

Engayne Primary School Year Six Sex Education Programme

Lesson	Learning Objective	Learning Outcomes	Activities
1	To explore the importance of communication and respect in relationships.	<p>I can explain some differences between a healthy and unhealthy relationship.</p> <p>I know that communication and permission-seeking are important in all relationships.</p>	<p>1. Establishing Some Rules In a circle, ask the class questions to help establish some rules for these lessons (e.g. listen to each other; treat each other with respect; confidentiality).</p> <p>2. Communication in Relationships Explain the learning objectives. Ask children to consider what we might mean by healthy and unhealthy relationships and to think about how people in a relationship might feel.</p> <p>3. What's important in a friendship? Ask pairs to write three qualities of a good friend on three separate sticky notes (e.g. trust, sense of humour, kindness). Ask one from each pair to stick their three ideas on the board. Establish that good communication skills can be really important in a positive relationship, i.e. to find out what people like and don't like and to let people know what we want to do or don't want to do. Friends don't always want to do or like the same things as us and that's perfectly okay. Identify which of the children's suggestions are linked to communication.</p> <p>4. What makes a healthy relationship? Explain that some teenagers might start dating or going out. What is the difference between being friends and dating? Review the qualities of a good friend and ask which qualities would be important in a romantic relationship too. Discuss three key elements of healthy relationships: respect, being equal and communication. Ask if the class can remember some of the signs of an unhealthy relationship: <i>pressuring someone to do things they don't want to do, one person controlling/making all decisions, bullying, teasing all of the time, not talking.</i></p> <p>5. Communication and touch In small groups, ask children to read a set of statements, describing different relationship scenarios. Explain that the statements discuss touch in different types of relationships and that communication is particularly important when touch is part of a relationship. Ask each group to decide whether they think the scenario shows a good level of communication, some communication or no communication. Briefly discuss the situations which show a good level of communication: why do they think it is good to ask what someone does or doesn't like? What does 'checking in with them' mean? How can we communicate well with body language? Focus on the cards with poor communication (1, 2, and 4): why might someone feel uncomfortable in that situation? Why is it not okay to touch someone without asking? Children identify practical steps to improve communication and respect, in each situation.</p> <p>6. Review If we are ever in a friendship or relationship with someone who doesn't respect our physical boundaries or touches us in a way that doesn't feel right or makes us feel uncomfortable, it is not our fault. Ask the group for one or two examples of what we would consider inappropriate behaviour. Remind the group that it is okay to tell them to stop or to speak to a trusted adult. List some of the people that could help by doing a go round with the following sentence stem: One person a child could go to if they needed help is...</p>

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2	To explore positive and negative ways of communicating in a relationship.	<p>I have considered when it is appropriate to share personal/private information in a relationship.</p> <p>I know how and where to get support if an online relationship goes wrong.</p>	<p>1. Recap on Rules Remind the class of the ground rules for this lesson. Ask children to recall their learning about relationships, in particular, consider the importance of communication in relationships.</p> <p>2. Introduction Refer to the learning outcomes and discuss what the term personal/ private information means. Give a couple of examples and invite pupils to suggest other ideas. Write these on the board as a list. Ensure the following are included: real name and surname, age, date of birth, home address, school address, email address, phone numbers, photos of you with friends/family, passwords (e.g. for social media sites).</p> <p>3. Defining Relationships Ask what words we use when someone is having a relationship with someone else, for example we might say two people are 'going out together'. Give a relationship question card to each pair and ask them to briefly discuss the question on their card. As a whole class, discuss responses to the questions. Refer to the list of personal/ private information and ask pupils at what point in a relationship would they share this information with the other person. Establish that it would not be appropriate to share any private information with someone you met online and ensure pupils understand why this would be risky.</p> <p>4. Communication Scenarios Ask pupils to think about the different ways in which two people might communicate with each other. Identify the different technologies used by young people of their age, e.g. mobile phone, chat room, Instant Messenger (IM), social network site, gaming sites and consoles, video hosting sites, email, webcam. Organise children into groups and give a set of communication scenario cards to each group and ask pupils to take turns to read out a card. The group should then discuss and decide whether the statement is true, false or they don't know, and place the card in the appropriate pile. As a whole class, go through the statements, checking and displaying the correct answers. Highlight key points from the answers to ensure pupils understand how to manage each situation.</p> <p>5. Advice for Keeping Safe Display the SMART rules from http://kidsmart.org.uk/beingsmart/ about keeping safe online. Ensure that children know there are various sites, where they can get help and advice if relationships online go wrong and recommend these actions:</p> <ul style="list-style-type: none">– Remember people do not always tell the truth online.– Don't reply to a nasty text, email or message.– Save or print the message so that you have a record of it.– Block the number or user from your phone or site.– Tell your parent, carer or a trusted adult. <p>6. Review In pairs, ask the children to complete the sentence:: <i>One way to communicate safely is...</i> Discuss the ideas raised and clear up any misconceptions.</p>
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3	To explore the emotional and physical changes occurring in puberty.	<p>I can explain the main physical and emotional changes that happen during puberty.</p> <p>I can ask questions about puberty, with confidence.</p>	<p>1. Group Agreement Remind the class of the ground rules. Remind them that in the previous lessons the focus was on the importance of communication in relationships and managing healthy online relationships.</p> <p>2. Learning Outcomes Tell the class the lesson will be about the changes that occur during puberty. Explain that puberty is a special time of change when children grow and develop into young adults, or teenagers. Refer to the learning outcomes and discuss what they mean. Ensure that the pupils understand the words 'physical' and 'emotional' by explaining that a physical change happens to the body and an emotional change involves feelings. Give one or two examples.</p> <p>3. Defining Puberty Use questions to establish key facts about puberty. For example when it happens, to whom and why. Consider the following:</p> <ul style="list-style-type: none">– puberty occurs at some time between the ages of 8 and 16– each person will start puberty at a slightly different time and will develop in their own way - it's important to respect these differences– male and female sex hormones become very active and are responsible for growth and development during puberty– puberty changes are a normal part of growing up– changes happen to everyone - some only happen to females; some only happen to males– the whole process of change can take a few years. <p>4. Listing the changes Split the class into pairs and ask them to discuss the following questions and list their answers: <i>What physical and emotional changes do you think happen during puberty? How might people's relationships change during puberty?</i> Share ideas and record them. Organise into lists for changes that happen to males, females, and everyone. Emphasise that most of the changes happen to everyone.</p> <p>5. Body Changes Begin by emphasising that no two bodies look the same and that we grow and change at different rates. Find out what the children already know about the following words: ovaries, uterus, vagina, penis, testicles and correct any misconceptions. Explain what happens in puberty (i.e. that the female starts to produce eggs in the ovaries and the male starts to produce sperm in the testicles).</p> <p>6. Pupil Questions Ask the pupils to write down what they want to know about puberty, after the lesson. This can inform future lessons.</p> <p>7. Review In pairs, discuss what the children have learned in this lesson and close by asking some to share what they've learned, e.g. <i>One thing I learnt today was ...</i></p>
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4	To consider puberty and reproduction.	<p>I can describe how and why the body changes during puberty, in preparation for reproduction.</p> <p>I can talk about puberty and reproduction with confidence.</p>	<p>1. Recap on Rules Remind the children about the ground rules (e.g. listen to each other; treat each other with respect; confidentiality).</p> <p>2. Learning Outcomes Explain that the next two lessons are about puberty <i>and reproduction</i>. Refer to the learning outcomes: discuss what they mean and how the class will know if they have achieved them.</p> <p>3. Recap on Puberty Changes In pairs, ask the class to discuss the changes that happen during puberty. Using a go-round, ask each pair to complete the following sentence: <i>One change that happens in puberty is ...</i> Ensure that the main changes have been covered.</p> <p>4. Body Parts Game Explain that the purpose of this exercise is to find out what the children know about body parts, especially the parts relating to puberty and reproduction. The class should follow one of the following instructions, depending on who they think has each body part.</p> <ul style="list-style-type: none">– Female body part: hands on head– Male body part: hands on shoulders– Everyone: cross arms– Unsure: hands on laps <p>Reassure the class that it is okay to go to with “unsure” and not to worry about what other people think. Show them the first word (elbow) and ask them to decide if they think it is male, female or everyone. Briefly discuss what they know about the body part before showing the matching picture and clarifying any misunderstandings. Go through the remaining cards one by one, using both words and pictures.</p> <p>5. Reproduction Questions and Answers Give out a set of ten questions about reproduction and ask pairs to discuss the answers to the questions. Then hand out the answers. Ask pairs to find the correct answer for each question and place it on the sheet (e.g. <i>What is an egg? An egg comes from the woman; it is needed to make a baby.</i>) Discuss their answers with them and give the correct answers.</p> <p>6. Review In pairs, complete the sentence: <i>One way the body changes in puberty in preparation for reproduction is ...</i> Finish with a quick go-round using their ideas to review the learning from the lesson.</p>
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5	To consider puberty and reproduction.	<p>I can describe how and why the body changes during puberty, in preparation for reproduction.</p> <p>I can talk about puberty and reproduction with confidence.</p>	<p>1. Recap on Rules Remind the children about the rules that have previously been agreed upon.</p> <p>2. Learning Outcomes Explain that this lesson is also about reproduction and puberty. Recap on the learning outcomes and how the class will know if they have achieved them.</p> <p>3. Reproduction Recap Remind the children about the Q&A activity from the previous lesson. Test their memory by asking the questions again and revealing the correct answers. Discuss each answer using the pictures for clarification, where necessary.</p> <p>4. Puberty Problem Page Present a mock-up of a puberty-themed problem page and choose one of the problems to read out. Ask the whole class what advice they would give to this person. Divide the class into small groups and give out a problem to each group. Ask each group to write their suggestions for addressing the problem. Each group then needs to feedback and discuss their solutions to the rest of the class.</p> <p>5. Review In pairs, discuss what has been covered in the lesson. Finish with a closing round: <i>One thing I have learned today about how to deal with puberty is ...</i></p>
6	To consider different ways people might start a family.	<p>I can describe the decisions that have to be made before having children.</p> <p>I know some basic facts about conception and pregnancy.</p>	<p>1. Recap on Rules Remind the class of the ground rules for this lesson. Ask the children what they remember about communication and respect, from the last lesson. To introduce this lesson, explore briefly how the children might feel about looking at drawings of bodies and sexual intercourse and discuss strategies to help them manage their feelings during the activity.</p> <p>2. Learning Outcome Refer to the learning outcomes and discuss what they mean. Check that the children understand the meaning of the words conception and pregnancy.</p> <p>3. 'How Does a Baby Start?' Sequencing Activity In small groups, give out one set of cards per group, illustrating how a baby is started. Ask the groups to sequence the cards in the correct order to show they have understood the conception process. As a whole group, discuss and sequence the pictures correctly, ensuring that the children understand the words on each slide. Check their understanding with the following questions:</p> <ul style="list-style-type: none"> – What does 'touching each other in sexual ways' mean? Only an adult couple in a relationship should touch each other's private parts in this way. – Why do you think sexual intercourse 'should feel nice'? Ensure pupils understand the meaning of the word 'consent'. An adult couple should agree/consent to have sexual intercourse and it should not be painful for either of them. – Where does the sperm meet the egg? – What is the scientific word for when the sperm gets into the egg? – What happens to the fertilized egg as it travels down towards the womb?

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			<p>– For how long does the baby usually grow in the womb? Ask the class if sexual intercourse is the only way to become pregnant or to have a family and discuss other options, such as IVF, sperm donors, fostering and adoption.</p> <p>4. Pupil Questions Give each pair of pupils a couple of minutes to discuss and write down a question they might have about conception and pregnancy. Tell the class that the questions will be read out and answered in the next lesson.</p> <p>5. Review Finish with a closing statement for children to complete: <i>One thing I've learnt about having a baby is...</i></p>
7	To consider different ways people might start a family.	<p>I can describe the decisions that have to be made before having children.</p> <p>I know some basic facts about conception and pregnancy.</p>	<p>1. Recap on Rules Remind the class of the ground rules for this lesson. Ask the children what they remember about the sequence of how a baby is started, from the last lesson.</p> <p>2. Learning Outcome Refer to the learning outcomes and discuss what they mean.</p> <p>3. Conception and Pregnancy Quiz In pairs, complete a conception and pregnancy quiz, using true, false, don't know. With the whole class, discuss the answers for each question (e.g. Q: All pregnant women feel sick in the morning. A: false – some women do feel sick in the morning, others feel sick at different times of the day and some have no sickness). Use the Reproduction System PPT to support the discussion and to reinforce the children's understanding.</p> <p>4. Conception and Pregnancy Statements In small groups, ask the children to sort five statements into true / false / don't know. As a whole class, answer the questions. Use the Reproduction System PPT to support the answers.</p> <p>5. Pupil Questions Read out the questions about conception and pregnancy, from the previous lesson. Ensure to address any misconceptions that are clear from the questions and/or subsequent discussion.</p> <p>6. Review In pairs, ask the children to complete the sentence: <i>One thing I now know about pregnancy is...</i> and ask for volunteers to state what they now know. Discuss the ideas raised and clear up any misconceptions.</p>