

Relationship and Sexual Health Education – this MTP will cover the following areas: Puberty, Personal Care, Public and Private behaviours, My body is my own, good secrets, bad secrets and safeguarding. Students will have the opportunity to explore issues surrounding these topics through using a variety of different tasks from discussion to role-play. This MTP supports the school ethos to develop communication skills enhance well-being and provide independent work. This scheme of work also supports the following Link priorities: **11. Emotional Development** – able to recognise and communicate their emotions and implement effective strategies to support self- regulation. **12. Emotional Development** – able to recognise and value their own abilities and barriers– leading to a positive self-esteem. **13. Emotional Development – Theory of Mind** – able to see a situation from another person’s perspective and adjust their behaviour to support others. **14. Personal safety** – able to see hidden risks by recognising less obvious intentions of others- making safe choices.

	Topic	Learning Objectives	Tasks	Assessed LO
W1	Growing Up	I can identify one or more facts about puberty.	<p>Brainstorm the word puberty- what does it mean – what age group does it affect.</p> <p>What changes take place during puberty – how does the human body develop? What happens to our bodies and why?</p> <p>https://www.bbc.co.uk/bitesize/clips/zjhq6sg</p> <p>Watch link and discuss Ali’s response. Why was Ali scared? What did his dad say to him?</p> <p>Label diagrams using formal terminology. How do some people feel about these changes, what is natural and normal?</p>	I can identify one or more physical changes during puberty.

		<p>I can explore how moods can change during puberty.</p> <p>I know one or more ways I can ask for help.</p>	<p>What are moods? What is a good mood and what is a bad mood? Brainstorm and list what activities/situation put us in a good mood. What is a bad mood – list behaviours. Identify images which demonstrate good mood and bad mood. What might cause us to be in a bad mood – confusion, misunderstanding, fear. Why our moods might change during adolescence. What is happening biologically?</p> <p>Touch upon the science briefly. What are hormones? link. Watch link and discuss, identify different feeling and what characters did when they felt confused?</p> <p>Recap, physical and emotional changes during puberty. What might teenagers often feel during puberty? List on board.</p> <p>Have a pile of cards with different emotions written down. Ask students to choose a emotion that have often felt and stick on board. Discuss when and where we might feel them. What can we do when this happens who can we talk to – list different friends, adults, agencies.</p> <p>What might young people feel worried, scared, or anxious about?</p> <p>Role-play scenarios- moods and how they can impact relationships – misunderstanding.</p> <p>Can use this clip from Inside Out Movie, which</p>	<p>I can say one or more reasons why our mood changes during puberty.</p> <p>I can identify one or more ways to seek help and support during puberty.</p>
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W2	Personal Care	<p>I can explain what personal care means.</p> <p>I can identify one or more ways to demonstrate personal care.</p>	<p>Who takes care of us? What does the word care mean? Discuss, student write their answer on board.</p> <p>Brainstorm different ways of showing care.</p> <p>Sort images into what has been cared for/neglected. How can we tell? Is care important why do we need to care? What is personal care. What does that look like?</p> <p>Re-cap on physical changes during adolescence.</p> <p>Importance of personal care- list consequences of neglecting need for personal care.</p> <p>Brainstorm different tasks we need to complete to exercise personal care. Create a day in the life of writing down/drawing all the different ways we demonstrate personal care – brush teeth in morning etc.</p>	<p>I understand the meaning of personal care.</p> <p>I know one or more ways to demonstrate personal care.</p>

		I can say one or more reasons why personal care is important.	<p>personal care animation 2 minute clip</p> <p>Re-cap- what does personal care look like – how can we say that someone is demonstrating personal care.</p> <p>What can happen if we stop taking care? Identify what care we need to take as young people now that we are growing up and may no longer depend on our parents /carers. What should we be doing for ourselves?</p> <p>Can lack of personal care affect our relationships with others? Explore scenarios and discuss. Highlight reasons personal care is very important.</p>	I can identify one or more reasons why personal care is important.
W3	Public and private behaviours	<p>I can name one or more public and private places.</p> <p>I can identify one or more public and private behaviours.</p>	<p>What do we mean by the words: public and private?</p> <p>Can we list 6 or more public places. Brainstorm on board and subtitles in books.</p> <p>What do we do/behave in a public place? How many private spaces can we list?</p> <p>Can we sort the images into private and public? Can we place the different behaviours next to the images? Discuss how we might behave in different places/spaces.</p> <p>Brainstorm the meaning of the words: public and private behaviours. Separate images into public and private.</p> <p>https://www.bbc.co.uk/bitesize/clips/z6rsb9q</p>	<p>I can say what a private space is and what a public space is.</p> <p>I can say one or more differences between public and private behaviours.</p> <p>I can identify the importance of demonstrating the correct</p>

		<p>I can explore the importance of public and private behaviours in the right situations.</p>	<p>watch link and discuss. Identify the public/private behaviour. What should we do in this scenario? What does private mean to you?</p> <p>Re-cap meaning of public and private behaviours.</p> <p>What behaviours are okay to do in public? List on board: eating drinking, running, swimming etc. Identify behaviours that we should only do in private.</p> <p>Why is it important to have private spaces?</p> <p>What does the word unsafe mean? What private behaviours could make us unsafe if we did them in public- getting changed, taking a shower etc.</p>	<p>behaviour.</p>
<p>W4</p>	<p>My body is my own.</p>	<p>I understand that private means private.</p> <p>I understand that No means No.</p>	<p>https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>Can we name different ways that people might touch each other? Identify safe touch.</p> <p>What do we mean by private? Can we identify the private parts of our bodies? Label images. Should others be allowed to touch the private parts of our bodies? Discuss</p> <p>Can we touch the private parts of our bodies? Do we remember the importance of public and private behaviours? Complete your Pants cut-out and write down your rules.</p> <p>Play Yes and No game.</p> <p>List scenarios where we should say No.</p>	<p>I can say what the word private means.</p> <p>I know that I can say and mean No.</p>

		<p>I understand that nobody should touch my private parts.</p>	<p>Identify scenarios where young people should say No. Identify private behaviours that are unsafe to do in public. Discuss how these behaviours might be unsafe for us.</p> <p>https://www.youtube.com/watch?v=uAD17zMgjHc</p> <p>Re-cap safe touch unsafe touch. The importance of saying No and understanding that No means No. Discuss. Where on your body should no person touch you – discuss in only in certain situations for medical reasons or being examined by a doctor. What parts of someone else’s body should we not touch? Why is this important? Practice saying: ‘No you cannot touch me’.</p>	<p>I know that no-one should touch the private parts of my body.</p>
<p>W5</p>	<p>Good secrets Bad secrets</p>	<p>I can explore the meaning of good secrets and bad secrets.</p> <p>I can say one or more differences between a good secret and a bad secret.</p> <p>I understand that bad secrets can be</p>	<p>What is a secret? Discuss and brainstorm on the board what a secret is.</p> <p>What kind of secrets do people have? Why might people have secrets? Surprise birthday party, present etc.</p> <p>What is a bad secret? Can we identify which secrets might be good and bad in images? Summarise on board what a bad secret might look like.</p> <p>Re-cap example of a good secret and a bad secret. Identify bad secrets and good secrets from images. How can we tell what might be bad/good? Identify, behaviour, emotion, facial expressions, physical gestures/body language.</p> <p>Highlight the differences between good and bad secrets.</p> <p>https://www.youtube.com/watch?v=hYIUT5CBXCo</p> <p>Re-cap what is a bad secret. Explore scenario of person with bad secret.</p>	<p>I can identify a bad secret.</p> <p>I can say one or more differences between a bad secret and a good secret.</p>

		harmful	<p>How might that people be feeling with their bad secret? Are they scared? What could we say to them? Could their bad secret hurt them?</p> <p>https://www.youtube.com/watch?v=GWqTzeITGLY who can we talk to/seek help from if we have a bad secret?</p>	I can identify how bad secrets can be harmful
W6	Safeguarding	<p>I can say one or more ways to stay safe.</p> <p>I know one or more differences between feeling safe and unsafe.</p> <p>I know where to go to seek help</p>	<p>Good stranger bad stranger – differences and examples.</p> <p>What does ‘staying safe’ mean? What does it look like – brainstorm on board. List ways we can keep ourselves safe including public and private behaviours/ secrets. What would you say to a friend to help them stay safe – role-play scenarios – discuss and evaluate.</p> <p>How do we feel when we are safe? How do we feel when we are unsafe? List positive and negative emotions- on board what should we do when we feel unsafe? What would you say to a person that was feeling unsafe – they told you that they felt unsafe – role-play?</p> <p>What could we say to someone who was feeling unsafe? Could we identify when they need to seek help?</p> <p>Which people do we trust in our lives? Who could we tell if we felt unsafe? List agencies and explain their role. .(School / carers/GP/organisations such as Young Minds / CAMHS) https://www.youtube.com/watch?v=kmSinPMVU2U watch link and discuss. How the agency will support and take steps that will keep you safe</p>	<p>I can say how I can stay safe</p> <p>I understand the difference between feeling safe and unsafe.</p> <p>I know where and how to seek help and support.</p>

