

MEDWAY PRIMARY PSHE EDUCATION
RELATIONSHIPS AND SEX EDUCATION

YEAR 6

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YEAR 6
TEACHER GUIDANCE

INTRODUCTION

These notes accompany lesson plans written especially for Medway schools in partnership with the PSHE Association. They have been designed to support class teachers delivering relationships and sex education (RSE), as part of the PSHE education curriculum, at key stages one and two.

From September 2019 relationships education will be statutory in all schools at key stages 1 and 2. Education about relationships is covered through many aspects of the primary PSHE curriculum (and will go beyond the contents of these lesson plans). Schools should ensure their PSHE education programme therefore includes all elements of the new statutory guidance for relationships education, which will be published for consultation in Summer 2018. Elements of sex education that are not included in the statutory guidance will remain non-statutory in primary schools but in order to safeguard pupils effectively we strongly recommend that Medway schools provide a comprehensive programme of relationships and sex education (including these lessons) as an integral part of their PSHE provision. We therefore use the term relationships and sex education (RSE), rather than relationships education, to reflect this best practice approach.

This resource pack replaces and updates the Medway lessons on puberty and moving to secondary school, published in 2015. An additional three lessons on other aspects of RSE were added in January 2018, with a further five added in June 2018.

These lessons contribute to the curriculum for PSHE education, as set out in the [PSHE Association Programme of Study for PSHE education](#). Signposted by the Department for Education, the PSHE Association's Programme of Study outlines learning opportunities in three core themes: Health & Wellbeing, Relationships, and Living in the Wider World. For a detailed overview of how these lessons link to the Programme of Study, see Appendix 2.

Primary schools must have regard to the Department for Education statutory guidance on preparing pupils for the physical and emotional changes of puberty before they experience them. For this reason, we recommend that teaching about puberty should begin in Year 4.

These guidance notes should be read carefully before teaching any of the lessons. Teachers should also refer to relevant school policies, such as policies on SRE/RSE, child protection, and safeguarding.

Preparing to teach relationships and sex education

CREATING A SAFE LEARNING ENVIRONMENT

Time should be set aside to establish a safe learning environment for both pupils and adult staff in the classroom. This helps pupils to feel comfortable about sharing feelings, exploring values and attitudes, expressing opinions, and considering the views and opinions of others without fear of negative feedback. As well as encouraging more open discussion, it helps to ensure that teachers are prepared to deal with unexpected disclosures or inappropriate comments should they occur.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion (see the Ground Rules section below)
- offer some opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make something available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class (see the 'Ask-it Basket' section below)
- provide access to balanced information and differing views to help pupils clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)
- exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)

- link PSHE education with the whole-school approach to supporting pupil welfare
- make pupils aware of sources of support both inside and outside the school

Teachers should ensure that the content, approach and use of inclusive language reflect the diversity of the school community and society more widely—helping every pupil to feel valued and included in the classroom. It is good practice for these sessions to be taught in mixed-sex classes, and all pupils should learn about the changes of puberty in both males and females—recognising in an age-appropriate way that sex and gender are not binary.

As with any other lessons, 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.

GROUND RULES

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy. To be effective, pupils and teachers should develop ground rules together, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending them as necessary.

Examples of ground rules include:

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if you do not wish to comment

ASK-IT BASKET

An 'Ask-it Basket' question box or bag encourages pupils to ask questions with anonymity and without embarrassment. Introduce the Ask-it Basket either whilst creating the ground rules or at the beginning of each lesson. It should be accessible both during and after every lesson. The purpose of the Ask-it Basket should be explained to pupils:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are significant issues about a pupil's safety or wellbeing that need to be shared with others—see the 'Limits of confidentiality' section below.
- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

Tip: To ensure that pupils do not feel self-conscious about being seen to be asking a question, give each pupil a piece of paper and ask them to write down what they had for breakfast or lunch, and then add any questions they have. This means that everyone is writing at the same time. You could set some time aside at the end of each session to do this.

LIMITS OF CONFIDENTIALITY

It is important that teachers are well prepared to deal with any issues arising from the lessons. Teachers should explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room, in the room; if they were concerned about a pupil's safety or wellbeing, they would have to tell one other member of staff. If a question, behaviour, or language arises that a teacher finds concerning, this should be discussed with the designated safeguarding lead—in line with the school's safeguarding and child protection policies. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupil's age should be addressed. There may be times when a question raised by a pupil should be referred to parents/carers (the school RSE pol-

icy should provide guidance regarding staff protocol on this). It is good practice to talk to the pupil(s) concerned before involving a parent or carer—to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with the head/designated safeguarding lead and acted upon in accordance with the school's confidentiality policy. It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone, including parents/carers.

Female genital mutilation (FGM)

These lessons do not address female genital mutilation (FGM). This is a separate but vitally important safeguarding issue. The summer holiday between Year 6 and Year 7 is a common time for this illegal and abusive procedure to be carried out, although it can occur at a much younger age. The PSHE Association has produced [guidance](#) on teaching about FGM and further help and advice can be obtained from the charities: [FORWARD](#) and [Freedom Charity](#).

Forced Marriage

These lessons do not discuss forced marriage. However, if discussing marriage (for example, during the Year 6 lessons on positive, healthy relationships and how a baby is made), this is a good time to flag up that marriage should be entered into freely—only if both are adults and with the agreement of both the people involved. And that if anyone ever felt they or someone else was at risk of being forced to marry, they should tell someone else they trust or seek help via a website or helpline such as [ChildLine](#) or [Freedom Charity](#).

ASSESSING PUPILS' BASELINE AND PROGRESS

Each lesson (or series of lessons) begins with a baseline assessment activity and ends with an end-point assessment activity. Baseline assessment provides an insight into the pupils' prior knowledge, understanding, skills, attitudes, beliefs and vocabulary. Moreover, the end-point activity allows teachers and pupils to demonstrate progress made from that starting point. When assessing pupils' baseline, it is important that the topic is not discussed with them beforehand, and that they are not over-prompted. The idea is to set an open-ended activity using neutral language that does not lead pupils to a particular answer—thus giving a genuine snapshot of what they are bringing to the topic before teaching anything new.

Baseline assessment activities can be done individually (useful if you wish to demonstrate individual progress), in which case before starting the activity, tell the pupils that they should work quietly on their own, without conferring. Alternatively, in some lessons you may wish to quickly gauge the group's starting point by carrying out the baseline activity through small group work or whole class discussion. In these lessons, the assessment activities are designed to be carried out individually by the pupils.

DIFFERENTIATING THE LEARNING

It is impossible to provide detailed advice on differentiating this learning for all needs and abilities, and teachers will know best the needs of their pupils in relation to accessing this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support or additional challenge to further develop their thinking.

EXTENSION ACTIVITIES

Ideas are provided for extension activities. These can be provided for pupils who complete activities quickly or alternatively, can be used as a class activity to further deepen and extend pupils' learning.

SUPPORTING STAFF

Teachers should look over the lesson plans before using them in class. They may like to discuss the lessons in more detail with the school PSHE education subject lead. A staff briefing or INSET to introduce the lessons can be useful—especially when teaching these lessons for the first time. Lessons should be taught within the context of the school policies, including the SRE/RSE policies. These should be reviewed regularly, in line with curriculum updates.

SUPPORTING PARENTS AND CARERS

Many schools choose to hold a curriculum evening or workshop to introduce parents to what their child will learn in RSE lessons. Lesson activities and resource/materials being used can be included to demonstrate how RSE is taught and what pupils of different ages will learn. Many parents welcome this opportunity and it can be reassuring if they have concerns. Again, this should be introduced to parents through the context of the school policy.

SIGNPOSTING SUPPORT FOR PUPILS

In each lesson, pupils should feel able to ask for more help, advice and support if they want to. All pupils should feel they can ask a teacher in school or adult who they trust out of school (such as a parent or carer) if they have further questions.

Websites can be helpful for older pupils—the teacher should ensure they direct pupils to specific websites where information is age appropriate, monitored and accurate.

TEACHING THE Y6 LESSON PLANS: ADDITIONAL NOTES

PUBERTY: RECAP AND REVIEW

This lesson has been designed to consolidate pupils' previous learning about puberty for year 6 pupils. Pupils should have already learned about puberty in year 4 or year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to recap key vocabulary used in later lessons. Encourage pupils to use scientific vocabulary throughout the lesson. If slang words are suggested, check pupils' understanding and provide the correct word. It is essential to teach about puberty before pupils experience it—to ensure that their physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. This includes being able to tell someone about behaviour that worries them or makes them uncomfortable.

These lessons do not focus on personal safety, though by teaching them you are of course, helping safeguard pupils. Understanding their bodies and the changes they will experience at puberty, helping pupils respect and care for their own bodies and exploring changing feelings at puberty all contribute to this.

When talking about the male and female genitalia, it may be useful to highlight the [NSPCC underwear rule](#), whilst noting that this does not need to be taught in-depth in this lesson—as it should be covered in separate lessons on keeping safe.

National Curriculum links: For links to the primary science curriculum, see Appendix 3

PUBERTY FACT OR MYTH ACTIVITY – PUPIL READY RESPONSES

Use these answers to support you in responding to pupils' feedback to the puberty fact or myth cards activity, deciding on the appropriate level of detail for your pupils.

1. Everybody starts puberty at the same time, around the age of eight

MYTH — *Young people begin puberty at different ages, but usually between the ages 8-13.*

2. Pubic hair grows during puberty

FACT — *Pubic hair (hair that grows around the pelvic area, vagina and penis) grows at puberty.*

3. People's body shape changes when they grow through puberty

FACT — *Young people will notice the shape of their body does change at puberty, for example hips might grow wider or shoulders broader.*

4. Everyone gets tummy ache when they get their period

MYTH — *Some people might experience a dull ache or pain in their tummy or lower back when they have their period and some may experience strong pains, but this may not happen to everyone.*

5. It is normal to have mood swings or to feel different strong emotions during puberty

FACT — *Due to hormonal changes in the body at puberty, emotions are likely to be heightened and may feel stronger than usual.*

6. The size of a person's breasts or penis is determined at puberty

MYTH — *The size of a person's breasts or penis, or any other parts of their body, changes over time. At puberty, young people are still growing so it is not possible to know how their body will look as an adult.*

7. Puberty causes people to sweat more

FACT — *Due to hormonal changes in the body, young people experiencing puberty are likely to sweat more. It is especially important to follow hygiene routines at this time to prevent smells or germs spreading.*

8. Voices get deeper at puberty

FACT — *As people go through puberty, their voice box (larynx) gets bigger and this makes their voice grow deeper. In males, the muscles change which can cause the voice to break into a squeak sometimes.*

9. Squeezing spots will help them to go away

MYTH — MAYBE *Most young people will experience some spots at puberty, due to skin producing more sebum at puberty. It is usually said that squeezing spots will not make them go away, in fact, doing this can spread bacteria and make spots worse! The best thing to do is to keep skin clean but remember that having spots is not due to poor hygiene.*

10. Pads are the only product available for use during a period

MYTH — *Other products are available, including tampons and re-useable products such as moon-cups or sea sponges. It is up to the individual; some choose not to use certain products through personal preference or other reasons such as their cultural background.*

11. Puberty is a natural part of growing up and the human life cycle

FACT — *Puberty is one part of the human cycle of life.*

PUBERTY: CHANGE AND BECOMING INDEPENDENT

This lesson extends pupils' thinking about puberty and the concept of change throughout our lives. It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that might accompany this.

Timeline activity

For the timeline activity towards the end of the lesson, explain to pupils that they should only include things they are willing to share with others in the class. You may prefer to ask pupils to make a fictional timeline for the character of Sami from the previous activity. They could think of a positive change Sami may have experienced as a baby, toddler or child, or something Sami may have achieved. They could then think of something Sami might achieve or aspire to as a teenager or adult.

POSITIVE, HEALTHY RELATIONSHIPS

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. It also helps pupils to understand that relationships can change over time and explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change. The focus for this lesson is on pupils of a similar age (or secondary school age).

Choosing pictures from magazines, newspapers, online or the media

When choosing pictures of different types of relationships for the initial activity, be sure to avoid ambiguous images or those that promote stereotypes—ensuring you include different ethnicities and cultural groups, in lots of different types of relationships. Try to find pictures of a wide range of relationships including, for example, parent-child, siblings, romantic relationships and grandparent-grandchild.

Separation and divorce

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 they can ask for help and advice, and signpost whom they can talk to, at home, in school, as well as online — if they have concerns.

HOW BABIES ARE MADE

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school.

This lesson emphasises that having sexual intercourse or the decision to have a baby, is something for when they are much older. It also emphasises the importance of consent in this context. It enables pupils to reflect on values and responsibilities within healthy adult relationships, and is therefore set clearly within RSE — as part of the wider PSHE education curriculum.

This lesson should not be taught as a ‘stand-alone’, but should be taught within the context of other learning about growing, changing and relationships, and can be taught following Year 6 Lesson 1: Positive relationships. Pupils must have been taught about the changes that take place during puberty (in year 4 or 5) before this lesson is delivered.

Definition of ‘adult’

An adult is someone who has fully grown or developed. The age range that someone is considered an adult varies in different countries and cultures, but in the UK, an ‘adult’ is generally thought of as aged 18 and over. Middle-age is generally thought of as the period after early adulthood and before old age. Again this will differ, but could be thought of as about 45-65.

Note on using the children’s book: *How did I begin?* by Mick Manning and Brita Granstrom

We would advise using the text in this book with care as it does not reflect diverse relationships or the different ways of making a baby — these are however, addressed in the pregnancy facts activity.

PREGNANCY FACTS — PUPIL READY RESPONSES

Use these answers to support you in responding to pupils’ feedback to the ‘true, false, it depends’ cards, deciding on the appropriate level of detail for your pupils.

A baby is born after nine months in the mother’s uterus (womb)

TRUE / IT DEPENDS — Most babies are born after 40 weeks (approximately nine months) of growing in their mother’s uterus. However, sometimes a baby is born earlier than this. This can happen naturally, or it might be because there is a problem—and to keep the baby and mother healthy—the baby has to be born prematurely. Sometimes these babies are called ‘premature’ babies, and need extra special care in a hospital before they can come home. And sometimes babies are born a few days after the 40 weeks.

Women feel sick when they are pregnant

IT DEPENDS — Some women can feel sick if they are pregnant. This might happen during the first few weeks or months of pregnancy especially. Not all women will feel sick during their pregnancy.

Babies are born through their mother’s vagina

IT DEPENDS — When a baby is ready to be born, their head is usually pointing downwards ready to be born through the mother’s vagina. Some babies are born through ‘caesarean section’ (also known as ‘a caesarean, or a ‘C-section’), meaning the mother has an operation to make a small opening in her tummy so the baby can be lifted out of her uterus (womb). This can depend on how easily the baby is being born, and if there are any problems. Sometimes midwives and doctors will suggest that it might be difficult for the baby to be born through the vagina.

Twins are made when two sperm find two eggs

TRUE — If two sperm find two eggs, then two babies grow next to each other—twins! These twins (known as fraternal twins) can be the same sex or one male, one female and may not look alike.

Twins are made when a cell divides and grows into two separate babies

TRUE — If the first cell divides and grows into two separate babies, they are called ‘identical’ twins and look almost the same. These twins are always the same sex.

Only females give birth to babies

TRUE — Female bodies contain the body parts that can give birth to babies (ovaries, uterus or womb, fallopian tubes and vagina). Humans are mammals, so the female carries the baby until birth.

Sexual intercourse is the only way a baby can be made

FALSE — All babies are made when a (male) sperm meets and enters a (female) ovum. Sometimes this process is done in a science lab — where the sperm and ovum are put together by a scientist. Once the egg is fertilised, it can be put into the uterus (womb) to grow: this is known as IVF (In vitro fertilisation). There are lots of different reasons why this might happen, including: if a couple want to get pregnant but are finding it difficult; if a person decides to have a baby on their own; or if a same-sex couple wishes to have a baby. For same sex couples or a person having a baby on their own, donor sperm, or a donor egg and surrogate (someone who carries a baby in their uterus for another person) can be used.

A couple can prevent a baby being made during sexual intercourse

TRUE — Couples can choose whether they want to try to have a baby. Using contraception during sexual intercourse can stop a baby from being made. One way of doing this is if a couple use a condom (a special plastic covering) over the man's penis to trap the semen and prevent the sperm entering the woman's body. There are different types of contraception. If they're used correctly, they nearly always stop a baby from being made, although it isn't 100% certain.

Not everyone has a baby

TRUE - Some adults who want to have a baby are not able to – there are lots of different reasons for this. They might decide to try IVF (In vitro fertilisation — where the sperm and ovum are put together by a scientist. Once the egg is fertilised it can be put into the mother's womb to grow.) Or, they might choose to adopt a baby — this is when a baby goes to live with a parent/parents who are not their biological parent/parents. Some adults choose not to have a baby at all.

USEFUL WEBSITES

- www.childline.org.uk
- www.nspcc.org.uk
- www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx
- www.kidshealth.org/kid/
- www.bbc.co.uk/education/topics/z3xxsbk
- www.thinkuknow.co.uk/

USEFUL DOCUMENTS

- DfE statutory guidance on SRE: [Sex and Relationships Guidance](#), DfE July 2000*
- Additional guidance, published by the PSHE Association, Sex Education Forum and Brook: [Sex and Relationships Education \(SRE\) for the 21st Century](#), February 2014
- Sex Education Forum's 12 principles of effective RSE

**At time of writing we are awaiting new government regulations and statutory guidance on relationships education. We expect these to be published for consultation in Summer 2018 and that schools will be required to teach in line with this guidance from September 2019*

YEAR 6
LESSON PLANS

LESSON 1

PUBERTY: RECAP AND REVIEW

CONTEXT

This lesson has been designed to consolidate pupils' previous learning about puberty. Pupils should have already learned about puberty in year 4 or year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to recap key vocabulary used in later lessons. *See Teaching the Y6 lesson plans: Additional notes section before teaching the lesson.*

LEARNING OBJECTIVES

We are learning:

- more about the changes that happen at puberty (recap from year 4 or 5)

INTENDED LEARNING OUTCOMES

- describe the physical and emotional changes that occur during puberty and how to manage these
- identify myths and facts about puberty, and what is important for a young person to know
- demonstrate how to begin conversations (or ask questions) about puberty with people that can help us

RESOURCES REQUIRED

- 'Ask-it-basket' and pieces of paper (see teacher guidance)
- Pencils or pens, including coloured pencils or pens
- A4 or A3 paper for baseline and end-point assessment: graffiti board — 1 or 2 pieces per pupil
- Flipchart paper and marker pens (for mind-map activity) – 1 per group of pupils
- **Resource A: Puberty fact or myth cards** – 1 set of cards per group of pupils
- **Resource B: Puberty prompt statements** – 1 per pair of pupils
- **Resource C: Puberty zone of relevance** – 1 per pair of pupils
- **Resource D: Puberty postcard** (for support activity)

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings, bodies, now, future

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils produce graffiti boards about growing up and puberty	5-15 minutes
Puberty mind-map	Pupils work in groups to make mind-maps about puberty	15 minutes
Fact or myth card sort	Working in groups, pupils read a statement and decide if it is a fact, myth or 'maybe'	15 minutes
Puberty zone of relevance	Pupils populate a zone of relevance about what a young person will find most useful now, in the future or possibly not at all	15 minutes
Planning a conversation	Pupils discuss how best to ask a question or start a conversation about puberty with a friend, parent or teacher	5-10 minutes
Extension activity (optional)	Pupils produce an information leaflet about puberty for a specific audience	20-30 minutes
Plenary and assessment	Pupils add any additional information to their group mind maps and reflect on their learning using the sentence starters: <i>Something I didn't realise before this lesson is...</i> <i>Something I knew but had forgotten is...</i> <i>Something that I would like to know more about is ...</i> Pupils repeat the baseline assessment activity – graffiti board	10-20 minutes

BASELINE ASSESSMENT

GRAFFITI BOARDS

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

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: *nervous, worried, happy, mature, independent, interested, sad, confident, embarrassed.*

5 - 15 MINS

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe – these will be used to assess learning at the end of the lesson.

CORE ACTIVITIES

15 MINS

PUBERTY MIND-MAP

With pupils working in small groups, using a piece of flipchart paper and marker pen, ask the pupils to produce group mind maps about puberty, thinking back to their lessons from year 4 and 5 to help them. They can choose whichever headings for the mind-map they like and organise it how they like, but it should also include where people can ask for help and advice. To feedback, pupils can do a 'walk around' to look at different groups' mind-maps, noting if they have missed anything from their own. Give them a brief time as an opportunity to add any further information to their group mind-map if needed.

Encourage the pupils to use scientific vocabulary. If slang words are suggested, check pupils' understanding and provide the correct word.

For those students who may need further support:

Pupils may prefer to work with adult support for this activity to make a simplified version, using broad headings such as Who? When? What?

15 MINS

FACT OR MYTH CARD SORT

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. See teacher guidance.

15 MINS

PUBERTY ZONE OF RELEVANCE

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 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.

For those students 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.

For those students 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.

5-10 MINS

PLANNING A CONVERSATION

Ask pupils to come up with some sentence starters or ideas for a young person to start a conversation about puberty with their friend, parent or teacher. Discuss when would be a good time and how they might go about doing this.

If a person wanted to talk to their friend, parent or teacher about puberty, what could they say or do?

Pupils might want to use some of the examples from the zone of relevance activity to help them to structure their sentence starter. For example: Mum, I've been wanting to talk to you about getting a bra, can you help me choose which one would be best for me?

20-30 MINS

PUBERTY LEAFLETS (OPTIONAL)

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

PLENARY/ASSESSMENT FOR AND OF LEARNING

10-20 MINS

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.

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:

- 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 ...

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.

LESSON 2

PUBERTY: CHANGE AND BECOMING INDEPENDENT

CONTEXT

This lesson extends pupils' thinking about puberty and the concept of change throughout our lives. It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that might accompany this. See *Teaching the Y6 lesson plans: Additional notes section before teaching the lesson.*

LEARNING OBJECTIVES

We are learning:

- about managing change — new roles and responsibilities as we grow up

INTENDED LEARNING OUTCOMES

- describe some changes that happen as we grow up
- identify the range of feelings associated with change, transition to secondary school and becoming more independent
- describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities

RESOURCES REQUIRED

- 'Ask-it Basket' and pieces of paper (see teacher guidance)
- Pencils or pens, including coloured pencils or pens
- A4 paper for baseline and end-point assessment: response to a question — 1 or 2 pieces per pupil
- **Resource E: Life Stages** – each outline stuck onto a piece of flipchart paper, or labelled flipchart paper: baby/toddler, child, now, teenager, adult, older person
- Selection of greetings cards such as: *getting a job, passing exams, new baby/having a child, moving house, retirement, funeral, wedding, wedding anniversary, passing driving test, going on Hajj (Muslim) /holiday, leaving home, new school, bar/bat mitzvah (Jewish), baptism or confirmation (Christian), 1st birthday, 18th birthday, 40th birthday, 65th birthday*

- ‘Gender-neutral’ bag, back-pack or box containing objects such as a door key, debit card, school tie, bus pass/young person’s travel card, Valentines card, cinema ticket, homework diary/planner, mirror, watch, mobile phone. *Alternatively, provide a list of objects or write the names of each object on to separate word cards*
- **Resource F: Timeline** — copy for each pupil

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

change, life cycle, baby, toddler, child, adolescent, teenager, adult, middle-age, older person, growing up, feelings, emotions, independence

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils work individually to respond to the question ‘ <i>What does it mean to become independent?</i> ’	5-15 minutes
Optional: Guess the change	Pupils guess a small appearance change that their partner has made after studying them for a few minutes	5 minutes
Life stages walk around	Pupils add their ideas about changes that happen to people at different stages of their lives to large sheets of flip chart paper displayed around the classroom	10 minutes
Greetings cards stimulus: feelings about change	Using greetings cards from different significant life events and occasions, pupils discuss how people might feel at these times.	10 minutes
School bag stimulus	Pupils identify what the different objects might signify for someone just starting secondary school.	15 minutes
Timeline activity	Pupils complete a timeline of positive changes for themselves from babyhood to their lives now and beyond.	10-15 minutes
Plenary and assessment	Pupils in turn complete the sentence ‘Something I feel about change is...’ Pupils repeat the baseline assessment ‘ <i>What does it mean to become independent?</i> ’	10-20 minutes

BASELINE ASSESSMENT

BECOMING INDEPENDENT

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

Provide pupils with a piece of A4 paper and ask them to respond to the question:
What does it mean to become independent?

Responses might include things like: *doing what you want, eating what you want, living on your own, going out wherever and when you like, being yourself.*

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe – these will be used to assess learning at the end of the lesson

CORE ACTIVITIES

5 MINS

OPENING GAME: GUESS THE CHANGE (OPTIONAL)

Arrange the pupils into two equal lines, A and B—pupils should stand facing a partner from the opposite line. Explain that the pupils in line A are going to change one thing about their appearance and that their partner in line B has to guess what change has been made. Give the pairs of pupils a moment to study their partner; this may help them to identify the changes that are made. Some possible changes could be:

- untying a shoe lace
- removing a hair band
- changing the look of a tie
- rolling down a sock

The pupils in line B must turn around so that they cannot see the change being made. Give the pupils a time limit for guessing the change. Repeat this with the pupils in line B making the changes for line A pupils to guess.

10 MINS

LIFE STAGES WALK AROUND

Use **Resource E: Life Stages**, with each of the different outlines cut out and stuck in the centre of separate pieces of flipchart paper (or using the following headings written on flipchart paper—one heading on each sheet: baby, child, teenager, adult, older person) and display these around the classroom.

Ask pupils to walk around and add their ideas about what someone of that age might like to do, as well as roles or responsibilities they might have; what they might achieve (or aspire to achieve). Pupils can take turns to jot down their ideas on the flipchart paper.

Point out how different things change as we grow up—not just our physical bodies and our age, but also roles and responsibilities; what we can and cannot do; what we might achieve or aspire to achieve.

For those students who may need further support:

Provide pupils who require support with a copy of **Resource F: timeline**. Ask them to draw and write about something someone of each age-range is able to do (e.g. a role or responsibility they may have). They may prefer to work in a smaller group to complete this activity.

10 MINS

GREETINGS CARDS STIMULUS: FEELINGS ABOUT CHANGE

Display the selection of greetings cards that highlight significant events and changes that may happen in someone's life (see 'Resources required').

Ask pupils to discuss how people might feel about these different changes. Record their responses on the flipchart. Draw out the wide range of feelings and emotions that accompany different changes.

15 MINS

SCHOOL BAG STIMULUS

Provide a selection of objects in a box or school bag or back-pack. Alternatively, provide a list of objects or write the name of different objects on separate word cards (see 'Resources required').

Explain that the box/bag belongs to a pupil (Sami), who is about 11 years old and just starting secondary school. Show the pupils the contents of the bag/box (you could give one object to each group, which they then pass on to the next group in turn or show the whole class each item).

Ask pupils to work in groups to discuss:

- What change does the object signify?
- What might Sami be feeling about the change? What might Sami be excited or worried/concerned about?
- What could Sami do about this?
- Are there new responsibility/responsibilities that come with this change, and if so, what?
- What strategies will help Sami manage this change?

An example response might be: Cinema ticket – Sami is going to the cinema with friends for the first time without adult supervision. Sami is really excited but is a bit worried about coming out of the cinema in the dark without a grown-up. Sami could explain this worry to their parent/carer. Sami could agree a suitable time and

meeting place (in a public, well-lit area) for their parent/carer to collect them, or a safe route home.

To feedback, ask pupils to share and explain the strategies they think will help Sami manage the changes and new responsibilities that relate to the different objects.

For those students who may need further support:

Provide pupils who require support with a word/picture list of (all or selected) objects from the bag/box. They could discuss why each is important for Sami and record what Sami will need to remember about each of the objects.

10-15 MINS

TIMELINE ACTIVITY

Ask pupils to make a simple timeline for themselves — see **Resource F: Timeline**. First, ask them to think about when they were a baby/toddler/younger child as well as their age/life now, and to identify a positive change that happened—something they achieved or something they are proud of and would like to celebrate.

Then, ask pupils to think about being a teenager or adult and identify something that might happen—something they would like to achieve or aspire to.

Note: Pupils should only include things they are willing to share with others in the class. You may prefer to ask pupils to make a fictional timeline for Sami from the previous activity. See lesson notes section.

10-20 MINS

PLENARY/ASSESSMENT FOR AND OF LEARNING

Ask each pupil to complete the following sentence: **Something I feel about change is...**

This could be done as a 'round' with pupils seated in a circle, taking turns to finish the sentence aloud.

Ask pupils to go back to the question from the baseline assessment (What does it mean to become independent?) and use a different coloured pencil to add anything they think they missed, correct anything they think wasn't quite right, and add any explanations for how those changes take place and the effects they have on the person.

Pupils' responses might now include things like: getting used to being grown-up, remembering things, taking care, keeping safe, doing things on time, organising yourself, thinking about others as well as yourself, keeping rules.

LESSON 3

POSITIVE AND HEALTHY RELATIONSHIPS

CONTEXT

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. It also helps pupils to understand that relationships can change over time and explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change. The focus for this lesson is on pupils of a similar age (or secondary school age). See *Teaching the Y6 lesson plans: Additional notes section before teaching the lesson*.

LEARNING OBJECTIVES

We are learning:

- about what constitutes a positive, healthy relationship
- that relationships can change over time

INTENDED LEARNING OUTCOMES

- identify different kinds of loving relationships
- describe the qualities that enable these relationships to flourish
- explain the expectations and responsibilities of being in a close relationship
- recognise how relationships may change or end and what can help people manage this

RESOURCES REQUIRED

- 'Ask-it-basket' and pieces of paper (see teacher guidance section)
- Pencils or pens, including coloured pencils or pens
- A4 paper for baseline and end-point assessment activity: mind-maps — 1 or 2 sheets per pupil
- 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)
- Blue/white tack or sticky tape

- Blank flipchart paper – 1 piece for each group
- Marker pens – 1 for each group
- **Resource E: Life stages** – displayed for the class
- **Resource G: Relationships stories – Part 1** – 1 example per group of pupils
- **Resource H: Relationships stories – Part 2** – 1 example per group of pupils
- Optional: Sticky notes – for each group – for extension activity

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

Relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils create individual mind-maps around the phrase 'positive, healthy relationships'	5-15 minutes
Pictures of a relationship walk around and discussio	Pupils study a range of pictures depicting 'relationships' and feedback on the types of relationships displayed. Pupils use Resource E: Life Stages to discuss different relationships people have in their lives.	15 minutes
Annotate a picture	Pupils annotate a chosen picture with the qualities of a healthy relationship that it depicts.	10 minutes
Relationships story – part 1	Pupils consider positive behaviour and responsibilities within different relationships.	10-15 minutes
Relationships story – part 2	Pupils consider changes within a relationship and how they may affect the people in it.	10-15 minutes
Extension activity: diamond 9	Pupils use their features of positive relationships to create a Diamond 9 ranking.	10-20 minutes
Plenary and assessment	Pupils complete the sentence ' <i>A loving relationship needs...</i> ' Pupils return to their original mind-map and add any additional information.	10-15 minutes

BASELINE ASSESSMENT

MIND - MAPS

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

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, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe – these will be used to assess learning at the end of the lesson

CORE ACTIVITIES

15 MINS

PICTURES OF RELATIONSHIPS WALK AROUND AND DISCUSSION

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.

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).

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.

Pupils might say: marriage, partnership, couple, friends, aunt/uncle and niece/nephew, cousins, step-siblings, boyfriend/girlfriend, intimate relationship, same-sex relationships etc.

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).

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.

10 MINS

ANNOTATE A PICTURE

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.

Qualities they suggest might include: honesty, reliability, respect, kindness, love, listening, trust, friendship, care, closeness.

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. 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.

10-15 MINS

RELATIONSHIPS STORIES – PART 1

Change the pupils' working groups. Give each group one of the stories from **Resource G: Relationships stories – Part 1**.

Pupils read the relationship story, and discuss how the people within it should behave to keep the relationship positive and healthy.

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?'

10-15 MINS

RELATIONSHIPS STORIES – PART 2

Discuss how sometimes things happen that may cause a relationship to change. 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.

Share the examples from **Resource H: Relationships stories — Part 2** by giving the groups the correlating second part of the story.

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?

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.

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.

For those students 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

For those students 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.

10-20 MINS

RELATIONSHIPS DIAMOND 9 (OPTIONAL)

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.

PLENARY/ASSESSMENT FOR AND OF LEARNING

10-15 MINS

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.

LESSON 4

HOW A BABY IS MADE

CONTEXT

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school.

This lesson emphasises that having sexual intercourse or the decision to have a baby, is something for when they are much older. It also emphasises the importance of consent in this context. It enables pupils to reflect on values and responsibilities within healthy adult relationships. *See Teaching the Y6 lesson plans: Additional notes section before teaching the lesson.*

LEARNING OBJECTIVES

We are learning:

- about adult relationships and the human life cycle
- about human reproduction (how a baby is made and how it grows)

INTENDED LEARNING OUTCOMES

- identify the links between love, committed relationships / marriage, and conception
- explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults
- 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)

RESOURCES REQUIRED

- 'Ask-it-basket' and pieces of paper (see teacher guidance)
- Flipchart paper
- Pencils or pens, including coloured pencils or pens
- **Resource 1: Concept conversation sheet** — baseline and end-point assessment activity — 1 or 2 sheets per pupil

- **Resource E: Life stages** – displayed for the class
- **Resource J: How a baby is made sequencing cards** – one set for each group of pupils
- **Resource K: Pregnancy fact cards** – one set for each group of pupils
- Children’s literature, such as *‘How did I begin?’* by Mick Manning and Brita Granstrom (see teacher guidance — lesson notes section), or *‘Let’s talk about where babies come from’* by Robbie H Harris

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

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

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils add their ideas to an outline conversation that children are having about human reproduction	5-15 minutes
Introduction: human life cycle	Using the human life cycle picture, explain how this lesson is about adult, loving relationships	5 minutes
Paired discussion	Pupils discuss how a loving adult couple might show commitment, care and love for each other	5-10 minutes
Teacher-led discussion	Teacher briefly introduces the next activity, how babies are made, what is meant by sexual intercourse and consent	5-10 minutes
Sequencing activity	After a discussion about sexual intercourse, pupils sequence how a baby is made using descriptive cards	10-15 minutes
Ask-it-basket	An opportunity for pupils to ask any questions they might have anonymously.	5 minutes
Pregnancy facts	Pupils sort given statements about pregnancy into ‘true’, ‘false or ‘it depends’.	15-20 minutes
Extension activity: Thought bubbles (optional)	Pupils discuss what a couple might have to consider before deciding to try for a baby.	10-15 minutes
Plenary and assessment	Pupils repeat the baseline activity: concept conversation	5-15 minutes

BASELINE ASSESSMENT

10-20 MINS

TAZ'S PROBLEM

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

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.

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe – these will be used to assess learning at the end of the lesson.

CORE ACTIVITIES

5 MINS

INTRODUCTION: HUMAN LIFE CYCLE

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). For further information on discussing this with pupils, see teacher guidance — lesson notes section.

5-10 MINS

PAIRED DISCUSSION: ADULT LOVING RELATIONSHIPS

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.

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.

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.

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.

Pupils may have used words other than sexual intercourse, i.e. *making love* or *having sex*. If so, discuss with the pupils why these terms might be used.

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).

Explain that a couple might also decide to have a baby together, which usually happens through sexual intercourse.

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.

It is worth pointing out that sexual intercourse is just one part of sex or intimacy between two consenting adults.

With pupils working in small groups 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.

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.

For those students who may need further support:

Use some of the images from a children's information book (such as *Let's talk about where babies come from* by Robie H Harris) to accompany the sequencing cards. It might also be useful to refer back to the learning from the

year 4 / 5 puberty lessons: to revise male and female genitalia/sex parts.

For those students who may need further challenge:

Provide the pupils with a copy of a children's book about how babies are made such as 'How did I begin?' by Nick Manning and Brita Granstrom (see lesson notes section for guidance about using this book). Ask the pupils to 'review' the book and say what is clear and if anything is less clear.

5 MINS

ANONYMOUS QUESTIONS

Give pupils a few minutes to record questions they have about the previous activity. These should be anonymous, and put into the 'ask-it-basket' for you to read later and decide how best to respond. See teacher guidance section.

15-20 MINS

PREGNANCY FACTS – TRUE, FALSE, DEPENDS

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.

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.

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.

For those students who may need further support:

Some pupils may require adult support to discuss these questions. They may need to refer back to the pictures or diagrams to support their understanding of the question.

10-15 MINS

THOUGHT BUBBLES (OPTIONAL)

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. Take feedback, recording some of their ideas in thought bubbles drawn on the flipchart or 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.

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.

At a later time (ideally next lesson), respond to pupils' questions written following activity 2, perhaps by re-phrasing them and providing a quiz to complete in pairs.

YEAR 6
RESOURCES

Resource A

Puberty fact or myth cards

1. Everybody starts puberty at the same time, around the age of eight	2. Pubic hair grows during puberty
3. People's body shape changes when they grow through puberty	4. Everyone get tummy ache when they get their period
5. It is normal to have mood swings or to feel different, strong emotions during puberty	6. The size of a person's breasts or penis is determined at puberty
7. Puberty causes people to sweat more	8. Voices get deeper at puberty
9. Squeezing spots will help them to go away	10. Pads are the only available for use during periods
11. Puberty is a natural part of growing up and the human life cycle	12.

Resource B

Puberty prompt statements

Important to know now / important in the future / might never be important

How to talk to their parents about puberty

How often to wash their hair

When someone in their class grows pubic hair

How to use a pad

How to use tampons or different types of period products

How to manage a wet-dream

What type of bra to buy

How it feels to fancy someone

Who to ask questions about puberty

Which books and websites have good information about puberty

How to shave

Who someone in their class fancies

How to apply make-up

Which products would help with spots

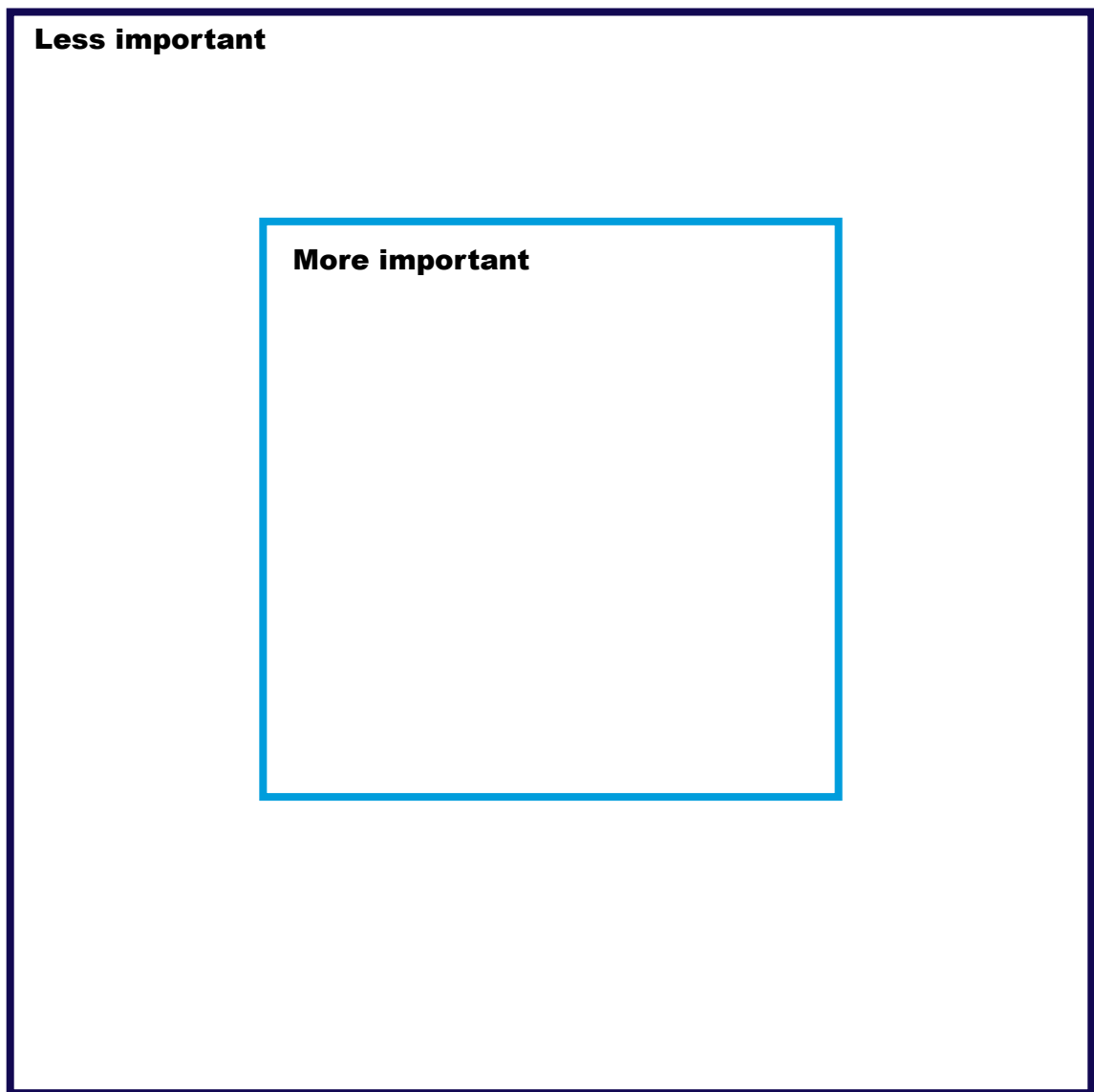
The best type of deodorant

How to help a friend who feels embarrassed about puberty

Resource C

Puberty zone of relevance

Not important



Resource D

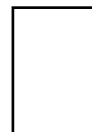
Puberty postcard

PUBERTY — 3 important things for a young person to remember are:

1.

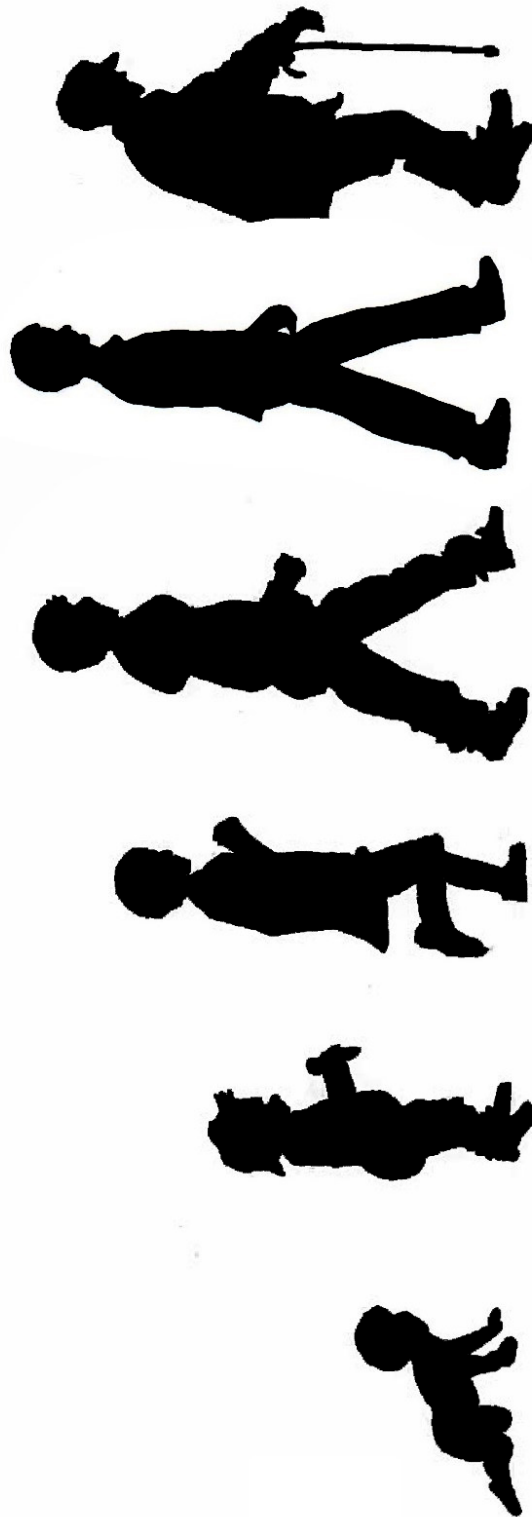
2.

3.



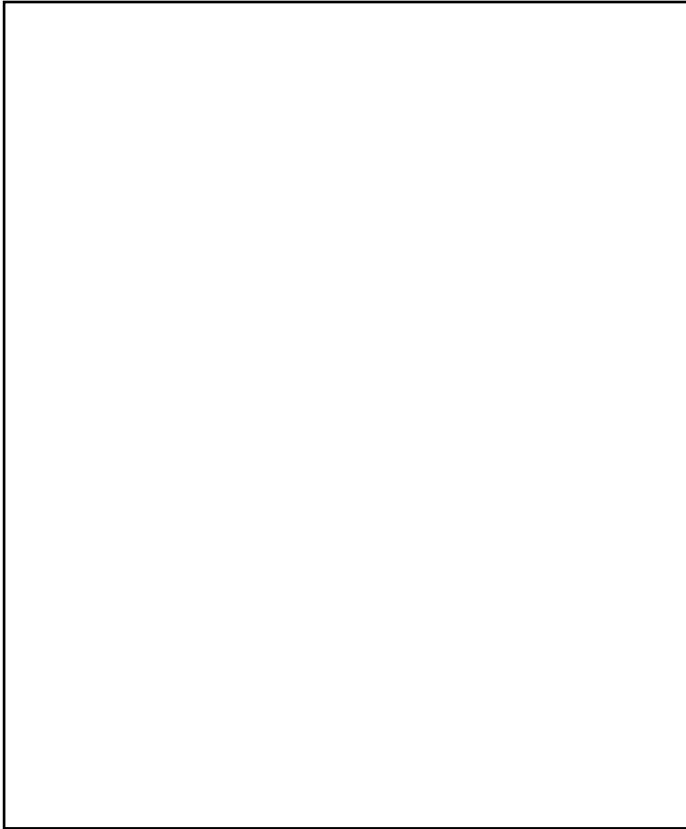
Resource E

Life stages

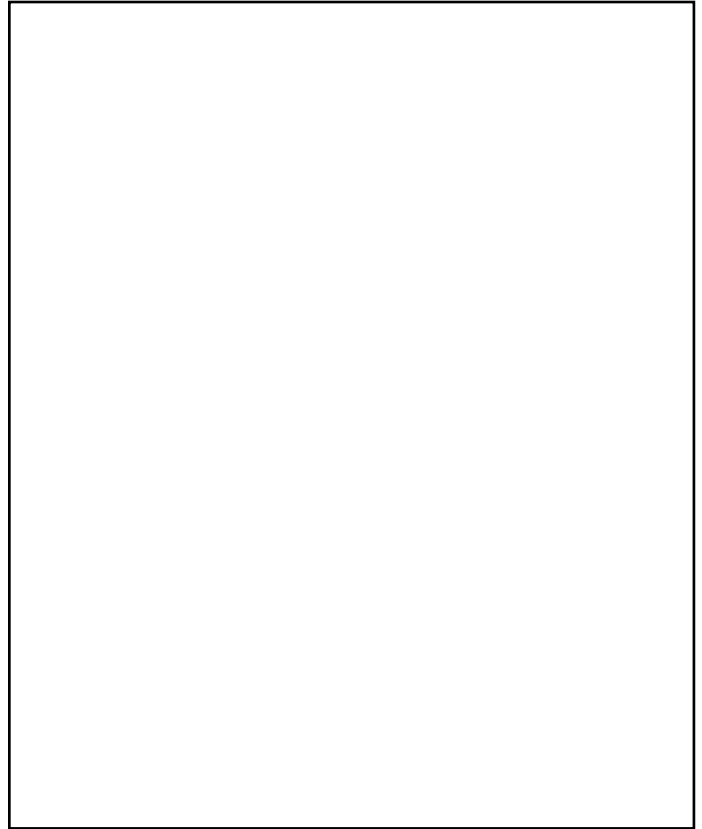


Resource F

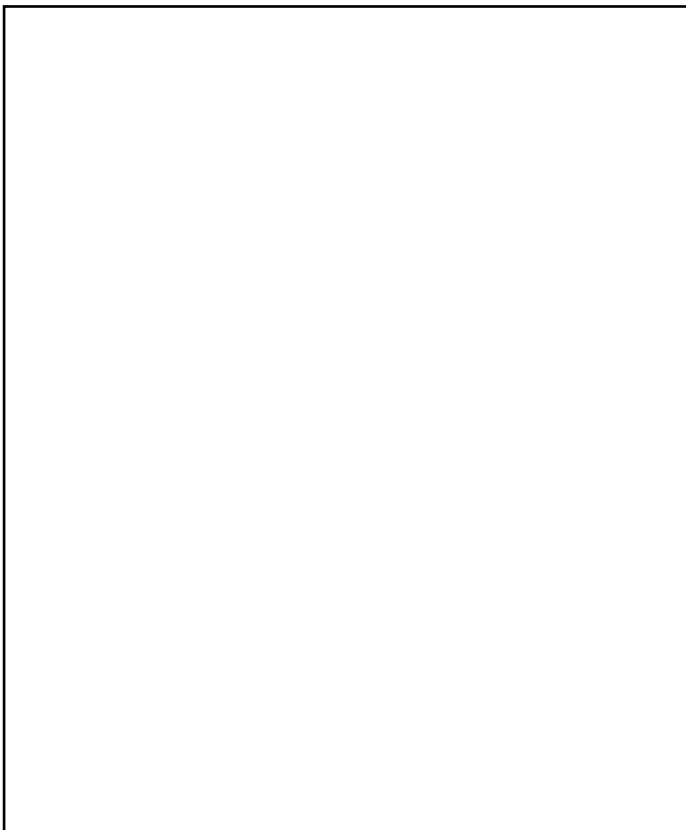
Timeline



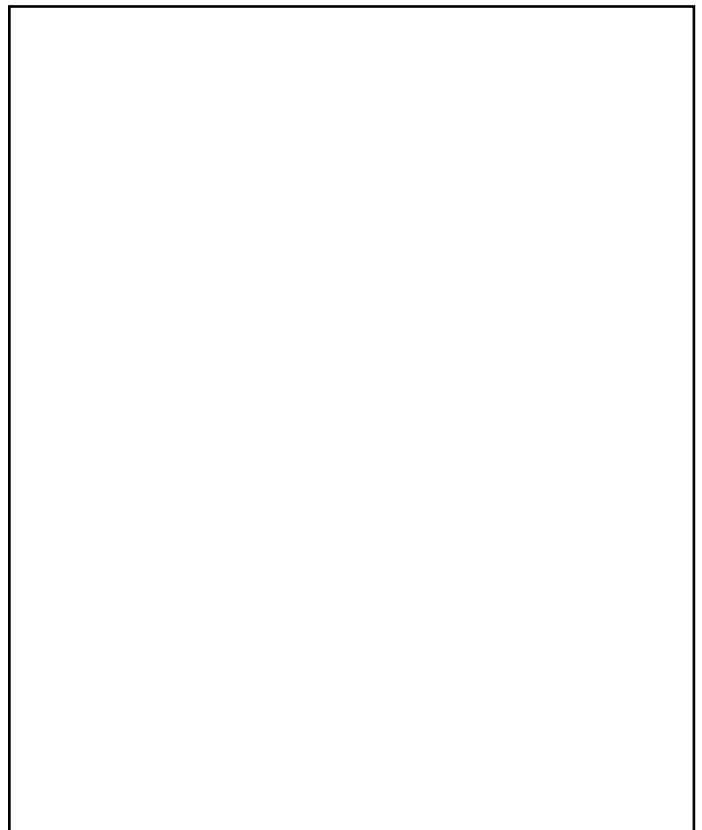
BABY



NOW



TEENAGER



ADULT

Resource G

Relationships stories — part 1

Best friends

Li and Ari are in Year 7. They have been best friends since primary school.

Going out

Jesse and Ashley from Year 8 have recently started going out together.

The team

Rai's under 13s basketball team train twice a week on Wednesdays and Fridays after school. They are a really good team and recently won a tournament cup.

Resource H

Relationships stories — part 2

Best friends

Li and Ari are now in different classes at secondary school and don't see each other as often. Ari has been spending more time with Frankie, and now wants to be 'best friends' with Frankie, not Li.

Going out

Ashley does not want to go out with Jesse anymore.

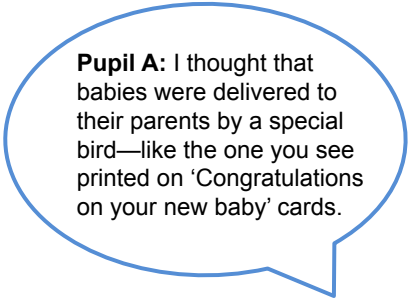
The team

Rai wants to leave the team to try another sport but doesn't want to let the team down.

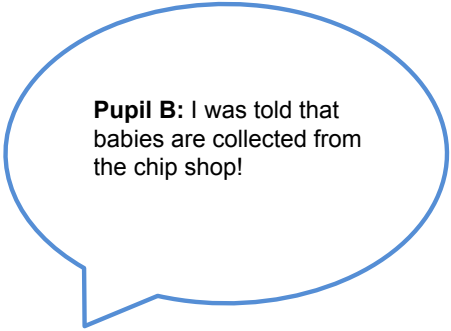
Resource 1

Concept conversation: how babies are made

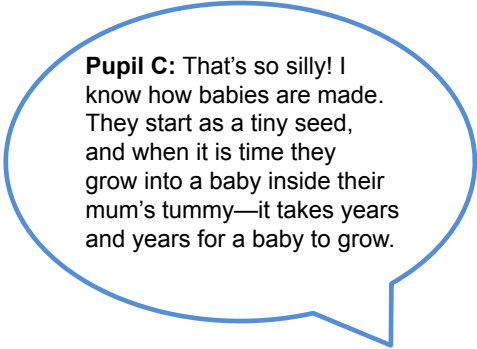
A group of children, about your age, from a school not far from here, were having a conversation about how babies are made. This is what they said...



Pupil A: I thought that babies were delivered to their parents by a special bird—like the one you see printed on 'Congratulations on your new baby' cards.



Pupil B: I was told that babies are collected from the chip shop!



Pupil C: That's so silly! I know how babies are made. They start as a tiny seed, and when it is time they grow into a baby inside their mum's tummy—it takes years and years for a baby to grow.

Do you agree with any of the pupils? How do you think babies are made?

Resource J

How a baby is made sequencing cards

An adult couple who are in a relationship might kiss and cuddle, get very close, and touch each other in romantic and sexual ways. They should both feel happy and comfortable doing this together.

Sometimes when a male and female person are making love together, the penis grows hard, and the vagina may get slippery. The couple may decide they want to have sexual intercourse.

This means the man's penis slides into the vagina.

The penis squirts a sticky liquid called semen into the vagina.

Millions of tiny sperm in the liquid quickly swim up inside the uterus to the fallopian tubes.

If there is an egg (ovum) in one of the tubes, one of the sperm might meet it, stick on to it, and enter the egg. This means the egg is fertilised.

The fertilised egg travels down the tubes to the uterus or womb. It divides into lots of different cells and settles in the womb.

The cluster of eggs gradually grows inside the mother's uterus or womb and is called a foetus. It takes nine months until the baby is ready to be born.

Resource K

Pregnancy fact cards

A human baby is born after nine months in the mother's uterus (womb).

Women feel sick when they are pregnant.

Babies are born through their mother's vagina.

Twins are made when two sperm find two eggs.

Twins are made when two sperm find two eggs.

Only females can give birth to babies.

Sexual intercourse is the only way a baby can be made.

A couple can prevent a baby being made during sexual intercourse.

Not everyone has a baby.