

Edward Peake C of E VC Middle School



PSHCE Planning

Subject: PSHCE	Unit: Health & Wellbeing	Term/Duration: Summer 2 / 7 Weeks	Year Group: 6
<p>Growing & Changing</p> <p>Puberty & Reproduction</p> <ul style="list-style-type: none"> • How to manage change – new roles and responsibilities as they grow up • How to manage the physical and emotional changes that happen during puberty • Hygiene routines during puberty • About adult relationships and the human life cycle • About human reproduction; how a baby is made and how it grows (Non-Statutory RSE) <p>PoS: H17, H31, H33, H34, L3</p> <p>Keeping Safe</p> <p>Substances</p> <ul style="list-style-type: none"> • Risks and effects of legal drugs (cigarettes, e-cigarettes/vaping, alcohol, medicines) • Impact on health • Laws around use of legal drugs • About why people choose to use or not use substances • About the mixed messages in the media about substances • How to seek help and support organisations • Strategies for managing personal safety in the local environment • Predict, assess and manage risk in different situations • Online safety including sharing images, mobile phone safety • Regulations and restrictions (social media, television programmes, films, games and online gaming) <p>PoS: H37, H38, H40, H44, H45, H46, H47, H48, R29, L1</p>		<p>Key Vocabulary:</p> <p>Medicine, recover, health condition, immune/immunisation, vaccination, population, prescribed, emergency, insulin, EpiPen, diabetes, asthma, eczema, allergy, dose</p> <p>Drug, substance, effects, risks, law, legal, illegal, habit, advice, support</p> <p>Drug, factors, influence, peer pressure, passive, aggressive, assertive strategies</p> <p>Media, social media, messages, marketing, influences, information, smoking, vaping, drinking, cigarettes, e-cigarettes, vape, alcohol, advertising</p> <p>Puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings, bodies, now, future</p> <p>Relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities</p> <p>Love, respect, consent, commitment, female, male, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vulva, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception</p>	
<p>By the end of the unit...</p>			
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • describe how medicines, when used responsibly, can support health and wellbeing • explain the safe use of medicines to help manage illness and allergies • explain that there are risks associated with using any type of drug and identify some of the risks and effects of drug use 			



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- recognise that drugs have laws related to them and that some drugs are illegal to own, use or give to others
- can explain why people may choose to use or not use a drug, and the different factors that might influence them
- describe strategies for managing peer influence in situations that might involve drugs
- explain how to ask for help from a trusted adult if I have any worries or concerns about drugs and why this is important
- identify mixed messages in the media in relation to smoking/vaping and alcohol
- describe the physical and emotional changes that occur during puberty and how to manage these
- explain what would help a person to make informed decisions about health and where they could find reliable information
- learn that negative expressions and attitudes affect both girls' and boys' confidence during puberty
- demonstrate how to begin conversations (or ask questions) about puberty with people that can help me
- identify different kinds of loving relationships
- describe the qualities that enable these relationships to flourish
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Most pupils will be able to:

- explain how preventative medicines such as vaccinations and immunisation can stop disease from spreading
- identify where to find further advice and guidance about the correct use of medicines
- analyse the level of risk in different situations, identifying that drugs can affect people in different ways
- analyse what is most likely to influence a person to use or not use a drug
- analyse key messages, suggest who they are targeted at and why
- identify myths and facts about puberty, and what is important for a young person to know
- know how to replace negative words and phrases that might knock my confidence, with positive words and phrases that empower me and others
- explain the expectations and responsibilities of being in a close relationship

Some pupils will be able to:

- explain that for some people drug use can become an unhealthy habit that can be difficult to break but there is support available to help people; where to report any concerns I have
- describe how these messages might affect a person's thoughts, feelings and actions
- recognise the importance of role models' actions, noting how their perseverance has helped them succeed and take inspiration from them into my own life
- recognise how relationships may change or end and what can help people manage this

	Learning Objectives	Content	Resources / Health and Safety	Success Criteria
1	LO: To learn how the correct use of medicines, and	<p>Re-visit Ground Rules</p> <p>Openness: <i>We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.</i></p>	Ask It Basket	I can describe how medicines, when used responsibly, can

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<p>how vaccinations and immunisation, can help to maintain health and wellbeing</p>	<p>Keep the conversation in the room: <i>We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</i></p> <p>Non-judgmental approach: <i>It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.</i></p> <p>Right to pass: <i>Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.</i></p> <p>Make no assumptions: <i>We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.</i></p> <p>Using appropriate language: <i>We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</i></p> <p>Asking questions: <i>We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.</i></p> <p>Seeking help and advice: <i>If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</i></p> <p>Starter: <u>Baseline assessment</u> Pupils to use Resource 1: Thinking bubbles worksheet (stick in exercise books). Pupils write down what they know already about what can be done to manage illness, allergies or infectious diseases, by writing their ideas around these words.</p> <p><i>Do not prompt pupils. Allow pupils to establish their understanding prior to lesson input. Reassure pupils that they might not have much to add to their sheets at the moment.</i></p> <p><u>Introduction</u> Explain to pupils that the use of medicine depends on the type of disease or illness someone has. Medicines can:</p> <ul style="list-style-type: none"> - Help someone feel better and relieve pain, such as from a headache - Help the body to recover from illness - Help someone manage an ongoing health condition, such as asthma or diabetes - Prevent someone from becoming ill or stop a disease from spreading 	<p>Large pieces of paper and marker pens for group work</p> <p>PSHE Association: Drug & alcohol education Year 5 and 6 lesson 1</p> <p>Resource 1: Thinking bubbles worksheet – 1 per pupil</p> <p>Resource 2: Vaccination cards – 1 sheet per group</p> <p>Resource 3: Case studies – 1 set per group</p>	<p>support health and wellbeing</p> <p>I can explain how preventative medicines such as vaccinations and immunisation can stop disease from spreading</p> <p>I can explain the safe use of medicines to help manage illness and allergies</p> <p>I can identify where to find further advice and guidance about the correct use of medicines</p>
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	<p>Main: <u>Activity 1: Vaccination card game</u> Explain to pupils that to keep some diseases caused by viruses (for example, measles and flu) under control, people can be given a vaccine so that they become immune to it, even if others around them have the virus. To successfully stop a virus from spreading, nearly all people in the population need to have the vaccine. To demonstrate this, play the card game using Resource 2: Vaccination cards: Provide small groups of up to six pupils, with cards from either scenario 1, 2 or 3 (aim to ensure an even spread across the class). Let pupils know that the cards represent a population (the number of people in a particular area). Ask pupils to place all the cards face down on the table except for the card with the red dot. Explain that the card with the red dot represents a virus and the other cards which are face down represent people that the virus is going to come into contact with. One person takes the card with the red dot and puts it next to another face-down card. They then turn over the face-down card:</p> <ul style="list-style-type: none">• If it has a V on it, that person is vaccinated against the virus, so will not catch it. The V card can be put to one side.• If the card that is turned over has a circle on it, that person is not vaccinated so catches the virus. The pupil colours in the circle in red to make a second virus card. <p>Now each of the virus cards is matched to one of the remaining face-down cards and repeat the process — as before, if the card has a V on it, put it to one side, if it has a circle, colour it red so it becomes another virus card to be paired with one of the remaining face-down cards. Continue matching the virus cards with face-down cards until all the cards have been turned over. Once all the cards have been turned over, ask pupils to share the outcome of their games. How many people are now infected and how many were vaccinated? Do they think their population is protected from the virus? (scenario 1: 10% vaccinated, scenario 2: 50% vaccinated, scenario 3: 95% vaccinated). The group(s) which had scenario 3 will find that they have only coloured in one additional card and all the rest were vaccinated. So even when they had two virus cards, neither of these could infect anyone else as everyone else was vaccinated and protected from the virus.</p>		
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	<p>Explain to pupils that about 95% of the population would need to be vaccinated to stop a virus from spreading and so scenario 3 (19 vaccinated cards) would be the population most protected from the disease.</p> <p>Explain that vaccinations for lots of diseases are available from a doctor or nurse, most are given to babies or children so that they develop immunity early on and some to older adults who may need extra protection from diseases like flu.</p> <p>When a new virus occurs, it can take some time for scientists to create and test a vaccine that they know is safe and will protect people.</p> <p>Support: Pupils may require further input – use Resource 2a support: Vaccination diagram to help visually demonstrate the concept of immunity through vaccinations.</p> <p>Challenge: Ask pupils to write a paragraph or draw a diagram to show how a virus can be prevented from spreading by using a vaccination.</p> <p><u>Activity 2: Rainbow Groups</u></p> <p>Organise pupils into groups and label each group a different colour (e.g. yellow, blue, red, green, purple and orange).</p> <p>Give each group a different case study to read and discuss – select these from Resource 3: case studies. Ask the pupils to focus on the following questions:</p> <ul style="list-style-type: none">• What is the medicine?• Why is it used?• How is it used?• Is it used for every day/sometimes, for emergencies or both (if both, explain how)? <p>Next, pupils make 'rainbow groups' ensuring that each group includes one person from each colour of the rainbow and so that each person in the group reads a different case study.</p> <p>Teacher's note: <i>You may want to keep one of the case studies back to model the following activity.</i></p> <p>In their groups, pupils draw a grid on a large piece of paper with the following headings across the top: What? Why? How? Every day/Emergency and the name of the medicines down the left hand side. Pupils discuss the different medicines in their new groups and add the information to the grid.</p>		
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		<p>Plenary: Reiterate that people use medicines differently depending on the type of illness they have. Some young people, such as those with diabetes and asthma, live with their health conditions every day and have been trained by a doctor or nurse to be able to take their medicines on their own. Remind pupils that medicines are helpful for health but only if used correctly and stored/disposed of safely. Adults should administer medicines to children (with the exception of those mentioned above). Make pupils aware of the following webpages which offer advice and support for the health conditions in this lesson: National Eczema Society¹, Asthma UK², Diabetes UK³ and Allergy UK⁴.</p> <p>Explain that if they are ever unsure about using a medicine they should ask a trusted adult. In addition, if they are ever in an emergency situation and a trusted adult is not available, then they should call the emergency services using 999.</p> <p>1 — https://eczema.org/information-and-advice/information-for-parents-and-children/children-and-eczema/ 2 — https://www.asthma.org.uk/advice/child/ 3 — https://www.diabetes.org.uk/guide-to-diabetes/your-child-and-diabetes 4 — https://www.allergyuk.org/</p> <p>Pupils return to their baseline assessment activity and add to each <i>thinking bubble</i> in a different coloured pencil/pen, reflecting on what they have learned in the lesson about what can be done to manage illness, allergies and infectious diseases.</p>		
2	LO: To learn about some of the risks and effects of legal and illegal drug use	<p>Revisit ground rules</p> <p>Starter: Baseline Assessment Pupils write the word 'drug' in the middle of a piece of paper. They write down some of the effects and risks associated with using a drug, on either side of the spider-gram - effects on one side and risks on the other. It might be helpful to phrase this as questions:</p> <ul style="list-style-type: none"> • What might happen to the person using a drug? 	Ask It Basket PSHE Association: Drug & alcohol education Year 5 and 6 lesson 2	I can explain that there are risks associated with using any type of drug and identify some of the risks and effects of drug use

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	<p><i>Pupil responses might include: 'get high', feel happier, feel relaxed, have more energy, recover from illness</i></p> <ul style="list-style-type: none"> • Are there any risks of using a drug? <p><i>Pupil responses might include: it could harm their body, it could become a habit or they get addicted, mental health problems, it might be illegal</i></p> <p>Teacher's note: <i>As this is a baseline assessment, pupils should first work individually and without further prompting. Circulate whilst pupils complete the task and take them in to look at briefly during the lesson to gain an understanding of what pupils already know, understand and believe about drugs, as well as any misconceptions or gaps in knowledge.</i></p> <p>Remind pupils of the ground rules, reinforcing that questions are welcomed in the lesson but if they have any questions they do not want to ask in front of the class or concerns about anything discussed in the lesson, they can put a question or a note to the teacher in the questions box.</p> <p>To introduce the lesson, write the question 'What is a drug?' on the board. Allow time for pupils to discuss in pairs and feedback, before sharing the following definition.</p> <p>A commonly accepted definition of 'a drug' from The United Nations Office on Drugs and Crime is: A substance people take to change the way they feel, think or behave.</p> <p>The term 'drugs' can, of course refer to all drugs:</p> <ul style="list-style-type: none"> • all illegal drugs • all legal drugs, including alcohol, tobacco and volatile substances (those giving off a gas which can be inhaled), • all over-the-counter and prescription medicines <p>Main: <u>Activity 1: Effects and risks card game</u> Remind pupils that all drugs affect (change) the brain or body in some way (some drugs relax the body, others make a person more awake or alert, some fight infection) but that all drug use comes with risk.</p>	<p>Dice 1-6 – 1 per group</p> <p>Resource 1: Drugs cards – 1 set per class</p> <p>Resource 2: Effects & risks cards – 1 of each set per group</p> <p>Resource 3: Drugs fact sheets – 1 copy of each</p> <p>Resource 4: Drugs and risk scenarios activity – 1 per pair</p> <p>Resource 4a: Drugs and risk scenarios activity – support – 1 per pair</p> <p>Resource 4b: Drugs and risk changing scenarios activity – challenge – 1 per pair</p>	<p>I can recognise that drugs have laws related to them and that some drugs are illegal to own, use or give to others</p> <p>I can analyse the level of risk in different situations, identifying that drugs can affect people in different ways</p> <p>I can explain that for some people drug use can become an unhealthy habit that can be difficult to break but there is support available to help people; where to report any concerns I have</p>
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	<p>Explain that although medicines are a drug and if used incorrectly can be harmful, this lesson will mostly focus on other types of drugs. Some risks will depend not only on what the drug is, but other factors too. This activity will look at both some of the effects and risks of different drugs.</p> <p>Pupils work in groups of three or four. Each group will need a dice, the name of one drug from Resource 1: Drugs cards and a set of Resource 2: Effects and risk cards.</p> <p>Assign each group the name of a drug — See Resource 1: Drugs cards Teacher's note: <i>The drugs you choose to focus on will depend on the types of drugs that have been suggested on the pupils' baseline assessment activity, health data from your local area and chosen from the list below. Include at least one example of an illegal drug. The drugs we have focused on for this lesson are:</i></p> <p><i>tobacco (cigarettes, shisha)</i> <i>alcohol</i> <i>cannabis</i> <i>e-cigarettes</i> <i>caffeine</i> <i>nitrous oxide</i> <i>cocaine</i> <i>MDMA (ecstasy)</i> <i>speed (amphetamines)</i></p> <p>Pupils take it in turns to roll the dice. If they roll a number 1 or 2 they pick an 'effect' card and if they roll a number between 3 and 6 they pick a 'risk' card.</p> <p>They read the card and with the group, decide if it is a likely 'effect' or 'risk' of the drug they are focusing on. Those they think are a likely effect or risk, they should keep in a pile next to the drug; those they think are unlikely should form a discard pile.</p> <p>Support: Using Resource 1: Drugs cards and Resource 2: Effects and risks cards pupils play 'pick-up pairs' – they pick a drugs card and then an effect or risk card. Pupils say whether they think the effect or risk is true for the drug.</p> <p>Challenge:</p>		
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As they choose the cards, pupils identify what might be an immediate effect or risk of using the drug and what is likely to be a longer term effect (if the drug is used often, over a long period of time).

Activity 2: Fact check

Give the corresponding fact sheet (see **Resource 3: Drug fact sheets**) to the groups so they can check their answers.

Then bring the class back together and discuss some of their findings, such as whether different drugs have similar risks or if they were surprised by any of the risks of drugs they found out about.

Support:

Pupils may need adult support to check their answers using **Resource 3: Drugs fact sheets**

Challenge:

- Are there differences between immediate use and regular use over a longer period of time?
- How does the strength of the drug affect the effects and risks?

For example: Tobacco – one cigarette may make someone feel light headed and cough. But, smoking many cigarettes over years can damage someone's lungs and other main organs, putting them at risk of illness and disease.

Teacher's note: *Although it has not been included in each fact sheet, you may want to share the following learning points with the class:*

- *drug use can lead to loss of money or a decrease in control over personal finance.*
- *used drugs can sometimes be left in the environment as litter*
- *to produce drugs, large areas of land might be cleared to grow the plants needed which is contributing to deforestation and climate change.*

Pupils will learn more about this in secondary education.

Activity 3: Drugs risk scenarios

Explain that drugs may not affect every person in the same way.

Risk depends on the drug (what it is, how strong it is); the person (their age, their mood, their general health); where they are and the situation they are in, and that we can think of this as the 'risk' triangle:



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	<ul style="list-style-type: none"> • What is the drug? What do we (and don't we) know about the drug? • Who is the person? What do we know about them? • What is the situation they are in? <p>In pairs, pupils read Resource 4: Drugs and risk scenarios activity, and using the information given, identify what is causing the risk and analyse how risky they think the scenario is (high, medium or low) and record their explanations on the sheet.</p> <p>Take feedback from the class enabling pupils to explain and justify their ideas. Are there any characters who are taking a risk with their own health or the health and wellbeing of those around them?</p> <p>Suggestions for the teacher to support learning:</p> <ul style="list-style-type: none"> • Jim — <i>Higher risk because they are drinking over the recommended amounts</i> • Jenny and Jay — <i>Higher risk because cannabis is an illegal drug and by giving it to Jenny, Jay is supplying her with the drug, the strength of the drug is unknown and they do not know how it will affect them</i> • Indie — <i>Medium or lower risk because although alcohol is not recommended for people aged 15, she is with her family and only drinking a very small amount.</i> • Dawn — <i>Lower risk because e-cigarettes are much less harmful than tobacco cigarettes when used by adults to help them stop smoking, as recommended by NHS and Public Health England. E-cigarettes should not be used by children.</i> • Alba — <i>Higher risk because they cannot be sure what the drug is, how strong it is or how it will affect them, plus it sounds like it is an illegal drug which means they could face a criminal charge for having the drug.</i> • Mo — <i>Medium risk because although it is not an illegal drug, it sounds like it is affecting their balanced diet which is important to keep healthy and may affect their concentration and sleep.</i> • Shanise — <i>Higher risk because she does not know what the drug is, inhaling anything from a canister is very dangerous and being near water is not a safe place when there is a higher likelihood of accidents from drug use.</i> <p>Support: Pupils work in pairs or as a group to complete an adapted version of the activity using Resource 4a: Drugs and risk scenarios activity— support with scaffolded responses. You may prefer to make these separate cards so there are fewer scenarios.</p> <p>Challenge:</p>		
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		<p>After completing Resource 4: Drugs and risk scenarios activity, pupils are given Resource 4b: Drugs and risk changing scenarios – challenge. Pupils discuss whether the change in the scenario would increase or decrease the risk and record their responses on the sheet.</p> <p>Plenary: As a whole class, ask whether any of the characters from Resource 4: Drugs and risk scenarios activity might need help and support; how and where they could get this and what might happen if they do. Inform pupils of where to find information, advice and support about any concerns they have now or in the future for themselves or people they know. They could get support by asking an adult for help, such as a parent or teacher. Provide some examples of organisations where people can get further advice such as: www.childline.co.uk — 0800 1111 (information and advice for young people about drugs, alcohol and smoking) and that if they need urgent help if someone is seriously ill, scared or unsafe they should call 999. Adults can contact: <ul style="list-style-type: none"> • www.nhs.uk — advice and support with drugs, alcohol and tobacco use • https://smokefree.gov/ — support to quit smoking • www.drinkaware.co.uk — alcohol support services </p> <p>Pupils return to their spider-gram baseline assessment and – in a different colour - add to or amend the information in light of their learning about the risks and effects of different drugs. This should be a general reflection of the different risks and effects of drug use and not specific to a particular drug. For example: Drugs can be different strengths — if it is an illegal drug people cannot always tell how strong it is. People can react differently to different drugs. Most drugs, including medicines, can cause harm and damage the body if they are not used correctly. All drugs come with risks.</p>		
3	LO: To learn about the reasons why people use drugs;	<p>Revisit Ground Rules</p> <p>Starter: <u>Baseline Assessment</u></p>	Ask It Basket PSHE Association: Drug & alcohol	I can explain why people may choose to use or not use a drug, and the different

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<p>managing situations and peer influence</p>	<p>This allows time to look through their work and note any particular patterns or misconceptions prior to teaching the lesson. Before carrying out the activity, remind pupils of ground rules for these lessons. Explain: Some young people are having a conversation about why people use drugs, smoke or drink alcohol. Ask: What might they be saying? Then ask: What could someone do or say if they didn't want to use drugs, smoke or drink alcohol?</p> <p>Pupils use Resource 1: Bus stop conversation worksheet to record their ideas. Use responses to inform this lesson and future teaching about drugs, alcohol and tobacco Pupil responses might include: <i>They are saying: to try it out and see what it's like, because they feel they need it, are addicted, because their friends are doing it, smoking is cool, to relax, vaping doesn't harm you</i> <i>If someone didn't want to they could: say no; walk away; explain their reasons for not wanting to; avoid the situations or places where it happens.</i></p> <p>Remind pupils of the importance of the shared ground rules for these lessons, including that it is important to accept that people have different opinions and beliefs and to be respectful of each other's views in the lesson. Ask pupils to think of a drug and why a person might use that drug. Record the pupils' ideas on the board.</p> <p>Teacher's note: <i>To ensure a safe climate for learning is maintained, it is important that pupils know they do not need to name the drug or the person, just to give the reason.</i></p> <p>Main: <u>Activity 1: Influences diamond 9 – part 1</u> Pupils discuss the different people, places or things that might influence someone to use a drug. Make a list on the board. Responses might include: where they are; who they are with; what they have seen/heard about the drug; their health; how they get the drug.</p> <p>Pupils think of a drug and work in groups to consider what will most influence whether a person would use the drug. Ask pupils to rank the following influences from most to least influence in a diamond 9: friends; family; social media/TV/film; religion/beliefs; money; health advice (e.g. from a doctor); the situation; their</p>	<p>education Year 5 and 6 lesson 3</p> <p>Post-it notes</p> <p>Resource 1: Bus stop conversation worksheet – 1 per pupil</p> <p>Resource 2: Influences diamond 9 cards – 1 set per group</p> <p>Resource 3: Pressure scenario cards – 1 set per class</p> <p>Resource 4: Responses prompts – 1 per pair if needed</p> <p>Resource 4a: Responses prompts teacher guide</p>	<p>factors that might influence them</p> <p>I can analyse what is most likely to influence a person to use or not use a drug</p> <p>I can describe strategies for managing peer influence in situations that might involve drugs</p> <p>I can explain how to ask for help from a trusted adult if they have any worries or concerns about drugs and why this is important</p>
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	<p>feelings/emotions (mental health); their physical health – using Resource 2: Influences diamond 9 cards.</p> <p>The card at the top of the diamond should represent what they think is the greatest influence and the card at the bottom of the diamond should represent what they think is the least influence. The cards in the middle section are placed in rows that they think are 'equally important'.</p> <p>Compare responses from different groups. If there are any other influences that may not have been included on the cards that pupils discussed, highlight these with the class.</p> <p>Pupil responses at the top of the diamond 9 might include:</p> <ul style="list-style-type: none"> ● Friends — <i>people might feel more pressure to use a drug if their friends are also doing so;</i> ● Situation — <i>if the person is in a situation where the drug is readily available, or in which they feel nervous;</i> ● Social media/TV/film — <i>if someone they look up to on social media/TV/film is shown using the drug too</i> <p>Other influences pupils might highlight could include magazine/news articles or the person's own beliefs on whether it is right or wrong to use the drug.</p> <p>Support: Pupils work with a reduced number of influences in a diamond 5.</p> <p>Challenge: Ask pupils to suggest another influence and add it to the blank card in Resource 2: Influences diamond 9 cards.</p> <p><u>Activity 2: Influences diamond 9 – part 2</u> Now ask the pupils to consider reasons why someone might choose not to use a drug (any drug, including medicines). Record their responses on the board, next to the original list of reasons why someone may use a drug. Note whether the pupils think the influences for or against using a drug are similar or very different.</p> <p>Pupil responses at the top of the diamond 9 might include:</p> <ul style="list-style-type: none"> ● Their physical health or mental health — it is harmful to their body or mind ● Religion/beliefs — it is against their religion/beliefs 		
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	<ul style="list-style-type: none"> • Friends — their friends don't use the drug so they don't feel pressure to either • Family — their family does not use the drug so they are not used to people using the drug <p>Pupils repeat the diamond 9 activity, thinking about the same drug but this time considering what is most likely to influence someone not to use the drug. Take feedback, drawing out what happened to the diamond 9 cards and noting whether the cards change position or remain similar.</p> <p>Suggestions to support learning: <i>It is likely that family, religion, health advice will be higher in this version of the diamond 9 whilst friends and social media will be lower.</i> <i>Pupils discuss which examples they think are the most influential and why.</i></p> <p><u>Activity 3: Strategies for managing pressure</u> Write the following words on the board: passive, aggressive, assertive and discuss what they mean. For example:</p> <ul style="list-style-type: none"> • Passive: accepting or allowing what happens or what others do without actively responding • Aggressive: being ready or likely to confront or attack others or what others do • Assertive: standing up for oneself or someone else, calmly and positively, or getting a point across without causing upset <p>Display and read aloud one of the scenarios from Resource 3: Pressure scenario cards Pupils work in pairs to identify who or what the character is being influenced by and whether they are feeling pressure, including peer pressure (pressure from those around them). Pupils consider the different ways the character could respond:</p> <ul style="list-style-type: none"> • What would be an example of a passive response? <i>Such as, joining in with the group to feel included</i> • What would be an example of an aggressive response? <i>Such as, shouting no and being rude to others</i> • What would be an example of an assertive response? <i>Such as, saying 'no' calmly and giving reasons why they don't want to</i> <p>Support: Use Resource 4a: Responses prompts — teacher guide if pupils need some support to give examples of different responses.</p>		
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	<p><u>Activity 4: Pressure and response scenarios</u> Working in pairs or small groups, pupils are given copies of Resource 3: Pressure scenario cards</p> <p>Teacher's note: Teachers should choose the scenario cards that best fit the needs of the class and use baseline assessments.</p> <p>Pupils work through the rest of the character scenarios, identifying:</p> <ul style="list-style-type: none">• What are the risks for the character?• Who or what are they being influenced by? (There could be more than one in each situation.)• Are they feeling pressure and if yes, what/who from?• In what ways can they manage the situation?• What would be an example of an assertive response? <p>Take feedback — discussing strategies that could be used and which would be the most effective in the different situations.</p> <p>Support: Pupils use Resource 4: Responses prompts to identify the assertive responses and match them to the scenarios.</p> <p>Challenge: Pupils are challenged to find two different assertive responses for each scenario and say which they think will be the most effective in each situation.</p> <p>Plenary: Discuss whether any of the characters should get help, either in the situation or afterwards? When should they seek help? Who should they talk to and what should they say? Why is this important in this situation? For example: Jamie — they should tell a trusted adult what they have been asked to do – giving away or selling illegal drugs is against the law and could be dangerous</p> <p>Remind the pupils that no-one should feel pressured into doing something unsafe or illegal, especially a young person, and that if they have any worries or concerns they should:</p> <ul style="list-style-type: none">• Talk to a trusted adult at home or school• Contact a children's advice line such as ChildLine 0800 1111• Contact the police 101 or emergency services if someone is in immediate danger 999		
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		<p>Pupils think about their learning on:</p> <ul style="list-style-type: none"> • drugs, alcohol and tobacco • feeling pressure and peer pressure • ways to respond to pressure <p>They write a sentence about what they think is the most important thing to 'take-away' from the lesson on a sticky-note.</p> <p>These can be anonymously typed up and displayed for whole class reflection and then kept as individual assessment of learning.</p>		
4	<p>LO: To learn that mixed messages about drug use in the media exist and that these can influence opinions and decisions</p>	<p>Revisit Ground Rules</p> <p>Starter: <u>Baseline Assessment</u> This activity should be completed before the lesson. This allows time to look through their work and gain a sense of pupils' current understanding and experiences of media messages. Remind pupils of the ground rules for these lessons before completing the following activity. Read aloud the following instructions. Individually pupils draw and write their responses. <i>A young person (aged about 13) is looking at an advert, film or TV programme which is about smoking/vaping or alcohol. Draw or write about what they can see. In a 'think bubble' write what they are thinking about this.</i> Use responses to identify pupils' starting points and to inform future teaching</p> <p>Reinforce ground rules. Point out any that are especially pertinent such as being respectful to each other's views and opinions, accepting these may be different to our own and recognising that we may have different thoughts or experiences. As a whole class, pupils identify different places where a person might see or hear messages related to drugs in the media. Make a list on the board.</p> <p>For example: TV soaps, TV documentaries, advertisements, posters, shops, health warning posters, drug packaging, newspapers and magazines, radio, social media</p> <p>Main: Activity 1: Analysing media messages</p>	<p>Ask It Basket</p> <p>PSHE Association: Drug & alcohol education Year 5 and 6 lesson 4</p> <p>Resource 1: Mixed message posters A – F – 1 set enlarged and displayed per class</p> <p>Resource 2: Think, feel, do worksheet – 1 per pair</p> <p>Resource 3: Sources of information cards – 1 set per group</p>	<p>I can identify mixed messages in the media in relation to smoking/vaping and alcohol</p> <p>I can analyse key messages, suggest who they are targeted at and why</p> <p>I can describe how these messages might affect a person's thoughts, feelings and actions</p> <p>I can explain what would help a person to make informed decisions about health and where they could find reliable information</p>

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	<p>Display around the classroom, or provide each group with copies of, Resource 1: Mixed message posters A-F.</p> <p>Pupils analyse the media excerpt to identify the key messages in each.</p> <p>Pupil responses might include:</p> <p>A. <i>Smoking is bad for your health; smoking could lead to death/fatal diseases; smoking is a waste of money; don't smoke</i></p> <p>B. <i>It's easy to become addicted (chained) to smoking; smoking is a hard habit to break; don't smoke</i></p> <p>C. <i>Vape devices are quite interesting gadgets; lots of different types to choose from; encouraging vaping</i></p> <p>D. <i>Parties always include alcohol; if you drink you'll have a good time; there are certain times to drink; alcohol is fun, encourages drinking alcohol</i></p> <p>E. <i>That only men drink beer; beer is the best drink for men; men should drink beer; encourages drinking alcohol</i></p> <p>F. <i>Alcohol will affect your brain badly; drinking alcohol is unhealthy; don't drink alcohol</i></p> <p>Ask pupils why they think there are mixed messages about smoking/alcohol?</p> <p>Support:</p> <p>Using each poster from Resource 1: Mixed message posters, pupils identify which are encouraging and which are discouraging people to use the drug (smoke/vape or drink alcohol) and if possible, explain their thinking.</p> <p>Challenge:</p> <p>Pupils discuss what lifestyle choices these adverts are promoting.</p> <p><u>Activity 2: Think, feel, do</u></p> <p>Working in pairs, pupils choose one example from Resource 1: Mixed message posters and imagine a young person looking at it. They discuss what it might make the young person think, feel, and do (or want to do).</p> <p>Pairs complete Resource 2: Think, feel, do worksheet.</p> <p>Pupils then 'pair/share', firstly with another pair who have chosen the same example as them to compare responses and see if they concur, then with a pair who chose a different example and compare responses for similarities and differences.</p> <p>Bring the class together to feedback and draw some conclusions from their findings.</p>		
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	<p>For example, pupils might say: The adverts might make them think that all young people vape or use e-cigarettes. However, it is important to draw out that actually most young people choose not to use these drugs at all. Highlight some of the following positive social norms:</p> <ul style="list-style-type: none">• The number of young people in England (aged 11-15) who smoke regularly (regular means smoking at least one cigarette a week) is very low at 2%• Some people might think that lots of people use e-cigarettes but actually only 2% of young people (aged 11-15) use them• We might think that lots of teenagers drink alcohol, but actually 56% of young people (aged 11-15) say they have never drunk alcohol <p><u>Activity 3: Accurate information continuum</u> Display Resource 3: Sources of information cards Explain what they are, how someone could access them and what information they might find out by doing so. Pupils discuss which will give the most reliable and accurate information, explaining their thinking, then organise the cards on a continuum from least to most likely to be accurate and reliable.</p> <p>Plenary: Pupils go back to their think, feel, do worksheets (Resource 2) from activity 3 and imagine they are giving advice to the young person looking at the media advert. They can use the sentence starters below to write them a message.</p> <ul style="list-style-type: none">• You might think that...• But this might not be reliable because...• Some facts about the effects of smoking/vaping/drinking alcohol are...• Somewhere you could get further information is... <p>Following the lesson, pupils complete all or some of the following sentence starters, writing their comments in their work books as evidence of their learning:</p> <ul style="list-style-type: none">• The lesson has made me think about...• The mixed messages in the media about smoking, vaping and alcohol include...• People should...• I have learned that...		
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5	<p>LO: To learn more about the changes that happen at puberty</p>	<p>Lessons 5 & 6 are part of Health Education: Puberty No pupil can be removed from these lessons</p> <p>Revisit Ground Rules</p> <p>Starter: <u>Baseline Assessment: Graffiti Boards</u> Ensure this activity is completed before delivering the lesson. Ask the pupils to make a graffiti board (on a piece of A4 or A3 paper) with all of the words they think of that relate to growing up and puberty. Pupils might also choose to include in this some of their feelings about puberty and growing up, for example: <i>nervous, worried, happy, mature, independent, interested, sad, confident, embarrassed.</i> <i>Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, check through them, noting responses and any misconceptions that need addressing.</i></p> <p>Main:</p> <p><u>Activity 1: Fact or Myth Card Sort</u> Reorganise pupils into different working groups and give each group a set of Resource A: puberty fact or myth cards. Pupils read the statements on each card and decide if the statement is a 'fact', a 'myth' or 'maybe'. Pupils make three piles of cards – one set of facts, one set of myths and one set of maybes. Once completed, go through each of the statements as a class. Discuss in more detail the statements that the class were less sure about.</p> <p><u>Activity 2: Puberty Zone of Relevance</u> Ask the pupils to imagine a character, Charlie. Explain that Charlie, is a pupil much like themselves, of a similar age to them, who goes to a school like theirs. Charlie is thinking about puberty; changes they are experiencing now and things they might experience in the future. Ask the pupils to read Resource B: puberty prompt statements that suggest different things Charlie might want to know more about — things that are important for now and things important for the future. There might also be things that might never be important at all. Pupils use these</p>	<p>Ask It Basket</p> <p>MEDWAY Year 6 Lesson 1: Puberty: Recap and Review</p> <p>Pencils or pens, including coloured pencils or pens</p> <p>A4 or A3 paper for baseline and end-point assessment: graffiti board — 1 or 2 pieces per pupil</p> <p>Flipchart paper and marker pens (for mind-map activity) – 1 per group of pupils</p> <p>Resource A: Puberty fact or myth cards – 1 set of cards per group of pupils</p> <p>Resource B: Puberty prompt statements – 1 per pair of pupils</p>	<p>I can describe the physical and emotional changes that occur during puberty and how to manage these</p> <p>I can identify myths and facts about puberty, and what is important for a young person to know</p> <p>I can demonstrate how to begin conversations (or ask questions) about puberty with people that can help me</p>
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		<p>statements to populate Resource C: puberty zone of relevance and should also be encouraged to add their own ideas. Pupils can work in pairs for this activity.</p> <p>For those pupils who may need further challenge: Pupils can make up their own content for the zone of relevance. You might want to give them an example statement to start them off.</p> <p>For those pupils who may need further support: Pupils can write a Resource D: puberty postcard with three important things for a young person to remember when they are going through puberty.</p> <p><u>Activity 3: Puberty Leaflets</u> Pupils produce a short information and advice leaflet for a specific audience, for example, other pupils their age, younger pupils, or parents/carers. Pupils use their mind-maps produced earlier in the lesson to help structure their guidance leaflet</p> <p>Plenary: Re-group the pupils as they were organised at the beginning of the lesson and give them back their original mind-maps. Pupils can add anything that they now think should be included following the other lesson activities.</p> <p>Then ask the pupils to reflect on their learning from the lesson and share with a partner. The following sentence starters might be helpful to support pupils to structure their thinking:</p> <ul style="list-style-type: none"> • Something I didn't realise before this lesson is... • Something I knew but had forgotten is... • Something that I would like to know more about is ... <p>At the end of the lesson, give the pupils the 'graffiti boards' they did at the beginning and a different coloured pen or pencil. Ask them to add to their original work anything they think they missed; correct anything they think wasn't quite right or add their new learning to the graffiti boards.</p>	<p>Resource C: Puberty zone of relevance – 1 per pair of pupils</p> <p>Resource D: Puberty postcard (for support activity)</p>	
6	LO: To learn about what constitutes a	<p>Re-visit Ground Rules</p> <p>Starter:</p>	Ask It Basket	I can identify different kinds of loving relationships

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<p>positive, healthy relationship</p> <p>To learn that relationships can change over time</p>	<p><u>Baseline Assessment: Mind Maps</u> Ensure this activity is completed before delivering the lesson. Pupils make a mind-map around the words 'positive, healthy relationships'. Heading stems could include: 'types of relationship', 'feelings', 'responsibilities' or 'important things'. Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, check through them, noting responses and any misconceptions that need addressing.</p> <p>Main: <u>Activity 1: Pictures of Relationships Walk Around and Discussion</u> Before the lesson, gather pictures of different types of relationships (from magazines etc.) and display them on tables or around the classroom so it is the first thing pupils see when they enter. <i>Avoid ambiguous images or those that promote stereotypes, ensuring you include different ethnicities and cultural groups, in lots of different types of relationships (e.g. parent and child, siblings, romantic relationships, grand-parent and grandchild).</i> Pupils walk around the classroom, look at the pictures and, working in pairs, list all the different types of relationships displayed, as well as any others they can think of. <i>Pupils might say: marriage, partnership, couple, friends, aunt/uncle and niece/nephew, cousins, step-siblings, boyfriend/girlfriend, intimate relationship, same-sex relationships etc.</i> <i>If pupils suggest inappropriate terminology (e.g. homosexual couple), check their understanding of the words they have used and model more acceptable terminology (e.g. same sex couple).</i> Ask pupils to feedback what this makes them think about relationships and elicit that people are likely to have lots of different relationships throughout their lives. Display Resource E: Life Stages and invite pupils to suggest all the different relationships that people may have at different stages of their life.</p> <p><u>Activity 2: Annotate a Picture</u> Working in small groups, ask pupils to choose one of the pictures and stick it in the middle of a piece of flipchart paper. Ask the groups to discuss all the 'qualities' that would make this a healthy, positive relationship: What would the relationship need to make it positive and healthy? What kinds of things would they do for each other? Pupils write all the key words they discuss around the picture.</p>	<p>MEDWAY Year 6 Lesson 3: Positive and Healthy Relationships</p> <p>Pencils or pens, including coloured pencils or pens</p> <p>A4 paper for baseline and end-point assessment activity: mind-maps — 1 or 2 sheets per pupil</p> <p>Range of pictures of different kinds of relationships (cut from magazines, greetings cards, postcards) – displayed on tables or around the classroom (see lesson notes section)</p> <p>Blue/white tack or sticky tape</p> <p>Blank flipchart paper – 1 piece for each group</p>	<p>I can describe the qualities that enable these relationships to flourish</p> <p>I can explain the expectations and responsibilities of being in a close relationship</p> <p>I can recognise how relationships may change or end and what can help people manage this</p>
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	<p><i>Qualities they suggest might include: honesty, reliability, respect, kindness, love, listening, trust, friendship, care, closeness.</i></p> <p>Afterwards, ask one pupil from each group to go to the front and hold up their annotated picture. With the class, compare the different pictures and notes made.</p> <p>Discuss that even though the pictures show different types of relationship, many of the qualities listed are the same—meaning that even though relationships may be different, they can thrive if they have these similar qualities. Discuss that both people in the relationships have the responsibility to help keep the relationship positive and healthy.</p> <p><u>Activity 3: Relationships Stories – Part 1</u></p> <p>Change the pupils' working groups. Give each group one of the stories from Resource G: Relationships stories – Part 1.</p> <p>Pupils read the relationship story, and discuss how the people within it should behave to keep the relationship positive and healthy.</p> <p>If required, use prompt questions, such as: 'How would they be around each other, or other people?'; 'How would they speak to each other?'; 'What sorts of things would they do together?'; 'What rules might there be in the relationship?'</p> <p><u>Activity 4: Relationships Stories – Part 2</u></p> <p>Discuss how sometimes things happen that may cause a relationship to change.</p> <p>Ask pupils to discuss what might cause this, for example: someone moving away, or someone deciding they don't want to be a part of the relationship anymore.</p> <p>Share the examples from Resource H: Relationships stories – Part 2 by giving the groups the correlating second part of the story.</p> <p>Ask pupils to read part 2 of the story and discuss: How are the characters feeling? How can they each best manage the change that is happening? What might happen in the future?</p> <p>Whilst this lesson does not explicitly address separation and divorce, if pupils raise these in the discussion, it may be useful to reflect with the class that adult relationships can also go through times of change. Explain that some changes are joyful or happy occasions, and others might be sad or confusing—both for the adults involved, and for the people around them. Remind pupils that people can ask for help and advice, and signpost them to whom they can talk to (at home, in school and online) if they have concerns.</p>	<p>Marker pens – 1 for each group</p> <p>Resource E: Life stages – displayed for the class</p> <p>Resource G: Relationships stories – Part 1 – 1 example per group of pupils</p> <p>Resource H: Relationships stories – Part 2 – 1 example per group of pupils</p> <p>Optional: Sticky notes – for each group – for extension activity</p>	
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		<p>Take feedback. Discuss how the people involved still have a responsibility to keep the relationship as positive as possible, in spite of the change. Stress that changes in relationships—although difficult at the time—usually feel better in the future.</p> <p>For those pupils who may need further support: Pupils can draw one of the relationship stories in a cartoon format, and add speech and thought bubbles for one of the characters</p> <p>For those pupils who may need further challenge: Pupils could write a diary extract from the point of view of one of the characters, describing their feelings; how they think they can best manage the situation; and explaining their hopes for the future.</p> <p><u>Activity 5: Relationships Diamond 9 (Optional)</u> Pupils work in groups to choose some of the features of a positive relationship given in Activity 2 (annotate a picture), and write each one on a sticky note: until they have nine. Ask the pupils to rank each one in order of importance in a 'diamond nine'. Pupils can repeat this activity thinking of different types of relationships, for example: friendships, teams, parent-child relationships, intimate relationships, neighbours. Would they move any of their sticky notes into a different order or would they change any of the cards for a different word? Ensure you have some blank sticky notes, in case pupils want to add different ideas to the diamond 9s. Ask the pupils to draw out the similarities and differences between the features of different types of relationships.</p> <p>Plenary: Ask pupils to complete the sentence: A loving relationship needs... This could be done as a spoken 'round', with each pupil saying the sentence aloud. Alternatively, pupils could be given strips of paper on which to draw or write a response. These could be used to make a class display. At the end of the lesson, give the pupils back their mind-maps they did at the beginning and a different coloured pen or pencil. Ask them to add anything they think they missed; correct anything they think wasn't quite right or add their new learning to the mind-maps.</p>		
7	LO: To learn about adult	<p>Parents can request to withdraw their child from this lesson DH & ZL will contact parents who request withdrawal and then inform PSHCE teacher of outcome</p>	Ask It Basket	I can identify the links between love,

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<p>relationships and the human life cycle</p> <p>To learn about human reproduction (how a baby is made and how it grows)</p> <p>Non-Statutory RSE</p>	<p><i>*You may wish to have an additional adult in the classroom for possible Safeguarding concerns but ensure pupils understand school policies on disclosure of confidential information</i> <i>Positive behaviour management strategies should be employed throughout; however, it may be useful to discuss how pupils might feel during the lessons before you start. Identify that these feelings might include embarrassment, or they may want to laugh. Explain that these feelings are normal and talk about strategies they can use to manage them.</i></p> <p>Re-visit Ground Rules</p> <p>Starter: <u>Taz's Problem</u> Ensure this activity is completed before delivering the lesson. Give each pupil a copy of Resource I: Concept conversation sheet with the beginning of a conversation some children are having about human reproduction and how a baby is made. Ask the pupils to read the conversation so far and add their ideas to the conversation. <i>Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way.</i> <i>Check through them, noting responses and any misconceptions that need addressing.</i></p> <p>Main: Display Resource E: Life stages. Explain that today's lesson will focus on adult relationships. Point out where on the human life cycle we will be focussing (from young adult to middle-age).</p> <p>Ask pupils to work in pairs, to discuss the different ways that two adults who are part of a loving couple might show their commitment, care and love for each other.</p> <p><i>Pupils' responses might include: to tell each other they love each other; to tell other people they love each other; to hold hands; to kiss; to cuddle; to sleep together; to have sex; to get engaged; to get married; to have a civil partnership; to live together; to buy each other special gifts; to wear a special piece of jewellery (such as a ring); to rent or buy a house together; to go on holiday together; to decide to have a baby together.</i></p>	<p>Medway Public Health Directorate relationships and sex education schemes of work for KS2 – Year 6 Lesson 4 (page 27 - 32)</p> <p>Resource I: Concept conversation sheet – for assessment activity (page 42)</p> <p>Resource E: Life stages – displayed for the class (page 38)</p> <p>Resource J: How a baby is made sequencing cards – one set for each pair (page 43)</p> <p>Resource K: Pregnancy fact cards – one set for each pair of pupils (page 44)</p>	<p>committed relationships / marriage, and conception</p> <p>I can explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults</p> <p>I can explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg/ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)</p>
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	<p>Take feedback to collect different ideas. Elicit that there are lots of ways people express love and show they care deeply for another person. Explain that some ways may be very personal and private between the couple, and others may be more public. You might want to ask the pupils to give some examples of each from the ideas they came up with.</p> <p>If pupils have used specific vocabulary or alluded to 'sexual intercourse' in the introductory activity, refer back to their words, or if not, say that sex (or sexual intercourse) is just one way that adults may choose to show their love and care for each other.</p> <p>Pupils may have used words other than sexual intercourse, i.e. <i>making love or having sex</i>. If so, discuss with the pupils why these terms might be used.</p> <p>Reflect on what is meant by 'consenting' or 'consent'—highlight that both adults should agree and feel comfortable and happy about what is happening. Stress that being pressurised or persuaded to agree to something is not consenting, and that making or persuading someone to do something sexual that they're not happy or comfortable to do is wrong and against the law. Explain that this does not just relate to sexual intercourse—the same applies to everything (touching someone, to holding hands, cuddling and kissing).</p> <p>Explain that a couple might also decide to have a baby together, which usually happens though sexual intercourse.</p> <p><i>You may choose at this point, to mention that there are other ways—such as IVF, assisted conception or surrogacy—that can be used by opposite or same sex couples, although this is raised later in the quiz activity and can be further explored then.</i></p> <p><i>It is worth pointing out that sexual intercourse is just one part of sex or intimacy between two consenting adults.</i></p> <p><u>Activity 1: How a baby is made</u></p> <p>With pupils working in small groups or pairs ask them to put the cards from Resource J: How a baby is made sequencing cards in order to explain how they think a baby is made through sexual intercourse.</p> <p>Afterwards, go through the sequence with the class. Clarify any misconceptions, and point out the importance of them both feeling happy and loving at the beginning of the sequence.</p> <p>Pause to allow pupils to record questions they have about the previous activity, using the Ask It Basket</p> <p><u>Activity 2: Pregnancy Facts – True, False, Depends</u></p>		
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	<p>Explain that the next activity might answer some of the questions they have asked but will also look in more detail at what is meant by pregnancy.</p> <p>Re-organise the pupils into different small groups and give each a set of Resource K: Pregnancy fact cards. Ask pupils to take turns to read each one and decide whether the statement is true, false or depends.</p> <p>Afterwards, go through each as a whole class, discussing pupils' responses, using the Teaching the Y6 lesson plans: Additional notes section to help you fill gaps in understanding or correct misconceptions.</p> <p><u>Extension Activity: Thought Bubbles</u></p> <p>Discuss how, before deciding to have a baby, a person or couple will have lots to think about. Ask pupils what someone might be thinking before they decide to try for a baby. This might include thoughts and feelings about how their life will change, or practical considerations: like having enough money; a permanent home; or all the things a baby might need.</p> <p>Take feedback, recording some of their ideas in thought bubbles drawn on the whiteboard. Elicit that deciding to have a baby can be very exciting but also means extra responsibility, so people have to think carefully about it.</p> <p>Plenary:</p> <p>Ask pupils to go back to their baseline assessment 'Concept conversation: how babies are made' and add to, correct or amend their initial ideas using a different coloured pen and add any other new learning from the lesson. As before, they should work independently with their own ideas. This provides an opportunity for personal reflection as well as gathering evidence of progress.</p> <p>At a later time (ideally next lesson), respond to pupils' questions in the Ask It Basket</p>		
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Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address in their own Community Circle time