

Information for parents.

Sex Education curriculum
at Holmer Lake





Department
for Education

Introduced in September 2021

**Relationships
Education,
Relationships and
Sex Education (RSE)
and Health Education**

Primary Schools ONLY

Secondary Schools ONLY

BOTH

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

We teach the statutory curriculum for Relationships and Health through our Healthy Bodies, Healthy Minds lessons
These are taught weekly.

Healthy Bodies, Healthy Minds

What is Healthy Bodies, Healthy Minds?

Healthy Bodies, Healthy Minds is where we learn how to be healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain.



Relationships Education	Health Education
Caring Friendships	Mental Wellbeing
Respectful Relationships	Internet safety and harms
Online Relationships	Physical Health and Fitness
Being Safe	Healthy Eating
Families and People who care for me.	Health and prevention
	Changing adolescent body

Healthy Bodies, Healthy Minds

Statutory themes are revisited and built upon throughout the year.

Term	Healthy Bodies Healthy Minds Lesson themes	Statutory Curriculum Relationships Education	Statutory Curriculum Health Education
Autumn 1	Being Me in My World  	Caring Friendships Respectful Relationships Online Relationships Being Safe	Mental wellbeing Internet Safety and Harms
Autumn 2	Celebrating Difference  	Families and People Who Care for Me Caring Friendships Respectful Relationships Online Relationships Being Safe	Mental wellbeing Internet Safety and Harms
Spring 1	Dreams and Goals  	Respectful Relationships Being Safe	Mental wellbeing Internet Safety and Harms
Spring 2	Relationships   	Families and People Who Care for Me Caring Friendships Respectful Relationships Online Relationships Being Safe	Mental wellbeing Internet Safety and Harms Physical Health and Fitness
Summer 1	Healthy Me   	Caring Friendships Respectful Relationships Online Relationships Being Safe	Physical Health and Fitness Mental wellbeing Healthy Eating Health and Prevention Internet Safety and Harms
Summer 2	Changing Me   	Families and People Who Care for Me Caring Friendships Respectful Relationships Being Safe	Mental wellbeing Changing adolescent body Internet Safety and Harms



Science Y1

Animals Including Humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Science Y5

Living Things and their habitats

Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.

Describe the life process of reproduction in some plants and animals.

Animals Including Humans

Describe the changes as humans develop to old age

The changes experienced in puberty.

DFE Guidelines...

- The Department of Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The following presentation outlines the Sex Education programme that will be taught to single age group groups (and in some cases single sex groups).

Content of lessons by year group

- Overview of content for each year group.
- Examples of resources
- This presentation will be emailed to you and is available to view on our website.
- If you have questions about the specifics your child will be taught please ask / contact me later.

Creating a safe and secure environment for learning – additional support.

- Children are reminded to be respectful of others.
- Sometimes we might feel embarrassed – this is normal.
- Sometimes we might have questions or worries that we don't want to say in front of the class.
- Reminders about adults they trust to talk to.





Year 1: Amazing bodies

Lesson 1 – Choices and Challenges

Say what I like and dislike about being touched.

Talk about why people who look after and care for us might touch us.

Say what I should do if I feel uncomfortable about being touched.

Identify parts of my body that is OK to be touched.

Identify parts of my body that someone should ask permission to be touched.





Year 1: Amazing bodies

Lesson 1 – Choices and Challenges

Exercises

1. Car wash

Ask pupils to stand in two lines facing each other – they are brushes in a car wash.

Ask for a volunteer to go through the car wash. As they walk through everyone pats them gently. Once they reach the end they join the line and another pupil goes through the car wash.

Discuss how it felt to go through the car wash – were the pats nice, gentle, rough, uncomfortable? Explore and discuss reactions in some detail.

Was it a nice or nasty experience?

Then ask them to think about themselves as the patters – did they know if the volunteer was happy with their pat, how would they know?

2. Caring for pets

Using a real pet or picture ask pupils 'how do we care for a pet?'

Discuss different needs, include physical, social and emotional needs.

Identify not all pets like the same things, e.g. food, and physical contact i.e. some don't like to be stroked or cuddled or only at certain times, not when eating or in a certain way not around the tail.

3. People who care for us

Identify all the different people who care and look after us – make a chart.

Use posters and stickers from Stonewall 'different families - same love' to support activity.

Identify people in and outside family who help, e.g. school nurse, doctors, football coach, neighbour, caretaker, dinnertime supervisors, teachers, other children, friends etc.

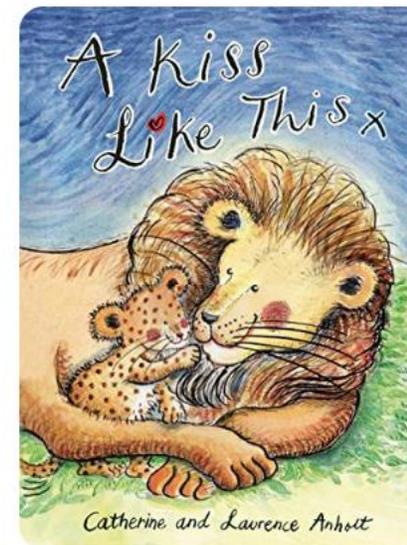
Discuss the fact that these people touch us in order to help us, comfort us or look after us and help us to look after ourselves. However, if anyone touches us and we don't feel comfortable or we are asked to keep it a secret, if it makes us feel unhappy, sad or confused we must tell someone. This helps us keep ourselves and others safe. We will not be told off, we have done nothing wrong.

Introduce the idea of 'bad touch' 'good touch'.



Year 1: Amazing bodies

Lesson 1 – Choices and Challenges



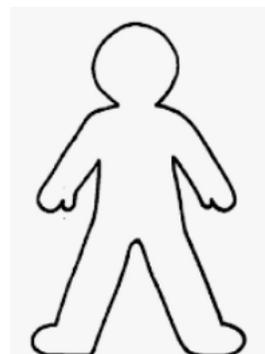
5. Body outline

Draw around a body

Pupils identify places where it is ok to touch someone if playing games, showing affection or comforting someone.

These are ok, safe touches. Identify places which are private and should not be touched without your consent and permission.

Introduce the idea of touching on private parts or unwanted touch, which you do not like, or want. Make distinction between things like having injection on the bottom and someone touching your body or showing you affection if you are alone with them and it makes you unhappy, sad or confused.



When Little Cub is born, Big Golden Lion can't stop kissing him. Little Cub is very happy until Mean Green Hungry Crocodile comes along and he doesn't fancy a "snippy, snappy crocodile kiss". Big Golden Lion persuades him that a kiss from Big Golden Lion is just the thing.



Year 1: Amazing bodies

Lesson 2

Healthy bodies, healthy minds

Private body parts



- the correct words to describe the private parts of our bodies
- how people's bodies look similar and different.

What does 'private' mean?

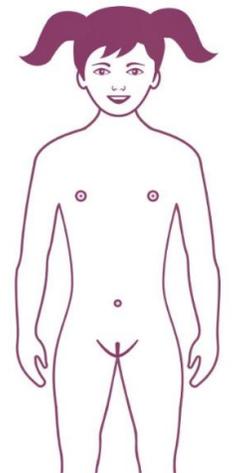
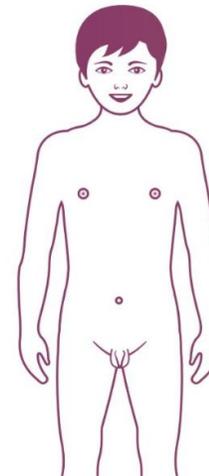
Which parts of our bodies are private?

When is it OK to talk about private parts, or show someone your private parts?

Private places



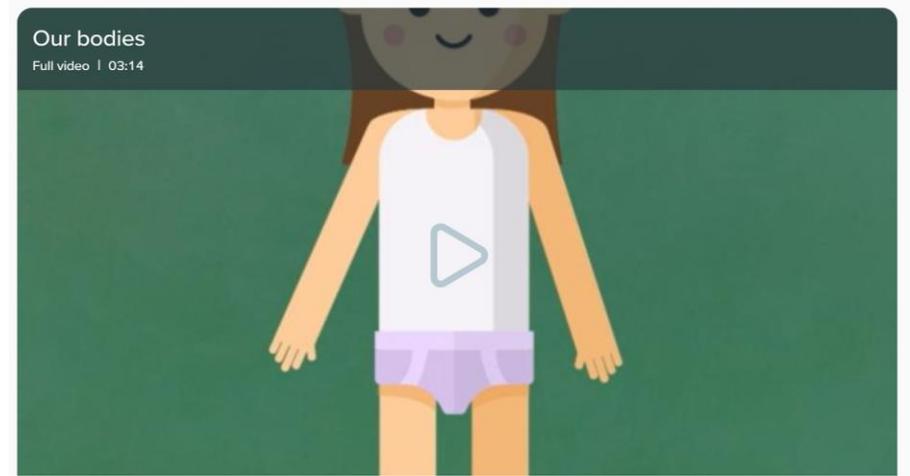
What are our private parts?





Year 1: Amazing bodies

Lesson 2



In this animation, a class learns the names of our private parts, and why it is important to use the correct names at school.

Most boys' bodies have:

- **a penis:** this is a tube between their legs where wee comes out.
- **testicles:** these are two ball-shaped parts which are in a sack of skin behind the penis.

Most girls' bodies have:

- **a vulva:** this is the area on the outside of the body between their legs. Inside the vulva is a small hole where wee comes out.
- **a vagina:** this is a tube inside the vulva which leads to the inside of the body.

Both boys' bodies and girls' bodies have:

- **a bottom:** this is the part where poo comes out.



Year 1: Amazing bodies

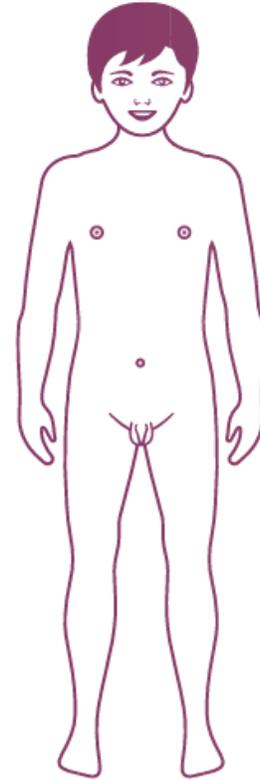
Lesson 2

- *Is it OK for someone to show his/her (insert genital name) to another child? (Note: when discussing this one, acknowledge that some children may share a bath with a sibling, or be naked at home and that that is ok. However, it wouldn't be appropriate within a school setting or in public.)*
- *Is it OK for someone to ask to see someone else's (insert genital name)?*
- *Is it OK for someone to shout (insert genital name) in the supermarket?*
- *Is it OK for someone to show their private parts to their trusted grown-up at home or a doctor if they feel poorly, or if something doesn't feel right?*
- *Is it OK for someone to touch someone else's (insert genital name)?*

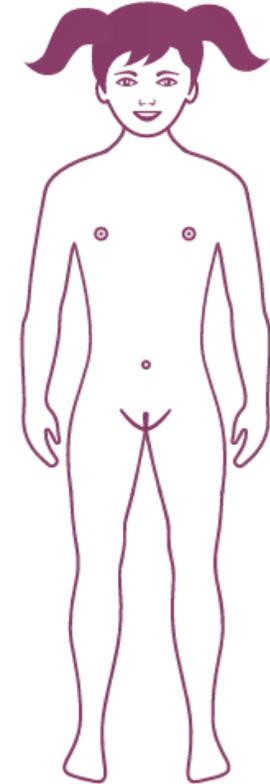


Year 1: Amazing bodies

Lesson 2



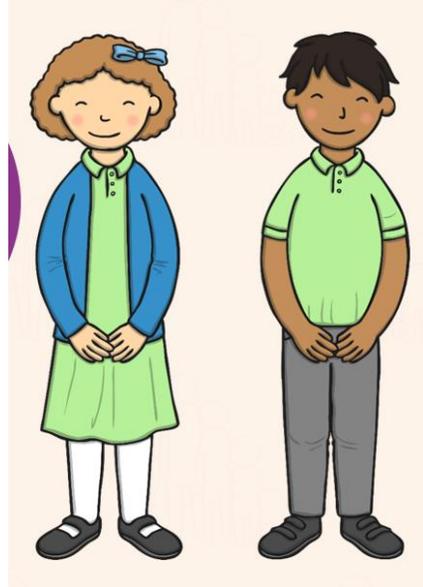
- Arm
- Leg
- Head
- Foot
- Hand
- Eyes
- Ears
- Nose
- Bottom
- Penis
- Testicles
- Vulva
- Vagina





Year 2 – Our Bodies

Lesson 1



Girls and Boys

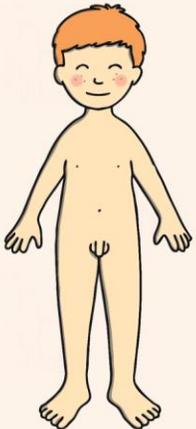
The differences between girls' and boys' bodies are hidden under our underwear.

You probably have a name for boys' and girls' private parts, but today we are going to use the scientific words – the words a doctor would use.



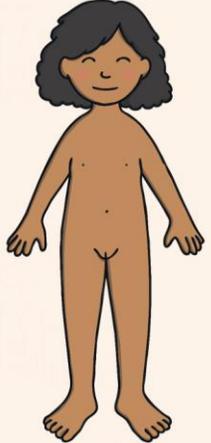
The scientific word for our private parts is **genitals**.

Boys' Bodies



- Boys have a body part called a **penis**.
- People have other names they use for this part of the body, but the scientific word is penis.
- Behind the penis are the **testicles**.
- These body parts are only on males – that's boys and men.

Girls' Bodies



- Females – that's girls and women – don't have a penis or testicles.
- Girls have a **vulva** on the outside and a **vagina**, which is inside.
- People have other names for these too, but vulva and vagina are the scientific words.

Use the scientific names for parts of the body.

Name the differences between girls' and boys' bodies.

Recognizing that some things are private and the importance of respecting privacy

That parts of their body covered by underwear are private



Year 2 – Our Bodies

Lesson 1

Our Bodies

ankle elbow penis hip
shoulder forehead testicles thigh

This diagram shows a line drawing of a boy's body. Lines connect the following parts to empty boxes: forehead, shoulder, elbow, hip, penis, thigh, testicles, and ankle.

Our Bodies

shoulder ankle elbow vulva hip
thigh forehead vagina (inside)

This diagram shows a line drawing of a girl's body. Lines connect the following parts to empty boxes: forehead, shoulder, elbow, hip, vulva, thigh, vagina (inside), and ankle.

At the Pool

On the activity sheet, there is a boy and a girl who want to get ready to go swimming. Label the body parts by writing the correct words in the boxes. Then, design their swimming costumes so they are ready for a swim at the pool.

The activity sheet features a girl on the left and a boy on the right. Between them are a one-piece swimsuit and a pair of shorts. A small circular portrait of a boy is in the top right corner.



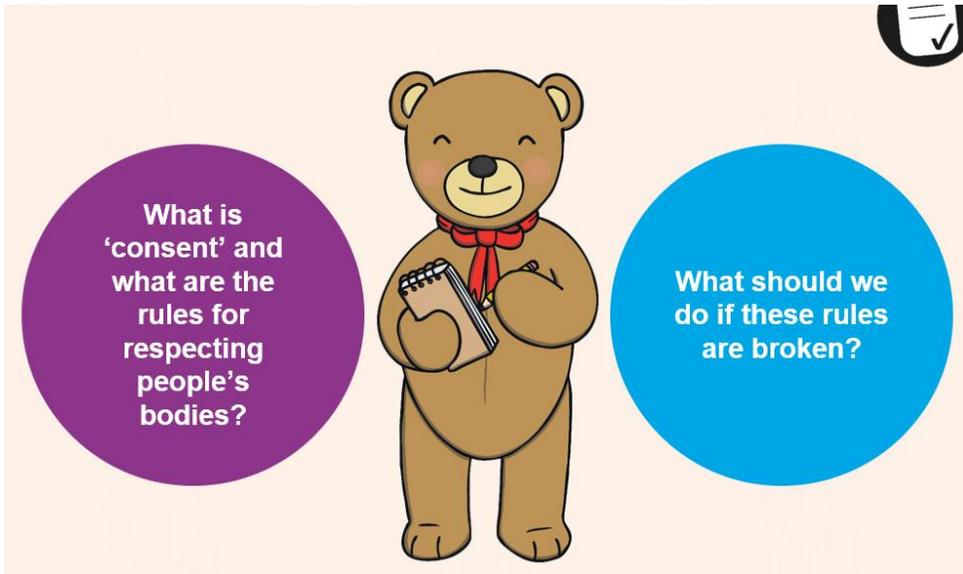


Year 2 – Is it ok?

Lesson 2

To recognise that some things are private and the importance of respecting privacy.

That parts of the body covered by underwear is private



Understand what “no” and “stop” mean.

Know that people’s bodies and feelings can be hurt.

Say who to tell if I am worried that the rules about respecting people’s bodies have been broken.



Year 2 – Is it ok?

Lesson 2

The Circle of Respect



Now, in our circle, we are going to show that we respect each other in a different way.



We are going to ask for consent from the person next to us, before we give them a hug. Getting someone's consent means they give you permission to do it. It means they are saying it is OK with them and they do not mind.

Remember to hug gently, as that is another way of showing respect.

Is It OK?



There is a great phrase to remember when it comes to respecting others' bodies...

If everyone isn't having fun, everyone stops!



How can you tell if someone is unhappy or not having fun? What might they look like? What might they do? What might they say?

Year 2 – Is it ok?

Lesson 2



Is It OK? Ask Teddy



visit [twinkl.com](https://www.twinkl.com)

Teddy, is it OK if I squeeze you hard?

Teddy, is it OK if I kiss your nose?

Teddy, is it OK if I tickle you?



Is It OK? Scenario Cards



visit [twinkl.com](https://www.twinkl.com)

Is It Ok? Scenario Cards

A child and their family are going to see their aunt and uncle. Whenever they visit, their uncle tickles them. He thinks the child likes it but he is too rough and it makes the child feel uncomfortable.



Is It Ok? Scenario Cards

A child pinches another child and it leaves a red mark. The child that did the pinching tells the other child to keep it a secret and to not tell anyone about it.





Year 3 – My Body, My Choice.

Lesson 1

Children sort words into acceptable/unacceptable slang words.

Have line in centre of classroom, children stand up; above line acceptable (this needs to be discussed) e.g.; balls, nuts, and correct words, testicles. Unacceptable, e.g. bollocks below line.

Discuss: Why it is important to use and understand correct words for body parts and functions, e.g. everyone knows what talking about, no confusion or upset, helps understanding, can get advice, tell doctor.

Discuss: What happens and the effect or impact of using wrong or slang words, e.g. offence, hurt if directed at someone, get told off, being rude, insulting, confusion.

Acknowledge different words used in different situations, talking to granny, at school, in playground, in pop songs, in poems etc.

Body Words

Year 2 Lesson 2

Use this body words resource to discuss with the class the use of words for different parts of the body. Make the point that for some parts of the body there may be lots of different words for the same body part. This exercise can cause confusion and embarrassment so it is important to make clear what are common names for girls' and boys' different body parts. Cut out and select these words depending on knowledge and understanding of pupils, add in or write family's slang names as they arise alongside to help clarify and teach correct terms.

knee	shoulder
neck	head
feet	vagina
finger	arm
ankle	testicles
hand	thumb
penis	stomach
mouth	eyes

Use the scientific names for parts of the body.

Name the differences between girls' and boys' bodies.

Understand why it is important to use the correct names for private parts.

Understand the sort of touch I am happy with and what sort I am not happy with.

Same But Different

Complete the chart using the words around the outside.

Girls

Boys

Both

Words around the perimeter: Fingers, Arms, Hands, Head, Back, Feet, Tummy, Chin, Eyes, Mouth, Feet, Neck.

Now add any body parts that are different for boys and girls.

Year 3 – My Body, My Choice.
Lesson 1



Who does your body belong to?

What type of physical contact is OK?

What can you do if you feel uncomfortable about something?

Checklist icon

You Can Touch Me Here



There are areas of your body that are quite public, like your hands.



There are areas of your body that are private, like under your underwear.



There are areas that are in the middle, that we sometimes show, like your stomach.

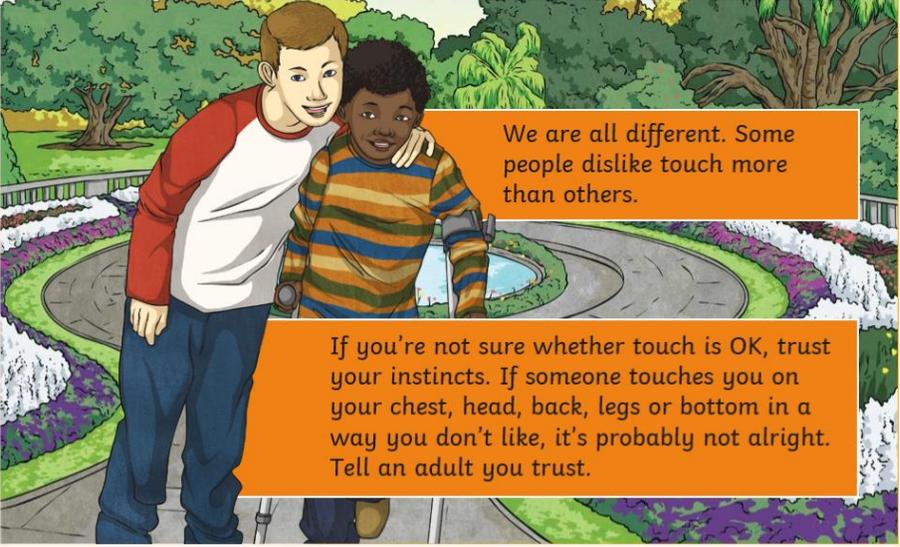




Year 3 – My Body, My Choice.

Lesson 1

You Can Touch Me Here



We are all different. Some people dislike touch more than others.

If you're not sure whether touch is OK, trust your instincts. If someone touches you on your chest, head, back, legs or bottom in a way you don't like, it's probably not alright. Tell an adult you trust.

You Can Touch Me Here

Colour the outline of the person to show where you are happy to be touched.

Green

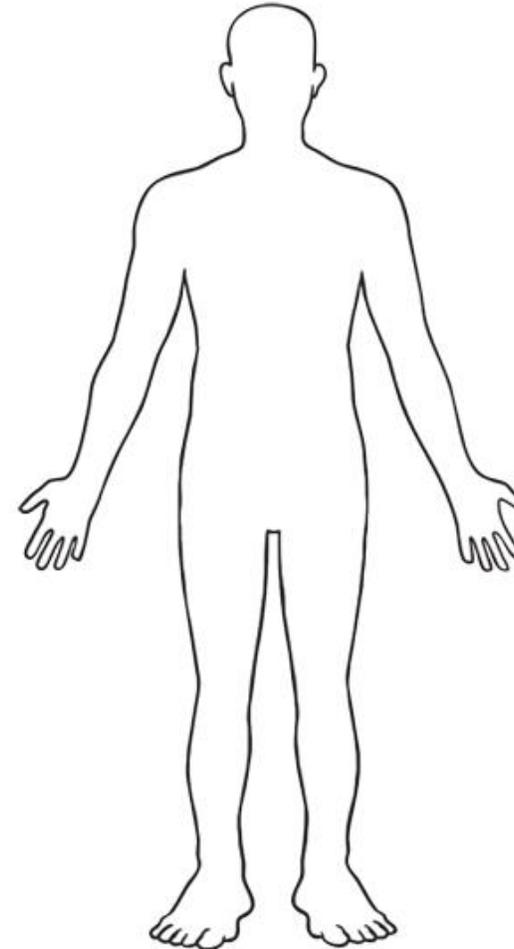
- for areas you are happy for anyone to touch.

Orange

- for areas only those closest to you can touch (best friends and close family members).

Red

- for areas that are private and just for you to touch.





Year 3 –Lesson 2

Coping with change

What is puberty?



Boys, girls or both?

periods start	muscles grow bigger	voice gets deeper	hair grows under arms
may get spots	breasts start to grow	get taller	hair grows on the face
	start to sweat more	hips get wider	

- the changes that happen to our bodies naturally during puberty
- the different changes that happen to boys and girls during puberty
- where to get help and advice about our bodies and how they change and develop if we need it.



Year 3 –Lesson 2

Coping with change

Puberty: true or false?



Sometimes children do not feel worried about puberty changes.

Everybody goes through puberty changes.

There is never anyone you can speak to if you have questions or feel worried about puberty.

Puberty changes happen very slowly, not overnight.

Puberty changes aren't painful.

You can speak to someone you trust about puberty.

Puberty usually starts for girls at the age of 15.

Puberty usually starts for boys at the age of 10.

Puberty is caused by chemicals in our bodies called hormones.

Puberty changes are normal and happen to everybody.

Puberty is the beginning of children's bodies changing into adult bodies.

Puberty changes all happen at the same time.



Y4 – Lesson 1 / 2

Puberty – Changes to boys

Taught to both boys and girls separately.

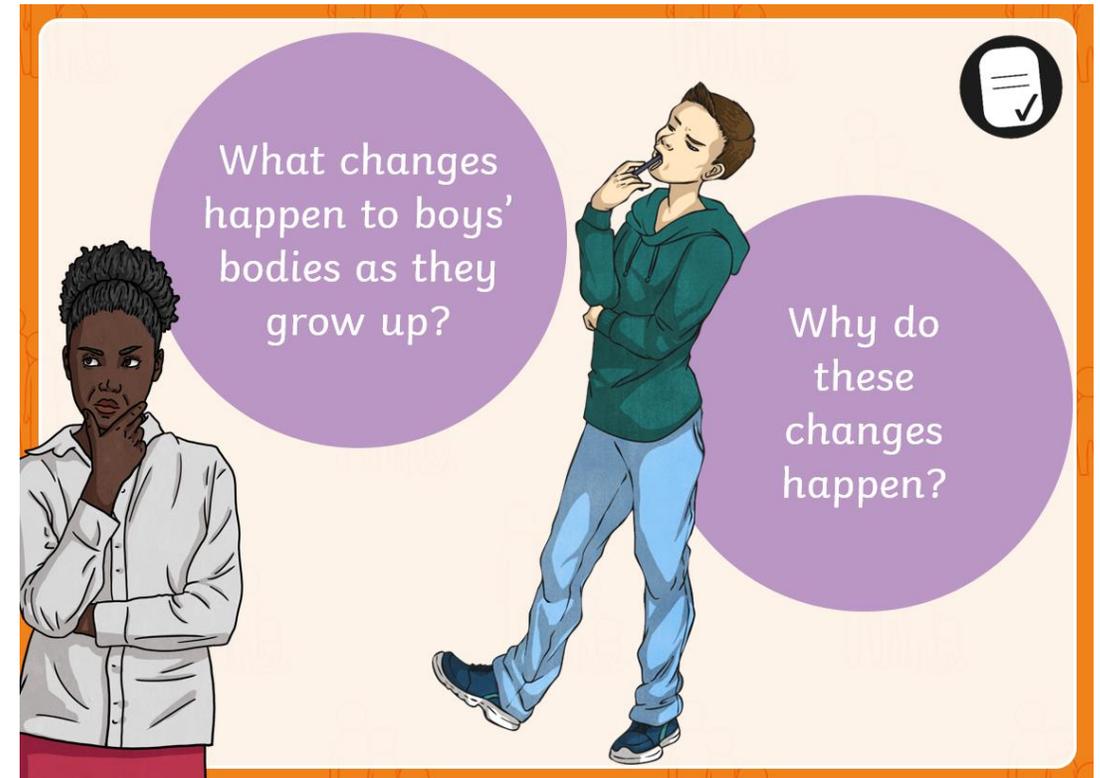
Aim

- I can describe how boys' bodies will change as they go through puberty.

Success Criteria

- I can name the differences between a boy's body and a man's body.
- I understand what the word puberty means.
- I can explain why boys' bodies change.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association's [Programme of Study](#).



Y4 – Lesson 1

Puberty – Changes to boys

Taught to both boys and girls separately

Changes in Boys

The growing your body does when you are a teenager, from a boy into a man, is called **puberty**. So, let's take a look at the changes you can expect to see as you become a teenager...



Whole Class

Voice deeper

Penis and testicles grow

Body hair / facial hair / pubic hair

Erection

Stronger

Sweat

Greasy hair / spots

Changes in Boys

You may notice you are getting an Adam's apple – this is your voice box getting larger, which makes your voice deeper.

You will grow more hair on your body, such as under your arms, around your penis and on your chest.

You may notice your penis getting hard sometimes. This is called an erection. It's nothing to worry about and it doesn't last long.

Your body will grow bigger and stronger.

Whole Class

Changes in Boys

Your body will start to sweat more – and that means you get more smelly!

Washing more often is a good idea and you might want to start using a deodorant to keep you smelling fresh.

You may find your hair is more greasy.

You start to grow hair on your face.

You may get spots on your face or other parts of your body, such as your chest, back or shoulders.

It's best to leave spots alone. Keep clean and maybe try treating acne with special spot cream.

Whole Class

Y4 – Lesson 1

Puberty – Changes to boys

Taught to both boys and girls separately

Changes in Boys

Many people experience mixed-up feelings and mood changes. This is caused by chemicals in our bodies called hormones. It can be very difficult for children and their parents to deal with.



One minute, you have lots of energy and the next you feel so tired that you just want to be left alone to 'veg out'. This is particularly difficult for parents to understand, especially when the tiredness only seems to happen when it's time to do your chores or homework!

Why Do These Changes Happen?

Puberty is all about your body growing up.

Our bodies change so that one day, if we want to, we can be parents.



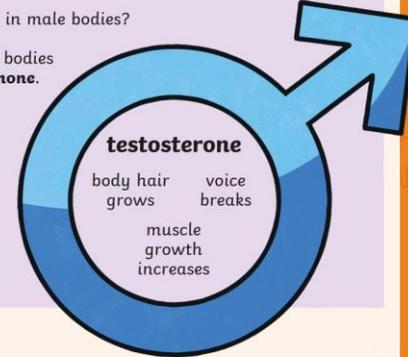
Puberty gets our bodies ready for reproduction. Reproduction is how we continue the human species.

Why Do These Changes Happen?

What causes these changes in male bodies?

At the time of puberty, our bodies start to produce a **sex hormone**.

The sex hormone that the male body produces is called **testosterone**.



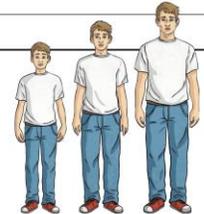
testosterone

- body hair grows
- voice breaks
- muscle growth increases

Advice and Support

Changes in Boys

As humans, we grow and change from children into adults. It is our body getting ready to be parents one day, if we choose to be. Show your understanding of how the male body will change as boys become men. Write sentences in the boxes about the changes that occur in the male body.



Useful Vocabulary

voice hair penis testes testicles sperm muscles taller broader Adam's apple sweat

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#)

twinkl PSHE & Citizenship | LKS2 | Health and Wellbeing | Growing Up | Changes in Boys | Lesson 2 visit twinkl.com



Y4 – Lesson 1

Puberty – Changes to girls

Taught to both boys and girls separately

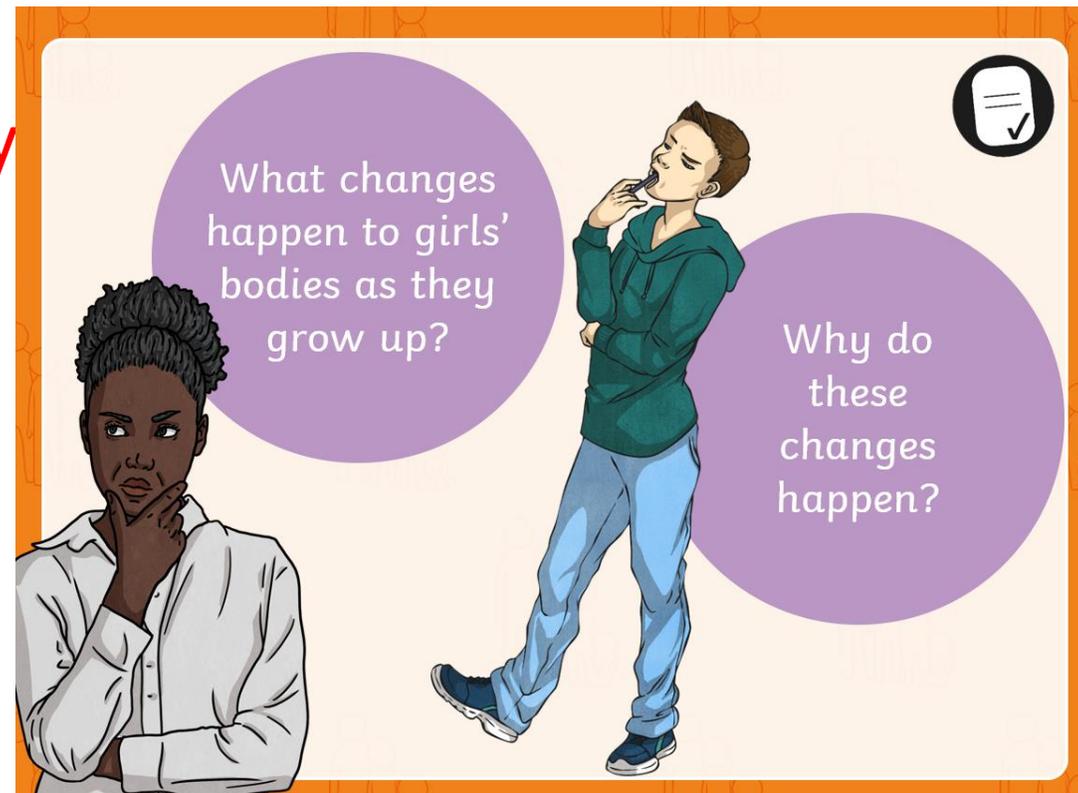
Aim

- I can describe how girls' bodies will change as they go through puberty.

Success Criteria

- I can name the differences between a girl's body and a woman's body.
- I understand what the word puberty means.
- I can explain why girls' bodies change.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association's [Programme of Study](#)



Y4 – Lesson 1

Puberty – Changes to girl

Taught to both boys and girls separately

Changes in Girls

The growing your body does when you are a teenager, from a girl into a woman, is called **puberty**. So, let's take a look at the changes you can expect to see as you become a teenager...



Female Bodies and Puberty

Girls' bodies start changing from around the age of nine but it can be earlier or later than that.

The changes don't all come at once, they happen over a few years.

It's good to know about the changes that are going to happen before they happen. That way you won't get any surprises or shocks!



- Start periods . Menstruation
- Breasts grow
- Body shape changes
- Body hair – inc pubic hair
- Sweaty
- Greasy hair / spots

Changes in Girls



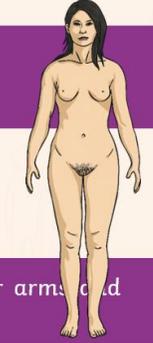
Your body starts to release eggs from the ovaries, which have been inside you since you were born.

You start your periods. This is your body getting rid of the egg and the protective lining it made for the egg.

This is called menstruation. All females menstruate – it's part of becoming a woman.

Your breasts will grow bigger and your hips will get wider, giving your body a curvier shape.

You grow more hair on your body, such as under your arms and around your genital area, this is called pubic hair



Changes in Girls

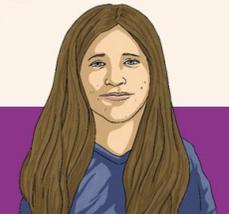


Your body starts to sweat more and your hair may become more greasy.

Washing more often is a good idea and you might want to start using a deodorant to keep you smelling fresh.

You may get spots on your face or other parts of your body, such as your chest, back or shoulders.

This is called acne. Never pick spots. Keep the area clean and maybe try some special treatment for acne.





Y4 – Lesson 1

Puberty – Changes to girl

Taught to both boys and girls separately

Changes in Girls

Many people experience mixed-up feelings and mood changes. This is caused by chemicals in our bodies called hormones. It can be very difficult for children and their parents to deal with.



One minute, you're having fun with all your friends and the next you feel like you just want to be on your own. This can feel strange and confusing but others will be going through these mood changes, too – you're not alone.

Why Do These Changes Happen?

Puberty is all about your body growing up.

Our bodies change so that one day, if we want to, we can be parents.



Puberty gets our bodies ready for reproduction, we continue the human species.

Why Do These Changes Happen?

What causes these changes in our bodies?

Well, our body starts to produce **sex hormones**.

The female sex hormone is called **oestrogen** and is responsible for the changes that happen in girls, such as breasts growing and starting periods.

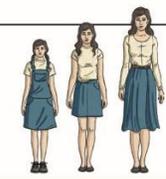


oestrogen
breasts grow
body hair grows
wide hips develop

Advice and Support

Changes in Girls

As humans, we grow and change from children into adults. It is our body getting ready to be parents one day, if we choose to. Show your understanding of how the female body will change as girls become women. Write sentences in the boxes about the changes that occur in the female body.



Useful Vocabulary
hair periods monthly ovaries egg taller hips wider breasts sweat

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Framework of Study](#).

twinkl PSHE & Citizenship (LKS2): Health and Wellbeing | Growing Up | Changes in Girls | Lesson 3 visit twinkl.com



Year 4: Puberty and hygiene

Lesson 2 – girls only

Coping with change

Understanding periods



- what periods are and why females have them.

What is happening inside?

What is happening outside?

How does a period feel?

How long does a period last for?

How can I keep clean and hygienic?

Will it change my life?

Coping with change

Periods myth or reality?
Teacher response sheet



It hurts when you have a period.	Myth: some girls get stomach cramps or sore breasts, but others don't. People's experiences are different. If someone does get pain with their period, they can ease it in different ways.
There is always someone to talk to about periods if you need to.	Reality: everyone experiences puberty changes and there is always someone who will be willing to talk and answer questions.
Boys do not have periods.	Reality: only the female body can have periods as only females are born with the body parts inside that allow for periods to happen.



Year 4: Puberty and hygiene

Lesson 2

Coping with change

Understanding periods



- what periods are and why females have them.





Year 4: Puberty and hygiene

Lesson 3 – all

Coping with change

Keeping clean as we grow and change



- the importance of bodily hygiene as we get older
- ways to keep ourselves clean as we get older
- the products we need to be hygienic and how to maintain a regular cleaning routine.

Essential, useful or luxury?

Essential: Something you need to use and will use daily or often

Useful: Something that is good to have and you may use occasionally

Luxury: A treat, something you might want to use for special occasions

Hygiene lucky dip!

Choose something from the bag and answer the following questions:

- What is the product and what is it used for?
- How often would someone need to use it?
- Is it an essential, useful or luxury item?
- Why do you think this?





Year 5: Puberty and emotions

Lesson 1

Coping with change

Puberty



- the physical and emotional changes that take place during puberty
- ways to manage these changes.

Puberty changes

periods	pubic hair	wet dream
facial hair	body odour	hips widening
emotions	puberty	deeper voice
hormones	sperm	breasts

Coping with change

Puberty questions



I keep shouting at my sister for no reason, even when she hasn't done anything wrong. Why is this happening?

I have lots of spots on my face and I think that everyone is staring at them.

I haven't even noticed any of the puberty changes yet and I am in Year 5. Is this normal?

I don't want puberty to happen to me. What can I do?

another word is menstruation	caused by stale sweat on body or clothes	happens so the body can carry a baby more easily if and when a woman gets pregnant
an egg leaves a girl's body through the vagina with some blood	use deodorant and wash your body every day	starts in boys and girls between the ages of 7 and 14
use sanitary pads to stay clean	grows under the arms and between the legs	it has happened to all grown-ups
happens when a boy is asleep	hair grows to collect sweat	you feel one thing one minute and something else the next
when sperm leaves the body through the tip of the penis	some people might choose to shave this hair when they are older	mood swings
stored in the testicles	body changes to give space to grow a baby	it can help to talk about feelings as they change
chemicals in the body that cause puberty to start	also cause hair to get greasier and spots to form	get bigger on girls

Puberty changes

periods	pubic hair	wet dream
facial hair	body odour	hips widening
emotions	puberty	deeper voice
hormones	sperm	breasts



Year 5: Puberty and emotions

Lesson 1

- *What would you say to advise this person?*
- *From whom or where could they get more help or information?*
- *Is this a common concern or question a young person might have?*



What is puberty?

Why do people get moody during puberty?

Coping with change

Puberty questions



I keep shouting at my sister for no reason, even when she hasn't done anything wrong. Why is this happening?

I have lots of spots on my face and I think that everyone is staring at them.

I haven't even noticed any of the puberty changes yet and I am in Year 5. Is this normal?

I don't want puberty to happen to me. What can I do?

What should I do if my period starts when I'm at school?

Am I going to grow a beard?

I am the shortest person in my year group and I feel so small next to everyone else!

This morning I woke up and my bed sheets were slightly wet but I hadn't wet the bed. Is this normal?



Year 5: Puberty and emotions

Lesson 2

Coping with change

Puberty and emotions



- emotional changes that people experience at puberty
- the range of emotions and feelings that we may experience
- ways to recognise and manage these emotions.

Which emotions might someone experience during puberty?

How might they express these emotions?

Mood swings: coping strategies



- Do boys and girls experience mood swings?
- Is it only girls who will cry during this time?
- Do these emotional changes happen to everyone?
- Do we all experience these emotional changes at the same time?
- What would you do if one of your friends was difficult to be around because they often had mood swings?

Coping with change

Puberty scenarios



I feel so cross today. I just can't communicate in the right way.

What advice would you give to this person?
How could you make them feel better?
Why might they be feeling this way?
Are they on their own in feeling this way?



I just don't feel like I fit in with my friends anymore.

What advice would you give to this person?
How could you make them feel better?
Why might they be feeling this way?
Are they on their own in feeling this way?





Year 5: Puberty and emotions

Lesson 3

Coping with change

Emotional changes: managing well



Coping with change

Controlling the changes

Look at these changes that might happen during puberty. Which ones can we control? Which ones are out of our control?

- | | |
|---|--------------------------------------|
| Feeling tearful | Arguing with parents/carers/siblings |
| Fancying someone | Buying trendy clothes |
| Growing hair under our arms or between our legs | Getting spots |
| Growing taller | Starting to sweat more |
| Feeling embarrassed by parents/carers | Feeling anxious |
| Feeling angry | Wanting to eat more |
| Girls only: starting periods | Using the internet more |
| Boys only: having wet dreams | Going out with friends more often |

Can control	Cannot control

- that during puberty there are changes we cannot control, but we can learn ways to manage these changes
- about techniques to cope with our emotions during puberty
- how to support one another when things feel difficult or challenging.



Year 5: Puberty and emotions

Lesson 1 – girls only extension / recap from Y4



Elise organises a video call with a group of girls to find out more about their experiences of starting their periods, and to get their top tips.



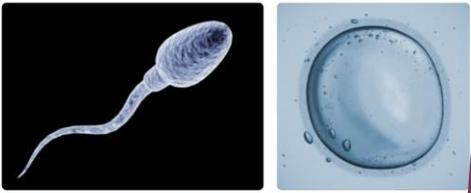
Year 6: Starting a family Lesson 1



- human reproduction - how babies are made.

How is a baby made?
We all start the same way, through sexual intercourse, or sex.

Sexual intercourse to make a baby is when a male penis goes inside the female vagina. Sperm are released from the penis and race to find an egg to fertilise inside the female ovaries.



How is a baby made?
A baby is born either vaginally (through the vagina) or using an operation called a Caesarean (or C-section).



C-section
The red dots show where the incision is made. This can vary depending on the position of the baby.

IVF
Some couples can't make a baby naturally, so they might choose a medical process called IVF.

During IVF, eggs are collected from the female ovaries and fertilised by the male sperm in a lab.

The fertilised egg is then placed back into the mother's body so she can grow a baby inside her.



How do you make a baby?

Ask the expert: starting a family

Resident expert Rebecca helps Archie and Elise answer some tricky questions about how babies are...

Can anyone start a family?

How old do you have to be to have sex?

Do you always get pregnant after sex?

Do you have to have sex when you're sixteen?



Year 6: Starting a family Lesson 2

Families and committed relationships

The impact of having a baby



- why deciding to start a family is such a big and important decision
- how life-changing starting a family can be
- the costs associated with a new baby.

What does a baby need?

- love
- the most expensive pushchair
- designer trainers
- to be kept clean
- food
- nappies
- cuddles and kisses
- selfies
- a cot
- books
- music
- pierced ears






Budget for a baby











Families and committed relationships

Budget for a baby

Work out the cost for each of the items, then add in anything else you think a baby will need in the first 12 months of their life.

Item	Cost	How many?	Total
Car seat			
Pushchair			
Nappies			
Baby grows			
Changing mat			



Year 6: Starting a family

Lesson 3

Families and committed relationships

When is it right?



- the importance of being ready to start a family in the future
- legal age restrictions, and why these are in place.

How old do you need to be?

How old does **the law** say you need to be to do these things in the UK?

- get married or have a civil partnership?
- open a bank account?
- work part-time?
- buy a lottery ticket?
- buy alcohol in a shop?
- buy cigarettes or vapes?
- drive a car?
- buy fireworks?
- vote?
- be taught about healthy relationships?
- have sex?

How old do you need to be?

Why do you think age limits apply and why do you think they are important?

What do you think might happen if someone was to ignore these age limits?

Are there any laws that don't exist that you think should be in place? Why?

Remember: the decision to start a family is a big one, and having a baby is a very big commitment. Both people in a relationship should be ready and able to make that choice at a time that is right for them.



Year 6

Lesson 4— girls only

extension / recap from Y4/5



Elise organises a video call with a group of girls to find out more about their experiences of starting their periods, and to get their top tips.

SEX EDUCATION – PROGRESSION OF VOCABULARY

Year Group	1	2	3	4	5	6
<p>New Vocabulary Introduced in each year group.</p> <p>Each year group will recap previous year group's vocabulary</p>	safe touch unwanted touch uncomfortable comfortable permission private bottom penis testicles vulva vagina similar different	male female genitals respect consent .	puberty hormones breasts periods	menstruation eggs, sanitary pads tampons ovaries fallopian tubes womb uterus body hair facial hair pubic hair erection sex hormones testosterone oestrogen hygiene sweat greasy hair / spots	wet dream emotions	sexual intercourse, sex, fertilise conception foetus pregnant, IVF adoption, caesarean section commitment responsibility legal, age restriction, age of consent safe

Any questions?

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