

# **SEAL and SRE**

## **Year 5**

**Information for Parents/Carers**

**Year 5**

# Session 1 - Self and Body Image

## Learning Intentions:

- I am aware of my own self – image and how my body image fits into that
- I know how to develop my own self esteem



## During this session, we will be:

- Discussing the importance of a positive self image and a discussion about how the media portray 'role models' – how realistic are these body image expectations, including the impact of air brushing.
- Helping the children to understand that if they change any negative perceptions of themselves into positives, they will see themselves in a more positive way, which will raise their self esteem and help them to feel good about themselves.

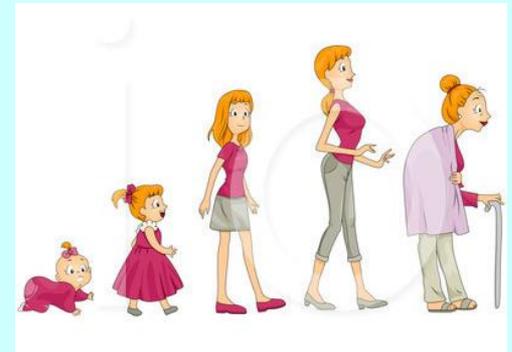
# Session 2 – Puberty for Girls (Girls only)

## Learning Intentions:

- I can explain how a girls body changes during puberty and understand the importance of looking after myself physically and emotionally
- I understand that puberty is a natural process that happens to everybody and that it will be ok for me

## During this session, we will be:

- Discussing how the body changes physically and emotionally in puberty for girls and boys.
- Clarifying any misconceptions about puberty myths.
- Explaining about the menstrual cycle and exploring sanitary products.
- Encouraging the girls to ask questions about puberty (anonymously using a private post box in the classroom if they feel more comfortable).



# Session 3 – Puberty for Boys

## (Boys only)

### Learning Intentions:

- I can describe how boys and girls bodies change during puberty
- I can express how I feel about the changes that will happen to me during puberty

### During this session, we will be:

- Discussing how the body changes physically and emotionally in puberty for girls and boys.
- Discussing sensitive issues relating to puberty and how peoples opinions can vary.
- Understanding the male reproductive system.
- Encouraging the boys to ask questions about puberty (anonymously using a private post box in the classroom if they feel more comfortable).



# Session 4 – Looking Ahead

## Learning Intentions:

- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
- I can be confident that I can cope with the changes that growing up will bring.

## During this session, we will be:

- Discussing perceptions of teenagers, both as a child and through the perceptions of the media.
- Give children a realistic and positive outlook on becoming a teenager.
- Help children to understand that growing up brings increased responsibilities
- Allow children to discuss what they are looking forward to when becoming a teenager.



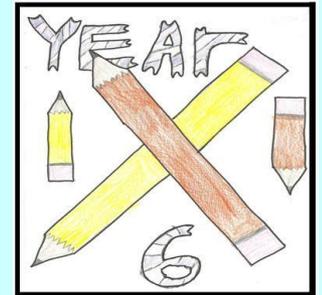
# Session 5 – Looking Ahead to Year 6

## Learning Intentions

- I can identify what I'm looking forward to when I am in Year 6
- I can start to think about changes I will make when I am in Year 6 and know how to go about this

## During this session, we will be:

- Giving the children opportunities to say what they are looking forward to about being in Year 6.
- Discussing any worries they may have about moving into Year 6 and what can be done to manage these feelings.
- Giving the children opportunities to meet and talk with the current Year 6 and ask them any questions they may have.
- Discuss strategies about how to manage the changes they face when moving up to Year 6.



# Vocabulary Used in the Year 5 SEAL and SRE Sessions:

Self

Self image

Body

Self esteem

Perception

Puberty

Menstruation

Periods sanitary towels/  
pads tampons

Ovary

Vagina

Womb/uterus

Sperm

Semen

Testicles/testes

Erection

Ejaculation

Wet dream

Larynx

Facial hair

Growth spurt

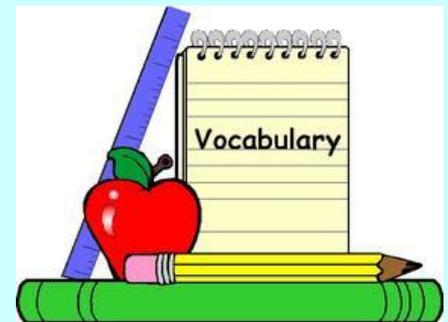
Hormones

Teenager

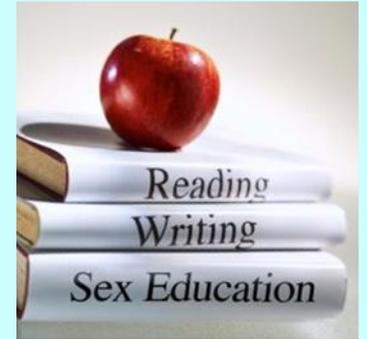
Milestone

Responsibilities

Change



# Year 6



# Session 1 – My Self and Body Image

## Learning Intentions:

- I am aware of my own self – image and how my body image fits into that
- I know how to develop my own self esteem



## During this session, we will be:

- Discussing the importance of a positive self image and a discussion about how the media portray ‘role models’ – how realistic are these body image expectations, including the impact of air brushing.
- Discuss the ideal that most of us have a ‘real’ self image and an ‘ideal’ self image and how this could cause problems if they are unrealistic.
- Helping the children to understand that if they change any negative perceptions of themselves into positives, they will see themselves in a more positive way, which will raise their self esteem and help them to feel good about themselves.

# Session 2 – Puberty



Children separated into girls and boys for this session

## Learning Intentions:

- I can explain how girls and boys bodies change during puberty and understand the importance of looking after myself physically and emotionally
- I can express how I feel about the changes that will happen to me during puberty

## During this session, we will be:

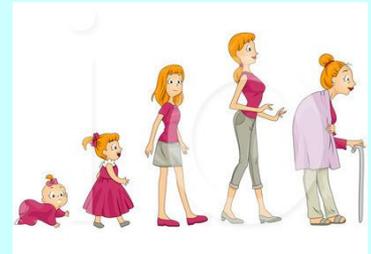
- Discussing how the body changes physically and emotionally in puberty for girls and boys.
- Discuss and distinguish the facts about puberty from the myths and half truths.
- Giving the children opportunities to ask questions about how your body, your feelings and your lifestyle are going to change as they grow up (anonymously using a private post box in the classroom).

# Session 3 – Girl/Boy Talk

Children separated into girls and boys for this session

## Learning Intentions:

- I can ask questions I need answered about changes during puberty
- I can reflect on how I feel about asking the questions and about the answers I receive.



## During this session we will be:

- Giving the children opportunities to consolidate their understanding about puberty by attempting to answer the anonymous questions from their peers, asked in the previous session.
- Answering any remaining questions and addressing any misconceptions.

# Session 4 – Babies: Conception to Birth

## Learning Intentions:

- I can describe how a baby develops from conception through the 9 months of pregnancy, and how it is born.
- I can recognise how I feel when I reflect on the development and the birth of a baby.

## During this session we will be:

- Showing the children how a baby develops in the womb, month by month.
- Introducing the main facts of the progression from conception, through pregnancy to birth.
- Allowing children to discuss their thoughts and feelings that they have about the whole process by which a new life starts, and how they think they themselves will need to adapt their life in order to bring a child up.



# Session 5 - Relationships



## Learning Intentions:

- I can recognise there are different types of relationships all around us
- I can express how I feel about the growing independence of being a teenager and I am confident that I can cope with this

## During this session we will be:

- Discuss the different kind of relationships we have with the people around us.
- Discuss the important factors a couple should consider before deciding to have a baby and encouraging children to consider what a life changing step it is to take responsibility for bringing new life into the world.
- Help children understand that growing up brings increased responsibility and to ensure that the children have a realistic and positive outlook about becoming a teenager.

# Session 6 – Transition to Secondary School

## Learning Intentions:

- I can identify what I am looking forward to and what worries me about the transition to secondary school
- I know how to prepare myself emotionally for starting secondary school

## During this session we will be:

- Giving the children opportunities to say what they are looking forward to about moving to secondary school.
- Discussing any worries they may have about moving to secondary school and what can be done to manage these feelings.
- Discuss strategies about how to manage the changes they face when moving up to secondary school.
- Encourage the children to reflect upon their time at Birch Copse sharing their memories and best moments.



# Vocabulary Used in the Year 6 SEAL and SRE Sessions:

Self

Self image

Body

Self esteem

Real self

Celebrity

Opportunities

Perception

Puberty

Pubic hair

Hips widen breasts

Ovulation

Underarm hair

Penis

Feeling moody

Menstruation

Periods sanitary towels/  
pads tampons

Ovary

Vagina

Womb/uterus

Sperm

Semen

Testicles/testes

Erection

Ejaculation

Wet dream

Larynx

Facial hair

Growth spurt

Hormones

Teenager

Milestone

Responsibilities

Independence

Change

Trust

Respect

Pregnancy

Embryo

Foetus

Placenta

Umbilical cord

Labour

Contractions

Cervix

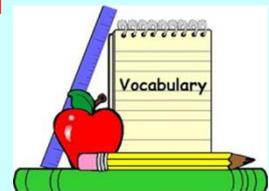
Midwife

Relationships

Sexual intercourse (sex)

Transition

Secondary school



# Government Guidelines for SRE

**Children are allowed to be removed from some aspects of the SRE lessons, but they do have take part in the compulsory Science Learning Objective below:**

## **Science -**

- I can describe the changes as humans develop to old age. (sex education)



# Government Guidelines for PSHE

PSHE education is a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools **'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'**.



In addition to the national curriculum framework, the Department for Education guidance states that the subject is **'an important and necessary part of all pupils' education'** and that **'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'**

# Government Guidelines for PSHE

## Year 5

### **Pupils should be taught:**

#### **Developing confidence and responsibility and making the most of their abilities:**

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society

#### **Preparing to play an active role as citizens:**

- to resolve differences by looking at alternatives, making decisions and explaining choices
- to research, discuss and debate topical issues, problems and events
- to explore how the media present information



#### **Developing a healthy, safer lifestyle:**

- about how the body changes as they approach puberty
- to recognise the different risks in different situations and then decide how to behave responsibly, and judging what kind of physical contact is acceptable or unacceptable
- what makes a healthy lifestyle and how to make informed choices

#### **Developing good relationships and respecting the differences between people:**

- to recognise and challenge stereotypes
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

# Government Guidelines for PSHE

## Year 6

### **Pupils should be taught:**

#### **Developing confidence and responsibility and making the most of their abilities:**

- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings

#### **Preparing to play an active role as citizens:**

- to recognise the role of voluntary, community and pressure groups
- to explore how the media present information

#### **Developing a healthy, safer lifestyle:**

- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

#### **Developing good relationships and respecting the differences between people:**

- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- where individuals, families and groups can get help and support

