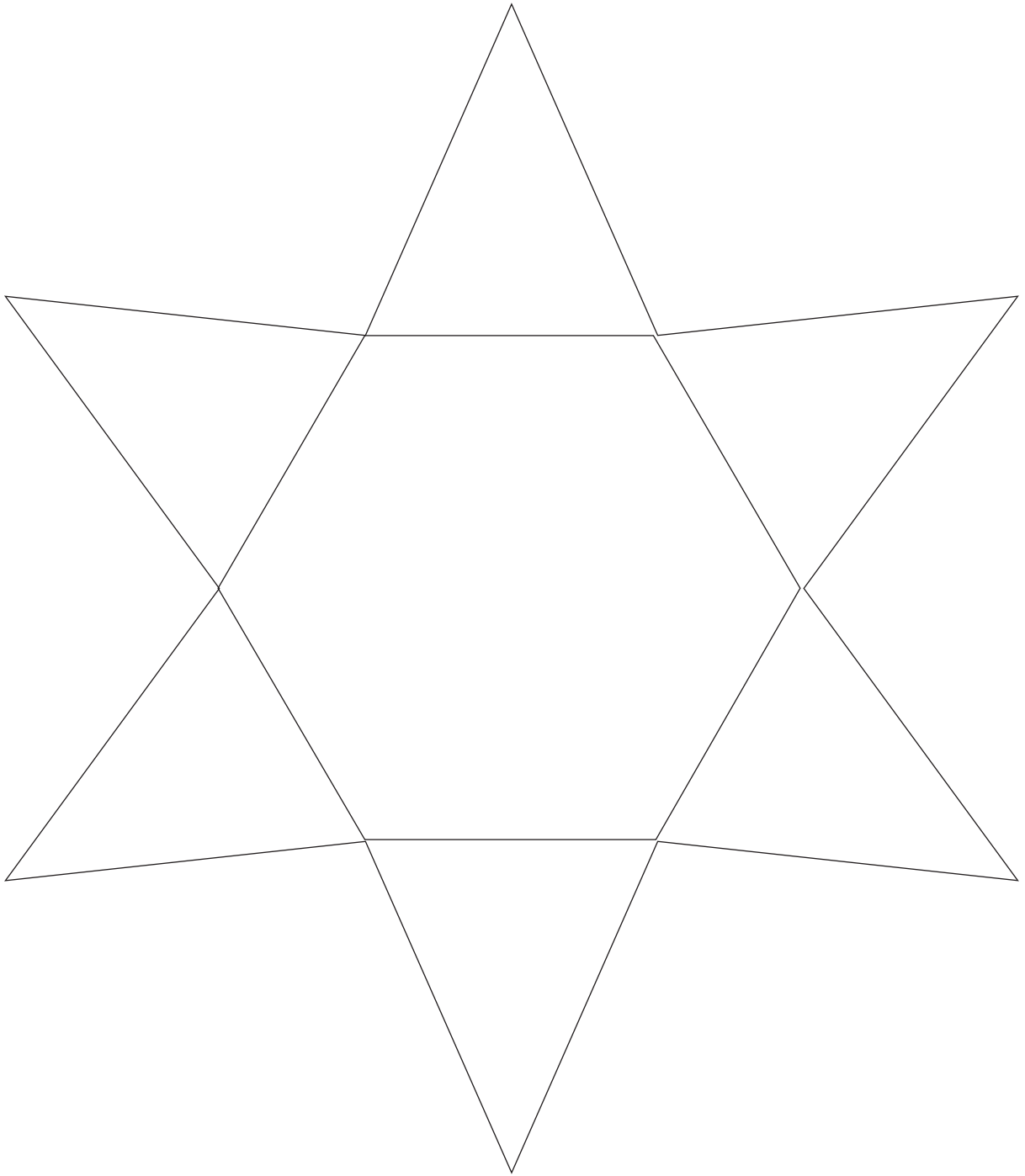
- Only one person talks at a time (try not to interrupt others).
- Listen carefully to what other people say.
- Offer opinions and ideas and support others ideas.
- It's OK to disagree with ideas and opinions but not people.
- It's OK to pass (but try to join in later).
- There is no such thing as a silly question.
- No-one, teacher or pupil, will answer or be asked personal questions.
- Meanings of words will be explained in a sensible and factual way, correct names for the body parts will be used.
- What is said in the classroom remains in classroom (unless someone is in danger or at risk).
- No making fun of others or putting them down.
- Have fun.

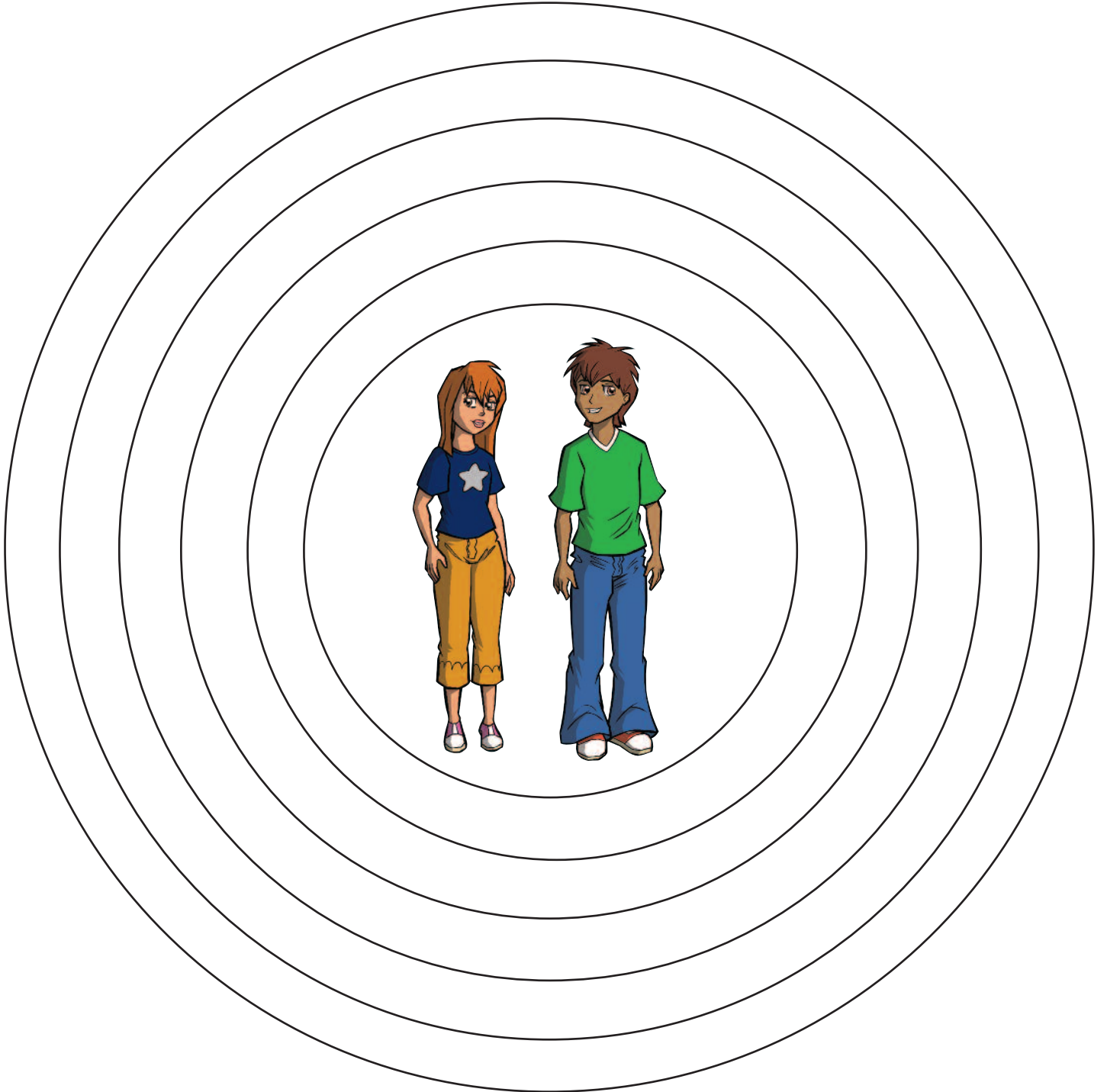
Maintaining ground rules

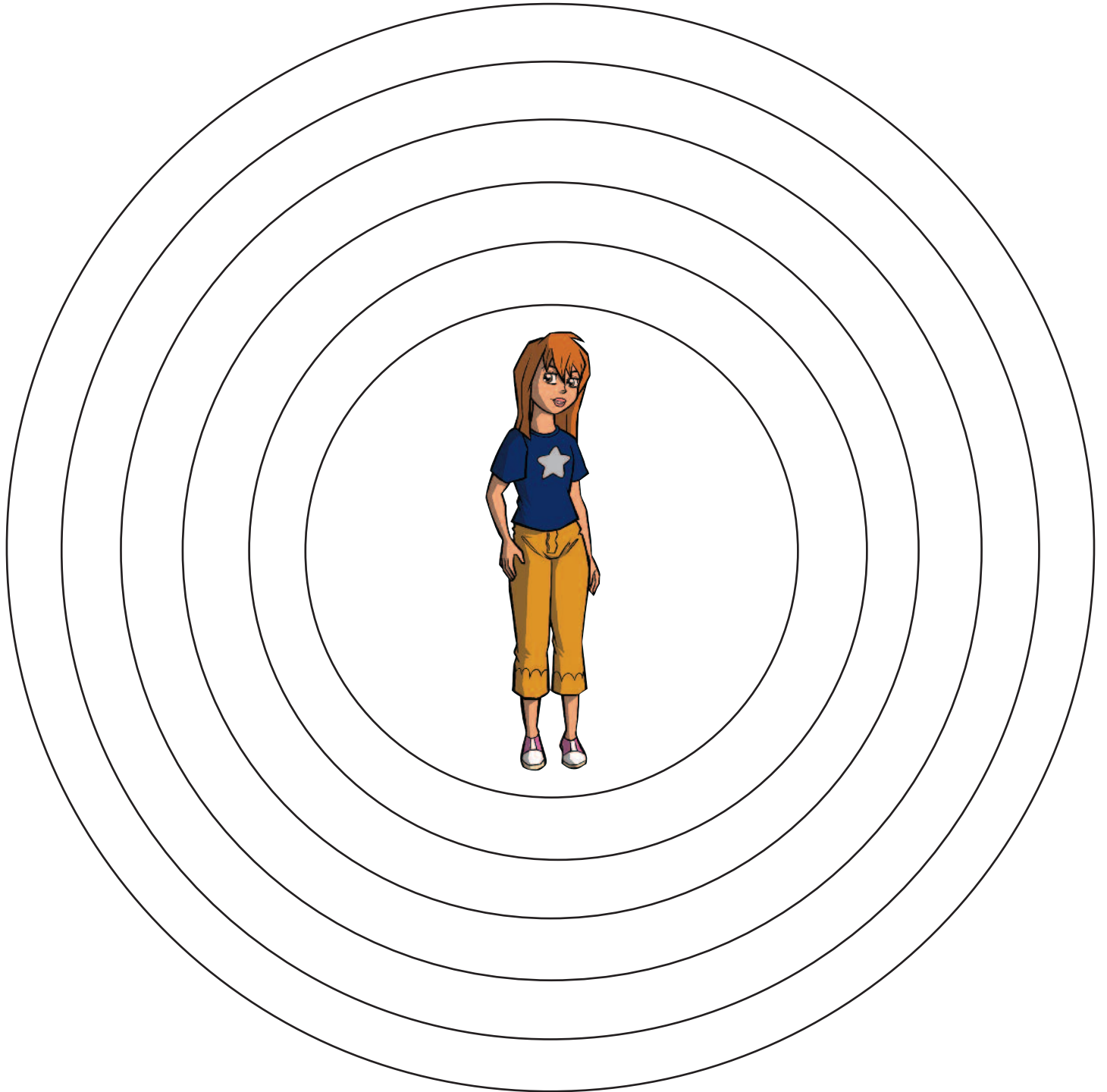
Strategies for monitoring and maintaining ground rules include stopping the lesson and reinforcing and explaining one or more of the rules, adding to them if appropriate, or reflecting at the end or beginning of a lesson how well the class have kept to the rules or where they need to improve. It is important that the class has ownership of the rules.

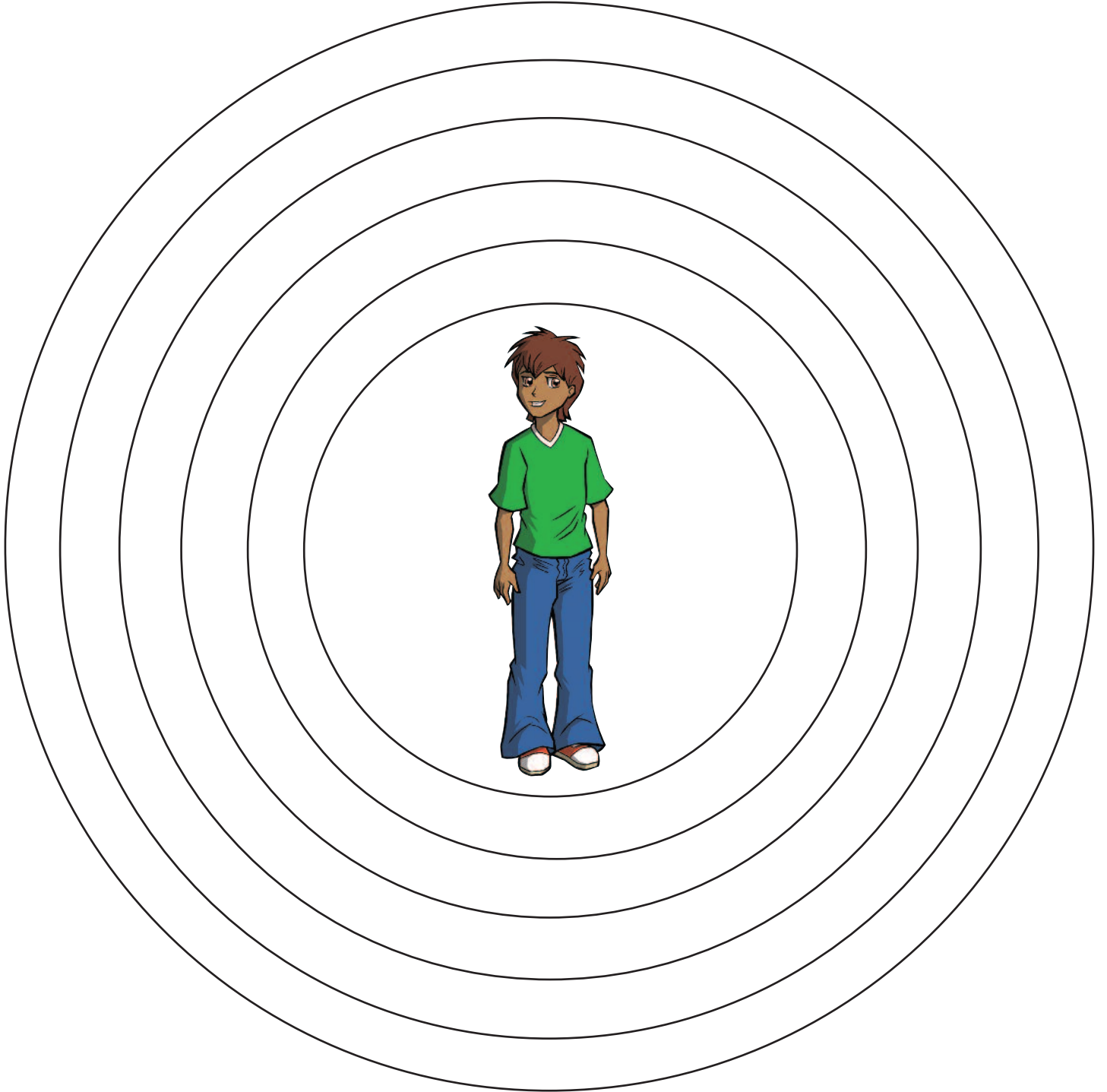
Encouraging pupils to comment and support the implementation and use of the rules is a positive way to help them take responsibility and control for their learning.











Changes

Year 6, Lesson 2/5

Pre-Lesson Preparation/ Resources

- Analyse baseline assessment, identify any vulnerable pupils and use information to inform grouping of pupils for activities
- Read teacher guidance notes - creating a character and Ground Rules sheets (1.1 and 2.1)
- Make a Boz and Baz Question Box – instructions (2.2)
- Boz and Baz pictures aged 9 (2.3)
- Watch the Sense CD interactive clips Being Healthy Puberty section – children talking (2.3)
- Pens, pencils etc

Consider grouping around physical development and / or separate gender groups

Lesson Objective

- Managing change effectively: e.g. learn about the changing nature of and pressure on relationships with friends and family
- Appreciate that similarities and differences between people are a result of many factors

Lesson Outcomes

Know and understand about the physical and emotional changes that take place at puberty, why they happen and how to manage them.

Assessment

Baseline assessment for QCA statement:

'Pupils can discuss some of the bodily and emotional changes at puberty'

Teacher Assessment

Introduction

Suggested Timings

- Revisit work from Lesson 1 on Special Relationships using the Top 5-10 list created during the lesson.
- Put the word **Changes** up: What does this word mean?

Explore with the class:

- What does change mean in ourselves - emotional and physical?
- What does change mean in relationships?

Emphasise that change is a natural part of life but that it can cause us to worry

- Explain that the class is going to work with 2 characters to explore the nature of change.
- Introduce Boz and Baz and put characters up in the room.
- Explain who is who and that they are in Year 6.

10 mins

Activities

Suggested Timings

1. Creating Boz and Baz - Whole Class

- Brainstorm and record ten things about each to create the character.
- Explain that you need to set Ground Rules for how the pupils will work with Boz and Baz.
- Revisit agreed Ground Rules from lesson 1 – add any if necessary.

2. Whole class shown the Sense interactive clip 'Puberty'

10 mins

3. In groups of 4

10 mins

(consider grouping according to ability, gender and / or physical / emotional maturity)

- Give out Boz and Baz A3 pictures

Ask pupils to draw or write the emotional and physical changes that they think might be happening to Boz and Baz in Y5/6 e.g. growth, hair, skin, feelings, likes/dislikes

Reassure them that there are lots of different names given to parts of the body, emotions and feelings but to use the correct words where possible.

Differentiation

The initial grouping of the class should ensure that the more able/mature are able to complete the sheets and have discussions at a relevant level. Pupils with learning needs may need support from an adult to scribe.

(Keep the drawing for reference and assessment)

4. Explain that next lesson they are going to look at how Boz and Baz will develop through puberty to the age of 14.

5 mins

Explain that you are going to explore these changes in more detail in the next lesson. Introduce the word 'Puberty' and explain that this word describes the sorts of changes they have been discussing.

Encourage the use of the word 'Puberty' from now on.

Recognise that the pupils may have more questions to ask. Make a list of who they could ask or where they could get information from. Introduce the Boz and Baz question box.

Reassure that everyone is special and different.

Everyone grows and changes at a different rate and that's ok!

Plenary

5. In pairs – ask pupils to share with a partner one thing they know now about changes during puberty they didn't know at the start.

10 mins

Creating a Character

Teacher Guidance



Introducing Boz and Baz

Boz and Baz have been created as fictional characters for the Transition Project. Their names have been chosen so that it is not the name of anyone in the class. Images of Boz and Baz are available at different ages and stages of development. Who they are, their backgrounds, likes, dislikes and the issues they are facing or need help with can be adapted and changed depending on the issues being discussed and the maturity and confidence of particular groups.

This technique, called 'creating a character', gives pupils common ground to discuss their feelings without having to disclose anything about themselves. It is a powerful distancing technique.

Using Boz and Baz

Explain to the group that they are going to meet Boz (female) and Baz (male), write their names, ages and genders on the large A3 paper, and that as a class they are going to create them.

Inform the group of two ground rules: that as they go round the class they can not contradict a suggestion made before, i.e. the character can't be tall and 2 foot in height, or be a only child, then have two brothers and they are to keep the character realistic, i.e. hasn't got a lion as a pet or won the lottery.

Go round the class asking each person in turn for one fact about the character. Ask the group to give facts about the characters, such as family background, likes and dislikes, what they are good at etc. Write this up and read it out.

Then adding a sentence along the following lines:

e.g. Boz is 10, she is female. Boz is worried about changes to her body, can you help her? Name and draw the emotional and physical changes she is noticing.

e.g. Baz is 10, he is male, Baz is concerned about changes he has noticed. Can you help him? Name and draw the emotions and physical changes.

This can then be followed up with a class discussion about how do you think they are feeling and why?

Question Box



A question box encourages pupils to ask difficult or awkward questions without embarrassment and with anonymity.

A question box can be introduced as part of creating ground rules; or at the beginning of each lesson as a reminder of the ground rules.

The purpose of the box should be explained:

- Anyone can use the box to post a question at any time, as many times as they want.
- Questions can be anonymous or, if pupils would like, they can put their name on so the teacher can follow up.
- No one else will see the questions but the teacher, unless there are significant issues about pupils' safety or wellbeing that need to be shared with others.
- The issues raised will be addressed or answered as part of the lessons.
- Personal questions are not acceptable, otherwise there is no such thing as a silly question.

There may be a question (or behaviour) which arises in class, outside lessons or as part of the question box which as a teacher you feel should be discussed with the parent / carer. This might be the use of abusive or offensive language, or confusion or upset following delivery of an RSE lesson. Or if a question indicates knowledge or information about sex and sexual activity inappropriate for the age of the child (see sample of pupils questions).

Depending on the nature of the concern you should discuss this in the first instance with the Head / Child Protection lead. Good practice recommends that, prior to involving a parent / carer you should talk to the pupil concerned and explain why you feel it is in their best interests to talk to their grown up. It may be that they are best placed to respond, follow up, offer support etc.

Parents may be happy and relieved for the teacher to respond in class or directly to their child. Some will be concerned to provide additional information, reassurance or support - others may wish to have the opportunity to respond and answer in the first instance.

Be aware that if a child strongly rejects the idea of involving their parent or carer this should be taken seriously and should be discussed with the Head and in accordance with the confidentiality policy of the school.

Whole School Approach

The question box is a vital and important tool to use when delivering RSE sessions. It should be available for all lessons. However it needs to be recognised that pupils have questions and concerns about their bodies and relationships that can arise at any time. Many schools have a worry box or suggestion box, or indeed a happy box so that pupils can communicate issues.

For RSE in particular it is important to recognise that pupils may ask any member of the school team, from dinner time supervisor to TA, teacher or school nurse. All members of staff need to be aware of the school RSE (or SRE) policy, which should include guidance on using correct terminology and procedure about responding to questions.

Having a whole school RSE question box enables pupils to ask questions when, and as, they arise. For staff the use of a whole question box for relationship questions and worries provides them with a facility so that they are not under pressure to respond immediately. By writing a question down they communicate to the pupil that their question is being taken seriously. No member of staff should ever feel put on the spot or under pressure to answer a question they are not sure about. The question box provides an opportunity for staff to discuss and consider their response in accordance with school policy on confidentiality, child protection etc. A number of the Transition programme pilot schools, both primary and secondary, are introducing this approach. Church Stretton Secondary School has established a Relationship RSE box, successfully linking it with the pastoral care system, referrals to CHAT and school nurse drop in sessions.

Don't worry about spelling or the words used

It is recommended that the teacher looks at and uses any question to help prepare the following lesson. Teachers should respond to the questions in the following lesson or identify when these issues will be further discussed as part of the scheme of work. Depending on the nature of the query, teachers may choose to answer questions with individual pupils.

Any box can be used, but it should be labelled and be in some letter box format, large enough for pupils to post their questions but secure enough to prevent others getting out any questions.

Sample of pupils questions - Year 6 and 7

At the age of 9-11 children are curious about puberty and sexual feelings and concerned about body image. They are interested in knowing about love and different families. They want to know more about conception, how babies are made and born and why families are important for having babies. They are interested in diseases, including how they can be prevented. They will also want to know who they can go to for help, advice and information about sex and puberty.

Below is a sample of the questions asked during the Transition Programme pilot combined with those identified by the Sex Education Forum (www.ncb.org.uk/sexed)

Relationships

- What are the important relationships in my life now?
- What is love? How do we show love to one another?
- Can people of the same sex love one another? Is this ok?
- What are the different types of families and partnerships?
- What do the words lesbian and gay mean?
- Why does calling someone gay count as bullying?
- What should I do if someone is being bullied or abused?
- Are boys and girls expected to behave differently in relationships?
- Why are families important for having babies and bringing them up?

My Body

- What is puberty?
- Does everyone go through it? At what age?
- What body changes do boys and girls go through at puberty?
- How do hormones change the body?
- How do I prepare for puberty / periods? Are there any signs you are going to start your period?
- When will I get an erection?
- Does the sticky stuff / sperm come every month for men?
- Is my body normal? What is a normal body?
- How will my body change as I get older?
- How do I masturbate?

Feelings and Attitudes

- What kinds of feelings come with puberty? / What does it feel like when in puberty?
- What are sexual feelings?
- What are wet dreams?
- What is masturbation? Is it normal?
- How can I cope with these different feelings and mood swings?
- What should I do if my family doesn't agree with me and my views?
- What do families from other cultures and religions think?

Sample of pupils questions

Lifecycles/ Human Reproduction

- What is sex ? How do you have it?
- How many sperm does a man produce?
- Do women produce the sticky stuff men do?
- How many eggs does a woman have?
- How do sperm reach the egg to make a baby?
- Does conception always occur or can it be prevented?
- How do same sex couples have a baby?
- How do you know when you are pregnant?
- How is the baby born? / How does the vagina stretch when having a baby? / Does it hurt? / How long does it take? / Why does water come out when you have a baby?
- How old do you have to be to have a baby?
- How do you get twins?
- What does a baby need to keep it happy and healthy?

Keeping Safe and looking after myself?

- How can I look after myself now I am going thorough puberty?
- How can girls manage periods?
- How can people get diseases from sex and can they be prevented?
- What is HIV?
- What is the difference between sex and rape?

People who help me / getting help and advice

- Can I believe everything I see on TV?
- Who can I talk to?
- Where can I find information about puberty and sex?
- What would you do if a family member going thorough puberty doesn't want to tell anyone?

BOZ aged 9



Baz aged 9



Puberty

Year 6, Lesson 3/5

Pre-Lesson Preparation

- Watch Sense CD clip on Being Healthy Puberty section, Boy / Girl Changes. This clip includes issues such as erections, periods and wet dreams
- Read questions in Boz and Baz Question Box
- Read 'Hair in Funny Places', by Babette Cole

Resources

- Boz and Baz pictures (2.3) age 9 and age 14 (3.2)
- Boz and Baz timelines (3.3)
- Puberty Quiz and Answer Sheet (3.4)

Consider differentiation and if group work is better in mixed or single sex. You may need to refer to the school RSE policy.

Lesson Objective

- Discuss and ask questions about changing bodily needs
- That puberty can be a positive and exciting time
- Know how changes at puberty affect bodily hygiene

Lesson Outcomes

Know and understand about the physical and emotional changes that take place at puberty, why they happen and how to manage them.

Assessment

Pupils know and understand about the changes at puberty. Puberty Quiz (3.3).

Introduction

Suggested Timings

Go through any questions in the Boz and Baz box.
Read a book such as *Hair in Funny Places* by Babette Cole.

10 mins

Activities

Suggested Timings

Boz and Baz are Growing Up

In groups of 4

- Explain Boz and Baz are now 14/15
- Give out Boz and Baz pictures
What changes have taken place?
- Using the timeline ask pupils to draw or write the emotional and physical changes that could be happening to the characters at 14.

10 mins

Whole class

- Show the Sense Interactive CD clip on Boy/Girl Changes.
Includes summary by animated 'fly' character and view changes via Reene and Will - specific physical and emotional changes.

15 mins

Individual

- Puberty Quiz
Name and hand in

5 mins

Plenary

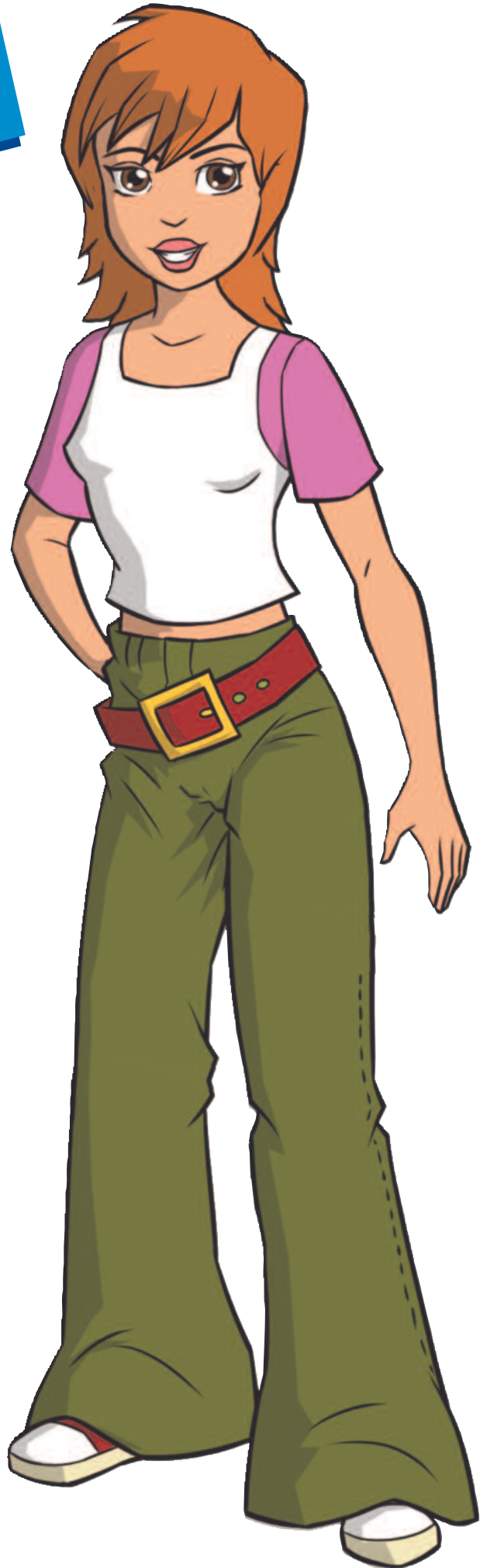
Re-emphasise importance of everyone is different... and that's alright

- In pairs - ask pupils to share with someone next to them one thing they know now about Puberty Changes and Changing that they didn't know at the beginning of the lesson
- Respond to and invite further questions to be put into the question box

5 mins

5 mins

BOZ aged 14



Baz aged 14



3.1



1-5

6

7

8

9

10



11

12

13

14

15



1-5

6

7

8

9

10



11

12

13

14

15

Puberty Quiz



Read the sentences below

Decide if the statements are true or false.

Circle the **T** if you think it is **True** or **F** if you think it is **False**.

1. Both boys and girls go through puberty T F
2. Puberty involves physical changes and emotional changes T F
3. Puberty starts at the same time for everyone T F
4. Puberty happens because of hormones T F
5. Name two changes, physical or emotional, that happen for girls during puberty:
 - a) _____
 - b) _____
6. Name two changes, physical or emotional, that happen for boys during puberty:
 - a) _____
 - b) _____

Puberty Quiz



Answer Sheet

1. Both boys and girls go through puberty **T** What is puberty ?

Puberty is a time when the body starts to change from being a child into a adult. It is part of sexual development.

2. Puberty involves physical changes and emotional changes **T**

Both physical and emotional changes take place during puberty. This is part of growing up and your body preparing you to become an adult.

3. Puberty starts at the same time for everyone **F** When does Puberty start ?

Puberty can start at any time from ten to sixteen, it is a process and takes place over several years. Everyone is different, people develop at different times and at different speeds. It makes no difference when you start. Puberty can last between two and four years.

4. Puberty happens because of hormones **T** What causes Puberty ?

Hormones are chemicals produced by the brain. They cause your body to change and grow. They also affect the way you think and feel about things.

5. The physical and emotional changes - Boz

- Nipples and breasts will start to grow
- Pubic hair around the vulva
- Body shape will change - broader hips, slimmer waist
- Start to have periods

6. The physical and emotional changes - Baz

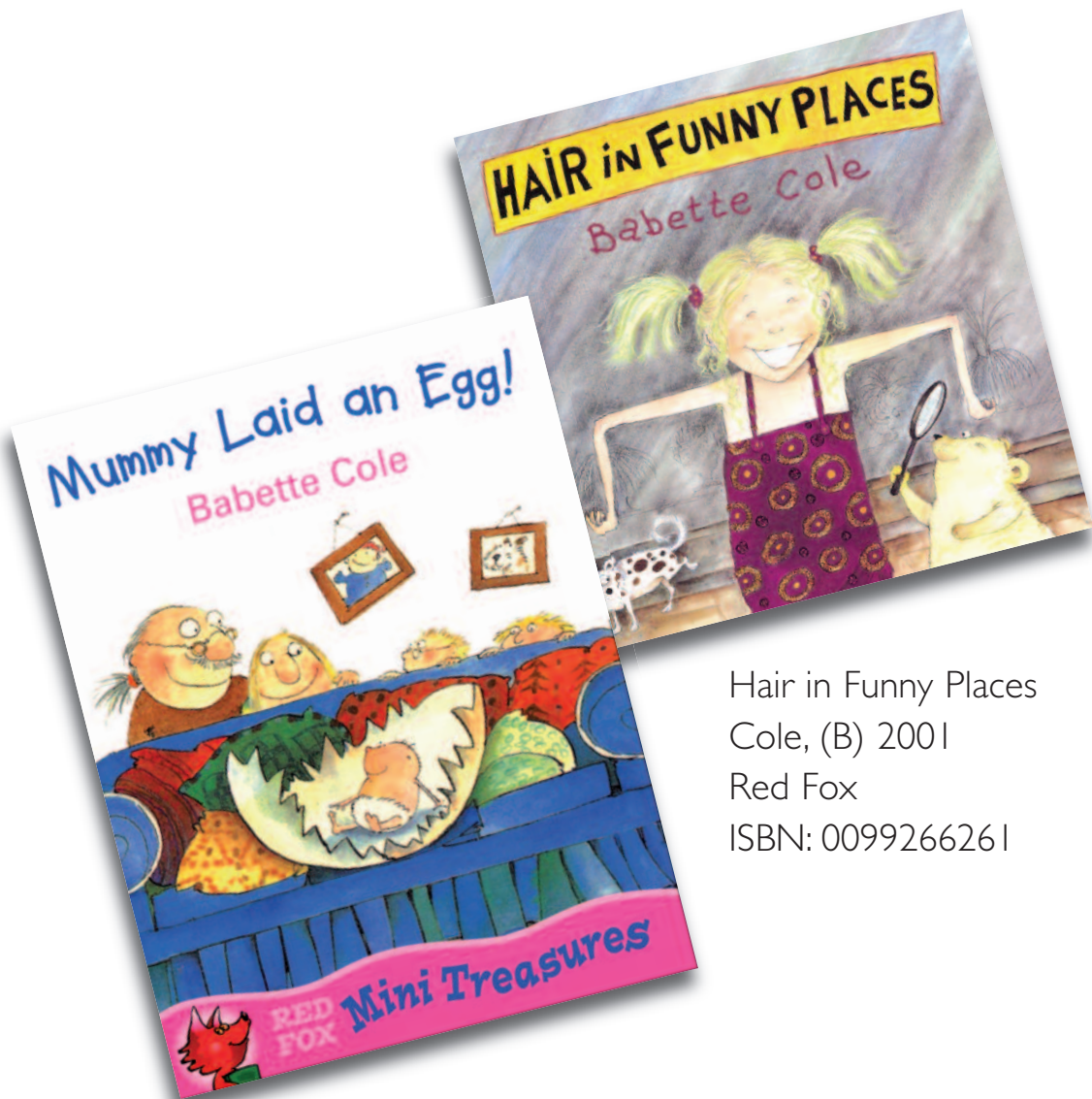
- Penis and testicles will grow larger
- Wet dreams may start
- Pubic hair will grow at the base of the penis
- Muscles will develop and chest will get broader
- More hair will grow on the arms and legs and start growing on the face
- The voice will change and get deeper

The physical and emotional changes - for Boz and Baz

- Getting taller
- Hair will grow under arms, between legs
- Sweat more between legs and underarms
- More spots

Supporting Materials

For Lesson 3 and 4



Hair in Funny Places
Cole, (B) 2001
Red Fox
ISBN: 0099266261

Mummy Laid an Egg!
Cole, (B) 1993
Red Fox
ISBN: 009940785X

Knowing

Our

Bodies

Year 6, Lesson 4/5

Pre-Lesson Preparation

- Look at Question Box and decide on responses.
- Mark puberty quiz
- Consider differentiation and reflect on previous groupings and Ground Rules
- Read 'Mummy Laid an Egg' by Babette Cole
- View CD Sense, clip: Being Healthy Sex Section

Resources

- Puberty card game (1.8)
- Male and female reproductive organs internal and external - labelled and unlabelled (4.1 & 4.2)
- Body part names summary (4.3)
- Reflection (4.4)

Lesson Objective

- Discuss and ask questions about how bodies change and develop during puberty
- Know that body changes are a preparation for sexual maturity
- Learn the correct names for body parts and their functions

Lesson Outcomes

- Know and understand the physical changes that occur during puberty
- Know and understand the correct language for body parts and their function in reproduction

Assessment

Question box.
Reflection handout.

Introduction

Suggested Timings

I. Question Box

a) Reassure that there is no such thing as a silly or stupid question, sometimes everyone feels awkward or embarrassed, and this is natural. Some questions might have been used to try and shock or are personal, remind the class about the ground rules.

10 mins

Suggested Timings

Go through general types of questions.
Factual what happens.
Questions about words.
Questions needing reassurance about difference.

b) Explain today we will be answering a lot of the questions as we go along, and there is also opportunity to ask Boz and Baz questions again at the end of the lesson and people can ask individual questions after the lesson.

Activities

2. Puberty Quiz

- Hand back and go over answers

3. Puberty Card Game - Whole Class

- Read through some names and descriptions of body parts BUT mix them up so that the correct description is not with the correct name
- Using the male and female cards ask the class to place the body parts under the heading 'male', 'female' or 'male and female' (placing the cards on the floor works well).

Groups of 4

- Give out description labels, ask pupils to match them with the correct name and then put them under male or female categories.
- Ask pupils to select description / name and place onto the unlabelled diagrams
- Look at the labelled diagrams and check placement of names and correct descriptions

Differentiation

- More able group – give pictures of body parts and ask them to write their own definition labels
- SEN - use colour coding to sort body parts into male and female categories. Give pictures with labels and with adult support discuss what each part does and where it is in the body

Whole Class

- Use more able group to feed back their findings, agreeing correct names and definitions

4. Read 'Mummy Laid an Egg' by Babette Cole.

- View CD clip 'What does the word sex mean?' (1 min), 'Where do babies come from?' (1 min), 'What is love?' (1 min)
- Discuss what might happen if the facts are not understood
- If there is time view clip 'When do you know when to have sex, why people have sex, and different views' (3 mins)

Plenary

5. Reflection handout for individuals to complete. Collect in.

- Remind pupils that they can use the question box if they have any further questions
- Discuss – who can they talk to about relationships / puberty / changes e.g. parents, teacher, school nurse

5 mins

10 mins

10 mins

15 mins

10 mins

Puberty Card Game

Teacher's note: This exercise is also included in the Respect Yourself year 8 scheme of works.

This exercise can be used with pupils at a number of levels depending on their ability, maturity and understanding. Put pupils into small working groups so they can work at appropriate levels. The colour coding is designed to assist pupils of all abilities to be able to work at level 1 to place the body parts into the male, female or male and female category.

Level 1: Place the body names into male, female or male and female

Level 2: Match the body part to its description

Level 3: Use the labelled reproduction diagrams to check where the body parts are located

Level 4: Use the unlabelled reproduction diagrams, ask pupils to write in or place the name cards in the blank squares.
Hand out the labelled diagrams to check correct placement.

(Adapted and reproduced by kind permission of Loud Mouth)

**A**

Body Odour (BO)

1.

This is the name for a male organ. Urine or 'pee' and semen leaves the body through it.

**B**

Pubic Hair

2.

This is the name for the smell left by dried sweat.

3.

This is also known as 'menstruation'. It starts in puberty in young women and happens about once a month. The average blood loss is approx. 4 to 6 tablespoons over 2 to 8 days.

C**Breasts**

4.

This is the name for something that happens to boys when they have an erection and ejaculate semen in their sleep.

D**Penis**

5.

This is the name for hair that grows around the genitals in both girls and boys

E**Testicles**

F**Erection**

6.

This is the name for when blood flows to the penis so it becomes larger and harder and stands away from the body

G**Period**

7.

This is the name for a body part that hangs on the outside of a male's body. They are the size of small plums and are part of the male genitals that make sperm

H**Wet Dream**

8.

This is the name for something that grows under and on the arms and legs for both girls and boys, boys often get it on their chests, stomachs, shoulders, back as well

I**Body Hair**

9.

This is the name for a body part. the main purpose is to produce milk for feeding babies

J**Ovary & Ovulation**

10.

Where small eggs are produced in women's bodies and when a ripe egg is released

K**Womb / Uterus**

11.

The place where a baby grows in a woman's body

1.8



Pregnancy

12.

When the unborn baby grows in the womb



Labia & Clitoris

13.

The fleshy lips where a woman's legs join
and the small sensitive point at the top



Genitals

14.

Male and female sex organs



Vagina

15.

Opening at the top of a women's legs, where the penis goes during sexual intercourse, and where a baby is born from



Hormones

16.

The chemicals sent by your brain to make the body mature and feel emotions



Urethra

17.

Urine (pee or wee) pass down this tube from the bladder. In a man part of it is in the penis. In a man it also carries the sperm out of the body

1.8



Anus

18.

This is the opening, sometimes called the back passage, where the body gets rid of solid waste



Scrotum

19.

This is like a soft bag. The testicles or testes are in it. It helps control the temperature of the sperm



Prostate Gland

20.

This helps to control the flow of urine. During sexual activity, it helps produce semen.

Puberty Card Game answers

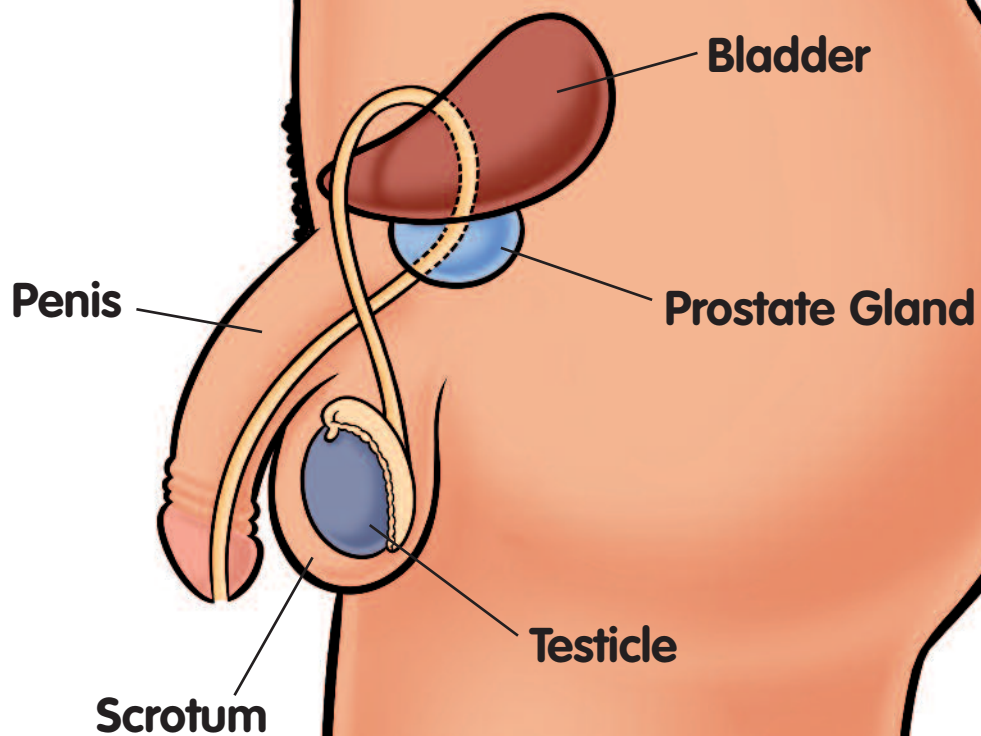
- | | | | |
|-------|-------|-------|-------|
| 1. D | 2. A | 3. G | 4. H |
| 5. B | 6. F | 7. E | 8. I |
| 9. C | 10. J | 11. K | 12. L |
| 13. O | 14. P | 15. M | 16. N |
| 17. S | 18. R | 19. T | 20. Q |

Male

Female

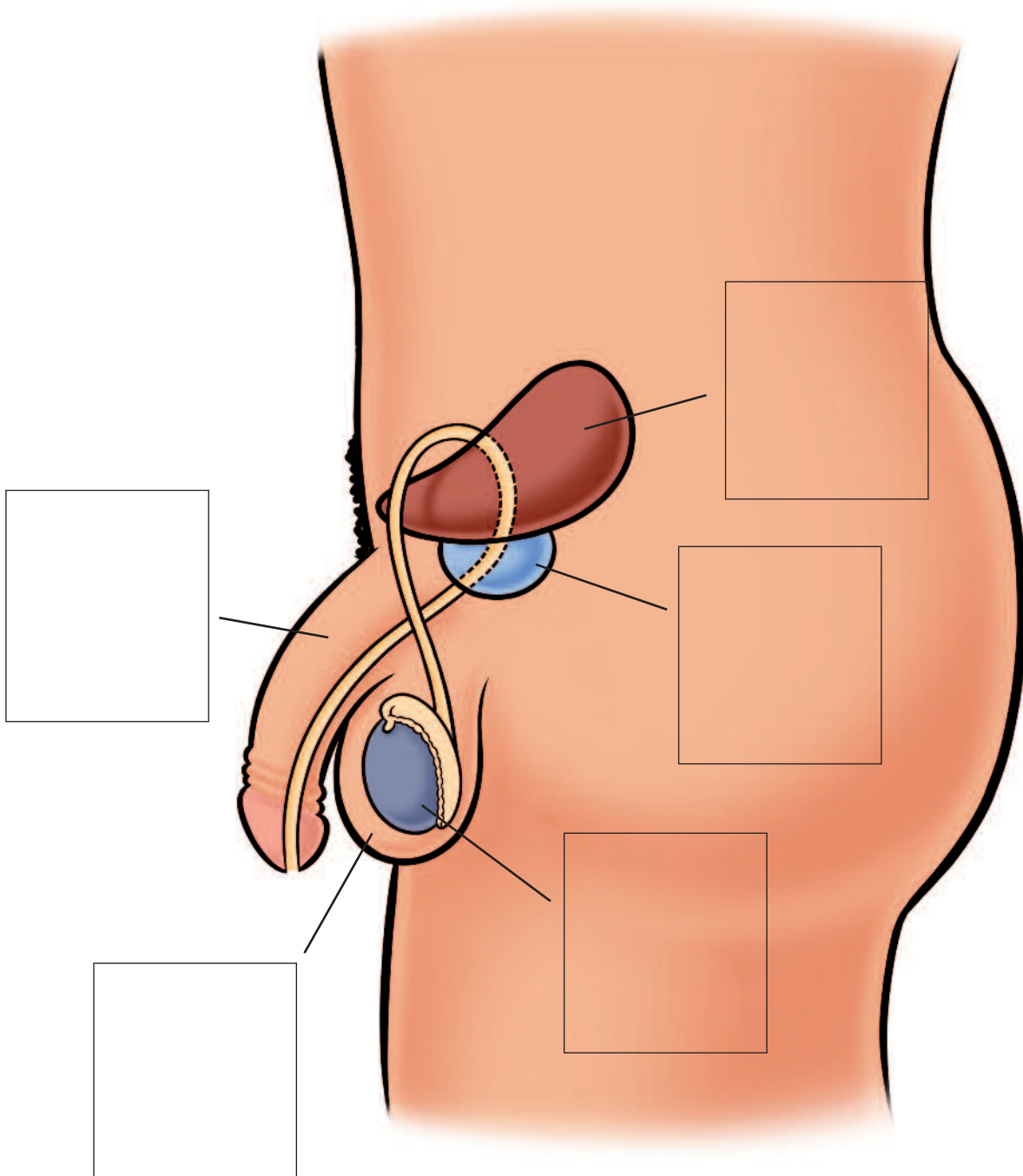
Male &
Female

Male Reproductive Organs

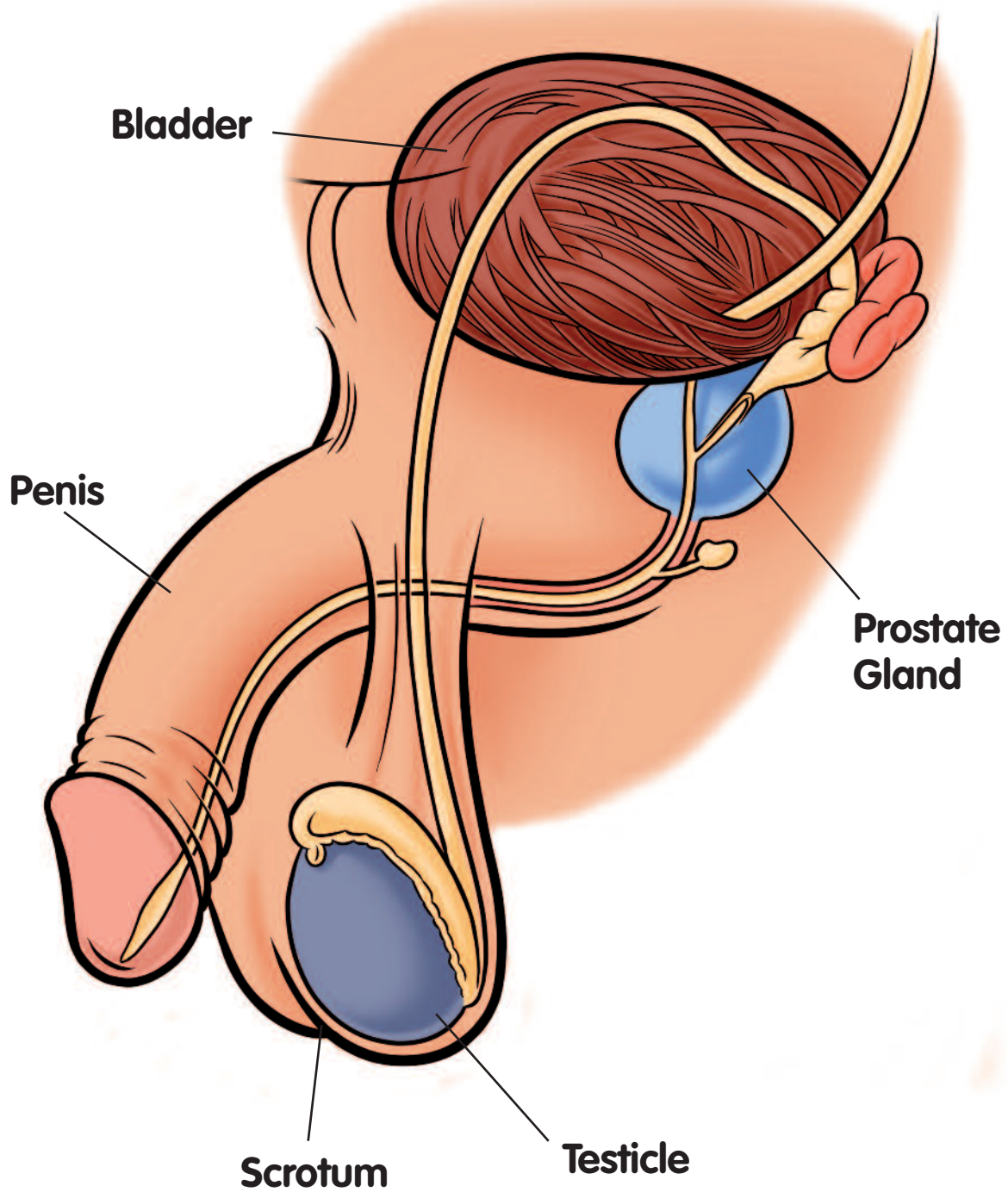


Male Reproductive Organs

Unlabelled

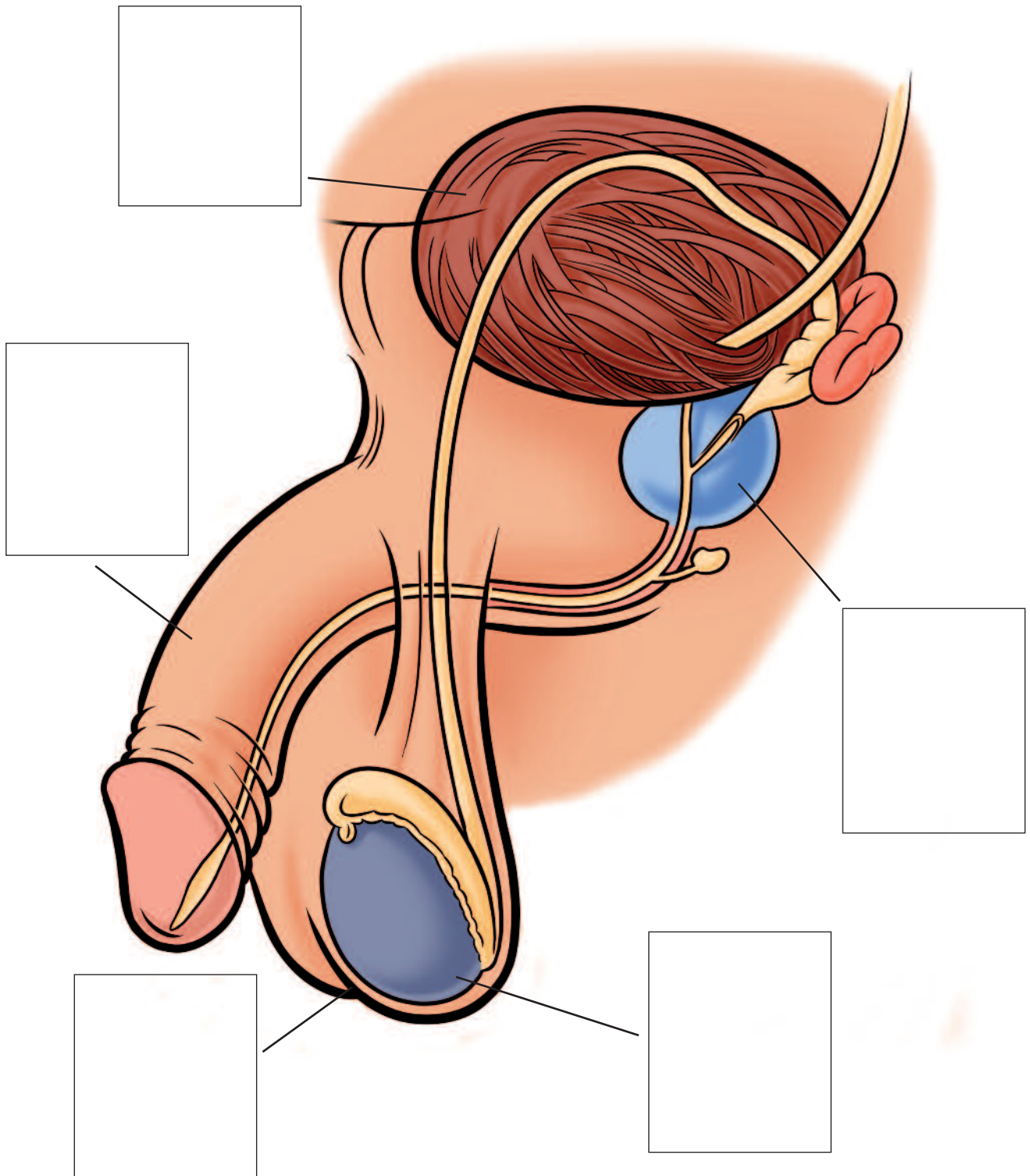


Male Reproductive Organs

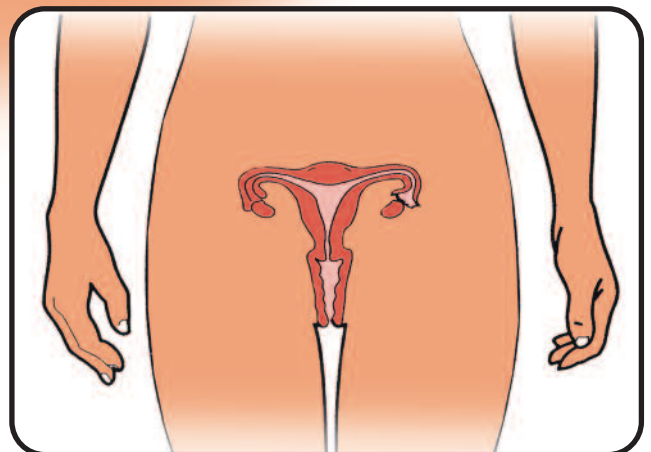
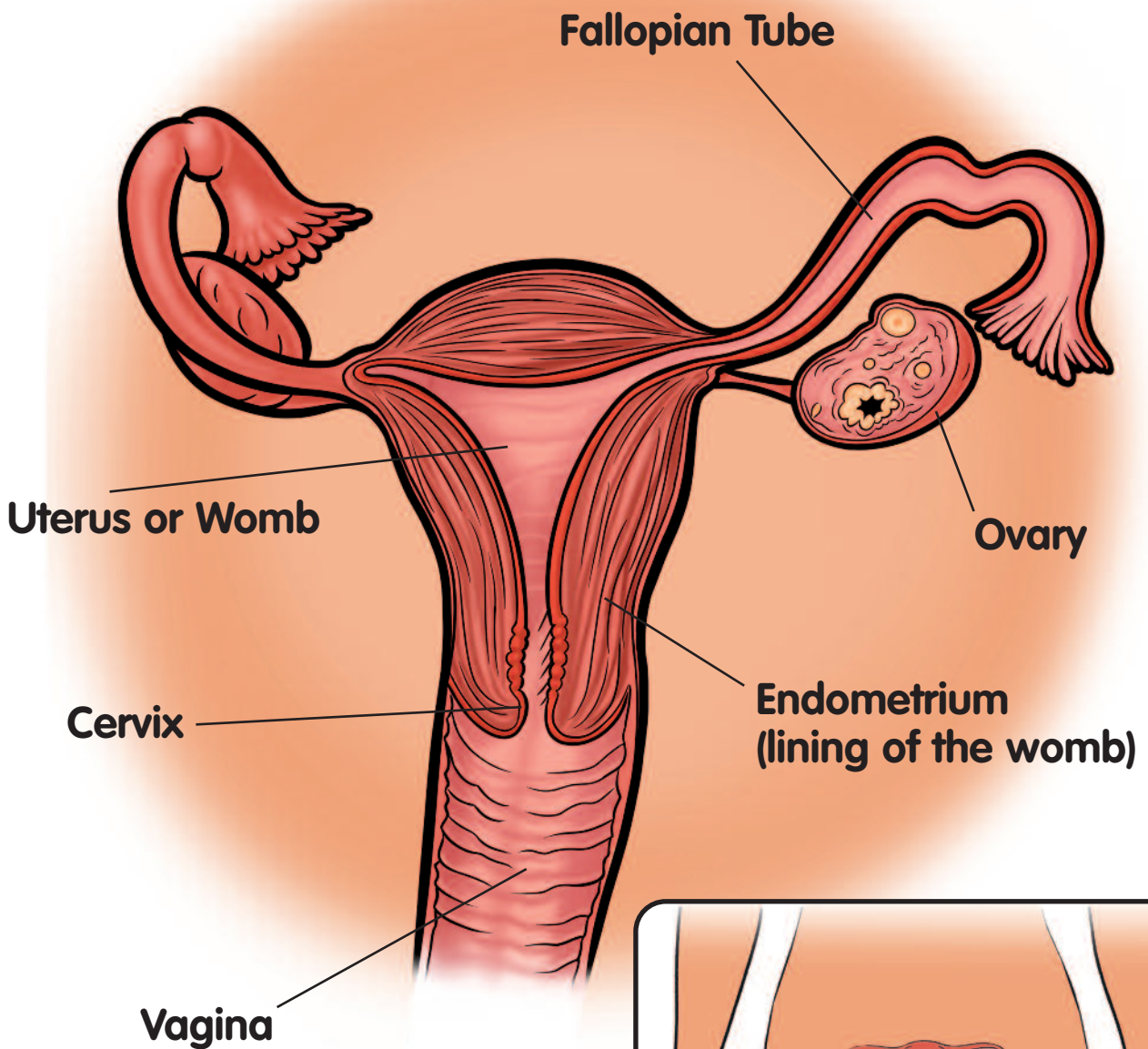


Male Reproductive Organs

Unlabelled

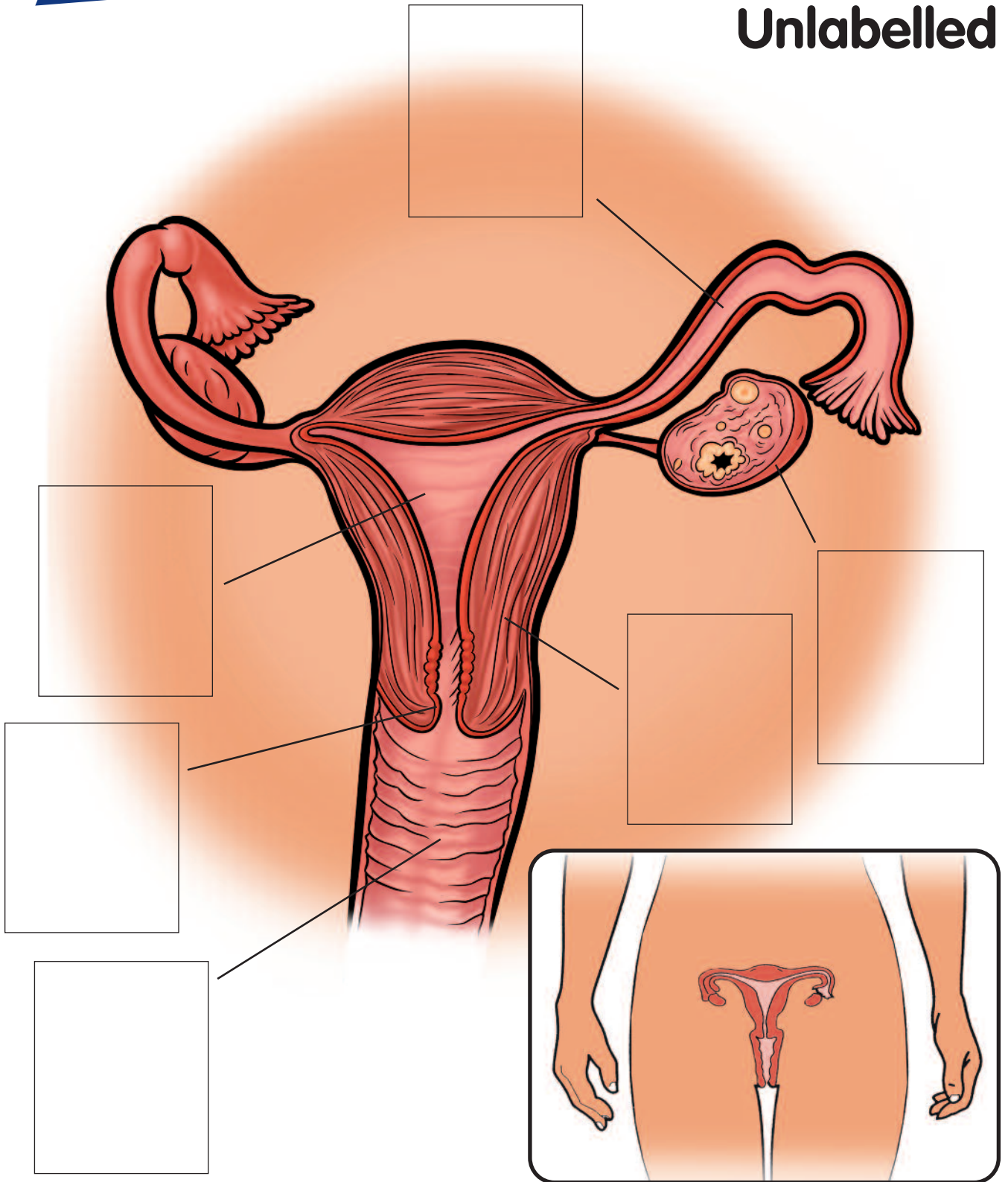


Female Reproductive Organs

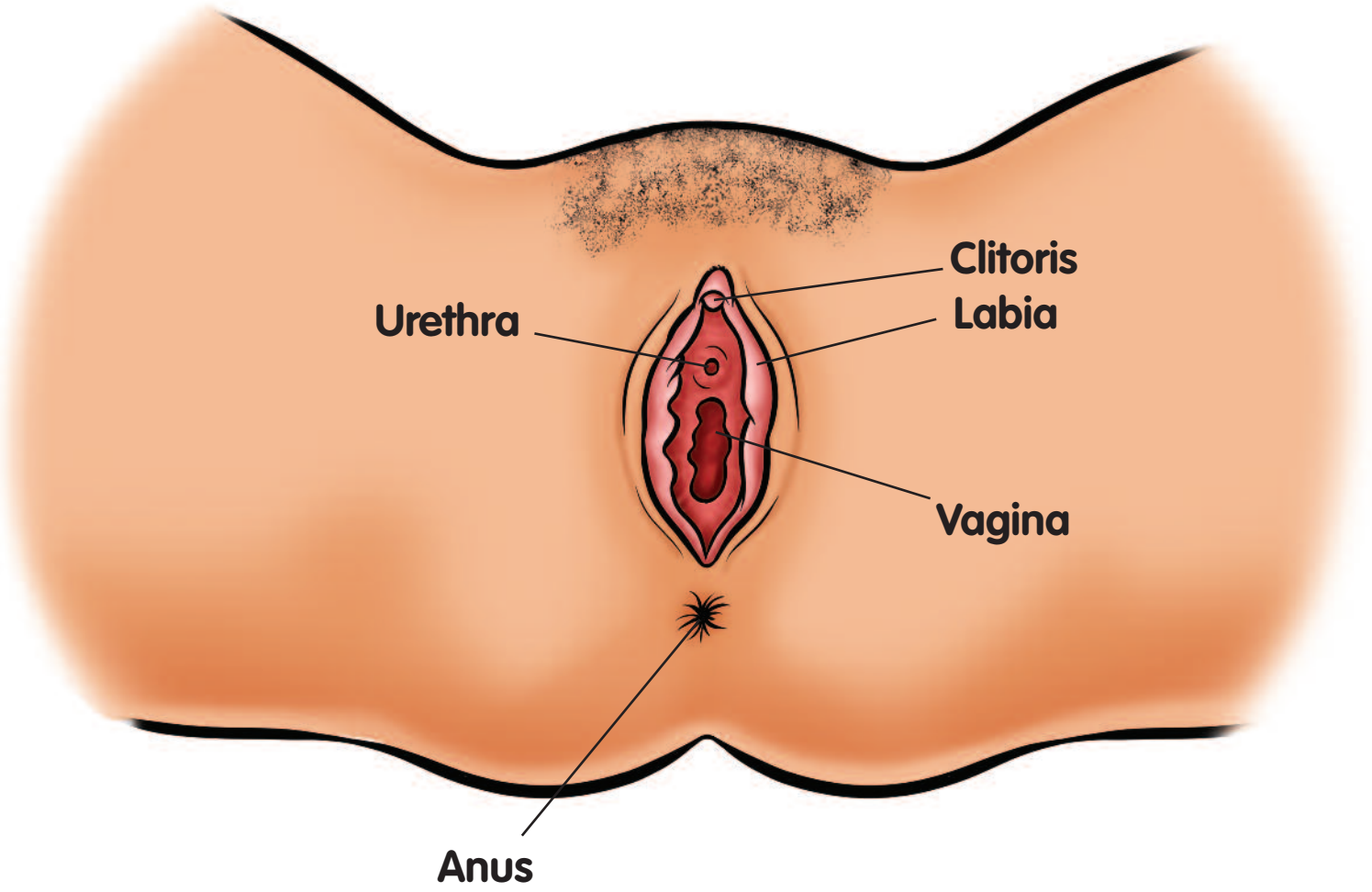


Female Reproductive Organs

Unlabelled

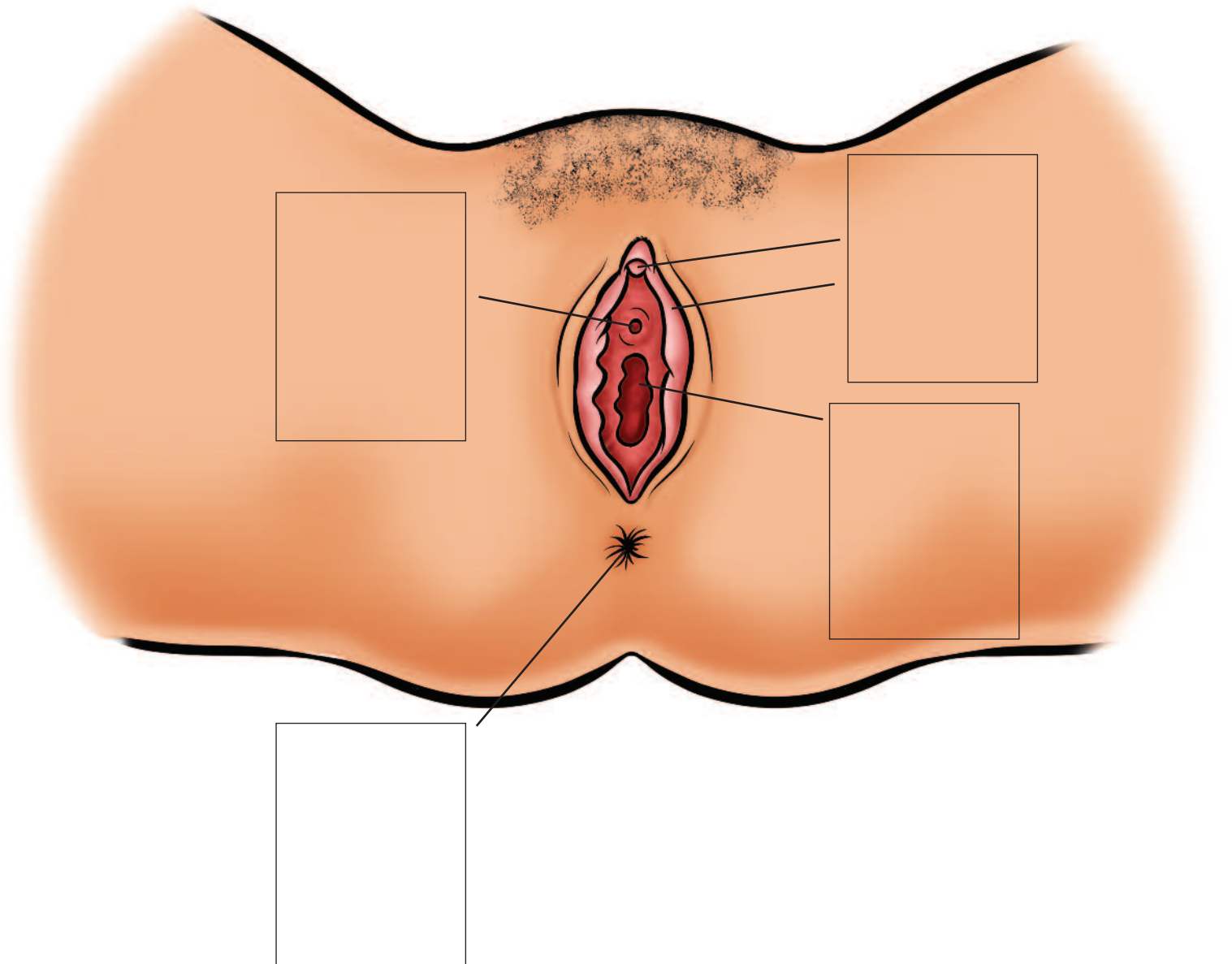


Female Genitals



Female Genitals

Unlabelled



Body Part Names

Summary Sheet



Penis

Boys and men have one.
Urine or wee comes from it when a man urinates.
It becomes erect and stiff when the man becomes sexually excited.

Testicle

Boys and men have two of these.
They hang either side of the penis.
Other names are balls, nuts, testes, bollocks.
They produce sperm.

Foreskin

This is the skin that surrounds the head of the penis.
When the penis is erect, the foreskin stretches back.

Scrotum

This is like a soft bag. The testicles or balls hang on it. Helps control temperatures.

Womb

This contains women's reproductive organs.
It is also called a uterus and is where a baby grows, if an egg is fertilised by sperm.

Ovary

A woman has two, one each side of her womb.
They contain her eggs.

Clitoris

Small fleshy and sensitive bump at the opening of the vagina.

Fallopian Tube

Once a month the egg moves down this tube to the womb, in a woman's body.

Vagina

Opening between the top of a woman's legs.
Where the penis goes during sex, and where a baby is born from.

Breast

Can be different sizes and shapes.
May become sore before a period.
Produces milk for a baby.

Urethra

Urine (also known as pee or wee) pass down this tube from the bladder. In a man part of it is in the penis. It carries the sperm out of the body.

Nipple

Both men and women have these.
They can be different sizes and shapes.

Anus

This is a small opening where the body gets rid of waste. Faeces (poo) leaves the body here.

Bladder

This is where urine (wee) collects.



Reflection



Today you have been thinking about Puberty.
You have considered different emotional and physical changes.

Please complete the sentences below:

I was pleased when I

.....

One thing I learnt today

.....

One thing I enjoyed

.....

One thing I wanted to know more about

.....

Right now I feel.....

.....



Unit Review

Year 6, Lesson 5/5

Pre-Lesson Preparation

- Read reflection handout
- Laptops, access to IT, printing
- Gather together different ways of giving and receiving information and advice e.g. leaflets, agony aunt pages, quizzes etc.

Resources

- Display materials from previous lessons
- Review and reflect (5.1)
- Baseline Assessment (1.0)
- Blue and red paper or pen

Lesson Objective

- Recognise the need to ask for support and whom to ask
- That puberty can be a positive and exciting time
- Know that body changes are a preparation for sexual maturity and understand the process of reproduction
- Know how changes at puberty affect body hygiene

Lesson Outcomes

- Know and understand that the life processes common to humans and other animals include growth and reproduction
- Know and understand about the physical and emotional changes that take place at puberty, why they happen and how to manage them

Assessment

End of KS2 statements

- Pupil can discuss some of the bodily and emotional changes at puberty
 - Pupil can demonstrate some ways of dealing with these changes in a positive way
-
- Teacher observations, production of the leaflets, the completed leaflets
 - Analysis of baseline assessment results

Introduction

Suggested Timings

1. Go through Question Box

Main aim of lesson is to produce a leaflet of advice/guidance for someone who is 11 years old around Changes and Puberty.

5 mins

2. Whole Class

- Review the four areas of the unit:
 1. Relationships
 2. Changes
 3. Puberty
 4. Knowing our Bodies
- Discuss for each area what the pupils think is important and what they have learnt

Activities

3. Individually or in pairs

- Pupils to produce a leaflet containing information to help Boz and Baz understand one or more of the four issues

10 mins

4. Baseline Assessment

- Collect in

10 mins

5. Hand out Review and Reflect (5.1)

- Collect in

35 mins

Plenary

- Pupils present and display the leaflets
- Self-reflection on: what I have learned over the last five lessons

10 mins

Follow Up

- Analyse baseline data
- Liaise with head of year 7
- Identify any pupils still low in confidence and not able to identify sources of support and arrange individual follow up
- Reflect on the programme, discuss any recommendations with PSHE co-ordinator

Review & Reflect

Year 6

Over the last five weeks you have created your own ground rules, and worked together, in groups and as individuals. You have learnt about and explored puberty and the changes it brings. You have helped Boz and Baz understand changes in their bodies and how they are feeling. You have named and located the sexual and reproductive organs.



What was most interesting for you?

[Blank white area for writing]

What would you say to Boz and Baz if they are worried about Puberty?

[Blank white area for writing]

Do you feel able to explain to Boz or Baz the changes they will go through?

[Blank white area for writing]

Where or who could Boz and Baz go to for more information?

[Blank white area for writing]

Is there anything you think should be done differently?

[Blank white area for writing]



Review & Reflect

Year 6 - Page 2

Which methods helped you to learn? (circle as many as you want)

Talking in small groups

Doing a quiz

Watching a CD

Using the question box

Learning from the Boz and Baz characters

Looking at leaflets

Writing an advice letter

Making a media collage

Asking questions

Presenting ideas

By discussion

Others...



Has the work changed your views in any way?

[Blank white area for writing an answer to the question above]

What would you like to learn about in Year 7?

[Large blank white area for writing an answer to the question above]

How did you contribute in lessons (please complete the following sentences)



I was pleased when I

I enjoyed

I learnt to

I contributed by

Contents

Section Three

Year 7	Lesson Plans for Key Stage 3	Ref	In Section Three
Lesson 1	Changes Now	1.0	Baseline Assessment - Teacher guidance
		1.1	Knowing the Class Ground Rules / Teacher guidance
		2.2	Question Box
		1.3	Circle of Support
		3.2	Boz and Baz Aged 14
Lesson 2	Relationships	2.1	Create a Character
		7.1	Conscience Alley
		7.2	Friendship Quiz
		2.3	Boz and Baz Aged 9
		7.3	Boz and Baz Question Cards
Lesson 3	Adolescence	7.4	Diamond Nine Template and Statements
		3.3	Timelines 0-10 & 11-20
Lesson 4	'What's Love Got to do With it?'	8.1	Delay Leaflet 'Ways to show...'
Lesson 5	Risks and Images	1.6	Quiz One
		1.0	Baseline Assessment - Teacher guidance
		9.1	Review & Reflect

Year 6	Lesson Plans for Key Stage 2	Ref	Worksheets, Handouts & Teacher Notes
Lesson 1	Valuing Ourselves	1.0	Baseline Assessment - Teacher guidance
		1.1	Knowing the Class - Ground Rules - Teacher guidance
		1.2	Star Sheet
		1.3	Circle of Support
Lesson 2	Changes	2.1	Creating a Character - Teacher guidance
		2.2	Question Box - Teacher guidance
		2.3	Boz and Baz aged 9
Lesson 3	Puberty	3.1	Timelines 0-10 & 11-20
		2.3	Boz and Baz Aged 9
		3.2	Boz and Baz Aged 14
		3.4	Puberty Quiz and Answer Sheet
Lesson 4	Knowing Our Bodies	4.1	Male and female reproductive organs, internal and external - labelled
		4.2	Male and female reproductive organs, internal and external - unlabelled
		1.8	Puberty Card Game
		4.3	Body Part Names Summary Sheet
		4.4	Reflection
Lesson 5	Unit Review	1.0	Baseline Assessment - Teacher guidance
		5.1	Review & Reflect

Changes

Now

Year 7, Lesson 1/5

Pre-Lesson Preparation

Head of year 7 to contact primary cluster leads and get copies of 'The Change Leaflets' produced from KS 2 (Y6) and baseline assessment analysis. Take out the key messages from these and display them on/around Boz and Baz posters beforehand in classroom.

Be aware that these characters may have been used by some children but not necessarily all. You will need to explain that you are going to recreate the characters with the new Year 7 class.

- Read Baseline Assessment (1.0), Ground Rules (1.1), and Question Box (2.2) Teacher's Guidance
- Watch Sense CD KS2, Being Healthy Puberty and Sex section and Sense CD KS2 Sexuality and Sexual Feelings, 'Know your Body' section

Resources

- Copies of Circle of Support, A3 for pupils and large one for wall (1.3)
- Boz and Baz aged 14 (3.2)
- Sticky notes
- Create the Character Sheet (2.1)

Lesson Objective

- Understand the consequences of the physical and emotional changes of puberty and recognise this can be a positive and exciting time
- Seek help, support and information from friends, family and agencies

Lesson Outcomes

- Develop good interpersonal skills to sustain existing relationships and to help them make new relationships
- Identify pupils baseline knowledge, understanding and confidence

Assessment

- Pupils can discuss the various bodily changes that have happened between Years 6 and 7: teacher observation
- Baseline Assessment

Introduction

Suggested Timings

- Negotiate ground rules (see Guidance 1.1)
- Ask 'do you remember these characters? Names? Refer to Create the Character sheet (2.1)
- Main aim of lesson is to explore what may have changed between Years 6 and 7 and the importance of friendships, old and new

10 mins

Activities

Suggested Timings

Whole Class

Baseline assesment. Hand out blue and red paper or pens, ask pupils to put name on. Follow Teacher's Guidance (1.0), collect in.

10 mins

Whole Class

Teacher puts key messages from Year 6 leaflets up around Boz and Baz and says: this is what you thought Boz and Baz needed to know in Year 6, but what do they need to know now?

10 mins

In small groups

- Write on sticky notes your ideas and put them around the characters

10 mins

Class discussion

- Agree consensus of what Boz and Baz need to know now in Year 7
- Draw out from the post its the main ideas around what Boz and Baz need to know. From this a link is made to the need to ask for information, advice and support

5 mins

In small groups

- Give out Circle of Support Sheets
- Pupils to create Circles of Support for Boz and Baz or themselves

5 mins

Whole class

- Draw things together with a Class Circle of Support for Boz and Baz
- Introduce other potential sources of support both inside and outside of the school e.g. CHAT(Confidential Help and Advice for Teens), Relateen, Learning Mentors etc.

Plenary

- Introduce Question Box (2.2) for any further questions or worries

5 mins

Relationships

Year 7, Lesson 2/5

Pre-Lesson Preparation

- Read the questions in the Question Box
- Consider the lesson plan in light of questions and concerns, adapt accordingly e.g. Boz and Baz question cards (7.3) can be selected or added to, to reflect concerns, worries or provide factual clarification
- Analyse baseline assessment, identify any vulnerable pupils, use information to inform groupings of pupils for activities
- Familiarise self with Conscience Alley technique (7.1)

Resources

- Friendship Quiz. (7.2)
- Boz and Baz pictures aged 9 (2.3)
- Boz and Baz question cards (7.3)
- Prioritisation – 'a friend is ' cards & diamond nine template (7.4)
- Sticky notes
- Question Box

Lesson Objective

- Understand the pressures on relationships and the changing nature of relationships with friends and family

Lesson Outcomes

- Can manage changing relationships
- Can understand principles of managing changing relationships

Assessment

Diamond nine exercise - teacher assessed

Introduction

Main aim of lesson is to explore the changing nature of relationships. Specifically, to help pupils develop an awareness that friendship is an important part of social and emotional health and to understand that due to the development of sexual thoughts and activity, some relationships may change.

Explain that Boz and Baz are friends.

Suggested Timings

5 mins

Activities

Suggested Timings

Individual Exercise

- Friendship Quiz

5 mins

Whole Class

- Brainstorm what would make Boz or Baz a good friend and write it on to post-its, then stick on to Boz and Baz Sheets
- Select and rank the top five attributes that they think would make Boz and Baz a good friend. Collate top five. Try to reach a class consensus

10 mins

In small groups

- Give out Boz and Baz Question Cards (7.3) for discussion

30 mins

Whole class

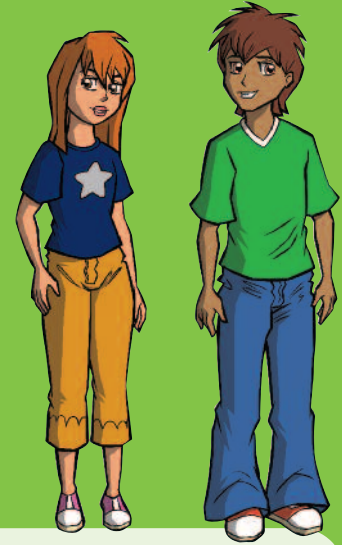
- Conscience Alley Scenarios: Boz and Baz are good friends. On the way from school they are talking about who they fancy on TV. Boz suddenly says I fancy you and kisses Baz
- Into Conscience Alley, ask pupils to discuss:
 - What is Baz thinking and feeling?
 - What is Boz thinking and feeling?
 - Class give advice to both as to what to do next?

Plenary

- Prioritisation (A Friend is Someone who....) to be done individually and handed in
- Remind pupils about Question Box

10 mins

Conscience Alley



How it works

This is a way of looking at worries and concerns before exploring possible solutions. One person takes on the role of the character that has a problem or anxiety. The other pupils voice the character's thoughts and feelings. Then solutions and suggestions are provided and the characters give feedback.

There is no right or wrong answer and you need to reassure the class it is ok to repeat what someone has said, pass or use language that Boz and Baz would use. It is important to thank the volunteers, a round of applause always goes down well.

Situation

The situation is that Boz has told Baz she fancies him.

Instructions

1. Ask for a volunteer to be Baz and Boz
2. The rest of the class stand up in two lines facing on another
3. Ask those in the line to think of one thing that Baz is thinking and feeling
4. The volunteer Baz walks down the line
5. Each pupil gives him a thought or feeling
6. The volunteer Boz walks down the line
7. Each pupil gives her a thought or feeling

With the same or different volunteers the class now offers advice and suggestions to Boz and Baz about what to do next.

Friendship?



Complete the sentences

Think about your behaviour and actions

I am a good friend because

.....
.....
.....

I think good friends always

.....
.....
.....

Three things that make me a great friend are

.....
.....
.....





How do Boz or Baz know if they fancy someone?



What is the difference between friendship and fancying someone?






**How might Boz or
Baz's behaviour
change if they
fancied someone?**







**How might Boz or
Baz know if
someone fancied
them?**





How could Boz or Baz tell someone that they liked them?



Prioritisation Exercise

Diamond Nine - Teacher Guidance

A Friend is Someone who...

This activity can be used to assess understanding of issues, as well as communication and reasoning skills. It can be used as a diamond nine, with nine statements or a simpler version, with four statements. The statements can come from the class as part of previous discussion or you can select statements.

You Need

An envelope for each group or pair with a set of statements, nine or four written on diamond shaped pieces of paper.

Explain

This activity helps you think about friendship.

Place the statement that they think is most important or that they agree with most at the top, the statement that is least important or that they don't agree with at the bottom.

Demonstrate by drawing a diamond on the board.

Statements Provided

Who speaks up for others

Who tells the truth

Who is a good laugh

Who listens

Who shares common interests and hobbies

Who has lots of good ideas

Who wears great clothes

Is the same age

Someone trustworthy

Diamond Nine Statements

A friend is someone who...

Someone trustworthy

Who speaks up for others

Who tells the truth

Is the same age

Who is a good laugh

Who wears great clothes

Who listens

Who shares common interests and hobbies

Who has lots of good ideas

Adolescence

Year 7, Lesson 3/5

Pre-Lesson Preparation

- Read the questions in the Question Box and decide on response
- Review the individual results of the Diamond 9 exercise
- Watch Sense KS 2 CD – Being Healthy Puberty section and Sense KS 3 CD - Sexuality and Sexual Feeling 'Know Your Body' section
- Consider the composition of the groups for activities around maturity and developmental level and select appropriate CD clip(s)

Resources

- Timelines for Boz and Baz (3.3)
- Coloured pens (different colours for Boys and Girls)
- Sticky notes

Lesson Objective

- Pupils understand how physical and emotional changes at Puberty affect them, and that there is a range of physical and emotional development which is normal

Lesson Outcomes

- Feel positive about entering adulthood

Assessment Teacher / TA Observations.

Introduction

Suggested Timings

- Main aim of lesson is to create a timeline for Boz and Baz from Birth to twenty showing the physical and emotional changes at each five yearly stage
- It is important that all girls receive one colour pen and all boys another colour
- Divide class into boys and girls

5 mins

Activities

Suggested Timings

Small gender specific groups

- Hand out Boz (female character) timeline to boys and Baz (male character) timeline to girls
- Fill in the timeline for their respective character showing the physical and emotional changes
- Swap timelines, ask girls to add or amend Boz timeline and boys to add or amend Baz timeline
- Discuss male and female differences, how they are perceived and mis-understood by the opposite sex

10 mins

Whole Class

- Show Sense KS 3 CD – Know Your Body or KS 2 Being Healthy Puberty section
- Return to Boz and Baz timelines and ask: Is there anything we need to add or amend?
- Discuss how males and females can better understand each other, their feelings and behaviours

15 mins

5 mins

Plenary

- Discuss and identify feelings and emotions associated with physical changes
- Remind pupils they can ask questions and put into Question Box

5 mins

3.3



1-5

6-10



10-15

16-20



1-5

6-10



10-15

16-20

What's Love

Got to Do

With it?

Year 7, Lesson 4/5

Pre-Lesson Preparation

- Watch Sense CD KS 2 Being Healthy, select Sex section
- Decide which clip to show
- Review questions in Question Box
- Reflect on single gender groups and consider groupings by developmental and ability level for small group activities

Resources

- Sense CD
- Coloured pens
- Post-its
- Delay leaflet – ways to show you love someone (8.1)
- Dictionaries

Lesson Objective

- Negotiate within relationships eg with friends, parents/carers
- Understand the pressures on relationships and their changing nature

Lesson Outcomes

- Considered what rights and responsibilities mean in relationships

Assessment

Teacher assesses pupils leaflet.

Introduction

Suggested Timings

- Main aim of lesson is to examine different ways of expressing liking or loving and to consider the pressures and consequences of sexual activity
- Introduce the three key concepts: Like, Love and Fancy
- Pupils may require help with this, start with who and what they love e.g. football, McDonalds, mum
- Then move on to think about better, different words to describe e.g. adore, like, respect, enjoy
- Point out that love is often used as expression of strong liking, emphasis or effect

5 mins

Introduction

Suggested Timings

Think about the following sentences:

1. He likes his dad's new car
2. Sue loves her bedroom now it has been painted
3. I love that skirt Jane is wearing
4. John really loves his Gran
5. Anybody can see that Fred loves his dog
6. I really fancy some chocolate
7. She fancies the boy next door

How are words used, what is the difference between how love is used in sentences 1 to 3 and love in 4 and 5. **Provide e.g.s like:** best friend, next door neighbour, fancy someone unattainable, pop star, like the look of.

Conclude with different types / kinds of love and how this is shown i.e. caring, wanting to be with someone, wanting the best of them etc.

Activities

In small groups or individually

- Ask pupils to look up, discuss the definitions of words in their dictionaries
- Ask pupils to consider what each of these might mean to Boz and Baz?
- Prompt pupils to consider this meaning in terms of the sorts of behaviours - doing something, saying something, helping in some way or giving something

Whole Class

- List the elements that make strong, positive relationships
- Prompt the groups to discuss the importance of friendship and talk about the qualities one looks for in a friend. Does a friendship have to be 'intimate', or can there be closeness without physical involvement? How is this sort of closeness shown?
- Show the appropriate Sense CD clip(s) KS 3 'How do I know if someone fancies me' or KS 2 'What does love mean?' – discuss the main learning points
- Produce an advice leaflet about how to build strong, lasting relationships, using the 101 Ways of Showing Someone You Care

Plenary

- Share leaflets
- Question Box response

Homework

Bring in pictures of how women and men are represented in the media for next lesson

Homework

The Media Smart Body Image Lesson is a one hour introduction into the role of the media and advertising in influencing young people's perceptions of body image. Designed for 10-11 year olds it contains advertising images from TV and magazines. Available free of charge www.mediasmart.org.uk

5 mins

10 mins

10 mins

25 mins

5 mins

Here are some of the ways to show someone you care...

Tell the other person you love them

Find out what makes each other happy

Give a special present

Kiss

Give or get a hug

Have a picture taken together

Give compliments

Talk about your feelings

Snuggle up together

Spend time together

Flirt with each other

Laugh at something funny together

Share dreams with each other

Hold hands

Just be there

Make sure the other person feels important & respected

These ideas came from consultation with young people living in Shropshire.

Risk and Images

Year 7, Lesson 5/5

Pre-Lesson Preparation

- Read baseline assessment teacher guidance (1.0)
 - Consider the use of single gender groups
 - Consider options for different abilities, questions from the Question Box or concerns raised during lessons could be used to provide a problem page letter
- NB:** It is an idea to have a selection of cut out images from magazines, otherwise pupils tend to read magazines

Resources

- Collage paper
- Magazines, pictures, adverts
- Glue sticks
- Examples of possible Agony Aunt questions:
“My boyfriend says he doesn’t fancy me because I’m too fat!”;
“All my friends are pairing off and getting physical, but I don’t think I’m ready”;
“I’m feeling attracted towards someone of the same sex!”
- Review and Reflect sheet (9.1)
- Red / blue paper and pens

Lesson Objective

- Consider pressures and influences on young people
- Consider the role of the media in influencing behaviour

Lesson Outcomes

- Know and understand about when and where to get help
- Recognise the influence of the media

Assessment

- Teacher assesses pupils letters or presentations
- Baseline assessment

Introduction

Suggested Timings

Main aim of lesson is to consider how sex is presented in the media, develop a critical awareness of gender stereotyping, to reassure pupils about their concerns and fears and provide information about sources of help, support and advice locally and nationally.

Activities

Suggested Timings

Ia. Media Images

15 mins

In groups of 4-6

- Use the Homework activity from Lesson 4 to create a collage of media views of male / female relationships and body image

Discuss the messages and images:

- Are they negative or positive messages?
- Are the messages for boys different from the ones for girls?
- Does it put pressure on young people to look and behave a certain way?
- What information can we find out from these sources?
- How accurate is the information?
- What impact do the materials have on some people?

OR

Ib. Agony Aunt

15 mins

In pairs:

Give Agony Aunt question, ask pupils to choose (or suggest their own), then write a more detailed letter about the problem, and write a reply.

Produce a group presentation on the findings.

Give key messages and advice for young people

Extension

www.kidsmart.org.uk has free resources covering issues such as cyberbullying, online reputation, social networking and grooming. It includes ebooks such as 'The Adventures of Smartie the Penguin and Digiduck's Big Decision'.

2. Baseline Assessment

Hand out blue and red pens and paper. Follow Teacher's Guidance for year 7, collect in.

Plenary

- Review and Reflect handout to be completed (9.1). Hand in
- Question Box – any final questions answered or invitation to ask for 1-1 with CHAT or teacher or other agency

5 mins

Follow Up

- Analyse baseline data
- Discuss findings and implications with Head of year 8 and the PSHE co-ordinator

Review & Reflect

Year 7

Over the last five weeks you have:

- Created and worked with your own ground rules, working together, in groups and as individuals;
- Learnt about and explored friendships and how they may develop into boyfriend and girlfriend relationships;
- Helped Boz and Baz understand their feelings and to think about their roles and responsibilities in the future;
- Thought about the pressures on young people using media images.

What was the most important or interesting part of the lesson for you?

[Blank white space for writing]

How will you use the information and skills you have gained?

[Blank white space for writing]

Where would you go for further information and support?

[Blank white space for writing]

What else do you want to think about?

[Blank white space for writing]

What will you do as a result of the lessons?

[Blank white space for writing]



Review & Reflect

Year 7 - Page 2

Which methods helped you to learn? (circle as many as you want)

Talking in small groups

Doing a quiz

Watching a CD

Using the question box

Learning from the Boz and Baz characters

Looking at leaflets

Writing an advice letter

Making a media collage

Asking questions

Presenting ideas

By discussion

Others...



Has the work changed your views in any way?

[Blank white area for writing an answer to the question above]

What would you like to learn about in Year 8?

[Large blank white area for writing an answer to the question above]

How did you contribute in lessons (please complete the following sentences)



I was pleased when I

I enjoyed

I learnt to

I contributed by

