

St Michael's Church of England Primary School



Relationships, Sex and Health Education Policy

Our Vision

Whoever you are, wherever you're from, whatever you believe, we welcome you into our loving, learning community. This is a place that nurtures everyone with the wisdom and resilience to face all that life brings. Each and every person has the opportunity to flourish here and achieve their God-given potential.

"So God created humankind in his image, in the image of God he created them"
(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness"
(John 10:10)

At **St Michael's Church of England Primary School** we believe that every child must be nurtured, valued and empowered to have the highest aspirations for their future and to reach their full potential through the provision of a stimulating, innovative and knowledge rich curriculum. We want our learning community to achieve high standards by equipping them with the skills to succeed and inspiring a lifelong love of learning.

1.0 Our School Values within our Christian community:

- The belief in the equal worth of everyone as learners and the celebration of the whole child.
- The creation of a safe, secure environment in which all flourish as happy, healthy and confident learners.
- The goal of high expectations and challenge for all.
- A fostering of courtesy, self-esteem and consideration for others.
- The Christian values of kindness, love, forgiveness, self-worth and respect to be promoted and embedded within our daily lives.
- The belief in the importance of promoting respect and tolerance for all cultures, faiths and lifestyles preparing children for life in Great Britain.

'RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.' (Sex Education Forum 1999).

1.1 St Michael's

At St Michael's School, all aspects of our teaching and learning are designed to ensure children flourish as members of our community and beyond, and are built on our strong Christian values of *love, kindness, trust, wisdom, self-control, faithfulness, joy and peace*. In doing this we strive to ensure all children are prepared for the wider world, and believe that effective Relationship, Sex Education (RSE) is essential in supporting children to maintain stable and loving relationships, to respect others, make informed personal choices and promote the British value of tolerance.

As a school with Christian values at our core, we are committed to providing a welcoming and inclusive environment, which enables all to make strong roots and flourish, regardless of their family context, beliefs, sexual or gender orientation. In our school, the RSE curriculum is delivered to encompass the teachings of the Church of England, whilst being sensitive to the community we serve. It will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will be sensitive to the faith and beliefs of those in the wider school community. This includes the Christian understanding of faithful relationships as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice. We are committed to being a welcoming and inclusive school where all feel included, can learn and thrive, living out Jesus' promise of *life in all its fullness* (John 10:10). Everyone will be treated with dignity and respect as all people are made in the image of God and loved equally by God.

1.2 Link with other policies

Other related policies and documents include: Positive Relationships Policy, Anti-Bullying Policy, Equality Policy and the Child Protection Policy.

1.3 The Morals and Values Framework

Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Relationships and Sex Education. The RSE programme at St Michael's CEP School Primary School reflects the school ethos and demonstrates and encourages the following values: -

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community.

2.0 Aims of Relationships and Sex Education

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to:

- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- Prepare pupils for puberty
- Give children an understanding of reproduction and sexual development
- Give children an understanding of the importance of health and hygiene
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- Answer pupils' questions honestly and sensitively – referring the child to parents where appropriate
- Enable children to recognise unsafe situations and be able to protect themselves and ask for help and support
- Help children to understand the consequences of their actions and behave responsibly within relationships.

3.0 Equal Opportunities

The school is committed to the provision of RSE to all of its pupils, under the Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

4.0 Teaching and Learning including Delivery of the Curriculum

Many relationship aspects are covered through our curriculum and PSHE programme; which helps to equip children with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. Sex Education will be taught discretely in Year 6. However, in younger year groups, some biological aspects are covered in Science, while PSHE also enables children and young people to reflect on and clarify their own values and attitudes, exploring the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Linked with R.E., children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Our curriculum has been developed in line with the latest government guidance: www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education particularly paragraphs 54-62 for relationships education and paragraphs 65-68 for Sex Education in primary schools.

Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019 that RSE should: “Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.” (Page 34)

4.1 Organisation

RSE is normally delivered by the class teacher and sometimes with support from Teaching Assistants in mixed or single gender groups, depending on the focus of the lesson. All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.

Resources to be used are:

- The Heart Smart Programme
- An **optional** unit of 4 lessons taught to Year 6 based on PSHE Association resources.

Please note that a letter will be sent to parents prior to the teaching of this unit, asking if parents want their child withdrawn from these lessons.

The range of material used is available to parents/carers at any time.

The content covered by the Heart Smart programme may be accessed for each year group by using the links below.

[Reception Overview](#)

[Year 1 Overview](#)

[Year 2 Overview](#)

[Year 3 Overview](#)

[Year 4 Overview](#)

[Year 5 Overview](#)

[Year 6 Overview](#)

The additional unit of 4 lessons taught in **Year 6 overview** may be found in **Appendix A**. Additional resources and teacher guidance are available in **Appendix B** (at the end of this policy).

4.2 Specific Issues within Sex Education Withdrawal

Parents/Carers have the right to withdraw their children from some or all of sex education delivered as part of the statutory RSE. At St Michael's CEP School, the sex education lessons for which a child can be withdrawn from are the four lessons outlined in the Year6 scheme of work (as these lessons move beyond the science curriculum aspects of puberty and into reproduction, conception and pregnancy). The relationships aspects of these lessons will have already been covered in our HeartSmart curriculum but are revisited in the context of sexual relationships. Those parents/carers wishing to exercise this right are invited to see or speak with the class teacher/Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the sex education programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school's sex education programme or who wish to deliver it to their children at home. Parents/carers **do not** have the right to withdraw their child from statutory Relationships or Health Education.

4.3 Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Leader (DSL) who takes action as laid down in the Child Protection and Safeguarding Policy. All staff are familiar with the policy and know the identity of the DSLs. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

4.4 Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned. In the event that a child asks a question which the class teacher feels they cannot answer in the school environment, they will direct the child to ask their parent/carer. At St Michael's CEP School we believe that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. We will ensure that we comply with the relevant provisions of the Equality Act 2010 under which sexual

orientation and gender reassignment are amongst the protected characteristics.

Appendix A

Additional unit of 4 lessons taught in Year 6 - Overview

Lesson 1 – Puberty: Recap & Review

This lesson has been designed to consolidate pupils' previous learning about puberty. Pupils should already have learned about puberty in Year 4 and Year 5, but this lesson gives them an opportunity to recap and review their understanding, before introducing lessons on how babies are made.

Lesson 2 – Puberty: Change & 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.

Lesson 3 – 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.

Lesson 4 – How a Baby is 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.

Appendix B

RELATIONSHIPS AND SEX EDUCATION - YEAR 6

TEACHER GUIDANCE

INTRODUCTION

These notes accompany lesson plans that 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). 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.

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 policy 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.

TEACHING THE YEAR 6 LESSON PLANS: ADDITIONAL NOTES

LESSON 1: 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.

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. All girls get tummy ache when they get their period **MYTH** - Some girls 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 'all' girls.

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. Boys' voices get deeper at puberty **FACT** – As boys grow up, their voice box (larynx) gets bigger and this makes their voice grow deeper. While this is happening, 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. Sanitary towels are the only product available for girls and women to use during their period **MYTH** – Other products are available, including tampons and re-useable products such as moon-cups or sea sponges. It is up to the woman or girl; 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.

LESSON 2: 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.

LESSON 3: 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.

LESSON 4: 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 a woman's 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 mother's 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 woman decides to have a baby on her own; or if a same-sex couple wish to have a baby. For same

sex couples, donor sperm (in the case of a female couple), or a donor egg and surrogate (woman who carries a baby in her 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. A man and a woman can stop a baby from being made during sexual intercourse by using contraception. 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/

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.

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

BASELINE ASSESSMENT (5-15 MINS)

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.

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

PUBERTY MIND-MAP (15 MINUTES)

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?

FACT OR MYTH CARD SORT (15 MINUTES)

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.

PUBERTY ZONE OF RELEVANCE (15 MINUTES)

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.

PLANNING A CONVERSATION (5-10 MINUTES)

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? **PUBERTY LEAFLETS (OPTIONAL) (20-30 MINUTES)**

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 MINUTES)

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

BASELINE ASSESSMENT (10-20 MINS)

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

OPENING GAME: GUESS THE CHANGE (OPTIONAL) (5 MINUTES)

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.

LIFE STAGES WALK AROUND (10 MINUTES)

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.

GREETINGS CARD STIMULUS: FEELINGS ABOUT CHANGE (10 MINUTES)

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.

SCHOOL BAG STIMULUS (15 MINUTES)

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 11years 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.

TIMELINE ACTIVITY (10-15 MINUTES)

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.

PLENARY/ASSESSMENT FOR AND OF LEARNING (10-20 MINUTES)

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

BASELINE ASSESSMENT

MIND MAPS (5-15 MINUTES)

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

PICTURES OF RELATIONSHIPS WALK AROUND AND DISCUSSION (15 MINUTES)

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.

ANNOTATE A PICTURE (10 MINUTES)

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.

RELATIONSHIPS STORIES – PART 1 (10-15 MINUTES)

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?'

RELATIONSHIPS STORIES – PART 2 (10-15 MINUTES)

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.

RELATIONSHIP DIAMOND 9 (OPTIONAL) (10—20 MINUTES)

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 MINUTES)

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 and 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 I: 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, woman, man, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception

BASELINE ASSESSMENT

TAZ'S PROBLEM (10-20 MINUTES)

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

INTRODUCTION: HUMAN LIFE CYCLE (5 MINUTES)

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 focusing (from young adult to middle-age).

For further information on discussing this with pupils, see teacher guidance - lesson notes section. **PAIRED DISCUSSION – ADULT LOVING RELATIONSHIPS (5-10 MINUTES)**

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.

INTRODUCING WHAT IS MEANT BY SEXUAL INTERCOURSE (5-10 MINUTES)

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, and sexual intercourse is a way a man and a woman can make a baby together.

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. **SEQUENCING ACTIVITY: HOW A BABY IS MADE (10-15 MINUTES)**

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 when a man and woman have 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.

ANONYMOUS QUESTIONS (5 MINUTES)

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.

PREGNANCY FACTS – TRUE, FALSE, DEPENDS (15-20 MINUTES)

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.

THOUGHT BUBBLES (OPTIONAL) (15-20 MINUTES)

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.

PLENARY/ASSESSMENT FOR AND OF LEARNING (5-15 MINUTES)

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.

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. All girls 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. Boys' voices get deeper at puberty
9. Squeezing spots will help them to go away	10. Sanitary towels are the only product available for girls and women to use during their period
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 sanitary towel

How to use tampons or different types of sanitary 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

Less important

More important

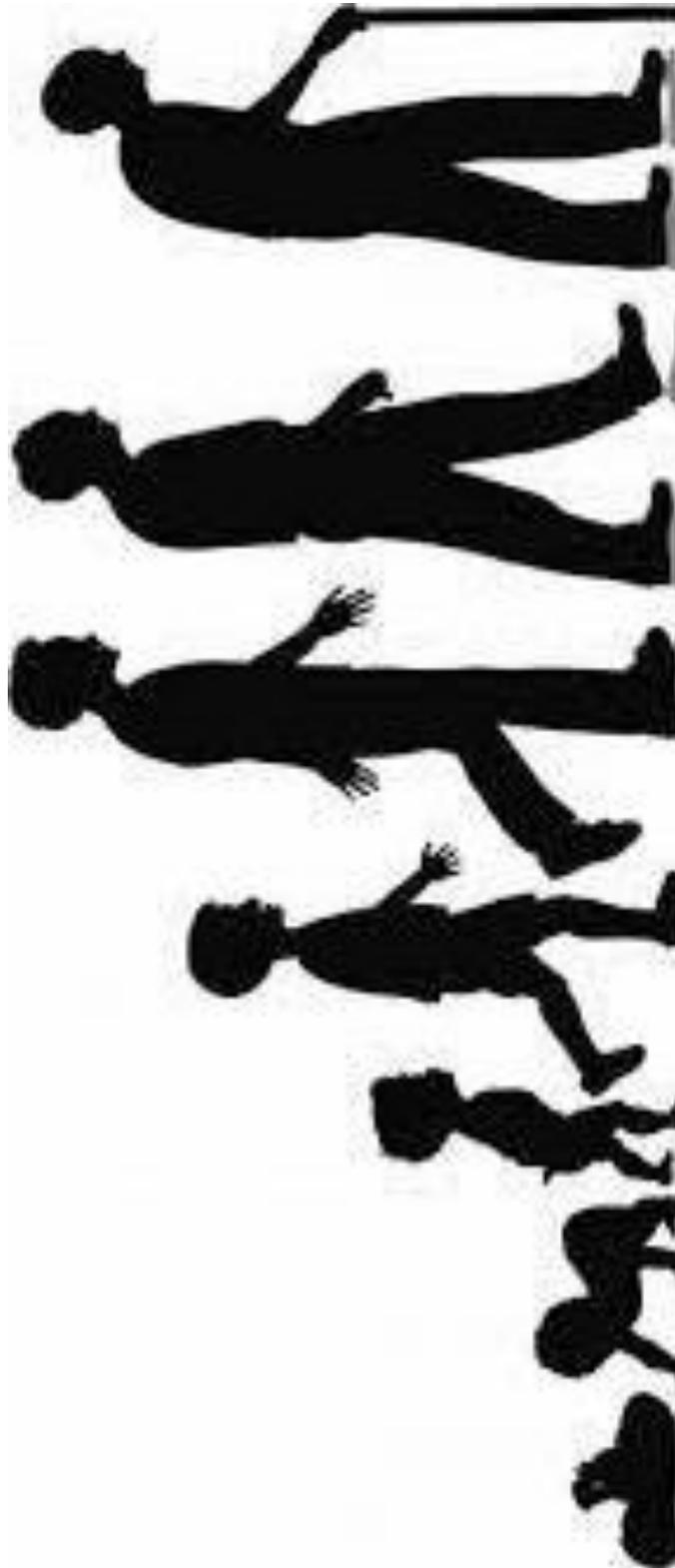
Resource D

Puberty postcard

<p>Puberty: 3 Important things for a youngperson to remember are:</p> <p>2.</p> <p>3.</p>	<div data-bbox="1258 451 1477 672" style="border: 1px solid black; width: 135px; height: 105px; margin-bottom: 10px;"></div> <hr/> <hr/> <hr/> <hr/>
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Resource E

Life stages



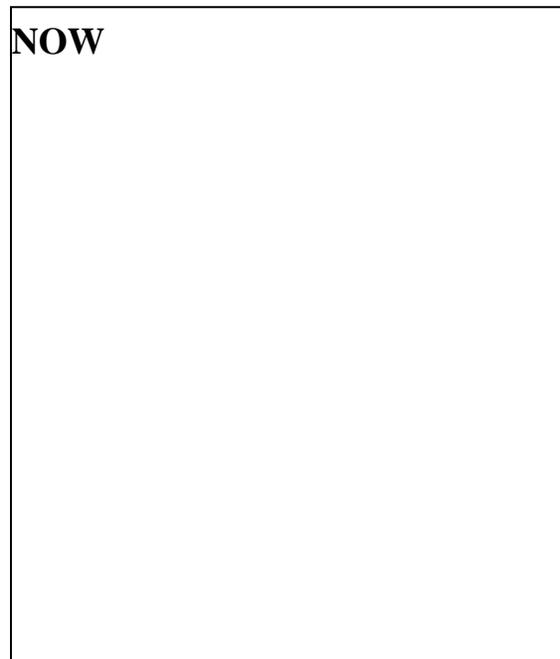
Resource F

Timeline

BABY



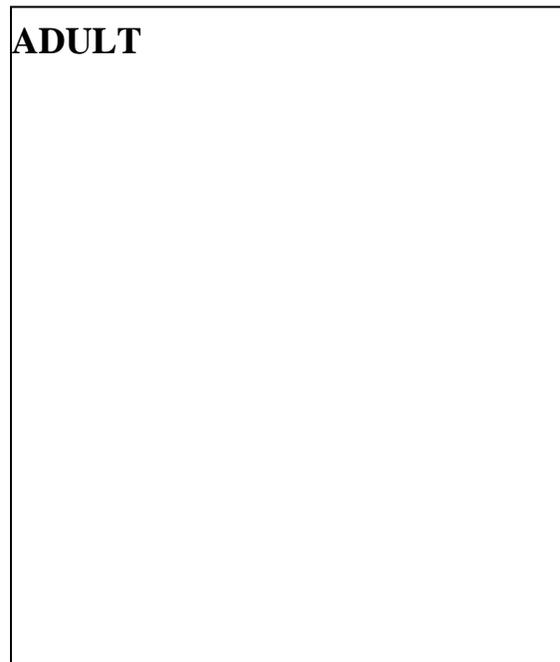
NOW



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 were 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 your 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

<p>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.</p>	<p>Sometimes when a man and woman are making love together, the man's penis grows hard, and a woman's vagina may get slippery. The couple may decide they want to have sexual intercourse.</p>
<p>This means the man's penis slides into the woman's vagina.</p>	<p>The penis squirts a sticky liquid called semen into the woman's vagina.</p>
<p>Millions of tiny sperm in the liquid quickly swim up inside the woman to the fallopian tubes.</p>	<p>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.</p>
<p>The fertilised egg travels down the tubes to the uterus or womb. It divides into lots of different cells and settles in the womb.</p>	<p>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.</p>

Resource K

Pregnancy fact cards

<p>A human baby is born after nine months in the mother's uterus (womb).</p>	<p>Women feel sick when they are pregnant.</p>	<p>Babies are born through their mother's vagina.</p>
<p>Twins are made when two sperm find two eggs.</p>	<p>Twins are made when a cell divides and grows into two separate babies</p>	<p>Only females can give birth to babies.</p>
<p>Sexual intercourse is the only way a baby can be made.</p>	<p>A couple can prevent a baby being made during sexual intercourse.</p>	<p>Not everyone has a baby.</p>