

# Year 5



Pupils in Year 5 will learn about the following content as part of their relationships education, taught in accordance with the statutory guidance for RSE.

Additional, non-statutory content, covering Sex Education is highlighted in red. If you wish to withdraw your child from those specific lessons, please contact the Headteacher in writing or via email.

Lesson Overview	Key Content
To learn about what constitutes a positive, healthy relationship	<b>Children will:</b> <ul style="list-style-type: none"><li>• Identify the essential constituents of a positive, healthy relationship.</li><li>• Explain what this means in an emotional and physical sense.</li><li>• Describe the skills that are needed to ensure that relationships stay positive and healthy.</li><li>• Identify some signs that a relationship is not healthy.</li><li>• Understand that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends.</li><li>• Explain or demonstrate strategies to use if they feel they are being put under pressure/want to resolve difficulties.</li><li>• Discuss when and how to end a relationship amicably. #</li><li>• Discuss whom they can go to if they are unable to resolve problems and how to ask for help.</li></ul>
To learn about different types of relationships (e.g. friends, families, couples, marriage, civil partnership)	<b>Children will:</b> <ul style="list-style-type: none"><li>• Give examples of different kinds of relationships.</li><li>• Describe different kinds of friendships and families and what makes them special/unique.</li><li>• Explain how their relationships are changing.</li><li>• Suggest ways of managing our feelings when relationships change.</li></ul>
To learn about acceptable/unacceptable physical contact and how to respond	<b>Children will:</b> <ul style="list-style-type: none"><li>• Identify situations where physical touch is acceptable/appropriate/wanted.</li><li>• Explain what constitutes unacceptable/inappropriate/unwanted touch or attention.</li><li>• Recognise when their mind or body is telling them that they are not comfortable/happy about someone else's behaviour? Assertively say 'stop...', 'please don't...', 'go away...' or 'I'll tell...'</li><li>• Explain what they can do/who they can go to if they are worried.</li><li>• Describe strategies to use to prevent/stop unacceptable physical contact.</li><li>• Understand that it is never their fault if someone else behaves inappropriately towards them/makes them feel uncomfortable or worried.</li></ul>

<p>To learn that female genital mutilation (FGM) is physical abuse and is a crime, and how to get support if they have fears for themselves or their peers</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Define the meaning of the word ‘consent’</li> <li>• Explain that sometimes people may try to ‘wear them down’ by constantly trying to persuade or convince them until they feel that they must give in, and that this is not ‘consent’.</li> <li>• Identify that if they are persuaded or threatened into agreeing to do something they do not want to do, then they have not given their consent – even if they say yes to keep other people happy.</li> <li>• Know what FGM means and know what words may be used in their community to describe this (e.g. ‘cutting’).</li> <li>• Know what FGM physically entails and know the myths that are told about it; they know these are not true.</li> <li>• Identify the real risks of FGM for their present and future health. They know that to do this to someone is a very serious crime.</li> <li>• Show an awareness that the person who is either going to be or has been subjected to FGM has been or is about to be hurt – they are the victim of a crime – they have done nothing wrong and will not be in any trouble for telling their teacher.</li> <li>• Identify that if they can prevent this from happening, a crime will <i>not</i> have been committed – telling their teacher can protect the people they love from carrying out a serious crime.</li> </ul>
<p>To learn about foetal development in humans</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Explore the key stages of human foetal development</li> <li>• Create a scientific diagram for the key stages of foetal development and an accompanying growth graph</li> <li>• Describe the process of foetal development within a scientific diagram</li> </ul>
<p>To recognise and explore key milestones in baby and child development</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Complete online research and write fact-files based on growth data and research findings</li> <li>• Explore baby growth through statistics</li> <li>• Create growth graphs and charts based on their own growth records</li> </ul>

<p>To identify and understand the changes in the adolescent human body during puberty</p> <p>To recognise and identify those changes during puberty that are gender specific</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Explore the key physical and emotional changes during puberty in both boys and girls</li> <li>• Watch two videos about changes girls and boys experience during puberty</li> <li>• Create a Q&amp;A book section and glossary for puberty</li> <li>• Create a Venn diagram that shows changes in boys and girls at puberty</li> <li>• Describe some of the effects of puberty on male and female bodies, especially the parts that are related to having babies (the reproductive organs) and how it may affect physical appearance.</li> <li>• Explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings.</li> <li>• Describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them.</li> <li>• Explain that the way the media portray people does not always reflect reality and how this can put pressure on us in relation to our bodies.</li> <li>• Describe how to manage physical changes of puberty.</li> <li>• Explain why it is important and how to keep themselves clean during puberty.</li> <li>• Explain what happens during periods (menstruation) and ejaculation and how to manage both.</li> <li>• Identify where to get help and support.</li> </ul>
<p>To identify physical and mental changes that happen from adulthood to old age</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Explore the physical and mental changes to the human body as it ages</li> <li>• Create a 'things to expect in old age' section for their book</li> <li>• Discuss how elderly people are cared for and how they could support people in the community</li> </ul>
<p>To identify, order and explain the six key stages in a human life</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Create a visual timeline of key events in a human life</li> <li>• Use a graphics program to create a visual representation of human growth</li> </ul>
<p>To learn about reproduction (including sexual intercourse)</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Understand the anatomy of male and female reproductive organs</li> <li>• Watch an animation demonstrating sexual intercourse</li> <li>• Understand the process of fertilisation of an egg by a sperm</li> <li>• Have the opportunity to ask questions of a sexual nature in an open and safe environment</li> </ul>
<p>To learn how babies are born</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Learn how foetal development can be monitored using ultrasound scans</li> <li>• Watch a video of how the foetus develops in the womb</li> <li>• Understand the role the umbilical cord plays during pregnancy</li> <li>• View a video which shows a human birth in a sensitive and appropriate way</li> </ul>