



Teacher's Notes

for Growing and Changing



Personal, Social, Health & Economic Education

IMPORTANT

NOTE TO TEACHERS

1decision is a suite of resources that can be used flexibly to bring PSHE lessons to life. It has been developed to assist schools in helping students to become confident communicators and safe and positive decision makers in all areas of their lives.

1decision provides effective lesson plans and activities, together with documentaries and interactive videos. Our video series explores possible outcomes for the characters' choices by providing children with alternative endings from which to choose. In reality these choices would not always produce the same result. It is important to be clear with students that the many decisions we make throughout our lives do not always have right or wrong answers but that they do require careful consideration. It is essential that this is explored to give children a better understanding of each topic.

- It is important to inform students that the 1decision films have been created by actors to educate children on situations that 'could' happen
- Please view all videos and on-screen links to check suitability for your students before using them in your classroom
- It is important to point out to the students that the videos do not explore all possibilities
- The videos have not been created to scare or worry children and it is important to check that your students have not already been affected by some of the topics
- Whilst watching the videos, please remember to refer to the on-screen lesson guides to explore the discussion points with your students
- After each video, please discuss with your students other possible outcomes for each scenario

If you have any questions about our resources please contact:

schools@1decision.co.uk
01438 750330

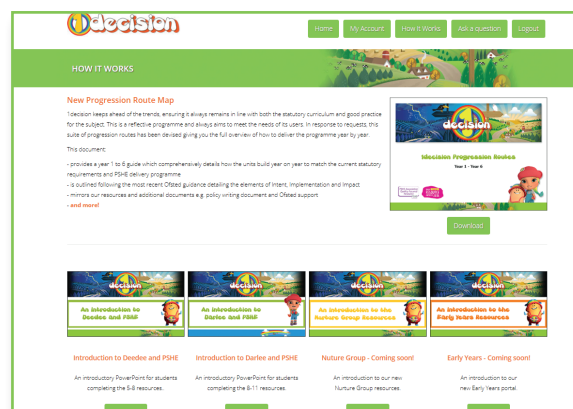


Introduction

If you are delivering a 1decision lesson for the first time, we would recommend visiting the **'How it Works'** tab within the online portal.

Our 'How it Works' page provides teaching staff with links to the PSHE Programme of Study, and information and guidance on how to deliver a 1decision lesson effectively.

Here you will find guidance on creating a safe learning environment, our Teacher's Introduction presentation, and many other useful PDFs.



1decision Learning Journey

Please review all content in this module before delivery, as you may find some elements are non-statutory and can be delivered at the discretion of your school.

Our **Growing and Changing** module covers the expected statutory content for RSE.

Within this module, children will have the opportunity to look at how we change and grow, including how we grow at different rates.

Following on from our 5-8 module **Relationships**, students will continue to look at healthy and unhealthy relationships and will be provided with information on how to seek help if they feel worried or scared about a particular relationship they have with someone. This module also includes informative lessons and animations on puberty and conception.

Topics do not have to be delivered in the recommended order.

Contents

Module overview and suggested order of delivery.....	61
Assessment Guide - Baseline.....	62
Topic - Relationships.....	63-71
Topic - Puberty.....	72-81
Topic - Conception.....	82-89
Assessment Guide - Summative.....	90-91
Useful Resources.....	92
Student Self-Assessment.....	93

Module - Growing and Changing

Please see below for the suggested order of delivery. The order of these topics can be changed to suit your educational establishment and the needs of your students.

Suggested order of delivery

Growing and Changing



- **Assessment Guide** - *Baseline*
- **Topic** - *Relationships*
- **Topic** - *Puberty*
- **Guidance for Discussion Videos**
- **Topic** - *Conception*
- **Assessment Guide** - *Summative*



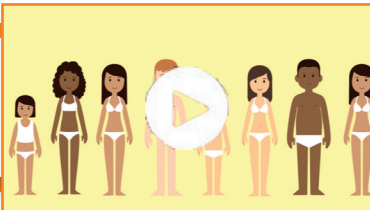
Video content in this module



Appropriate Touch (Relationships)

Suggested for Year 4

Appropriate Touch explores the difficult subject of how relationships can be unhealthy or uncomfortable.



Puberty

Suggested for Year 5

Puberty is a short animation video that looks at the different changes boys and girls go through during puberty. There is no alternative ending.



Children's Views

Suggested for Year 5

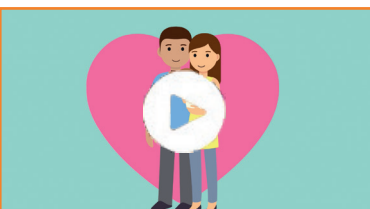
Within the online portal, you will also find a short video where children share their views on relationships.



Adults' Views

Suggested for Year 5

Within the online portal, you will also find a short video where adults share their views on relationships.



Conception

Suggested for Year 6

Conception is a short animation video that looks at how a baby is conceived and the various stages of pregnancy. There is no alternative ending.

Assessment Guide - Baseline

Step-by-step instructions for on-screen assessment guide



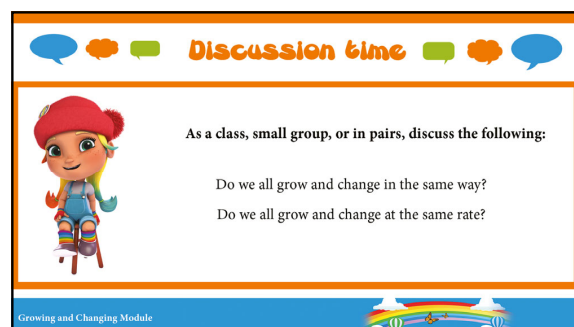
1 Starting point for this module.



2 Introduction to the module.



3 Ask your students to complete the baseline activity, in one colour. You will return to this at the end of the module.



4 Use the prompts on screen to start a discussion with your students.



5 Share the on-screen information with your students.



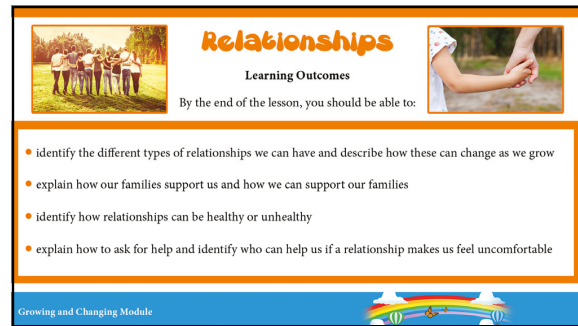
6 Close the assessment guide and work through the rest of the topics. **Remember to return to the assessment guide when you have completed all of the topics.**

Topic - Relationships

Step-by-step instructions for on-screen lesson guide



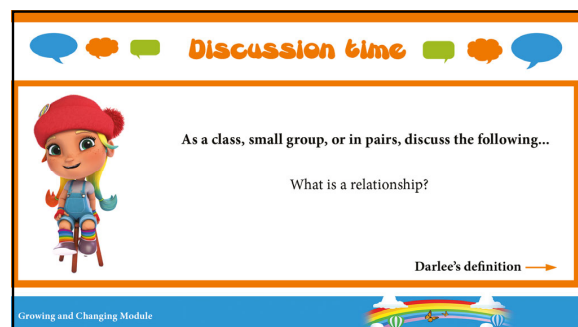
1 Starting slide for the lesson.



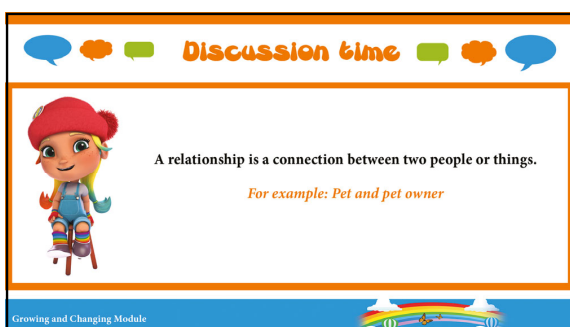
2 Learning outcomes and expectations for this topic.



3 Introduction to the topic.



4 Use the prompt on screen to start a discussion with your students.



5 Share the definition with your students.



6 Ask your students to complete the baseline activity, in one colour. You will return to this activity at the end of the topic.

Topic - Relationships

Step-by-step instructions for on-screen lesson guide

Share your ideas!

What types of relationships can we have throughout our lives?

As a class, or in small groups, share your ideas.

Growing and Changing Module

7 Use the prompt on screen to encourage your students to share their ideas.

Darlee's ideas

Here are some of Darlee's ideas. Are they the same as yours? Can you think of any more?

Cousins Partners Friends Teacher and student Parent and child
 Step family members Doctor and patient Aunt/uncle and niece/nephew
 Boyfriend/Girlfriend Siblings Colleagues Grandparent and Neighbours
 Coach and player Employer and employee grandchild Pet and owner
 Civil partners Bank manager and client

Do you know what each one means? If not, research their meaning.

Growing and Changing Module

8 Share Darlee's ideas with your students. Can they think of any more?

Activity time

Return to the activity

Is there anything you'd like to change?
 (Make changes in a different colour to highlight your learning)

Types of Relationships

Growing and Changing Module

9 Ask your students to return to the activity. Would they like to add or change anything?

Silent reflection

On your own, take a moment to think in silence about the relationships you have.

Growing and Changing Module

10 Allow your students some time to think about the relationships they have.

Activity time

Using Darlee's example, draw your own relationship diagram.

Draw yourself in the middle of the circle.

Then draw/write the different relationships you have.

Growing and Changing Module

11 Using Darlee's example, allow your students to create their own relationship diagram.

Discussion time

Our main relationships feature within our families.

Our families can all look very different but all families are special and unique.

As a class, small group, or in pairs, discuss the following:

Do you know what the characteristics of healthy family life are?

Darlee's ideas →

Growing and Changing Module

12 Use the prompt on screen to continue a discussion with your students.

Topic - Relationships

Step-by-step instructions for on-screen lesson guide

- 13** Share Darlee's ideas with your students. Can they think of any more?

- 14** Use the prompt on screen to continue a discussion with your students.

- 15** Share Darlee's ideas with your students. Can they think of any more?

- 16** Share the on-screen information with your students.

- 17** Share the on-screen information with your students.

- 18** Allow your students some time to think about what can make a healthy or unhealthy relationship.

Topic - Relationships

Step-by-step instructions for on-screen lesson guide



19 Ask your students to complete the activity.



20 Use the prompts on screen to encourage your students to share their ideas.



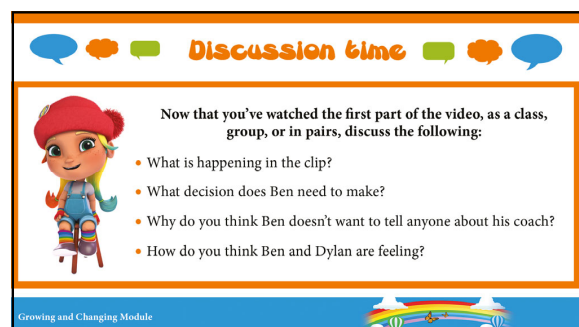
21 Share Darlee's ideas with your students. Can they think of any more?



22 Use the prompt on screen to continue a discussion with your students.



23 Minimize the lesson guide and play the Appropriate Touch (Relationships) video. *This video is approximately 5 minutes.*



24 Use the prompts on screen to discuss what has happened in the video.

Topic - Relationships

Step-by-step instructions for on-screen lesson guide

Decision time

Return to the video to make your decision.

What choice do you think the characters should make?

25 Return to the video and allow your students to make their decision.

Discussion time

Best choice for all
Discuss the following:

- How do you think Ben may have felt when he told his Dad about how he was feeling?
- How do you think Ben's Dad was feeling when Ben told him?
- Did Ben's Dad react in the right way?
- What else might Ben's Dad have done?

26 Use the prompts to discuss what has happened in the A ending.

Discussion time

Not the best choice for all
Discuss the following:

- How do you think Ben might be feeling now he has decided not to tell anyone?
- Do you think the coach will make anyone else in the boxing club feel the same way if Ben is not there?
- How might Dylan be feeling?
- Does Ben's Dad feel any different?

27 Use the prompts to discuss what has happened in the B ending.

Decision time

Did you make the best choice for all the characters?

More activities →

28 Did your students make the best choice for all the characters?

What happened next?

Ben's Dad and Dylan's Mum are going to meet.

What might happen next?

What do you think should happen?

As a class, small group, or in pairs, discuss what may happen next.

29 Use the prompts on screen to discuss what may have happened next.

Activity time

If Ben did not receive support from his Dad, who else could he have approached?

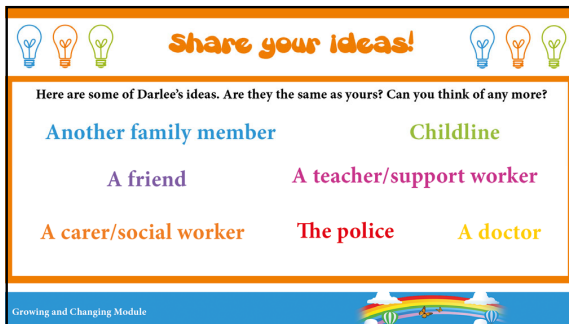
As a class or in small groups, brainstorm your ideas.

You may want to create a wall display with your best answers!

30 Use the prompts on screen to continue a discussion with your students.

Topic - Relationships

Step-by-step instructions for on-screen lesson guide



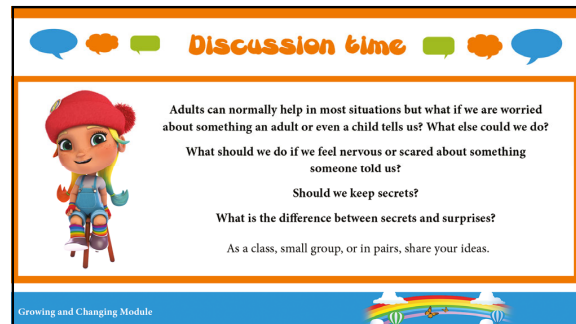
Share your ideas!

Here are some of Darlee's ideas. Are they the same as yours? Can you think of any more?

Another family member Childline
 A friend A teacher/support worker
 A carer/social worker The police A doctor

Growing and Changing Module

31 Share Darlee's ideas with your students. Can they think of any more?



Discussion time

Adults can normally help in most situations but what if we are worried about something an adult or even a child tells us? What else could we do?
 What should we do if we feel nervous or scared about something someone told us?
 Should we keep secrets?
 What is the difference between secrets and surprises?
 As a class, small group, or in pairs, share your ideas.

Growing and Changing Module

32 Use the prompts on screen to continue a discussion with your students.

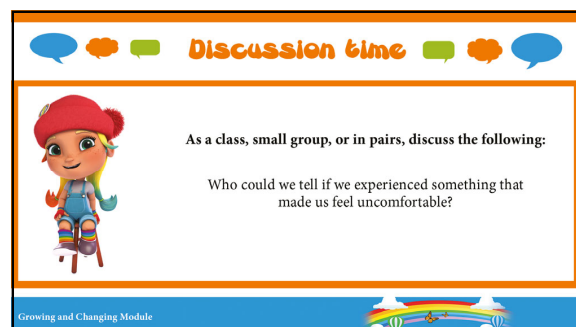


Let's research

Every child has the right to feel safe.
 You can research the *'United Nations Declaration of the Rights of the Child'* for more information on what rights a child has.
 You may also want to research UK laws that exist to protect you.
 Everybody has the right to protect their body against inappropriate or unwanted contact.

Growing and Changing Module

33 Share the on-screen information with your students and encourage them to research the laws that protect them.



Discussion time

As a class, small group, or in pairs, discuss the following:
 Who could we tell if we experienced something that made us feel uncomfortable?

Growing and Changing Module

34 Use the prompt on screen to continue a discussion with your students.

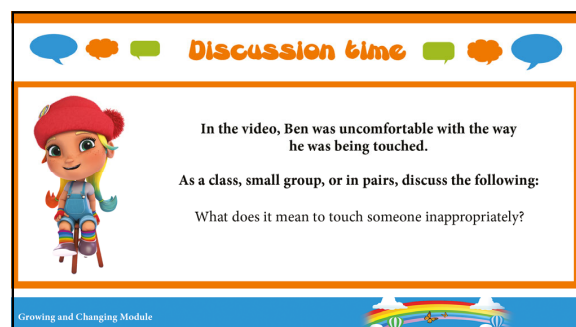


Activity time

Complete the activity
Who can we tell?

Growing and Changing Module

35 Ask your students to complete the activity.



Discussion time

In the video, Ben was uncomfortable with the way he was being touched.
 As a class, small group, or in pairs, discuss the following:
 What does it mean to touch someone inappropriately?

Growing and Changing Module

36 Use the prompt on screen to continue a discussion with your students.

Topic - Relationships

Step-by-step instructions for on-screen lesson guide

Activity time



Let's look at some different scenarios and discuss whether the action is an example of appropriate or inappropriate touch.

You may have different views and opinions.

Scenarios →

Growing and Changing Module

- 37** Ask your students to look at the scenarios and decide whether the action is an example of appropriate or inappropriate touch.

Activity time



A family member gave Laura a kiss on the cheek.

Next scenario →

Growing and Changing Module

- 38** Do your students think this is an example of appropriate or inappropriate touch?

Activity time



Jack punched his classmate because he broke his pencil.

Next scenario →

Growing and Changing Module

- 39** Do your students think this is an example of appropriate or inappropriate touch?

Activity time



Sam poked Dan in the eye because he did not want to play.

Next scenario →

Growing and Changing Module

- 40** Do your students think this is an example of appropriate or inappropriate touch?

Activity time




Chloe's friend gave her a hug because she was upset.

Next scenario →

Growing and Changing Module

- 41** Do your students think this is an example of appropriate or inappropriate touch?

Activity time



Sana's PE teacher gave her a high five.

Next scenario →


Growing and Changing Module

- 42** Do your students think this is an example of appropriate or inappropriate touch?

Topic - Relationships

Step-by-step instructions for on-screen lesson guide

Activity time




Leah was annoyed with her sister so she pulled her hair.

Next scenario →

Growing and Changing Module

43 Do your students think this is an example of appropriate or inappropriate touch?

Activity time



The team coach asked Adam to sit on his knee.

Next scenario →

Growing and Changing Module

44 Do your students think this is an example of appropriate or inappropriate touch?

Activity time



Evie kicked her cousin because he called her a mean name.

Growing and Changing Module

45 Do your students think this is an example of appropriate or inappropriate touch?

Activity time



Complete the activity

Appropriate or Inappropriate?



Note to teacher: This activity has been updated and may need to be downloaded from the portal.

Growing and Changing Module

46 Ask your students to complete the activity.

Discussion time



Look at the scenarios that you marked as 'Inappropriate' from the 'Appropriate or Inappropriate?' activity.


As a class, small group, or in pairs, discuss what action each character could take.

For example: Jack's classmate could talk to a teacher.

Growing and Changing Module

47 Ask your students to look at the action or actions they marked as 'Inappropriate' and discuss what actions each of the characters could have taken instead.


Activity time



Return to the activity

Is there anything you'd like to change?
(Make changes in a different colour to highlight your learning)

Healthy and Unhealthy Relationships



Growing and Changing Module

48 Ask your students to return to the baseline activity. Would they like to add or change anything?

Topic - Relationships

Step-by-step instructions for on-screen lesson guide

Activity time

Sentence Stems

As a class, finish the sentence stems below:

A healthy relationship is...

I can support someone by...

If I feel uncomfortable in a relationship, I can...

49 Ask your students to finish the sentence stems. They can complete these verbally or on one of their student pages in the back of their workbook.

Topic complete

Great work everyone!

Topic extension activities →

50 End of topic. You may want to complete our extension activities.

Extension activity

Relationship Checklist

Create a checklist of all the positives we should look for in a healthy relationship.

Create a wall display to share with other students.

51 If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity.

Extension Activity

Healthy Relationships

An alien has arrived on Earth.

He wants to know what a healthy relationship is.

Write a letter to the alien to explain what a healthy relationship looks like.

52 If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity.

Topic complete

Great work everyone!

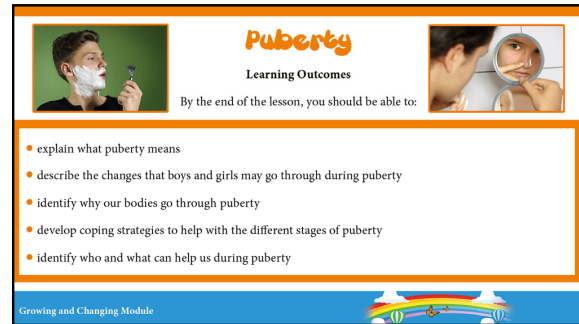
53 The extension activities are now complete and you have come to the end of the Relationships topic. **Remember to revisit the assessment guide when you have completed all of the topics within the module.**

Topic - Puberty

Step-by-step instructions for on-screen lesson guide



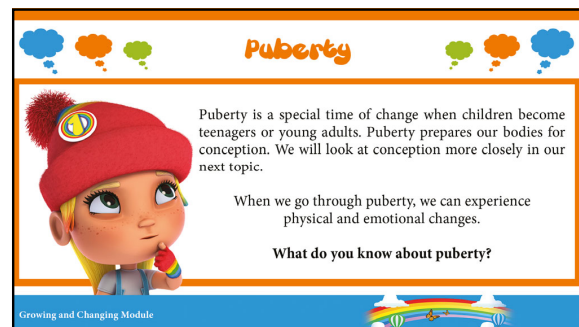
1 Starting slide for the lesson.



2 Learning outcomes and expectations for this topic.



3 Introduction to the topic.



4 Use the prompts on screen to continue a discussion with your students.



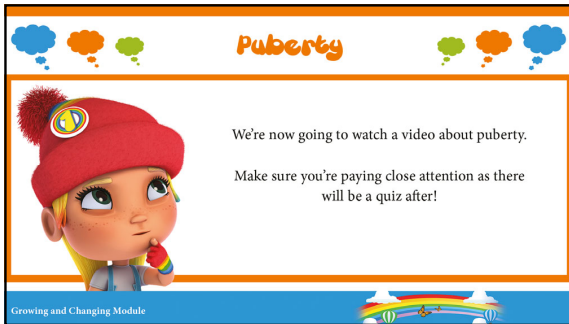
5 Ask your students to complete the baseline activity, in one colour. You will return to this activity at the end of the topic.



6 Use the prompt on screen to encourage your students to share their ideas.

Topic - Puberty

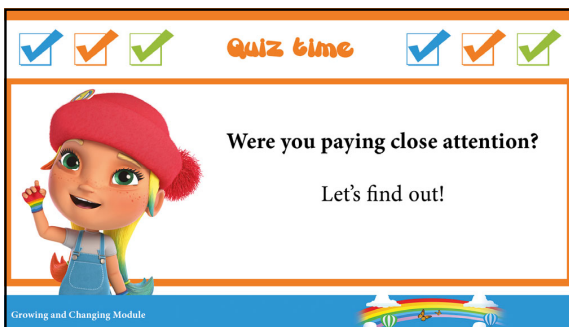
Step-by-step instructions for on-screen lesson guide



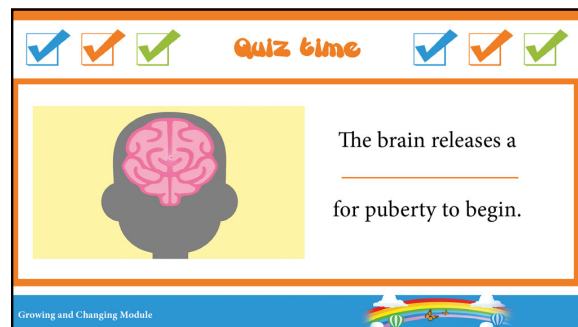
7 Introduction to the video.



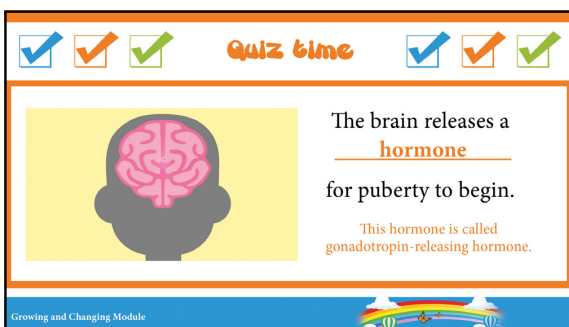
8 Minimize the lesson guide and play the Puberty video. *This video is approximately 5 minutes.*



9 Encourage your students to get ready for the quiz.



10 Question one.



11 Answer to question one.

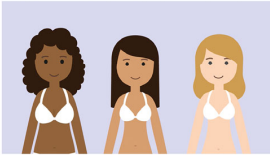


12 Question two.

Topic - Puberty

Step-by-step instructions for on-screen lesson guide

Quiz time




True or false?
Only girls go through puberty.
FALSE
Boys and girls both go through puberty

Growing and Changing Module

13 Answer to question two.

Quiz time




When a boy's voice changes, we call this _____

Growing and Changing Module

14 Question three.

Quiz time

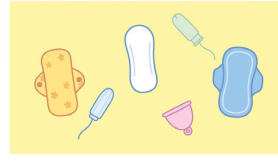


When a boy's voice changes, we call this voice breaking

Growing and Changing Module

15 Answer to question three.

Quiz time



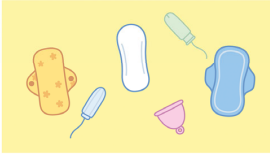
What kind of product can help to absorb menstrual flow during a girl's period?

- Superman product
- Sanitary product
- Salamander product

Growing and Changing Module

16 Question four.

Quiz time




What kind of product can help to absorb menstrual flow during a girl's period?

- Superman product
- Sanitary product
- Salamander product

Growing and Changing Module

17 Answer to question four.

Quiz time



True or false?
Periods can last between 2-7 days.

Growing and Changing Module

18 Question five.

Topic - Puberty

Step-by-step instructions for on-screen lesson guide

Quiz time

True or false?

Periods can last between 2-7 days.

TRUE

Growing and Changing Module

19 Answer to question five.

Quiz time

What is a wet dream?

When semen is ejaculated from the penis during sleep

When you dream about water

When you dream about swimming

Growing and Changing Module

20 Question six.

Quiz time

What is a wet dream?

When semen is ejaculated from the penis during sleep

When you dream about water

When you dream about swimming

Growing and Changing Module

21 Answer to question six.

Quiz time

If you experience a wet dream, what action may you need to take?

Wash yourself

Ask a parent/carer to wash your sheets

Tell a parent/carer if appropriate

Growing and Changing Module

22 Question seven.

Quiz time

If you experience a wet dream, what action may you need to take?

Wash yourself

Ask a parent/carer to wash your sheets

Tell a parent/carer if appropriate

All of these actions can be taken if necessary.

Growing and Changing Module

23 Answer to question seven.

Quiz time

True or false?

Girls cannot go swimming whilst they are having their period.

Growing and Changing Module

24 Question eight.

Topic - Puberty

Step-by-step instructions for on-screen lesson guide

Quiz time



True or false?
Girls cannot go swimming whilst they are having their period.

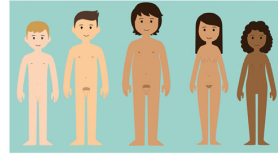
FALSE

Girls can go swimming whilst they are having their period. However, they need to use the correct sanitary products to do so.

Growing and Changing Module

25 Answer to question eight.

Quiz time



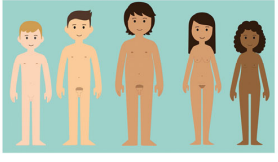
Puberty can start between the ages of...

1-10
 8-17
 18-25

Growing and Changing Module

26 Question nine.

Quiz time



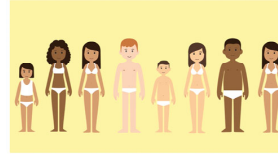
Puberty can start between the ages of...

1-10
 8-17
 18-25

Growing and Changing Module

27 Answer to question nine.

Quiz time



True or false?
We all go through puberty at the same time and grow at the same rate.

Growing and Changing Module

28 Question ten.

Quiz time



True or false?
We all go through puberty at the same time and grow at the same rate.

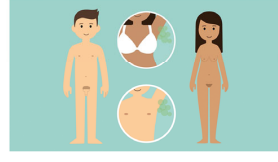
FALSE

We all grow at different rates and can start puberty at different times

Growing and Changing Module

29 Answer to question ten.

Quiz time



What can help us manage the changes to our body odour?

Washing regularly and using deodorant
 Taking regular naps
 Eating lots of fried food and chocolate

Growing and Changing Module

30 Question eleven.

Topic - Puberty

Step-by-step instructions for on-screen lesson guide



Quiz time

What can help us manage the changes to our body odour?

- Washing regularly and using deodorant
- Taking regular naps
- Eating lots of fried food and chocolate

Growing and Changing Module

31 Answer to question eleven.



Quiz time

True or false?

Our moods can change during puberty.

Growing and Changing Module

32 Question twelve.



Quiz time

True or false?

Our moods can change during puberty.

TRUE

Our moods can change during puberty. Sometimes we may have low moods for no reason.

Growing and Changing Module

33 Answer to question twelve.



Quiz time

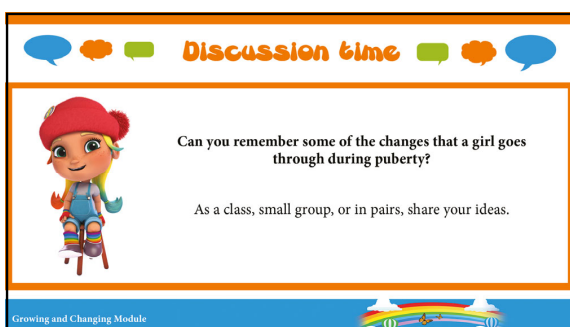
How did you score?

Did you get all of the answers correct?

More activities →

Growing and Changing Module

34 How did your students score?



Discussion time

Can you remember some of the changes that a girl goes through during puberty?

As a class, small group, or in pairs, share your ideas.

Growing and Changing Module

35 Use the prompt on screen to continue a discussion with your students.



Activity time

Complete the activity

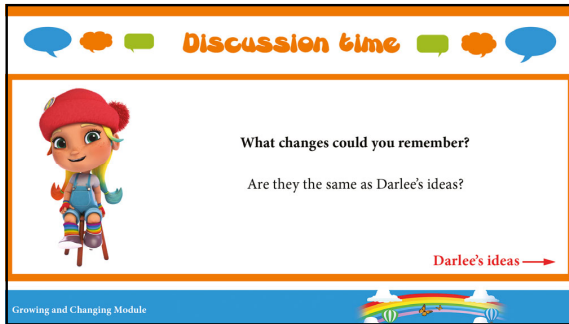
Female Body

Growing and Changing Module

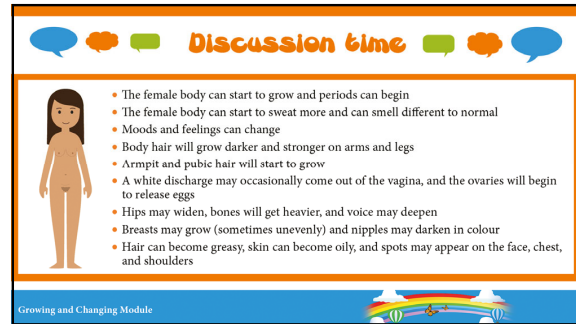
36 Ask your students to complete the activity.

Topic - Puberty

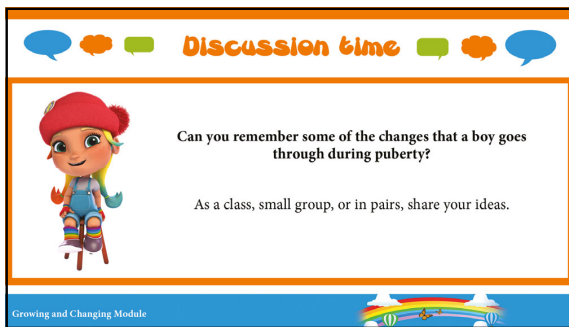
Step-by-step instructions for on-screen lesson guide



37 What changes could your students remember?



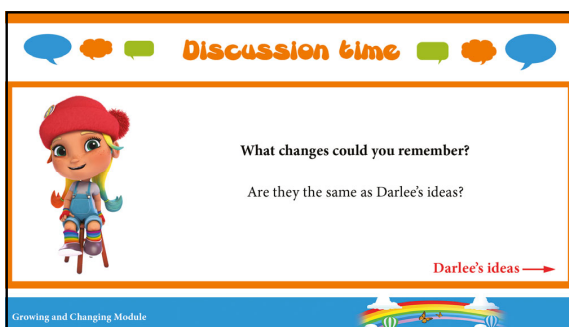
38 Share the information on screen with your students and ask them if there is anything they would like to add to their 'Female Body' activity.



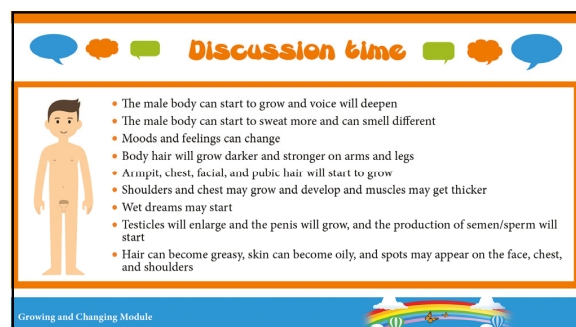
39 Use the prompt on screen to continue a discussion with your students.



40 Use the prompt on screen to continue a discussion with your students.



41 What changes could your students remember?



42 Share the information on screen with your students and ask them if there is anything they would like to add to their 'Male Body' activity.

Topic - Puberty

Step-by-step instructions for on-screen lesson guide

Discussion time

Can you think of any other changes?

As a class, small group, or in pairs, share your ideas.

Growing and Changing Module

43 Use the prompt on screen to continue a discussion with your students.

Activity time

Complete the activity

Coping with Puberty

Growing and Changing Module

44 Ask your students to complete the activity.

Discussion time

Throughout this module, we have looked at the changes to the male and female body throughout puberty.

However, it is important to understand that we live in a world where a person has the freedom to decide what gender they identify with and they may not want to call themselves a male or female.

The law allows people to choose for themselves.

You may want to research this further.

Growing and Changing Module

45 Share the on-screen information with your students.

Activity time

In small groups or pairs, read the following letters that Darlee has received.

Create some responses to help each of the children with their worries.

You can discuss your ideas or create a wall display.

Growing and Changing Module

46 Ask your students to read the following letters and create some responses to help each of the children with their worries.

Activity time

I am scared about going through puberty. I don't want to talk to my parents about it, so what should I do?

Tommy, aged 12

Growing and Changing Module

47 What advice could your students give to Tommy?

Activity time

I feel like such a baby because all my friends have started their periods and I haven't. They are all wearing bras, and I want to wear one too, even though I don't need one. I don't think I'm ever going to be the same as them!

Freya, aged 12

Growing and Changing Module

48 What advice could your students give to Freya?

Topic - Puberty

Step-by-step instructions for on-screen lesson guide

 **Activity time**  

Although I was born a boy, I do not feel like a boy and do not want people to treat me like a boy.
What can I do to make my school friends understand and support me?


Tate, aged 11 

Growing and Changing Module

49 What advice could your students give to Tate?

 **Activity time**  

I don't want to go to school because I am getting spots and everyone will laugh at me.
I feel embarrassed and I want to hide.

Holly, aged 11 

Growing and Changing Module

50 What advice could your students give to Holly?

 **Activity time**  

I'm worried about growing facial hair. I've never shaved before and I don't know what to do.

Antoni, aged 11 

Growing and Changing Module

51 What advice could your students give to Antoni?




 **Activity time**  

There's someone at school who I really like. They are always nice to me and I think they are really smart. I think about them a lot and I don't know what to do. Is it normal to feel this way about someone?


Ahmed, aged 11 

Growing and Changing Module

52 What advice could your students give to Ahmed?




 **Activity time**  

My armpits are getting hairy. Should I shave them? Or is it okay to let them grow?

Shedena, aged 10 



Growing and Changing Module

53 What advice could your students give to Shedena?

 **Activity time**  

Return to the activity
Is there anything you'd like to change?
(Make changes in a different colour to highlight your learning)

What I know about puberty

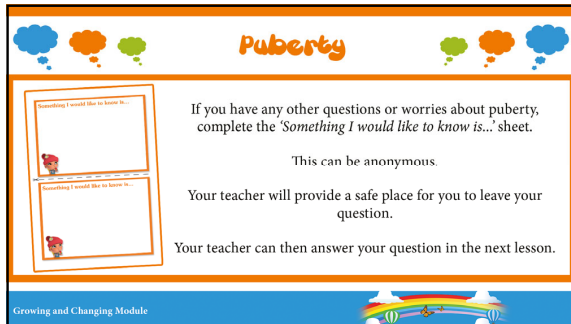
 

Growing and Changing Module

54 Ask your students to return to the baseline activity. Would they like to add or change anything?

Topic - Puberty

Step-by-step instructions for on-screen lesson guide



- 55** Download the 'Something I would like to know is...' sheet from the portal and offer your students the opportunity to ask more questions after the lesson. You will need to provide an ask-it-basket for this activity.



- 56** End of topic. You may want to complete our extension activities.



- 57** If you would like to explore this topic further, visit the Betty for Schools resource.



- 58** If you would like to explore this topic further, use the links provided on screen.



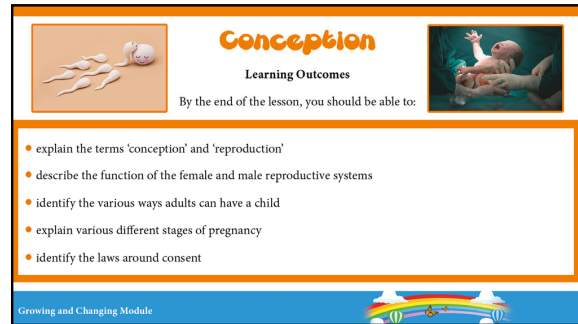
- 59** The extension activities are now complete and you have come to the end of the Puberty topic. **Remember to revisit the assessment guide when you have completed all of the topics within the module.**

Topic - Conception

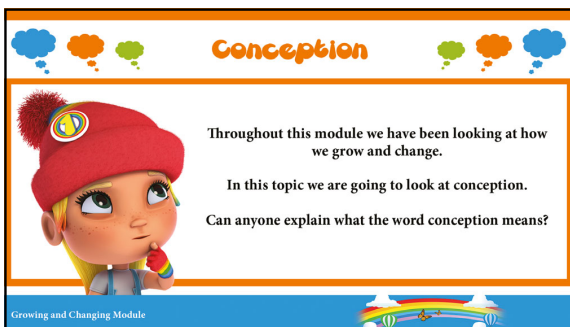
Step-by-step instructions for on-screen lesson guide



1 Starting slide for the lesson.



2 Learning outcomes and expectations for this topic.



3 Introduction to the topic.



4 Share the definition with your students.



5 Ask your students to complete the baseline activity, in one colour. You will return to this activity at the end of the topic.



6 Allow your students some time to think about how babies are conceived.

Topic - Conception

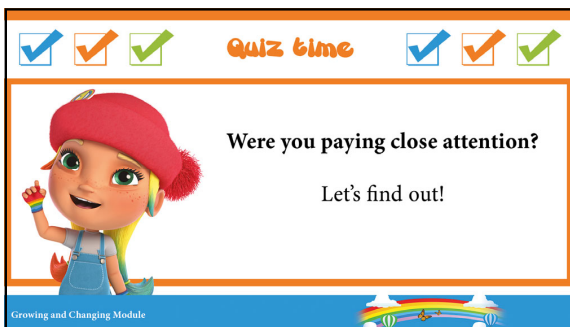
Step-by-step instructions for on-screen lesson guide



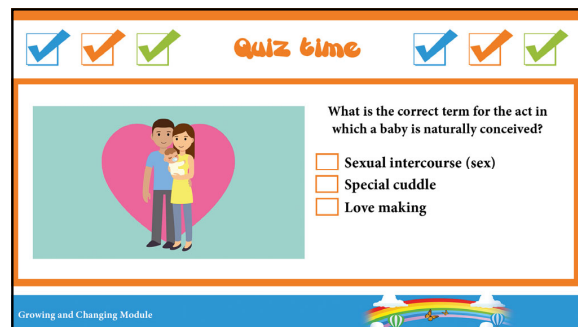
7 Introduction to the video.



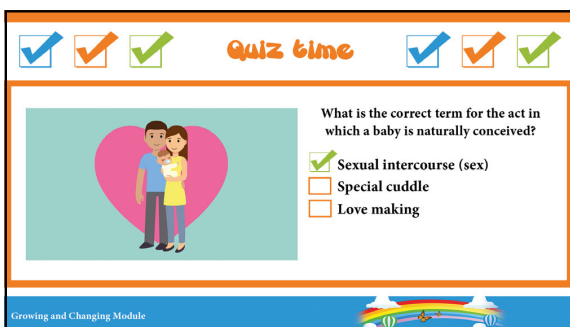
8 Minimize the lesson guide and play the Puberty video. *This video is approximately 4 minutes.*



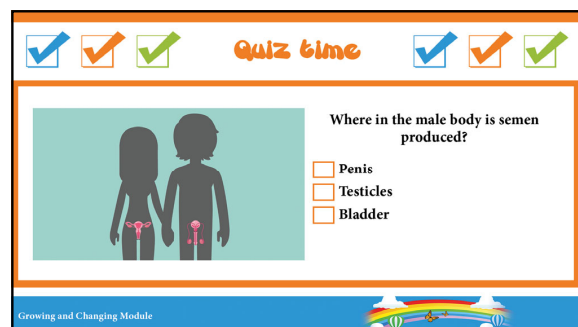
9 Encourage your students to get ready for the quiz.



10 Question one.



11 Answer to question one.

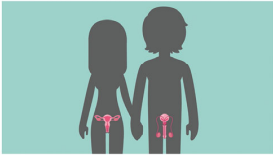


12 Question two.

Topic - Conception

Step-by-step instructions for on-screen lesson guide

Quiz time



Where in the male body is semen produced?

- Penis
- Testicles
- Bladder

Growing and Changing Module

13 Answer to question two.

Quiz time




True or false?

Sexual intercourse is the only way to have a baby.

Growing and Changing Module

14 Question three.

Quiz time



True or false?

Sexual intercourse is the only way to have a baby.


FALSE

There are different ways for adults to have a baby that do not include having sex, such as IVF treatment. You may want to explore the different options.

Growing and Changing Module

15 Answer to question three.

Quiz time



True or false?

A caesarean is the most common way for a baby to be born.

Growing and Changing Module

16 Question four.

Quiz time



True or false?

A caesarean is the most common way for a baby to be born.

FALSE

Although this is one way to deliver a baby, delivery through the vagina is the most common way. You may want to research the different methods of delivery.

Growing and Changing Module

17 Answer to question four.

Quiz time



True or false?

Every time adults have sex a baby is conceived.

Growing and Changing Module

18 Question five.

Topic - Conception

Step-by-step instructions for on-screen lesson guide

Quiz time



True or false?
Every time adults have sex a baby is conceived.
FALSE
A baby is not conceived every time adults have sex. An egg from a woman is not always available for fertilization. You can research the cycle of the female egg for more information. Adults can also use contraception to prevent a baby being conceived.

Growing and Changing Module

19 Answer to question five.

Quiz time



Here in the United Kingdom, the legal age of consent to have sex is:

12
 16
 21

Growing and Changing Module

20 Question six.

Quiz time



Here in the UK, the legal age of consent to have sex is:

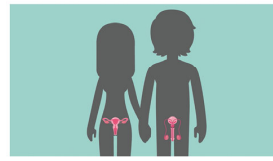
12
 16
 21

The legal age of consent to have sex is 16. However, this should only happen when both people involved are comfortable and feel ready. Nobody should be forced to have sex.

Growing and Changing Module

21 Answer to question six.

Quiz time



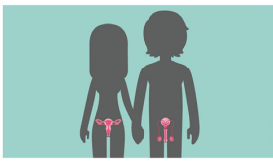
Where in the female body is an egg produced?

Ovaries
 Fallopian tube
 Womb

Growing and Changing Module

22 Question seven.

Quiz time




Where in the female body is an egg produced?

Ovaries
 Fallopian tube
 Womb

Growing and Changing Module

23 Answer to question seven.

Quiz time



During a pregnancy term, when is a baby ready to be born?

8-12 weeks
 20-25 weeks
 32-40 weeks


Growing and Changing Module

24 Question eight.

Topic - Conception

Step-by-step instructions for on-screen lesson guide

Quiz time



During a pregnancy term, when is a baby ready to be born?

8-12 weeks
 20-25 weeks
 32-40 weeks

Most babies are born around 40 weeks. However, many may arrive earlier. A baby will rarely be left for more than 42 weeks in the womb.

Growing and Changing Module

25 Answer to question eight.

Quiz time



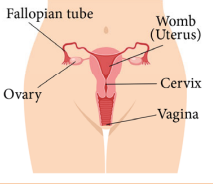
How did you score?

Now let's have a closer look at the male and female reproductive systems. →

Growing and Changing Module

26 How did your students score?

★ **Female Reproductive System** ★



Ovaries
 A reproductive organ where eggs are produced.

Fallopian tube
 The tube where the female egg travels to the womb (uterus).

Womb (Uterus)
 This is where a baby is protected whilst it grows to full term.

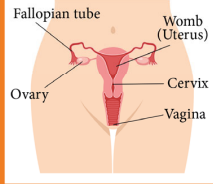
Cervix
 The lower end of the womb.

Vagina
 The part of a woman that connects the outer sex organs to the cervix of the womb.

Growing and Changing Module

27 Share the information on screen to explore the female reproductive system further.

★ **Female Reproductive System** ★



Let's have a look at why the female reproductive system is important in the process of conception.

Eggs are produced in the ovaries and once a month, an egg will be released into the fallopian tube.

If this egg is fertilized by sperm from a male, a baby may be conceived. The baby will begin as an embryo, moving down the fallopian tube and continuing to grow in the womb until he or she is ready to be born.

Growing and Changing Module

28 Share the information on screen to explore the female reproductive system further.

Activity time



Complete the activity

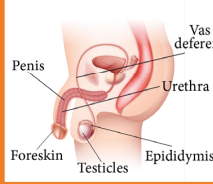
Female Reproductive System



Growing and Changing Module

29 Ask your students to complete the activity. *Please note, if you have the new workbooks (V4 or above), you will need to download and print this activity from the online portal.*

★ **Male Reproductive System** ★



Foreskin
 A retractable roll of skin that covers the end of the penis.

Penis
 The male genital organ where urine and semen are released.

Vas Deferens (Ductus Deferens)
 A tube that transports sperm from the epididymis to the urethra.

Urethra
 The tube that carries urine and semen out of the penis.

Epididymis
 A tube where sperm is stored.

Testicles
 An organ that produces sperm.

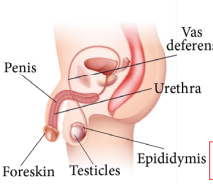
Growing and Changing Module

30 Share the information on screen to explore the male reproductive system further.

Topic - Conception

Step-by-step instructions for on-screen lesson guide

Male Reproductive System



Let's have a look at why the male reproductive system is important in the process of conception.

Semen is produced in the testicles. There is at least 100 million sperm per teaspoon of semen.

If the egg from a female is fertilized by the sperm from a man, a baby may be conceived.

You may want to research each of the labels. Please note, if a man has had a circumcision, he will not have foreskin.

Growing and Changing Module

31 Share the information on screen to explore the male reproductive system further.

Activity time

Complete the activity

Male Reproductive System




Growing and Changing Module

32 Ask your students to complete the activity. *Please note, if you have the new workbooks (V4 or above), you will need to download and print this activity from the online portal.*

The stages of pregnancy



We have looked at how a baby is conceived and the importance of both the male and female reproductive systems. However, remember there are other ways to conceive a child, such as IVF. You may want to research other options available to adults.

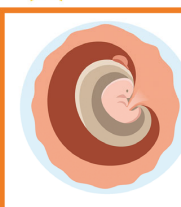
Now let's have a look at the different stages of pregnancy.

→

Growing and Changing Module

33 Share the information on screen to explore the stages of pregnancy.

The stages of pregnancy




By 4 weeks

- The embryo is not much bigger than a poppy seed and it starts to split into three different sections
- The brain and central nervous system begin to take shape
- The heart and circulatory system begin to form
- Lungs and intestines begin to develop
- The heart starts beating
- Hearing starts to form

Growing and Changing Module

34 By four weeks.

The stages of pregnancy




By 12 weeks

- The baby is now fully formed but is only around 6cm in size
- The baby is producing urine
- Eyelids remain shut
- The baby moves around a lot and the wrists and elbows can now bend
- Fingernails and toenails are forming
- Organs and intestines are developing

Growing and Changing Module

35 By 12 weeks.

The stages of pregnancy



By 20 weeks

- From head to heel, the baby now measures around 25cm
- The nerves in the baby's brain that control its senses (sight, smell, hearing, taste, and touch) are still forming
- The baby can hear its mother's heartbeat and noises outside of the womb, such as music
- The baby's hair starts to grow

Growing and Changing Module

36 By 20 weeks.

Topic - Conception

Step-by-step instructions for on-screen lesson guide

★ The stages of pregnancy ★

By 26 weeks

- The baby weighs approximately 2lbs and is around 35.5cm long
- It will start to practise breathing movements
- The baby may start to respond to certain noises
- A baby boy's testicles will start to move into the scrotum

Growing and Changing Module

37 By 26 weeks.

★ The stages of pregnancy ★

From 32-40 weeks

- The baby's ability to smell has developed
- Its skin will start to thicken
- The baby starts to move further down the mother's pelvis
- To help it control its body temperature after birth, the baby continues to build a layer of fat
- By 40 weeks, the baby is around 50cm and weighs an average of 6-8lbs. It is now ready to be born!

Growing and Changing Module

38 From 32 to 40 weeks.

Activity time

Complete the activity

The stages of pregnancy

Growing and Changing Module

39 Ask your students to complete the activity.

Activity time

Return to the activity

Is there anything you'd like to change?
(Make changes in a different colour to highlight your learning)

The Human Cycle

Growing and Changing Module

40 Ask your students to return to the activity. Would they like to add or change anything?

Topic complete

Great work everyone!

Topic extension activities →

Growing and Changing Module

41 End of topic. You may want to complete our extension activities.

Extension activity

Baby Fact File

Create a fact file about babies. You could include some of the following ideas:

- What is the average weight at birth?
- Are there different ways a baby can be born?
- Are all babies born with hair?
- What is the term used when a baby is born before their due date?

Growing and Changing Module

42 If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity.

Topic - Conception

Step-by-step instructions for on-screen lesson guide



- 43** The extension activities are now complete and you have come to the end of the Conception topic. *Now that you have completed all of the topics within the module, return to the assessment guide.*

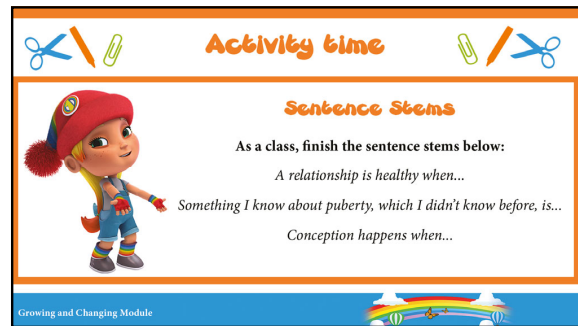
END OF TOPIC

Assessment Guide - Summative

Step-by-step instructions for on-screen assessment guide



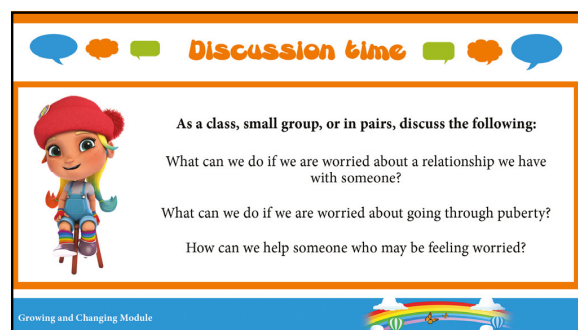
7 Now that you have completed all of the topics, return to the assessment guide and complete the final activities.



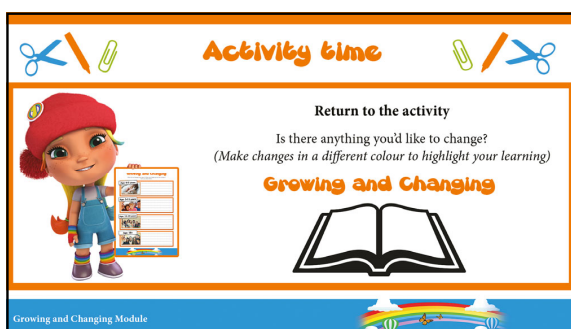
8 Ask your students to finish the sentence stems. They can complete these verbally or on one of their student pages in the back of their workbook.



9 Ask your students to complete the activity.



10 Use the prompts on screen to continue a discussion with your students.



11 Ask your students to return to the activity. Would they like to add or change anything?



12 Share Darlee's message with your students.

Assessment Guide - Summative

Step-by-step instructions for on-screen assessment guide



- 13 End of module. If you would like to download a certificate for the class or individual students, please visit the portal.

END OF TOPIC

Useful resources to explore this topic further:

- <https://www.dcnetwork.org/products/product/primary-schools-resources-parents-children-and-teachers>

During the Growing and Changing module, you may find opportunities to incorporate other information suitable for your students, depending on geographical area and background.

To build on your students' current knowledge, you should encourage them to understand that there are some cultural practices that are against British law and universal human rights, such as Female Genital Mutilation (FGM). If you would like to explore this area further with your students, you will find a selection of useful links below:

- <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>
- <http://forwarduk.org.uk/key-issues/fgm/>
- <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/>
- <https://www.savethechildren.org.uk/what-we-do/health/fgm>

You may also have the opportunity to explore the topic of forced marriage. Forcing anyone to marry is a crime, and students should be made aware that support is available to protect and prevent people from being forced in to marriage. If you would like to explore this area further with your students, you will find a selection of useful links below:

- <https://www.gov.uk/stop-forced-marriage>
- <http://www.bbc.co.uk/ethics/forcedmarriage/>
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/forced-marriage/>
- <http://www.forcedmarriage.net>

END OF MODULE

Student Self-Assessment

With the current Ofsted inspection framework under review, we wanted to respond effectively to support schools.

The new proposed framework looks at focusing more closely on personal development for each student, within their educational setting. Therefore, we have now included Student Self-Assessments (I can statements) to every module.

Students can now assess their own understanding of Personal, Social, Health, and Economic (PSHE) education. These statements also offer teachers opportunities to review.

Keeping/Staying Safe
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understood but could not explain it to someone else.
 I understood this and could explain it to someone else.

Statement				T
I can talk about the different ways I can keep myself and others safe.				
I can describe the term competence.				
I can talk about difference between a risky choice and a safe choice.				
I understand that rules are put in place to keep me safe and I follow these carefully.				
I can recognise peer pressure and know how I can push it if I am struggling.				
I understand that I am responsible for my own decisions.				
I can identify a range of different danger signs.				
I can talk about the impact on the community if there is a road traffic accident.				

Well done for completing the Keeping/Staying Safe module!
Note to teachers please use the 'T' column of the table to confirm whether you agree or disagree with the self-assessment.

Keeping/Staying Healthy
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understood but could not explain it to someone else.
 I understood this and could explain it to someone else.

Statement				T
I can explain what is meant by a balanced diet and can plan a balanced meal.				
I can talk about my healthy choices.				
I know how to look for the nutritional information on packaged food and use the information to make a healthy choice.				
I know that too much sugar, salt, saturated fats in food/drink can have negative consequences on our bodies in the long run.				
I can explain what it means to have a healthy lifestyle.				
I understand how advertising can influence what I choose to eat and drink.				
I know that smoking cigarettes can negatively affect insurance and future health.				
I know that exercise is a good thing and it is a main ingredient in a regimen.				
I can describe some of the physical and social consequences of smoking cigarettes.				
I can give reasons why someone may not feel prepared to smoke and I can give them advice on it.				

Growing And Changing
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understood but could not explain it to someone else.
 I understood this and could explain it to someone else.

Statement				T
I can explain the different types of relationships we can have.				
I can describe how relationships can change as we grow.				
I can identify who a relationship can be healthy or unhealthy.				
I know how I can go to if I'm unhappy and if I feel uncomfortable with any of my relationships.				
I can explain the term personal boundary.				
I know there have been put in place to protect me.				
I know what the word puberty means.				
I know that boys and girls go through different changes in their body during puberty and I can describe some of them.				
I understand why my body goes through puberty.				
I know about different ways to cope with the changes in my body as it goes through puberty.				
I can explain what the terms 'conceptive' and 'reproductive' mean.				

Being Responsible
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understood but could not explain it to someone else.
 I understood this and could explain it to someone else.

Statement				T
I know that it is important to behave responsibly.				
I understand the importance of following rules set for me at home.				
I know there are situations that will arise when being in time is very important.				
I can describe sensible and responsible behaviour and know what this looks like.				
I can describe careless and irresponsible behaviour and know what this looks like.				
I know my responsible behaviour to speak out when I recognise that someone is being continually misled.				
I can explain why it is important to look out for others.				
I know that it is important to set an example of appropriate behaviour and to stand up to those who do not behave in the responsible or appropriate way.				
I know that by making responsible choices, I can myself and others at risk and could create negative consequences.				

Feelings and Emotions
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understood but could not explain it to someone else.
 I understood this and could explain it to someone else.

Statement				T
I know that some feelings will make me feel good and happy while others might not feel good. This is normal for everyone.				
I can consider thoughts, feelings and emotions, and I know the difference between them.				
I can identify how to help others who feel upset, lonely or painful.				
I know that my emotions might affect my behaviour and that my choices and actions can affect myself and others.				
I know that some feelings will have an effect on my body, both physical and emotional.				
I can understand my feelings may show, even if I don't say them out loud.				
I know how to support someone who is feeling worried.				
I know what to do when I am feeling worried and know that I may feel better if I do so.				
I can explain how feelings can be communicated with and without words.				
I can identify how to reduce the feeling of worry.				

Computer Safety Module
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understood but could not explain it to someone else.
 I understood this and could explain it to someone else.

Statement				T
I can explain the term online bullying.				
I can explain some of the consequences of online bullying.				
I know and can name different types of online bullying.				
I can talk about the feelings and emotions we can have if we have a negative online experience.				
I can talk about some of the ways I could get help if I have a negative online experience.				
I know the positive and negative consequences of sharing images online.				
I have a set of rules I follow before I share an image to prevent negative consequences.				
I know about the laws and rules about sharing things that help to keep me safe.				
I can talk about the processes I might follow about sharing an image online.				
I recognise that there are key values in maintaining positive relationships online.				

The Working World
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understood but could not explain it to someone else.
 I understood this and could explain it to someone else.

Statement				T
I can explain where the money comes from to pay for the services that help keep us safe and healthy.				
I understand how I can contribute at home, at school and in the community.				
I can talk about different ways I can help the people who look after us.				
I know who pays for my education.				
I understand how to save money and why it is important to save.				
I understand the skills that will need to be my chosen future career.				
I can name some of the jobs that I can do to help out at home.				
I know and understand various money related terms.				
I can describe how to budget in order to buy things I may need or want.				
I can explain what the word 'entrepreneur' means.				

A World Without Judgement
My Learning Journey (8-11)

Name: _____ Class: _____

Read each of the statements, then use the key below to help you tick the appropriate box.

I do not understand this yet.
 I think I understood but could not explain it to someone else.
 I understood this and could explain it to someone else.

Statement				T
I can describe the positive characteristics in others.				
I know there are different types of religious and beliefs in the UK.				
I can explain why being different can be positive.				
I can name all of the things I am good at.				
I can set myself goals and try to improve in different areas of my life.				
I know there are different types of religious and beliefs in the UK.				
I can explain the importance of respecting people's differences.				
I can empathise to learn how other people are different from me.				
I know how my opinions and judgements can affect others and that it is important to be positive.				
I can recognise that everyone is entitled to live the life they choose, as long as they are not harming anyone.				
I can explain why it is important to live a life that causes harm for others.				
I understand I should not allow the negative opinions that others may have, affect what I think and feel.				



Visit each individual module in the portal to download our new Student Self-Assessment worksheets.