

# Year 5/Cycle 1

Being Me in My World	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
	<p><i>Faces challenges</i></p> <p><i>Target setting</i></p> <p><i>Rights and responsibilities</i></p> <p><i>Citizenship</i></p> <p><i>Choices</i></p> <p><i>Behaviour</i></p> <p><i>Democracy</i></p> <p><i>Community</i></p>	<p>I know that it is important to set targets to be able to achieve</p> <p>I know that I have rights and responsibilities and what the difference between them is</p> <p>I know I have different rights and responsibilities based on my role as a citizen of my country and as a citizen of my country</p> <p>I know that I can control my behaviour and that how I behave leads to rewards and consequences</p> <p>I know that my own and others' behaviour has an impact on the wider group</p> <p>I know what democracy is and why it is important to take part in it</p>	<p>I can face new challenges positively and know how to set personal goals</p> <p>I can identify my hopes for this school year</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I can contribute to the group and understand how we can function best as a whole</p>	<p>Goals</p> <p>Challenges</p> <p>Universal rights</p> <p>Responsibility</p> <p>Community</p> <p>Wants</p> <p>Needs</p> <p>Democracy</p> <p>Learning Charter</p> <p>Value</p> <p>Empathy</p> <p><b>GG:</b></p> <p><b>3. Good health and wellbeing</b></p> <p><b>5. Gender equality</b></p> <p><b>10. Reduced inequalities</b></p> <p><b>12. Responsible production and consumption</b></p> <p><b>16. Peace justice and strong institutions</b></p> <p><b>17. Partnerships for the goals</b></p>	<p>Goals</p> <p>Challenges</p> <p>Universal rights</p> <p>Responsibility</p> <p>Community</p> <p>Wants</p> <p>Needs</p> <p>Democracy</p> <p>Learning Charter</p> <p>Value</p> <p>Empathy</p>

**Sequence of Lessons and overview of content :**

**1) To learn how to face new challenges positively and know how to set personal goals.**

Children to set academic and personal goals for the year and interview a member of SLT about the school's goals.

**2) To understand my rights and responsibilities as a citizen of my country.**

Children to think of the rights they believe all young people should have, compare with the UN Charter of Children's Rights and think about corresponding responsibilities.

Debate opportunity: Do we all have the same rights?

**3) To understand my rights and responsibilities as a citizen of my country and as a member of my school.**

Children to think about how some young people (refugees, those with disabilities, the impoverished) face barriers to learning and to make a set of the rights all young people must have to be able to successfully learn.

**4) To be able to make choices about my own behaviour because I understand how rewards and consequences feel.**

Children to work in small groups to create their own games with rules. Children to work together to create class charter with corresponding rewards and consequences.

**5) To understand how an individual's behaviour can impact on a group.**

Children to work in small groups to try to complete a team-building activity together and reflect on successes/problems. Children to create a short guide for working with others.

**6) To understand how democracy and having a voice benefits the school community and know how to participate in this.**

Children to study a range of scenarios based around children who may struggle to learn in school. Children to reflect on previous learning and how rights and responsibilities relate to scenarios. Children to offer advice about how individuals in scenarios could be helped to learn.

Debate opportunity: Is our behaviour policy fair?

Details of supporting resources:

**Lesson 1)**

Teaching Flipchart

**Lesson 2)**

Teaching Flipchart

<https://www.scope.org.uk/campaigns/end-the-awkward/>

<https://www.youtube.com/watch?v=XOrEJDPBH-M>

[https://www.youtube.com/watch?v=Sgru-](https://www.youtube.com/watch?v=Sgru-DhoJV4&ab_channel=TheDeafAcademy)

[DhoJV4&ab\\_channel=TheDeafAcademy](https://www.youtube.com/watch?v=Sgru-DhoJV4&ab_channel=TheDeafAcademy)

**Lesson 3)**

Teaching Flipchart

<https://www.bbc.co.uk/newsround/33109806>

<https://www.bbc.co.uk/programmes/p00vc149>

(School has copy of the above resource in book form)

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-who-owns-the-sky/zvq2t39>

[https://www.youtube.com/watch?v=tB-sQLw-](https://www.youtube.com/watch?v=tB-sQLw-0QQ&ab_channel=InstitutoIgarap%C3%A9)

[0QQ&ab\\_channel=InstitutoIgarap%C3%A9](https://www.youtube.com/watch?v=tB-sQLw-0QQ&ab_channel=InstitutoIgarap%C3%A9)

Outdoor opportunity: Litter picking

**Lesson 4)**

Teaching Flipchart

**Lesson 5)**

Teaching Flipchart

**Lesson 6)**

Teaching Flipchart

Celebrating difference

Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
<p><i>Culture</i> <i>Conflict</i> <i>Racism</i> <i>Attitudes</i> <i>Rumours</i> <i>Bullying</i> <i>Choices</i></p>	<p>I know that people have different cultures and sometimes this can cause conflict</p> <p>I know that I have my own distinct culture I know that I will have attitudes towards people from different races</p> <p>I know that spreading rumours and name-calling can be bullying behaviours</p> <p>I know how I can help out when bullying is taking place</p>	<p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>I can compare my life with people in the developing world</p> <p>I can appreciate the value of happiness regardless of material wealth</p> <p>I respect my own and other people's cultures</p>	<p>Culture Conflict Bullying Direct / indirect bullying Racism Rumours Respect Strategies Developing world Material wealth</p> <p><b>GG:</b> <b>3. Good health and wellbeing</b> <b>5. Gender equality</b> <b>10. Reduced inequalities</b> <b>12. Responsible production and consumption</b> <b>16. Peace justice and strong institutions</b> <b>17. Partnerships for the goals</b></p>	<p>Culture Conflict Bullying Direct / indirect bullying Racism Rumours Respect Strategies Developing world Material wealth</p>
<p><b>Sequence of Lessons and overview of content:</b></p> <p><b>1) I understand that cultural differences sometimes cause conflict.</b> Children to be introduced to the idea of culture and to reflect on key elements of their own culture. Children to create a 'culture wheel' to show these elements and to share with one another.</p> <p><b>2) I understand what racism is.</b> Children to be introduced to the concept of racism through a range of scenarios and games. Children to create their own 'campaign ribbon' for anti-racism.</p> <p><b>3) I understand how rumour-spreading and name-calling can be bullying behaviours.</b></p>			<p>Details of supporting resources:</p> <p><b>Lesson 1)</b> Teaching Flipchart <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-bullying-and-racism/z7tv8xs">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-bullying-and-racism/z7tv8xs</a> <a href="https://www.youtube.com/watch?v=aFOhsJydjNE&amp;t=36s">https://www.youtube.com/watch?v=aFOhsJydjNE&amp;t=36s</a></p> <p><b>Lesson 2)</b> Teaching Flipchart <a href="https://www.youtube.com/watch?v=iMj0HYVg63E">https://www.youtube.com/watch?v=iMj0HYVg63E</a> <a href="https://www.adl.org/sites/default/files/documents/pyramid-of-hate.pdf">https://www.adl.org/sites/default/files/documents/pyramid-of-hate.pdf</a> <a href="https://www.bbc.co.uk/news/magazine-23795655">https://www.bbc.co.uk/news/magazine-23795655</a></p>	

	<p>Children to be introduced to the concept of bullying and to study a range of scenarios concerning name-calling and rumour-spreading. Children to think about what would help to fix the scenario and what would make it worse.</p> <p><b>4) I can explain the difference between direct and indirect bullying.</b> Children to be introduced to the concepts of ‘direct’ and ‘indirect’ bullying, sort examples and create a poster explaining the differences.</p> <p><b>5) I can compare my life with people in the developing world.</b> Children to think about what things make them most and least happy. Children to study lives of two children with contrasting experiences both living in Ghana and think about what would make them more or less happy.</p> <p><b>6) I understand a culture different to my own.</b> Children to return to lives of two children studied in previous lesson and create a culture wheel for them. Children to reflect on when trying to understand others’ lives is important. <i>Outdoor Learning: What is life like in a rural community?</i></p>	<p><b>Lesson 3)</b> Teaching Flipchart <a href="https://www.youtube.com/watch?v=WlNgYno4W14">https://www.youtube.com/watch?v=WlNgYno4W14</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-bullied/zdds382">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-bullied/zdds382</a></p> <p><b>Lesson 4)</b> Teaching Flipchart</p> <p><b>Lesson 5)</b> Teaching Flipchart</p> <p><b>Lesson 6)</b> Teaching Flipchart <i>Outdoor Learning- trip to rural community locally.</i></p>
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<b>Dreams and Goals</b>	<b>Key content</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Concepts/Global Goals</b>	<b>Key Vocabulary</b>
	<i>Career</i> <i>Goals</i> <i>Education</i> <i>Achievements</i> <i>Communication</i>	<p>I know what I will have to do to accomplish my goals.</p> <p>I know that a good education will help me to follow my dreams</p> <p>I know that the conditions in some countries have led to children like myself having to work from a young age</p> <p>I know that different people will have different goals.</p>	<p>Celebrate achievements and identify areas for improvement</p> <p>Set high aspirations/goals</p> <p>Make choices that will affect my future</p>	<p>Target-setting</p> <p>Aspirational goals</p> <p>Self-improvement</p> <p>Making sensible choices</p> <p>Stability</p> <p>Economic status</p> <p><b>1. No Poverty</b></p> <p><b>10. Reduced Inequalities</b></p> <p><b>16. Peace, Justice and Strong Institutions</b></p>	<p>Dream</p> <p>Hope</p> <p>Goal</p> <p>Feeling</p> <p>Achievement</p> <p>Money</p> <p>Grown up</p> <p>Adult</p> <p>Lifestyle</p> <p>Job</p> <p>Career</p> <p>Profession</p> <p>Money</p> <p>Salary</p> <p>Contribution</p> <p>Society</p>

<p><b>Sequence of Lessons and overview of content:</b></p> <p><b>1) To know I will need money to achieve some of my goals.</b>  Children to reflect on the lives of adults and what different jobs would be like.  Children to think about their own goals for their adult futures (personal and employment based) and to think about how having money might affect these goals.</p> <p><b>2) To know different jobs people do and how they contribute to society and how much they earn.</b>  Children to study and sort a range of jobs. Children to think about what they believe to be the most important jobs, predict which are paid the most/least and to think about whether they believe this to be fair. Debate opportunity: Should all jobs be paid the same?</p> <p><b>3) To identify a job I would like to do and reflect on how education is helping me build a future.</b>  Children to choose a job they would like to do in the future and to identify key features of this position: duties, qualifications needed, salary, steps needed to achieve the dream job.</p> <p><b>4) To look at other peoples dreams and goals and see how they are similar and different.</b>  Children to study photos and scenarios of young people living in a range of different environments with different cultures and experiences. Children to choose one of the young people and create a ‘dream spiral’ for them.</p> <p><b>5) To identify how we can help and support people around the world who are different to us.</b>  Children to become familiar with the concept of charity and to then plan a fundraising event to support people less fortunate than ourselves.  Outdoor opportunity: Is our school ‘disability friendly’? Access checking walk of the grounds and building.</p>			<p>Details of supporting resources:</p> <p><b>Lesson 1)</b>  Teaching Flipchart  <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-fair/zh98qp3">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-fair/zh98qp3</a>  <a href="https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-poverty">https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-poverty</a>  <a href="https://www.bbc.co.uk/news/education-13632856">https://www.bbc.co.uk/news/education-13632856</a>  <a href="https://www.bbc.co.uk/newsround/48267934">https://www.bbc.co.uk/newsround/48267934</a>  <a href="https://pbs.twimg.com/media/ELG32AeWkAly5bm?format=jpg&amp;name=small">https://pbs.twimg.com/media/ELG32AeWkAly5bm?format=jpg&amp;name=small</a></p> <p><b>Lesson 2)</b>  Teaching Flipchart  (Some links from lesson 1 may be suitable for this lesson too)</p> <p><b>Lesson 3)</b>  Teaching Flipchart</p> <p><b>Lesson 4)</b>  Teaching Flipchart  (Some links from lesson 1 may be suitable for this lesson too)</p> <p><b>Lesson 5)</b>  Teaching Flipchart  <a href="https://www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks2">https://www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks2</a>  Outdoor Learning- access checking walk in the school grounds.</p>	

Healthy Me	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
	<p><i>Physical, mental and emotional health</i></p> <p><i>Peer pressure</i></p> <p><i>Media influence</i></p> <p><i>Alcohol</i></p> <p><i>Tobacco</i></p> <p><i>Addiction</i></p> <p><i>Cancer</i></p>	<p>Know what affects their physical, mental and emotional health including the media</p> <p>Know about techniques to resist peer pressure</p> <p>Understand the effects of alcohol and tobacco on the body</p> <p>Know that all body shapes are “normal”</p>	<p>Identifying positive and negative effects on their health</p> <p>Recognise how images in the media don’t always reflect reality and how it can affect feelings/eating habits (eating disorders)</p> <p>Use basic techniques to resist pressure to do something dangerous, unhealthy, makes them uncomfortable, they believe is wrong or anxious including technology.</p>	<p>Maintaining good health</p> <p>Making sensible choices</p> <p>Self-confidence</p> <p>Body image</p> <p><b>3. Good Health and Well-Being</b></p> <p><b>4. Quality Education</b></p> <p><b>5. Gender Equality</b></p>	<p>Choices</p> <p>Healthy behaviour</p> <p>Unhealthy behaviour</p> <p>Informed decision</p> <p>Pressure</p> <p>Influence</p> <p>Emergency</p> <p>Procedure</p> <p>Recovery position</p> <p>Calm</p> <p>Body image</p> <p>Media</p> <p>Social media</p> <p>Celebrity</p> <p>Altered</p> <p>Self-respect</p> <p>Comparison</p> <p>Body image</p> <p>Eating problem</p> <p>Eating disorder</p> <p>Respect</p> <p>Pressure</p>

## Sequence of Lessons and overview of content:

### 1) To make informed choice about whether I smoke or not and how to avoid peer pressure.

Children to learn about the risks of smoking, label a diagram to show how it affects different parts of the body, think of tips to avoid peer pressure, and create a warning label to show dangers of smoking. Debate opportunity: Should it be illegal to smoke?

### 2) To make informed choice about whether I drink alcohol or not and how to avoid peer pressure.

Children to learn about the risks of drinking, label a diagram to show how it affects different parts of the body, read a story concerning the misuse of alcohol and rewrite the ending so the characters stay out of trouble.

### 3) To learn about basic first aid and know how to keep safe in emergency.

Children to learn the basics of first aid and how to respond in an emergency. Children to read a range of scenarios and to decide the best cause of action.

(Children gain more in-depth first aid skills through a visit to Crucial Crew in Y6 and potential St. John's in school- courses)

### 4) To learn about how media influence, social media and celebrity culture affects our body image.

Children to play a game that looks at common myths (bulls charge when they see red etc.) and reflect on how these ideas are learnt through films and TV etc. Children to read 'text messages' from children struggling with body-issues and to 'reply' with advice.

### 5) To learn about how to eat healthily and how people can suffer from eating disorders.

Children to study a range of advertising images and analyse the messages they are sending about food. Children to learn that unhealthy diet can mean consuming too much unhealthy or too little food. Children to think of a 'recipe' (instructions) for a healthy body and positive body image.

## Details of supporting resources:

### Lesson 1)

Teaching Flipchart

[https://www.youtube.com/watch?v=HD\\_r66sFjk](https://www.youtube.com/watch?v=HD_r66sFjk)

### Lesson 2)

Teaching Flipchart

### Lesson 3)

Teaching Flipchart

<https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/>

Outdoor learning opportunity: Risk Assessing our school grounds.

### Lesson 4)

Teaching Flipchart

<https://www.youtube.com/watch?v=iYhCn0jf46U>

### Computing link: Social Media Vs Reality/

### Lesson 5)

Teaching Flipchart

<https://drive.google.com/file/d/1kF5Rz1AaSQBhkcRnoHra4HjE8nui22kY/view>

<https://www.mind.org.uk/information-support/types-of-mental-health-problems/eating-problems/about-eating-problems/>

<https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-film-1>

<https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-film-2>

<https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-film-3>

Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
<p><i>Self-worth and building self-esteem</i></p> <p><i>Safer Online Communities</i></p> <p><i>Rights and responsibilities online</i></p> <p><i>Online grooming and gaming.</i></p> <p><i>Reducing screen time</i></p> <p><i>Dangers of online grooming</i></p> <p><i>SMAART internet safety rules</i></p>	<p>I know that I have self-worth and it is positive to be different to others</p> <p>I know it is important to try and build my own self-esteem</p> <p>I know it is important to stay safe online</p> <p>I know that I have rights and responsibilities online</p> <p>I know that there are dangers to be found online</p> <p>I know I should limit my screen time</p> <p>I know I should follow certain rules online to stay safe</p>	<p>I can recognise the traits I have that make me an individual of value</p> <p>I can follow strategies to improve my self-esteem</p> <p>I can follow guidelines to stay safe online</p> <p>I can explain my online rights and responsibilities</p> <p>I can identify the dangers that can be found online</p> <p>I can explain why too much screen time is a bad thing</p>	<p>Self-worth / self-esteem</p> <p>Internet safety</p> <p>Rights and responsibilities</p> <p>Screen time</p> <p><b>3. Good Health and Well-Being</b></p> <p><b>4. Quality Education</b></p> <p><b>5. Gender Equality</b></p>	<p>Self-worth / self-esteem</p> <p>Internet safety</p> <p>Rights and responsibilities</p> <p>Screen time</p>

<p><b>Sequence of Lessons and overview of content:</b></p> <p><b>1)To understand what self-esteem is and be able to recognise what makes me great as an individual</b></p> <p>Children to learn what self-esteem is and why it is important. Children to create ‘word-maps’ to describe good things about themselves and then add to a peer’s work to demonstrate what they like about others.</p> <p><b>2) To understand that online communities have positive and negative aspects.</b></p>	<p><b>Details of supporting resources:</b></p> <p><b>Lesson 1)</b> Teaching Flipchart</p> <p><b>Lesson 2)</b> Teaching Flipchart <a href="https://www.youtube.com/watch?v=NscU1ZHYPDk">https://www.youtube.com/watch?v=NscU1ZHYPDk</a> <a href="https://www.youtube.com/watch?v=WpngtGyc_ec">https://www.youtube.com/watch?v=WpngtGyc_ec</a></p>
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	<p>Children to sort a range of online activities as ‘safe or unsafe’ and learn about age limits on some online behaviour and give reasons why. Children to take part in a class-discussion about staying safe online and their opinions about this.</p> <p><b>3) To understand that I have rights and responsibilities when I am in an online community or using social media.</b>          Children to study a range of ‘online communities’ and answer some key questions about one of them – who they appeal to, whether there are risks, what the rights and responsibilities are of joining such a group.          Debate opportunity: Should under 13s be allowed to have social media?</p> <p><b>4) To be able to identify when I am spending too much time online.</b>          Children to study a scenario about a child spending an excessive amount of time online and discuss what problems it is causing. Children to work in small groups to study different scenarios, identify warning signs and offer advice.</p> <p><b>5) To know how to stay safe when online.</b>          Children to read a range of ‘would you’ statements about online behaviour and decide whether they would or would not do them. Children to take part in a ‘decide your next step’ story and work together to decide the best steps to choose. Children to design a ‘staying safe online’ poster.</p>	<p><a href="https://www.youtube.com/watch?v=tQZGA6dsWpo">https://www.youtube.com/watch?v=tQZGA6dsWpo</a></p> <p><b>Lesson 3)</b>          Teaching Flipchart          Videos from previous lesson will be useful for this lesson too</p> <p><b>Lesson 4)</b>          Teaching Flipchart</p> <p><b>Lesson 5)</b>          Teaching Flipchart</p> <p><a href="https://www.youtube.com/watch?v=eJURhw3mswg">https://www.youtube.com/watch?v=eJURhw3mswg</a>  <a href="https://www.bbc.co.uk/newsround/13908828">https://www.bbc.co.uk/newsround/13908828</a></p>
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<b>Changing Me</b>	<b>Key content</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Concepts/Global Goals</b>	<b>Key Vocabulary</b>
	<i>Self and body image</i> <i>Puberty in girls</i> <i>Puberty in boys</i> <i>Looking ahead to the next year</i> <i>Looking ahead to teenage years</i>	<p>I am aware of my self image and body image.</p> <p>I know how girls change during puberty.</p> <p>I know how boys change during puberty.</p>	<p>I am able to protect my self-esteem.</p> <p>I can look after myself physical and emotionally during puberty.</p> <p>I am able to identify what I am looking forward to and worried about in terms of next year.</p>	<p>Puberty</p> <p>Body image</p> <p>Self esteem</p> <p>Changes- physical and mental</p> <p><b>Global goals:</b>  <b>3- good health and wellbeing</b></p>	<p>Body image</p> <p>Perception</p> <p>Self-image</p> <p>Self-esteem</p> <p>Puberty</p> <p>Teenage</p> <p>Growth spurt</p> <p>Hormones</p> <p>Changes- physical and mental</p> <p>Self-esteem</p> <p>Emotions</p> <p>Media</p> <p>Vagina</p>

	I know that the media presents teenagers in a certain way.		Vulva Womb/Uterus Sperm/semen Testicles/testes Penis Erection Ejaculation Period/menstruation Sanitary products Tampons Gender Teenager Milestone Responsibilities
<b>Sequence of Lessons and overview of content :</b>  <b>Y5- LESSON 1 Self and Body image.</b> <b>I am aware of my own self-image and how my body image fits into that.</b> Is it fair to judge ourselves against images that we see online or in the media? Talking about use of airbrushing and filters. Comparing ourselves to others and the effect on our self-image. Consequences of negative self-image. How to protect and build self-esteem.  <b>Y5 LESSON 2- Girls and Puberty</b> <b>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</b> What a period is and why they happen. How often they happen and how long they last. When do periods start for girls. Physical and emotional effects of periods. Sanitary products and how periods are managed. Why boys need to understand how puberty affects girls. Single gender teaching group. Discussion of worries. Use of anonymous question box.  <b>Y5 LESSON 3 – Boys and Puberty</b> <b>I can explain how a boy's body changes during puberty.</b> Physical and emotional changes for boys and correct terminology. Why girls need to understand how puberty affects boys.			<b>Details of supporting resources:</b>  <b>Lesson 1)</b> Teaching flipchart including images of celebrities that children are familiar with, images that have been airbrushed (before and after)  <b>Lesson 2)</b> Teaching flipchart with images to support explanation of physical and emotional changes. Animation of female reproductive system without narrative(Jigsaw)   UK-RSE-Animation-B-ages-7-9-female-without (2).mp4  Range of sanitary products. Newsround clip play to 9 minutes. <a href="https://www.bbc.co.uk/iplayer/episode/m000t0zd/newsround-specials-lets-talk-about-periods">https://www.bbc.co.uk/iplayer/episode/m000t0zd/newsround-specials-lets-talk-about-periods</a> Information leaflet: <a href="https://www.nhs.uk/Livewell/puberty/Documents/fpa-periods-PDF.pdf">https://www.nhs.uk/Livewell/puberty/Documents/fpa-periods-PDF.pdf</a>  <b>Lesson 3)</b> Teaching flipchart with images that support the explanation of physical and emotional changes during puberty for boys.

Single gender teaching group.  
Discussion of worries and how boys could feel reassured.  
Use of anonymous worry box.

**Y5 LESSON 4 : Looking Ahead 1**

The impression of what life is like as a teenager given by magazines. Discussion of accuracy. Looking at magazine content and investigating how teenagers are presented/messaging. Responsibilities you might begin to have as you grow older.

**Y5 LESSON 5: Looking Ahead 2.**

What are you looking forward to in the next school year? How do you feel about getting older? How do you feel about puberty? Reflecting on the learning in the unit.

Clip covering importance of hygiene and dealing with body odour:  
<https://www.youtube.com/watch?app=desktop&v=4SRXvGHKA-k>  
Animation of male reproductive system without narrative from Jigsaw.



UK-RSE-Animation-G-ages-7-9-male-option3-shows-erctn-but-not-ejn-without

**Lesson 4)**

Teaching flipchart  
Assortment of magazine resources.

**Lesson 5)**

Teaching flipchart