

Year 6 – Sex and relationship education
Healthy relationships / How a baby is made

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p>LESSON ONE</p> <p>Pupils learn about the changes that occur during puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify the physical, emotional and behavioural changes that occur during puberty for both males and females • understand that puberty is individual and can occur any time between 8-17 • understand that body changes at puberty are a preparation for sexual maturity 	<ul style="list-style-type: none"> • Pre-topic assessment activity: <ul style="list-style-type: none"> ○ Pupils add ideas to a Venn diagram explaining what is important in friendships, intimate relationships (such as marriage, partner, boy/girlfriends) and both • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Pupils revise what is meant by puberty, when this occurs and why it happens. (whole class) Pupils record on post-it notes the different changes that happen to bodies at puberty – physical, emotional, behavioural and social changes (one idea per post-it note). <i>individual</i> • Introductory activity: Display a Venn diagram on the board, labelled male, female, both. Pupils stick their post-it note to the correct section of the Venn diagram. Draw out the number of changes that happen to both and girls. <i>whole class</i> • Main activity: Pupils discuss what worries people might have as they approach puberty and where they might seek advice. Pupils are given a letter that has been written to a problem page. Pupils write a reply to the letter. Pupils swap letters and responses and read them. <i>pairs</i> • Closing activity: With the pupils discuss where young people ask for advice or information about these issues. <i>whole class</i> 	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p> <p>Year 5/6, Lesson 1, What’s all this about puberty?</p> <ul style="list-style-type: none"> • The Health and Wellbeing Service offer direct delivery support to pupils around puberty. Contact: emma.newton@leeds.gov.uk

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<p>LESSON TWO</p> <p>Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture • can recognise and challenge gender stereotypes • understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour 	<ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Pupils brainstorm ideas of what men / boys and women / girls should do, not do or be. For example: wear a dress, play football, be Prime Minister, look after children. Record these ideas in a circle. In another circle around the outside record pupils' ideas about all the people who influence how we think boys and girls should and should not behave, be, look etc. In a further circle around the outside record all the structures in society that influence gender roles, such as TV, magazines, religion, school. <i>whole class</i> • Introductory activity: Pupils draw around a person on a large piece of paper to create a body outline, repeat this and label one 'men' and one, 'women'. Pupils cut out pictures from magazines of men and women and add these to the body outlines. <i>groups</i> • Main activity: Pupils discuss what they notice about the images, including the roles that men and women are doing and what they look like. Pupils discuss how this might make people feel or behave and whether the images are positive or negative. <i>groups</i> • Closing activity: Round - pupils take it in turns to complete the sentence starter: During this lesson I learned _____. <i>whole class</i> 	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p> <p>Year 5/6, Lesson 2, Becoming men and women</p>
<p>LESSON THREE</p> <p>Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify positive qualities and expectations from a variety of relationships • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of intimate relationships, including marriage • understand that sex or making love may be one part of an intimate relationship between adults 	<ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Round – pupils take it turns to complete the sentence: I am good friend because _____. <i>whole class</i> • Introductory activity: Pupils record on a post-it note a quality that makes a good friend. Pupils meet with another pair, think of other ideas and record these on a post-it note, until they have at least nine examples. <i>pairs</i> • Main activity: Pupils rank the qualities needed for a friendship on a diamond 9. Pupils repeat this but for an intimate relationship. Discuss similarities and differences. <i>groups</i> • Closing activity: Pupils complete a worksheet using words, sentences or drawings in response to the statement: Love is _____. <i>individual</i> 	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p> <p>Year 5/6, Lesson 3, Building good relationships</p>

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<p>LESSON FOUR Pupils learn about human reproduction in the context of the human lifecycle Pupils</p> <ul style="list-style-type: none"> • understand that sexuality is expressed in a variety of ways between consenting adults • know that sexual intercourse may be one part of a sexual relationship • can describe how babies are made and explain how sexual intercourse is related to conception • can name the male and female sex cells and reproductive organs 	<ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Labels are pinned in each corner of the classroom: male, female, both, unsure. Pupils are given names of body parts one by one. Pupils decide whether it is something males, females or both have and move to the corresponding label. <i>Choose words from: pubic hair, anus, elbows, breasts, nipples, penis, scrotum, vulva, vagina, clitoris, cervix, ovaries, testicles, foreskin, urethra, fallopian tube, bladder, womb. whole class</i> • Introductory activity: Display diagrams of the reproductive organs of males and females and identify any the pupils had difficulty with. Pupils can explain what these parts of the body do. <i>groups or whole class</i> • Main activity: Pupils watch a section of the Channel 4 Living and Growing DVD (How babies are made, Unit 2, Programme 5. Start the video at “So, what does being friends mean to you...” to END.) Pupils discuss the different types of relationship they saw in the video and the reasons why the couples said they liked each other. Discuss sexual intercourse and that this is just one part of sex and that sex is one way that consenting adults show they care about each other. Pupils write anonymous questions about anything else they would like to know. <i>whole class</i> • Closing activity: Round: Pupils take it in turns to complete the sentence starter: A good age to have a baby with someone is _____. <i>whole class</i> 	<ul style="list-style-type: none"> • A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team Year 5/6, Lesson 4, Sexual relationships • Channel 4 Living and Growing DVD • The Health and Wellbeing Service offer direct delivery support to pupils around conception. Contact: emma.newton@leeds.gov.uk
<p>LESSON FIVE Pupils learn how a baby is made and grows (conception and pregnancy) Pupils</p> <ul style="list-style-type: none"> • know the male and female body parts associated with conception and pregnancy • can define conception and understand the importance of implantation in the womb • know what pregnancy is, where it occurs and how long it takes 	<ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Display a timeline on the board. Pupils suggest the different stages in forming a relationship that might lead to sexual intercourse over a period of time. Acknowledge that this will be different for different couples. <i>whole class</i> • Introductory activity: Pupils complete this as a sequencing activity about how a baby is made. <i>groups</i> • Main activity: Pupils in groups are given a set of statements about conception and pregnancy. Pupils decide whether the statements are true or false. <i>groups</i> • Closing activity: Go through the statements and discuss them with the pupils. Clarify any misconceptions the pupils were unsure about. <i>whole class</i> 	<p>A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team Year 5/6, Lesson 5, Conception and pregnancy</p> <ul style="list-style-type: none"> • The Health and Wellbeing Service offer direct delivery support to pupils around conception. Contact: emma.newton@leeds.gov.uk

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<p>LESSON SIX</p> <p>Pupils learn about roles and responsibilities of carers and parents</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify some of skills and qualities needed to be parent and carer • understand the variety of ways in which parents and carers meet the needs of babies and children • can recognise that both men and women can take on these roles and responsibilities 	<ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Pupils discuss whether they have had a new baby born in their family. <i>This might be a sibling or cousin.</i> Pupils discuss what it must be like for new parents and carers when a baby is born. How might their life change? How might people feel about that? Pupils feedback the range of emotions that new parents might feel – record these on the board. <i>groups</i> • Introductory activity: Pupils read the poems: Kids, by Spike Milligan and I love my mother, by Benjamin Zephaniah and discuss the sorts of feelings the poems portray. <i>whole class</i> • Main activity: Discuss that both the poems are written from the point of view of the child. Pupils re-write the poems from the point of view of the parent. How would it differ? <i>groups</i> • Closing activity: Discuss some of the difficulties faced by a new parents and sources of support. For example, relatives, friends, doctors, midwives or health visitors. Discuss who else has role in bringing up children other than just parents. For example, schools, children centres, grandparents. <i>whole class</i> 	<ul style="list-style-type: none"> • A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team Year 5/6, Lesson 6, Being a parent • Kids, poem by Spike Milligan • I love my mother, poem by Benjamin Zephaniah
<p>LESSON SEVEN</p> <p>Pupils learn to answer each other’s questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can answer each other’s questions about sex and relationships • can use appropriate language to discuss sex and relationships and growing up with confidence • can identify sources of information, support and advice for children and young people 	<p><i>Before this lesson, develop a list of questions generated from the pupils’ anonymous questions throughout the topic.</i></p> <ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Pupils complete a true/false quiz based on their anonymous questions. <i>individual</i> • Introductory activity: Go through the quiz, checking the answers. <i>whole class</i> • Main activity: Give out typed copies of any remaining questions – pupils come up with responses for the questions. <i>pairs</i> • Closing activity: Read the story: How did I begin? by Mick Manning and Brita Granstrom to the class. <i>whole class</i> • Post-topic assessment activities: <ul style="list-style-type: none"> ○ Pupils add to / amend their original ideas or complete a new version of the Venn diagram explaining what is important in friendships, intimate relationships (such as marriage, partner, boy/girlfriends)and both ○ Pupils complete the self-reflection sheet – Healthy Relationships / How a baby is made 	<p>A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team Year 5/6, Lesson 7, Your questions answered</p>

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<p><i>The lessons below are additional lessons: schools should consider including these lessons, as part of SRE policy development</i></p>		
<p>LESSON EIGHT Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted Pupils</p> <ul style="list-style-type: none"> know that HIV can affect anyone, not a specific group or type of person can identify how HIV can and cannot be passed on 	<ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Write HIV and Aids on a flipchart or whiteboard. Pupils have three minutes to talk about what they know, have seen or heard about HIV and Aids. Pairs of pupils meet with another group to share their ideas and jot them down. Some prompt questions for pupils are: <i>What is HIV? Who gets HIV? How is HIV passed on? How can HIV be treated? How might somebody with HIV feel? What is the difference between HIV and Aids?</i> <i>pairs and small groups</i> Introductory activity: Pupils feedback as a whole class. Give a brief explanation of HIV and Aids. <i>whole class</i> Main activity: Pupils are given pictures of people and group them into those more likely to have HIV and those less likely. Pupils then consider how HIV is passed from one person to another. Clarify pupils' misconceptions, explaining that you cannot tell whether a person has HIV or not and explain how HIV can and cannot be passed on. Pupils discuss how myths and misconceptions about HIV can lead to some individuals and groups being stigmatised. <i>groups</i> Closing activity: Pupils complete a tick chart using the pictures and the ways that HIV can be passed on. Pupils add ticks and crosses in the appropriate section, reinforcing that anyone might have or can become infected with HIV and how it can and cannot be passed on. <i>groups</i> 	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 6, HIV Lesson 1, Myths and misconceptions about HIV</p>

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<p>LESSON NINE</p> <p>Pupils learn about how the risk of HIV can be reduced</p> <p>Pupils</p> <ul style="list-style-type: none"> know that the risk of HIV being passed on can be reduced if a condom is used can describe how a condom protects against HIV and other sexually transmitted infections 	<ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Pupils look back at the pictures from the previous lesson and recap that: anyone might have HIV – you cannot tell by looking at them and that HIV can get into the body from infected blood (through sharing needles and syringes an infected person has already used, an infected mother through pregnancy (birth or breast milk) and sexual intercourse with someone who is infected). <i>whole class</i> Introductory activity: Discuss that people can take precautions to help prevent being infected by HIV themselves or passing HIV on to others. Discuss the different precautions; including that a couple having sexual intercourse can use a condom. Show the pupils a condom (in the packet and unrolled) and explain how it is used. <i>whole class</i> Main activity: Pupils add to the chart from the previous lesson and suggest how each person can reduce the risk of being infected with HIV. <i>groups</i> Closing activity: Pupils share their ideas from the charts and discuss that when adults decide to have sexual intercourse they need to share responsibility to protect themselves and each other from HIV and other germs that can be passed on during sex. <i>whole class</i> Post-topic assessment activity: <ul style="list-style-type: none"> Pupils complete the self-reflection sheet – HIV 	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p> <p>Year 6, HIV Lesson 2, How can the risk of catching HIV be reduced?</p>

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<p>LESSON TEN</p> <p>Pupils learn that contraception can be used to stop a baby from being conceived</p> <p>Pupils</p> <ul style="list-style-type: none"> know that a condom stops sperm from meeting an egg and therefore stops fertilisation know that women can take a pill to stop an egg being released, preventing conception understand contraception is both partners' responsibility 	<ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Pupils discuss why couple might choose to have sex. Display the word contraception. Pupils say what they know about contraception and the types they have heard about. Explain that not all couples who have sex want to have a baby or that some couple may want to limit the number of babies they have and that contraception is a deliberate way of preventing or reducing the likelihood of a baby being made. <i>whole class</i> Introductory activity: Show the pupils a condom and explain how it is used. Show the pupils a picture of the contraceptive pill and explain how this is used. <i>whole class</i> Main activity: Pupils complete a Venn diagram showing the similarities and difference between the two contraceptive methods – the pill and the condom. <i>groups</i> Closing activity: Pupils discuss whose responsibility contraception is when a couple decide to have sexual intercourse. <i>whole class</i> Post-topic assessment activity: <ul style="list-style-type: none"> Pupils complete the self-reflection sheet – Contraception 	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p> <p>Year 6, Contraception, What is contraception?</p>
Children's literature to support the topic		Help, advice and support
<ul style="list-style-type: none"> How did I begin? Nick Manning and Brita Granstrom Let's talk about where babies come from, Robie H. Harris Kids, poem by Spike Milligan I love my mother, poem by Benjamin Zephaniah https://www.youtube.com/watch?v=IU5IX_UKEjM KS2 PSHE and citizenship class clips, BBC Bitesize, cartoon clips about puberty, growing up and changing, as well as HIV www.bbc.co.uk/education/subjects/zqtnvcw 		<ul style="list-style-type: none"> Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust ChildLine: 0800 1111 www.childline.org.uk NHS choices: www.nhs.uk/livewell Dove self-esteem project for girls: www.selfesteem.dove.co.uk Information about World Aids Day www.worldaidsday.org