

RSE – Overview Summer term 2

Taught in Summer term 2 on a weekly basis. Lessons will be taught by a qualified Teacher.

The following lessons will be taught between: June 4th – 24th July 2024.

If you have any questions please contact your child's class teacher.

Year 3

Lesson Title	Overview	Content
Relationship Tree	<ul style="list-style-type: none">• Identify different types of relationships;• Recognise who they have positive healthy relationships with.	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p>
Body Space	<ul style="list-style-type: none">• Understand what is meant by the term body space (or personal space);• Identify when it is appropriate or inappropriate to allow someone into their body space;	<p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>

	<ul style="list-style-type: none"> • Rehearse strategies for when someone is inappropriately in their body space. 	
<p>My changing body* (2 lessons)</p>	<ul style="list-style-type: none"> • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens 	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>
<p>Basic First Aid</p>	<ul style="list-style-type: none"> • To be able to make a clear and efficient call to emergency services if necessary. • Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>About what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p>
<p>Family and Friends</p>	<ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships'. 	<p>Families are important for children growing up because they can give love, security and stability.</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>

Year 4

Lesson	Overview	Content
My feelings are all over the place	<ul style="list-style-type: none">• Name some positive and negative feelings;• Understand how the onset of puberty can have emotional as well as physical impact• Suggest reasons why young people sometimes fall out with their parents;• Take part in a role play practising how to compromise.	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>
All change!*	<ul style="list-style-type: none">• Identify parts of the body that males and females have in common and those that are different;• Know the correct terminology for their genitalia;• Understand and explain why puberty happens	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>

<p>Preparing for periods (formerly Period positive)*</p>	<ul style="list-style-type: none"> • Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods. 	<p>About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>
<p>Secret or surprise</p>	<ul style="list-style-type: none"> • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p>
<p>Together</p>	<ul style="list-style-type: none"> • Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 	<p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>

Year 5

Lesson	Overview	Content
How are they feeling?	<ul style="list-style-type: none">• Use a range of words and phrases to describe the intensity of different feelings• Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;• Explain strategies they can use to build resilience.	<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>
Taking notice of our feelings	<ul style="list-style-type: none">• Identify people who can be trusted;• Understand what kinds of touch are acceptable or unacceptable;• Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>

Dear Hetty	<ul style="list-style-type: none"> • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like. 	About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.
Growing up and changing bodies	<ul style="list-style-type: none"> • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. 	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>
Changing bodies and feelings*	<ul style="list-style-type: none"> • Know the correct words for the external sexual organs; 	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

<p><i>Withdrawal activity 1 only</i></p>	<ul style="list-style-type: none"> • Discuss some of the myths associated with puberty. 	
<p>Help I am a teenager, get me out of here!</p>	<ul style="list-style-type: none"> • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. 	<p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices o</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>
<p>Stop, start stereotypes</p>	<ul style="list-style-type: none"> • Recognise that some people can get bullied because of the way they express their gender; 	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p>

	<ul style="list-style-type: none"> • Give examples of how bullying behaviours can be stopped. 	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>
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Year 6

Lesson	Overview	Content
I look great!	<ul style="list-style-type: none"> • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. 	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p>

<p>Helpful or Unhelpful – Managing Change</p>	<ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. 	<p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>
<p>Media Manipulation</p>	<ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people 	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>

		<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>
Is this normal?	<ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Know where someone could get support if they were concerned about their own or another person's safety. 	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>
Dear Ash	<ul style="list-style-type: none"> Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. 	<p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>

		<p>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>
<p>Making babies*</p>	<ul style="list-style-type: none"> • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Know where someone could get support if they were concerned about their own or another person's safety. • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means. 	<p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>

What is HIV?	<ul style="list-style-type: none">• Explain how HIV affects the body's immune system;• Understand that HIV is difficult to transmit;• Know how a person can protect themselves from HIV.	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
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**Parents / Carers can exercise the right to withdraw for parts of this lesson*

- Year 3: 'My Changing Body'
- Year 4: 'All Change' and 'Preparing for Changes at Puberty'
- Year 5: 'Changing Bodies and Feelings' (Activity 1 only)
- Year 6: Making Babies