

Courtenay Class - Year 3 Relationships and Health Education

Our Relationships and Health Education Curriculum (which the Government made statutory from September 2020) has been shaped to support all children to flourish and achieve their potential. In our consultation with families in the Autumn Term, parents feedback how much they would like to have an overview about what their children are learning so that they can continue these conversations at home. Parents told us they would find it helpful to know the vocabulary we use in class and what each year will learn so they can be ready to follow up conversations at home. This summer term is our Changing and Growing learning and we have created this sheet to support parents with conversations at home.

Growing and Changing (Year 2 and 3)

This term, the children will be learning all about how their body grows and changes as they get older. We will be looking at the human lifecycle, body parts and what it means to become independent. We have provided an overview of the sessions below.

Learning objective: I can talk about the human life cycle and how people grow from young to old.

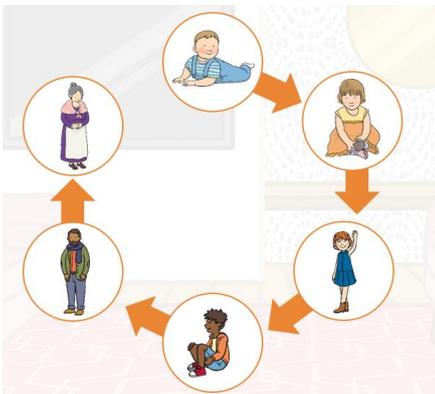
During this session, the children will be naming and identifying each stage of the human life cycle. They will identify key changes that happen at each point of the cycle.

For example what happens at the baby stage.

Baby - When babies are born, they lack independence; they only drink milk, and they need lots of sleep. Babies can't talk so when something is wrong, they let people know by crying.

Key vocabulary:

baby, toddler, child, adult, teenager, elderly



Learning objective: I can talk about how our needs and bodies change as we grow up.

Let's have a look...

Baby	Toddler
	
<p>What is the same? What is different?</p>	
<p>What has changed?</p>	
	

During this session, the children will be building upon our knowledge of the human life cycle by looking at what is the same or different at each stage in the life cycle.. We will be looking at some of the ways we change through the stages, not just physical but how we build up our independence.

For example; when we are a toddler we still have baby teeth but as we move into the

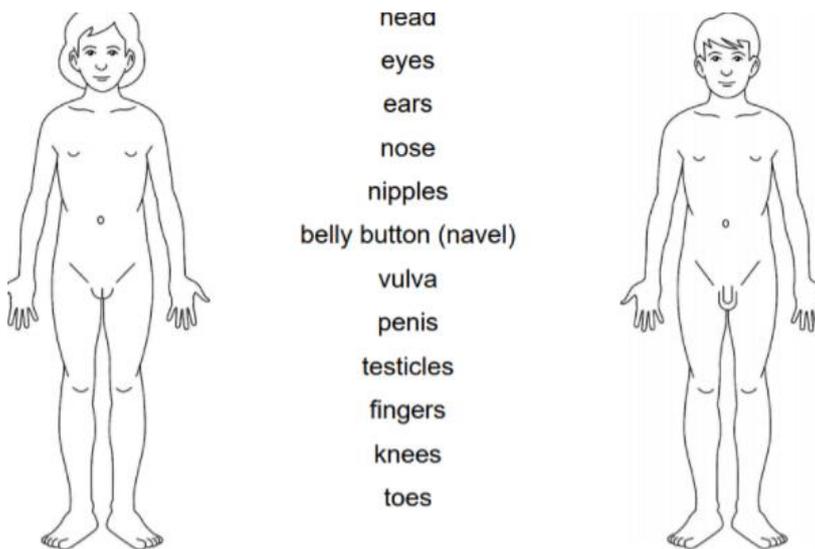
childhood stage our baby teeth fall out and we will grow adult teeth.

Key vocabulary: baby,toddler,child,adult, teenager, elderly, same, different, growing up, independence, resilience, responsibilities, jobs.

Learning objective: I can identify and name the main parts of the body including external genitalia.

During the third and fourth sessions, the children will begin by recapping their prior knowledge where they will be identifying and labelling key parts of the body (e.g. leg, knee, elbow). As the session progresses, they will learn to use new scientific vocabulary to name external body parts, as set out in the Statutory Government Guidance and so that children can confidently and appropriately name their body parts. These will be introduced as private body parts and we will be using the NSPCC resources to support their understanding of what the term private means.

Key vocabulary: private, unique, genitals, penis, testicles, vulva (this is the correct terminology for female external genitalia, vagina refers to internal genitalia which children will learn about from Y4), nipples.



Learning objective: I can identify about changes as people grow up, including new opportunities and responsibilities



In the final lesson, the children will be identifying and discussing the opportunities that become available as they grow up and develop more independence. Linking to lessons 1 and 2, they will explore the opportunities that are available to babies and toddlers and will consider how they are presented with increasing opportunities as they develop through childhood; for example, changing their reading book, hanging their own coats up and joining clubs.

Key vocabulary: independence, responsibility, opportunity.

Courtenay Class Year 4 - Relationships and Health Education

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Changing Adolescent Body

Lesson 1

Learning objective: I know some changes that happen during puberty.

In this lesson, the children will be reminded of the scientific names for different body parts and will include external and internal genitalia. The children will be introduced to the word puberty and what it means. The children will use the pictures to notice and discuss external changes during puberty.

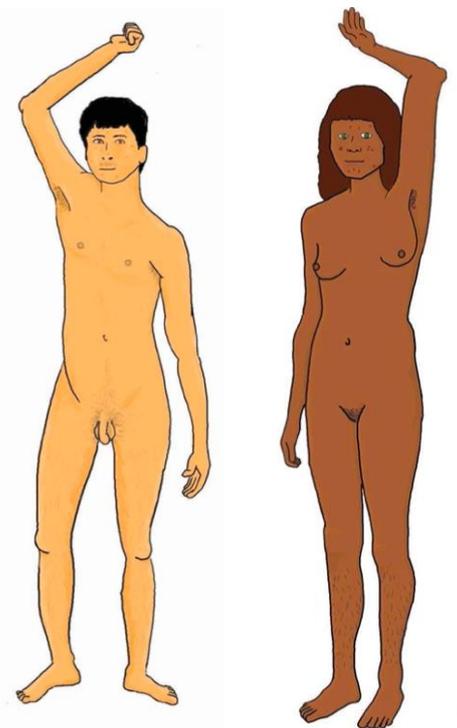
Puberty is a special time when a child gradually grows and develops into a young adult.

Bodies and feelings change a great deal.

For most people, puberty can start at any time between the ages of 8 and 16.

The changes happen gradually over a number of years.

The changes that happen during puberty can happen in different orders.



Key vocabulary: puberty, penis, vulva (this is the correct terminology for female external genitalia and is taught initially in year 1 - vagina refers to internal genitalia which children will learn in year 4, lesson 3), testicles, genitalia, pubic hair.

Reproduction

Males produce a seed, called sperm.

Females produce a special kind of egg, called an ovum.

The sperm and egg are needed to make a baby.

If adults decide to have a baby, the egg

of learning, teachers will explain that they will learn about this in year 6. This lesson is an introduction to some of the new vocabulary surrounding puberty which will be discussed further in following lessons.

Lesson 2

Learning objective: I know about the physical and emotional changes that happen during puberty.

In this lesson, the children will be introduced to more changes that happen during puberty. They will be introduced to the word reproduction and what this means. If children ask for further information on anything not taught at this age group and in this block

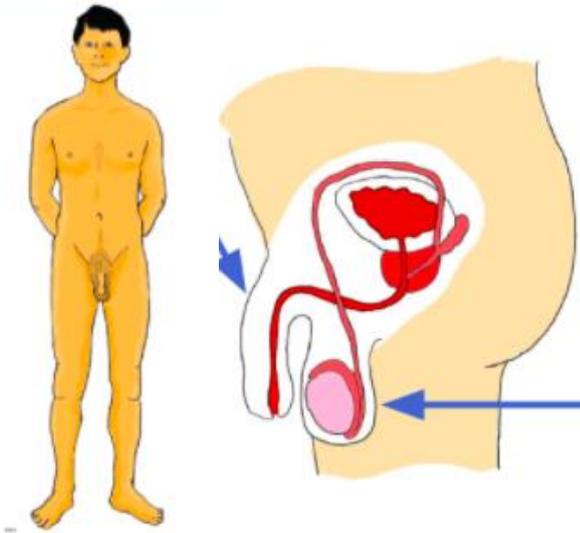
Key vocabulary: reproduce, sperm, ovum, hormones, period, wet dreams,

Lesson 3

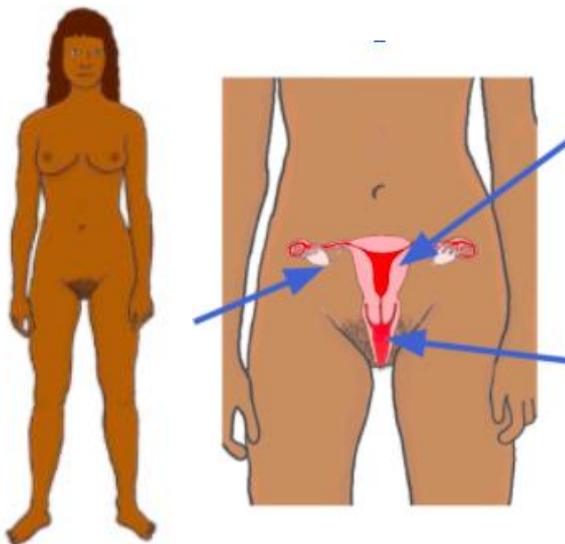
Learning objective: I understand the main physical changes which occur during puberty.

In this lesson, the children will discuss some of the key physical and emotional changes which occur during puberty. They will look at the similarities and differences of these changes between males and females and be given a basic understanding of the expectations during puberty whilst being reminded that no two experiences will be the same and we are all unique. They will categorise these changes during puberty into male, female or everyone and they will look at physical changes for both males and females during puberty.

Images shown relating to male physical changes.



Images shown relating to female physical changes.



Key vocabulary: uterus, breasts, ovaries, vagina, testicles, penis, sperm, semen, periods.

Lesson 4

Learning objective: I understand how puberty affects the reproductive organs for males and females.

This lesson will provide information on the main changes to the reproductive organs, discussing how the uterus will start to have periods for females whereas men will start to produce sperm. Children will be shown the process of menstruation using the clip below as a reference point and answering key questions on what is involved within different points of the menstrual cycle. Children will be shown and given information on what products are available for someone experiencing a period. We will also discuss the main changes to the male reproductive organs including growth of these organs and the purpose of testicles in producing sperm.

<https://kidshealth.org/en/teens/menstruation.html>

(Please note we will only show the clip from this website and no other information from this source will be used)

Images used during this lesson will include the same images above for lesson 3 alongside these pictures below.



The products shown for menstruation are included below.



We will discuss menstrual cups as an eco-friendly option but will inform the children that these are recommended for older girls and women.

Key vocabulary: Testicles, foreskin, penis, erection, ejaculation, semen, ovaries, vagina, Fallopian tubes, menstruation, period, tampon, sanitary towel.

Lesson 5

Learning objective: I understand the impact of puberty on the body and the importance of physical hygiene.

This will be a brief lesson identifying a range of different products associated with puberty, discussing their purpose and how they relate to puberty. The difference between products which are essential for puberty and those which may be a choice will also be discussed, ensuring any gender stereotypes or potential social pressures are considered. These conversations will be used to encourage children to think about making healthy, informed choices.

Please find the list of the types of products to be featured in the lesson below.



Key vocabulary: hygiene, body secretions (sweat, spots, semen, vaginal fluid, menstrual blood), shaving, acne, periods, odour, deodorant,

Lesson 6

Learning objective: I know where I can find support during puberty.

This lesson will explore different ways individuals can find support, if needed, during puberty. The children will apply all of their prior learning to problem solve by looking at a range of different scenarios/problem messages related to puberty for them to find possible healthy solutions to resolve. These problems will include bullying, acne, wet dreams, periods, sleep, mood swings, online safety and peer pressure. Children will be reminded that each individual's experience of puberty is different and that although some children can experience the same changes as one another, others can experience differences because we are unique.

We will discuss who are our 'safe adults' to talk to and each classroom will have a questions box, to provide a safe space in class to post questions (anonymously, if preferred). We will also show the children how information and advice can be found on the following websites:

Childline puberty advice search results page:

<https://www.childline.org.uk/searchpage/?query=puberty+advice>

Kids Health website:

<http://www.kidshealth.org>

Key vocabulary: wet dreams, vaginal fluid/discharge, peer pressure, periods, individuality.