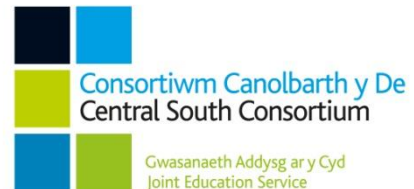


# ABM Personal Development and Healthy Relationships Pack for Foundation Phase and Key Stage 2

Cynlluniau Ysgolion Iach - Rhwydwaith Cymru



Welsh Network of Healthy School Schemes



## **Overview and Background**

The Abertawe Bro Morgannwg (ABM) Personal Development and Healthy Relationships pack has been developed by a group of professionals that work in schools or with schools. The pack has been designed for use in all Primary schools across Swansea, Neath Port Talbot and Bridgend and has been fully approved and endorsed by Directors of Education in all three localities.

This pack draws together content from the previously developed '*Swansea Personal Development and Relationships*' resource and the '*Neath Port Talbot Key Stage 2 Sex and Relationships Education*' resource. In addition, it also includes use of the '*SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2*' resource and '*Tyfu i Fyny/Growing Up*' resource developed by Gwynedd Healthy Schools Scheme, along with including School Health Nurse lessons. The lessons start in reception and build upon knowledge and understanding incrementally up to year 6.

The lessons ensure that all requirements set out in the *Welsh Government Sex and Relationships Education Guidance* document and the *Healthy Schools National Quality Award* are being achieved. All lessons have been developed in collaboration with teachers, as well as a selection of lessons being piloted in schools to ensure age appropriateness.

A further pack for Comprehensive schools is also being developed – these lessons will build upon the content covered within the Primary pack.

## **Contributors**

The content of the ABM Personal Development and Healthy Relationships pack has been developed by the following individuals;

ABM Personal Development and Healthy Relationships Group members:

- Catrin Ford – ABM Healthy Schools Team, Public Health Wales
- Michelle Jaynes - ABM Healthy Schools Team, Public Health Wales
- Sarah Johnson - ABM Healthy Schools Team, Public Health Wales
- Emma Griffiths - ABM Healthy Schools Team, Public Health Wales
- Victoria Bailey – ABMU School Nursing Service
- Tracey Jenkins – ABMU School Nursing Service
- Sarah Griffiths – ERW & Neath Port Talbot County Borough Council
- Jen Malcolm – ERW & Neath Port Talbot County Borough Council
- Jane Altham-Watkins – ERW & City and County of Swansea
- Mari Hockin – ERW & City and County of Swansea
- Corinne Fry – Neath Port Talbot Youth Service
- Claire Thompson – ABM Public Health Team, Public Health Wales

Key Stage 2 working party members:

- Catrin Ford – ABM Healthy Schools Team, Public Health Wales
- Sarah Skilton – Ynysmaerdy Primary School, Neath Port Talbot
- Rhian Thomas – Pontarddulais Primary School, Swansea
- Claire Jones – St Roberts Catholic Primary School, Bridgend

- Rhianydd Doyle – Ysgol Gynradd Gymraeg Tirdeunaw, Swansea
- Victoria Bailey – ABMU School Nursing Service
- Tracey Jenkins – ABMU School Nursing Service

## **Acknowledgements**

In addition to the individuals listed above, we would like to thank the following organisations and resources for their contribution to the ABM Personal Development and Healthy Relationships pack:

E-bug resource

SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource

NSPCC – PANTS (The Underwear Rule) resource

Gwynedd Healthy Schools Scheme – Tyfu i Fyny/Growing Up resource

Neath Port Talbot Key Stage 2 Sex and Relationships Education resource

Swansea Personal Development and Relationships resource

Designed to Smile

ABMU School Nursing Service

Ffaldau Primary School, Bridgend

Pontarddulais Primary School, Swansea

## **Contents**

Reception Lesson 1 – Hand Washing (delivered by School Nurse)	Page 5
Year 1 Lesson 1 – Oral Health	Page 7
Year 2 Lesson 1 – Myself as a Baby	Page 8
Year 2 Lesson 2 – Appropriate and Inappropriate Touch	Page 9
Year 3 Lesson 1 – Personal Qualities	Page 10
Year 3 Lesson 2 - Friendship	Page 12
Year 3 Lesson 3 – Looking after Me	Page 14
Year 4 Lesson 1 – My Family	Page 15
Year 4 Lesson 2 – What is Love?	Page 16
Year 4 Lesson 3 – A New Baby	Page 18
Year 5 Lesson 1 – What is Puberty?	Page 20
Year 5 Lesson 2 – Puberty and Conception (delivered by School Nurse)	Page 21
Year 5 Lesson 3 – Emotional Changes during Puberty	Page 23
Year 6 Lesson 1 – Puberty and Conception Recap	Page 24
Year 6 Lesson 2 – Conception to Birth	Page 26
Evaluation Sheet	Page 28
Additional Useful Contacts	Page 29

# Hand Washing - School Nurse Delivery

## Reception – Lesson 1

### LESSON OBJECTIVES/SKILLS:

Pupils will:

- Have an awareness of what germs are.
- Have an awareness of why they need to wash their hands.
- Have an awareness of when they need to wash their hands.
- Have a practical demonstration on how to wash their hands.

### LEARNING ACTIVITY/LESSON OUTLINE:

#### Presentation

Show children the presentation below (in resources section) and ask the following questions;

What are germs?

Where might they find germs?

Why do we need to wash our hands?

When do we need to wash our hands?

#### Practical demonstration

Demonstrate the hand washing technique referring to poster and step by step.

Consider using a willing pupil (with class teachers guidance) to demonstrate the technique at the front of the class.

Ask children to talk back through and copy the technique as demonstrated.

#### DVD and Story Time

DVD – Clean Crusaders

Worksheets

Story Time - I don't want to wash my hands/Golcha dy ddwylo

Song

### KEY QUESTIONS:

What are germs?

When and how do we wash our hands?

### RESOURCES:

- Presentation
- Hand washing poster
- Worksheets
- Hand washing song
- Pupil certificate
- Glow Box if available
- Bowl/ liquid soap/water/paper towels
- DVD

- Story time book - I don't want to wash my hands/Golcha dy ddwylo (Tony Ross)

**ASSESSMENT – Learning Outcomes:**

*Can the child.....*

Cater for most of their personal needs independently?

Explain what germs are?

Explain why they need to wash their hands?

Explain when they need to wash their hands?

Wash their hands?

# Oral Health

## Year 1 – Lesson 1

### LESSON OBJECTIVES/SKILLS:

Pupils will:

- State why we need our teeth.
- Demonstrate an effective tooth brushing technique for appropriate length of time.
- Recall the ingredient in toothpaste that protects our teeth.
- Identify who helps to look after our teeth.
- Select foods that are healthy choices.

### LEARNING ACTIVITY/LESSON OUTLINE:

- Children to listen to Boris' story - discussion throughout about Boris' choices and what we use our teeth for.
- Children to demonstrate tooth brushing using puppets/mouth model for an appropriate length of time.
- Children to answer question on 'what is the name of the magic sparkles (fluoride) when we brush our teeth?' using nominated questioning.
- Children to answer 'who helps us to look after our teeth?' Using role play outfit, select some children to dress up as the dentist re-enacting what to expect in a dental visit.
- Children to select foods using Healthy Chef resource grouping appropriately for children with higher level skills. Inclusive learning for others starting off with the more obvious foods. Engage class discussion about sugary foods.

### KEY QUESTIONS:

Do I brush my teeth?

Why is it important that I brush my teeth?

What foods are bad for our teeth?

### RESOURCES:

- Boris story
- Puppets/mouth models and tooth brushes
- Dress up role play dentist outfit
- Healthy Chef

**\*Please note, if you do not have these resources in your school they can be borrowed from**

**Designed to Smile. Please contact the relevant office number from below\***

Swansea Area – Tel: 01792 301098 – Email [Ryland.hopkins@wales.nhs.uk](mailto:Ryland.hopkins@wales.nhs.uk)

Neath Port Talbot Area – Tel: 01639 889086 – Email [Richard.Davies14@wales.nhs.uk](mailto:Richard.Davies14@wales.nhs.uk)

Bridgend Area – Tel: 01656 753865 – Email [Rebekah.Carter2@wales.nhs.uk](mailto:Rebekah.Carter2@wales.nhs.uk)

### ASSESSMENT – Learning Outcomes:

*Can the child.....*

Meet their personal hygiene needs independently?

Understand that hygiene and the right types of food and drink are important for healthy bodies?

# Myself as a Baby

## Year 2 – Lesson 1

### LESSON OBJECTIVES/SKILLS:

Pupils will:

- Gather information from their parents/carers about themselves when they were a baby.
- Identify similarities/trends amongst themselves as babies in respect of their development.

### LEARNING ACTIVITY/LESSON OUTLINE:

**\*Please note that before starting this lessons, pupils will need to have completed 'Myself as a Baby' worksheet at home. This can be found in the Tyfu i Fyny/Growing Up resource - section 14: worksheet number 4. Some families may not have baby photographs available for various reasons e.g. if a child is in foster care or is an adopted child. You can ask the pupils to complete the worksheet about any member of the family i.e. brother, sister, mother or father. Do not use this worksheet if there are concerns about a child in the class.\***

- Following discussion at home, while completing the worksheet ask children to share in the class what they discussed with their parents when completing the task.
- Discuss how everybody is different and that choices that parents make are different.
- Use data to calculate what fraction and/or percentage of children were born in different months, born at home/hospital, fed by mother's milk/bottle fed.
- Are the heaviest babies the tallest children? Looking for patterns. Line up the children in order of the tallest and the shortest.

### KEY QUESTIONS:

What is the same and what is different about my friends and I?

### RESOURCES:

- Tyfu i Fyny/Growing Up resource – section 2 and section 14: worksheet number 4

### ASSESSMENT – Learning Outcomes:

*Can the child.....*

Recognise and express their feelings appropriately?

Express understanding of other people's feelings, views and beliefs?

Recognise the cultural similarities and differences between themselves and their peers?

# Appropriate and Inappropriate Touch

## Year 2 – Lesson 2

### LESSON OBJECTIVES/SKILLS:

Pupils will:

- Understand and learn the PANTS rules.
- Name body parts and know which parts should be private.
- Know the difference between appropriate and inappropriate touch.
- Understand that they have the right to say “no” to unwanted touch.
- Start thinking about who they trust and who they can ask for help.

### LEARNING ACTIVITY/LESSON OUTLINE:

Click on NSPCC Resource below – ‘The Underwear Rule’ for all lesson plans, resources and presentations

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

### KEY QUESTIONS:

What is the PANTS rule?

Who can I trust and who could I ask for help?

### RESOURCES:

The list below are all found in the link provided above to NSPCC Resource ‘The Underwear Rule’

- A PowerPoint presentation
- Pants template
- Body parts puzzle
- PANTS fill in the gaps
- Pantosaurus film

### ASSESSMENT – Learning Outcomes:

*Can the child...*

Recognise and express their feelings appropriately?

Have a clear understanding of what is right and wrong?

# What is Good about Me? – Personal Qualities

## Year 3 – Lesson 1

### LESSON OBJECTIVES/SKILLS:

- Developing thinking: form personal opinions and make informed decisions. Distinguish between facts, beliefs and opinions.
- Developing communication: express their views and ideas confidently through a range of appropriate methods.
- Working with others: make and maintain friendships and other relationships.
- Improving own learning: reflect on progress, identify strengths and weaknesses and set targets for improvement.
- To resist unwanted peer pressure and behaviour.
- To feel positive about themselves and be confident in their own values.
- To identify personal qualities.
- To appreciate the strengths and personal qualities of other people.
- To show care and concern for others and be sensitive towards their feelings.

### LEARNING ACTIVITY/LESSON OUTLINE:

- Circle time activity; Turn to the person next to a child and introduce them. ‘This is ..... They are good at..... ‘
- Show a template of a coat-of-arms shield. Discuss its purpose - e.g. to protect oneself.
- Ask children to think of four things they are good at. Draw and/or write these on each section of the shield.
- Feedback to class, choosing and saying one positive quality about themselves.
- This can be displayed on a class ‘Superstar’ display.

### SKILLS ACROSS THE CURRICULUM:



### KEY QUESTIONS:

What’s special about me?

What’s special about my friends?

### RESOURCES:

- Paper for personal shield
- Colouring pens/felt pens
- Flipchart paper

**ASSESSMENT – Learning Outcomes:**

*Can the child....*

Identify personal strengths?

Appreciate the strengths and personal qualities of other people?

Show care and concern for others and be sensitive towards their feelings?

Reflect on progress, identify strengths and weakness and set targets for improvement?

# Friendship – Qualities and Making and Breaking Friends

## Year 3 – Lesson 2

### LESSON OBJECTIVES/SKILLS:

- To recognise the qualities of individuals, identifying positive things about the achievements of themselves and others.
- To develop skills to be effective in relationships.
- To value others' experiences and feelings.
- To be able to resolve differences by looking at alternatives, making decisions and explaining choices.
- To understand that similarities and differences between people contribute to the diversity of friendships and interdependence between friendships.
- Developing thinking: form personal opinions and make informed decisions.
- Working with others: make and maintain friendships and other relationships.
- Developing communication: express their views and ideas confidently through a range of appropriate methods.

### LEARNING ACTIVITY/LESSON OUTLINE:

- Watch SENSE extract – Enjoying and Achieving: Friendship. Discuss how Jane and Maria felt when their friends helped them.
- As a class, discuss the different types of friendships e.g. friends at school, same sports club.
- As a class, list the qualities in a perfect friend.
- List the situations in which we may need to ask friends for help. Model how to ask for help. Pairs to act out ideas.
- In groups, consider a number of problems generated by the class, teacher or from the media. Groups become the problem page editor, discussing each problem and finding a solution focused response.

### SKILLS ACROSS THE CURRICULUM:



### KEY QUESTIONS:

Who are my friends?

Why do I like them?

Am I a good friend?

How do they feel if I fall out with a friend?

How can I sort a problem with a friend?

**RESOURCES:**

- SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource – Enjoying & Achieving: Friendship

**ASSESSMENT – Learning Outcomes:**

*Can the child...*

Make and maintain friendships and other relationships?

Empathise with others experiences and feelings?

Identify different emotions involved in friendship?

Listen carefully, question and respond to others?

Feel positive about themselves and be sensitive towards the feelings of others?

Form personal opinions and make informed decisions?

# Looking After Me – Staying Clean

## Year 3 – Lesson 3

### LESSON OBJECTIVES/SKILLS:

- To take increasing responsibility for keeping the mind and body safe and healthy.
- To form personal opinions and make informed decisions.
- To develop practical skills necessary for everyday life.

### LEARNING ACTIVITY/LESSON OUTLINE:

- Discuss and brain storm with the children why it is important to always have clean hands and when we should wash our hands.
- Show children chart of how to wash hands (e-bug resource- hand washing section).
- If possible, use the Glitterbug resource.
- Children wash their hand, following the hand washing chart.
- Year 3 children teach year 2 children to wash their hands correctly.
- Create posters to displays around the school reminding everyone to wash their hands and how to do it.
- Compose and perform a song about washing hands correctly.

### SKILLS ACROSS THE CURRICULUM:



### KEY QUESTIONS:

Why do we need to keep ourselves clean?

What are germs?

What do they do to us?

How and when should we wash our hands?

### RESOURCES:

- [PHW Infection Prevention and Control Guidance for Educational Settings](#)
- Glitter bug and hygiene teaching pack
- [E-Bug teaching resource](#)
- Henry the hand, 'Doin' the Handwash' song

### ASSESSMENT – Learning Outcomes:

*Can the child....*

Explain what germs are and what they do to us?

Wash their hands using the correct technique?

Explain the occasions when it is vital to wash your hands?

# My Family – Roles and Stereotypes

## Year 4 – Lesson 1

### LESSON OBJECTIVES/SKILLS:

- To value friends and family as a source of mutual support.
- To explore different types of families.
- To understand that all families are different.
- To know who to go to for help and support.

### LEARNING ACTIVITY/LESSON OUTLINE:

- Circle time – What is a family? Who is in my family? ‘My family’ worksheet.
- Paper carousel or class discussion
  - What makes a family?
  - Do families always live together?
  - Families are good because....
  - Who is in my family?
  - Some families argue because .....
- In groups look at pictures of different families worksheet. Discuss.
- Who does what? worksheet. Discuss how roles are shared and how, when mum is pregnant, or baby is born, she needs more support.

### SKILLS ACROSS THE CURRICULUM:



### KEY QUESTIONS:

Who is in my family?

What do they do?

What is their role?

What different sorts of family are there?

How do family members care for each other, support each other?

### RESOURCES:

- My family worksheet
- Who does what? Worksheet
- Family diversity worksheet
- Flip chart paper

### ASSESSMENT – Learning Outcomes:

*Can the child.....*

Discuss different types of family structure?

Identify who they go to for support and advice?

Identify several ways in which family members support each other – practical and emotional?

# What is Love? – Promises and Commitment

## Year 4 – Lesson 2

### LESSON OBJECTIVES/SKILLS:

- To develop positive attitudes and values towards the formation of a wide variety of relationships.
- To understand that the formation of positive relationships needs both time and commitment.

Learners should be given the opportunity to:

- Value families and friends as a source of mutual support.
- Feel positive about themselves and be sensitive towards the feelings of others.
- Understand the range of their own and others emotions.
- Explore their own personal values.

### LEARNING ACTIVITY/LESSON OUTLINE:

- Ask the children to think of as many feeling words as they can; categorise the words into those that are good to feel and those that are not as good.
- Love is..... ask the children to think about what we mean by 'love'. What do we mean when we say we love our parents, carers, other family members or friends? What is the difference? Discuss ideas.
- Complete worksheet 'love is' – writing a different idea in each heart.
- Discuss/paper carousel ways in which people can show each other they like or love each other e.g. smiling, doing something helpful, sending a card, having a hug and giving a gift or flowers.
- Discuss how some people make promises to each other e.g. to love each other forever.
- Talk about marriage and the reason why some people get married.

### SKILLS ACROSS THE CURRICULUM:



### KEY QUESTIONS:

What feelings do we have about other people?

How can we show people we care about them?

How do we know how they feel about us?

Why do some people get married and some people choose not too?

What does commitment mean?

**RESOURCES:**

- 'Love is' worksheet

**ASSESSMENT – Learning outcomes:**

*Can the child.....*

Understand that there are a range of emotions involved in different relationships?

Understand the concept of promise or commitment?

Understand the concept of personal choice and value?

Appreciate that different peoples' values will affect the choices they make?

Express their ideas about emotions and ways in which emotions can be expressed?

## A New Baby

### Year 4 – Lesson 3

#### LESSON OBJECTIVES/SKILLS:

Learners should be given the opportunity to understand:

- The features and physical and emotional benefits of a healthy lifestyle, especially through pregnancy.
- The reasons for the physical and emotional changes which take place at puberty, to include pregnancy.
- The range of their own and others feelings and emotions.
- How cultural values and religious beliefs shape the way people live and the choices they make.
- The needs of a baby - before and after birth.

#### LEARNING ACTIVITY/LESSON OUTLINE:

- Bring in photographs of themselves as babies (sensitivity around LAC and adopted children).
- Circle time - pass a doll, share own experiences of a new baby in the family.
- Look at how a mum keeps healthy during pregnancy - Tyfu i Fyny/Growing Up resource - section 9.
- Discuss practical preparations before a baby arrives – equipment etc. Research items a baby needs – use baby catalogues, internet.
- Set up a baby clinic role play area using lifelike dolls.
- Sequencing during pregnancy – one week to nine months – how did I get here? Tyfu i Fyny/Growing Up resource - section 8.
- Discuss the practical and emotional needs of a new baby – to be fed, bathed, dressed, to be cuddled, talked to, comforted, the need for routine, security, love and stimulation. Tyfu i Fyny/Growing Up resource - section 11.
- Discuss how new mums might be feeling and how they might need extra support around this time. Who can give support? Tyfu i Fyny/Growing up resource - section 12

#### SKILLS ACROSS THE CURRICULUM:



#### KEY QUESTIONS:

How does the lifestyle of the mum affect the unborn baby?

How does being pregnant affect the mum physically and emotionally?

What things does a baby need? – Before and after birth?

Who does what for the baby?

Are there some things only women can do?

How does the mum feed the baby?

**RESOURCES:**

- Tyfu i Fyny/Growing Up resource - sections 8, 9, 11 and 12
- SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource - Being Healthy; Making Babies
- Baby catalogues

**ASSESSMENT – Learning outcomes:**

*Can the child...*

Explain some of the physical and emotional changes that take place during pregnancy?

Identify physical and emotional needs of a baby before and after birth?

Understand the commitment and care that a baby requires?

Identify there are different types of family structures and roles within a family?

# What is Puberty?

## Year 5 – Lesson 1

### LESSON OBJECTIVES/SKILLS:

- To begin to understand the physical and emotional changes associated with puberty.
- To understand that puberty is an important part of growing up.
- To show acceptance of change and difference and show sensitivity to others.
- To be able to formulate and ask questions.
- To be able to engage in active listening, reflection, discussion and to be able to express concerns.

### LEARNING ACTIVITY/LESSON OUTLINE:

- Agree and set ground rules using positive language, e.g. listen, personal and probing questions, confidentiality
- Opinion line activity with 10 puberty statements
- Watch SENSE extract – Puberty and Hygiene section
- Complete puberty changes activity in Tyfu i Fyny/Growing Up resource - section 4
- Complete puberty worksheets

### SKILLS ACROSS THE CURRICULUM:



### KEY QUESTIONS:

What does growing up mean?

Why do some people want to hurry up into being grown up?

What changes happen to boys as they grow up?

What changes happen to girls as they grow up?

Why do some people worry?

### RESOURCES:

- SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource – Puberty and Hygiene section
- Tyfu i Fyny/Growing Up resource – section 4
- Flip chart, papers and felt tips
- Worksheet – puberty

### ASSESSMENT – Learning outcomes:

*Can the child...*

Listen, reflect, discuss and ask questions?

Discuss different aspects of growing up and name some changes?

Show sensitivity to others?

# Puberty and Conception - School Nurse Delivery

## Year 5 – Lesson 2

### LESSON OBJECTIVES/SKILLS:

- Working with others: work cooperatively to solve problems.
- Developing thinking: identify links between cause and effect.
- Developing communication: listen carefully, question and respond to others.
- To develop a deeper understanding of the concepts covered thus far.
- To develop a deeper understanding of the menstrual cycle (girls).
- To develop a deeper understanding of the changes surrounding boys and puberty (boys).
- To start to develop an understanding of how a baby is conceived and born.

### LEARNING ACTIVITY/LESSON OUTLINE:

- Discuss what is already known about puberty.
- Deliver lesson on puberty to whole class on changes experienced by boys and girls.
- The children will then undertake separate single sex sessions with the School Nurse.
- The girls will discuss, in further detail, menstruation and will be shown a range of sanitary protection products available for use. They will have the opportunity to take one home with them if they wish.
- The boys investigate wet dreams, masturbation and ejaculation. There are two fact sheets to support the boys understanding – Masturbation and The Penis.
- While single sex sessions take place, the other group complete worksheets 'how do we change?' and 'sort the changes' with the class teacher.
- When the group return together, use Tyfu i Fyny/Growing up resource - section 7 (conception) and section 10 (birth).
- Use SENSE extract - Being Healthy; Sex.
- Question box is used for children to ask questions anonymously to be answered in the next session.

### SKILLS ACROSS THE CURRICULUM:



### KEY QUESTIONS:

Why do these things happen to us as we change?

Do these changes happen to everyone?

Are these changes normal?

What worries do I have and who can I talk to?

### RESOURCES:

- Question box
- Worksheets
  - Girls - menstruation cycle chart
  - Both – masturbation fact file
  - Boys – the penis fact file
- Girls - variety of sanitary products
- Girls -demonstration pair of pants
- Tyfu i Fyny/Growing Up resource - sections 7 and 10
- SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource - Being Healthy; Sex section

**ASSESSMENT – Learning Outcomes:**

*Can the child.....*

Understand the terms menstruation, masturbation, ejaculation, wet dreams?

Understand the changes inside the body, outside and emotional changes?

Work with others to come up with ideas?

Share their own personal opinions/ask questions/listen to others?

Make decisions based upon the content of the lesson?

Contribute towards class discussion?

# Emotional Changes during Puberty

## Year 5 – Lesson 3

### LESSON OBJECTIVES/SKILLS:

- To begin to understand the emotional changes associated with puberty.
- To understand that puberty is an important part of growing up.
- To show acceptance of change and difference and show sensitivity to others.
- To be able to formulate and ask questions.
- To be able to engage in active listening, reflection, discussion and to be able to express concerns.
- To understand and show acceptance of change and difference and show sensitivity to others.

### LEARNING ACTIVITY/LESSON OUTLINE:

- Icebreaker: Where the wind blows (see worksheet).
- Discuss emotional changes and complete worksheet.
- Discuss positive and negative feelings; complete 'feelings' worksheet.
- Discuss changes and complete associated worksheet.

### SKILLS ACROSS THE CURRICULUM:



### KEY QUESTIONS:

What emotional changes can you expect as you grow up?

Do boys and girls both experience changes in emotions?

### RESOURCES:

- Worksheets - where the wind blows; emotional changes & feelings

### ASSESSMENT – Learning outcomes:

*Can the child....*

Listen, reflect, discuss and ask questions?

Show sensitivity to others?

# Puberty & Conception Recap

## Year 6 - Lesson 1

### LESSON OBJECTIVES/SKILLS:

- Working with others: work cooperatively to solve problem.
- To contribute to class discussions and take part in debates.
- Developing thinking: identify links between cause and effect.
- Developing communication: listen carefully, question and respond to others.
- To develop understanding of the changes that occur in boys and girls during puberty.
- To understand the reasons for puberty.
- To know the cycle of menstruation in some detail.
- To understand how a baby is conceived.
- To understand how a baby is born.
- To understand how a baby is loved and cared for pre-conception, through its development and after the birth.

### LEARNING ACTIVITY/LESSON OUTLINE:

The children will consider the 3 areas of change during puberty - inside the body, outside the body and emotional changes. They will look for similarities and differences between boys and girls.

- Revision of the male and female reproductive organs and revision of body parts names using Tyfu i Fyny/Growing Up resource - sections 4, 6, 7 and 8.
- The children are given the information in the form it is presented on the worksheets and the activities completed. Any terms or concepts which may be misunderstood are discussed. The term sexual intercourse is used as the standard technical term.

### SKILLS ACROSS THE CURRICULUM:



### KEY QUESTIONS:

What changes happen to us as we grow up?

Why do males and females have different reproductive organs?

Why are they called reproductive organs?

What is their job?

What does conception mean?

How do babies begin?

### RESOURCES:

- Tyfu i Fyny/Growing Up resource – sections 4, 6, 7 and 8
- Worksheets – male and female reproductive organs

- Worksheet – how a baby is born

**ASSESSMENT – Learning Outcomes:**

*Can the child.....*

Understand the terms reproductive organs?

Understand the changes inside the body, outside and emotional changes?

Understand the term sexual intercourse?

Understand the needs of a baby?

Follow the stages of conception?

Work with others to come up with ideas?

Share their own personal opinions/ask questions/listen to others?

Make decisions based upon the content of the lesson?

Contribute towards class discussion?

# Conception to Birth

## Year 6 Lesson 2

### LESSON OBJECTIVES/SKILLS:

- To develop positive attitudes and values towards the formation of a wide variety of relationships.
- To raise awareness of the human life cycle.
- To build on knowledge and understanding of life from birth to death.
- To develop an understanding of how a baby is conceived, developed in the uterus, and is born.

### LEARNING ACTIVITY/LESSON OUTLINE:

- Briefly explain session aims and objectives, remind children of ground rules.
- Watch SENSE extract 'Sex' or explain with the help of the information sheet, the stages leading to conception. Use appropriate scientific language and vocabulary whenever possible.
- Look at pictures of babies at different stages of development in the uterus e.g. how does the baby get air.
- Discuss ways the pupils know that babies may be born and associated issues.
- Discuss feelings of people when a baby is born, how do they celebrate? Set up a display of congratulation cards, balloons etc.
- Set up a display of the children when they were babies; guess who is who (be aware and sensitive here to children who are adopted or fostered and looked after children).
- Plenary – any questions, uncertainties? Stress that making a baby is best done as part of stable, trusting and loving relationship.

### SKILLS ACROSS THE CURRICULUM:



### KEY QUESTIONS:

How does a baby start?

How does the mum's body look after the baby while it is growing?

How does mum's body get ready for birth?

How does the baby come out of the mum?

### RESOURCES:

- SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource - Being Healthy: Sex section
- Baby photos
- Ultrasound photos

- Let's Talk about Sex – Robie H Harris (ISBN 0-7445-3252-3)
- Let's Talk About Where Babies Come From – Robie H Harris (ISBN 978-1-84428-173-2)
- Mummy Laid an Egg – Babette Cole (ISBN 0-948930-071)
- Made with Love – Kate Pertry (ISBN 0-333-74186-2)
- Where Willy Went – Nicholas Allan (ISBN 0-19-189295-3)
- How a Baby Starts worksheet

**ASSESSMENT – Learning Outcomes:**

*Can the child...*

Use key vocabulary appropriately and in context?




Show an understanding of the key concepts and stages?

# Evaluation Sheet

Name: .....

Class: .....

Date: .....

<p>What have I learnt?</p> 	<p>How did I learn?</p> 	<p>Did I enjoy?</p> 	<p>Where would I get more information?</p> 

## **Additional Useful Contacts**

ABMU School Nursing Service – for advice and delivery of identified lessons within this pack:

**Susan A Jones MBE** - Lead Nurse, School Nursing & Looked After Children Nursing Services. 0797 045 3512

**Vicky Bailey** - Operational Team Leader, Swansea. 0790 837 1735 / [Victoria.bailey@wales.nhs.uk](mailto:Victoria.bailey@wales.nhs.uk)

**Tracey Jenkins** - Operational Team Leader, Neath Port Talbot and Bridgend. 07970 457084

[Tracey.jenkins@wales.nhs.uk](mailto:Tracey.jenkins@wales.nhs.uk)

[ABPI Resources](#) for schools website provides curriculum-related resources for use by teachers and their pupils. It provides information about hormones and their effects and includes a very good animated menstrual cycle.

[Barnardo's Real Love Rocks](#) is an online space all about raising awareness around Child Sexual Exploitation and what a healthy and safe relationship is.

[bpas](#) provides a network of clinics and centres offering abortion care and a range of other reproductive health services. It provides downloadable resources for young people on pregnancy and contraception choices.

Tel. 08457 30 40 30

[Brook](#) offers free confidential sexual health advice to all young people under 25. Information, resources and training for professionals are available.

Ask Brook 0808 802 1234

[Books Beyond Words](#) tell stories in pictures to help people with learning and communication difficulties explore their own experiences. Titles include loving each other safely, falling in love, keeping healthy down below, looking after my balls, looking after my breasts, and Susan's growing up.

[The Child Exploitation and Online Protection \(CEOP\)](#) centre aims to protect young people from sexual abuse. [Thinkuknow](#) is the CEOP centre's online safety site with advice and tips for children, young people, adults and professionals.

[Childline](#) is a confidential service for children and young people. They offer information and advice for children and adults about child abuse and child safety.

[FFLAG](#) is a national voluntary organisation and registered charity. FFLAG supports the full human and civil rights of lesbian, gay, bisexual and transgender individuals.

[fpa](#) provides sexual health advice and information on contraception, sexually transmitted infections, pregnancy choices, abortion and planning a pregnancy.

[Language is everything](#) can talk with you in your own language. When you call, tell them the language you speak and they will arrange an interpreter.

Free phone: 0800 731 7878 (24 hours all services)

NHS Choices provides [sexual health](#) information including talking about sex to your partner, teenager or young child; [sexual health and young people](#); vagina health, penis health, STIs, contraception, gay health, transgender health and more.

[NHS Direct Wales](#) is a confidential health line providing advice and information on all health issues, 24 hours a day and seven days a week. It provides details of local sexual health clinics and emergency hormonal contraception.

The [NSPCC's](#) vision is to end cruelty to children in the UK. They campaign to change the law, provide the ChildLine and NSPCC helpline service, offer advice for adults, and much more.

[Meic](#) provides information, advice and a support helpline for children and young people in Wales, available 24 hours a day and seven days a week.

Free phone 080880 23456 or text 8400

[Mermaids](#) is a support group for gender variant children, teenagers and their parents and also aims to raise awareness of gender issues amongst professionals.

[Spectrum](#) is a Hafan Cymru project aimed at providing a whole school approach to tackling domestic abuse through educating schools in Wales about healthy relationships.

[Parents Protect](#) is an information and resource website to raise awareness of child abuse and provide information, advice for parents/carers and professionals and a helpline.

The [Sex Education Forum](#) is the national authority on sex and relationships education. It is a unique collaboration of over 90 members and 750 practitioners with representatives from health, education, faith, disability and children's organisations.

[Terrence Higgins Trust](#) provides support to individuals through counselling, advice centre, advocacy, helpline and health education along with wide a range of publications and information on HIV, AIDS and sexual health for professionals and the public.

Terrence Higgins Trust (Swansea) 01792 477540

[Trans\\*Form Cymru](#) is a Welsh Government funded project to empower and support trans\* young people to access their rights and to provide support to youth-facing organisations to address discrimination and exclusion often experienced by trans\* young people.

[Wise Kids](#) works with a range of partners including schools and youth organisations to promote innovative, positive and safe internet use.