



Lesson 1: Changes - Physical

Learning Objectives

To understand the functions of male and female reproductive organs

To know and understand about the physical changes that take place at puberty and why they happen

Resources

Starter

Diagrams of the male and female reproductive organs.

Activity 1

Male and female reproductive organs

Activity 2

If your school uses Channel 4 Living and Growing- Unit 3 Boy Talk and Girl Talk.

www.nhs.uk/Video/Pages/Menstrualcycleanimation.aspx

Plenary

Question Box

Points to Note

Remind children of ground rules

Link to science curriculum

Key Vocabulary

Penis, testicles, sperm, ova, ovum, ovary, fallopian tube, uterus, vagina

Starter Activity

Recap information from Year 5.

Explain the learning objective to the children, reinforcing the point made in previous sessions that it is important they know the scientific names for each part of the male and female reproductive organs, both external and internal.

Look at diagrams together of both the male and female organs and if appropriate discuss their functions.

Activity 1

In groups, provide the children with diagrams of male and female reproductive organs and ask them to label the diagrams using words provided. Can they add any details about the function of any of the parts? Discuss as a class.

Activity 2

Revisit Channel 4 Living and Growing
Watch preferably with boys and girls together

Girl Talk and Boy Talk programmes (Unit 3).
Consider the discussion points at the end of the programme (NB This may have been watched before in Year 5, however it is valuable to watch this again as new questions may arise).

Plenary

Remind the class of the anonymous use of the Question Box.

Explain how they can use it to post any questions they have regarding relationships or sex.

Lesson 2: Changes - Emotional

Learning Objectives

To be able to recognise their own changing emotions and be able to express their feelings and concerns positively

Resources

Activity 1

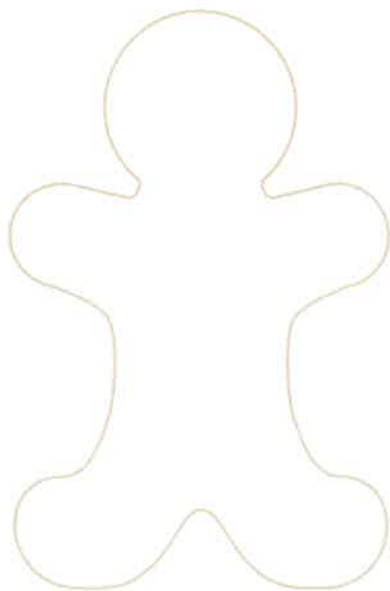
Gingerbread man outline
See resource for Year 5 Lesson 3

Activity 2

Emotions sheet

Key Vocabulary

Physical and emotional changes, puberty, feelings, emotions



Starter Activity

As a class discuss how during puberty, as well as changing physically, boys and girls start to think about new things and experience lots of new feelings.

Explain that puberty is a time when we start to experience strong and fluctuating feelings and that this is a normal part of growing up.

Activity 1

In groups, ask the children to think about how they may be changing emotionally and make a list of words (or write on the outline of a gingerbread person) which describe the new ways they may be feeling e.g. moody, sad, worried, excited, tired.

Ask the groups to share their ideas with each other and encourage the children to think about whether they have experienced any of the thoughts or feelings recently.

Explain that emotional development, like physical development, takes place at different times for different people.

Activity 2

Give out sheet listing different emotions. The children will be encouraged to consider situations when they might have felt these emotions recently. They can add other emotions to the sheet.

Plenary

What are the main emotions linked to puberty? Are they the same for girls and boys? Link back to the work about hormones and how they affect our bodies. These feelings are a normal part of growing up.

Lesson 3: Life Cycle - Sexual Intercourse

Learning Objectives

To know about the facts of the human lifecycle, including sexual intercourse

Resources

Starter

'*Mummy Laid an Egg*' Babette Cole

Activity 1

How Does a Baby Start?

Plenary

Youtube: Miracle of Life

www.youtube.com/watch?v=GE_1186boUU

Points to Note

Remind children of the ground rules and the class question box.

Key Vocabulary

Penis, testicles, erection, ejaculation, sperm, ova, ovum, ovary, fallopian tube, uterus, vagina, conception, pregnancy, foetus



Starter Activity

Read '*Mummy Laid an Egg*' Babette Cole to the children. Re-read, stopping at key points for class discussion, focussing on what they already know about how babies are made as well as what they have learned from the story.

Answer any questions they may have and correct any misconceptions. Remind the children of the question box where they can leave questions to be answered in a follow-up session.

Activity 1

In groups, ask the children to sequence a set of cards describing how a woman becomes pregnant. The cards will include stages such as sexual intercourse, sperm travelling to the uterus and the egg and the sperm fusing to form a new cell.

Discuss each stage of the sequence with the children. Look at the changes throughout the pregnancy.

Plenary

Show video clip '*The Miracle of Life*'.



Lesson 4: Relationships

Learning Objectives

To consider the need for trust and love in marriage and established relationships.

To consider different types of love

Resources

Stonewall Resources: Same Love, Different Family www.stonewall.org.uk

Activity 2

Copies of each of the nine family cards in the Stonewall Resource

Points to Note

Consider the diversity of the family structures in your class

Key vocabulary

Families, adoption, lesbian and gay relationships, wider family, brother, sister, step/half brother/sister, grandparents



Starter Activity

Show the children a picture of a family as a male and female with two children (boy and girl), Ask the question Is this a family? Discuss.

Then show Stonewall poster: Same Love, Different Family. Discuss different family setups. What makes a family?

Activity 1

Exploring what makes a healthy relationship, use a continuum line to answer these questions:

Is it OK to...

A. Lie to your friend? | B. Argue with your friend? | C. Always try and please your friend? | D. Carry on doing something, even though your friend says no | E. Expect your friend to do everything you ask them to do?

Activity 2

Children can work together in pairs, or small groups, playing the Stonewall card games involving building different families.

Plenary

As a class, discuss how adults who are in love show each other how much they care for one another. How do they communicate their love (in verbal or non verbal ways).

Encourage the children to think about how adults express their love physically AND emotionally, e.g. cuddling, kissing, looking after each other when they are ill, listening to each other's problems, etc.

Make a list of the ways that adults can show commitment to each other e.g. setting up home, getting married, having a child, etc.

Ensure the children are aware that sexual activity is part of a loving relationship between adults, but not the only part of a loving relationship.



Lesson 5: Birth and a New Baby

Learning objectives

To understand how babies are born

To explore the impact a new baby has on a family

Resources

Activity 1

Optional: Channel 4 Living and Growing DVD
Unit 3: Film of How a Baby is Born

Activity 2

Building for Baby

Points to Note

Consider the diversity of the family structures in your class

Key vocabulary

Contraction, labour, uterus, dilation, cervix, umbilical cord, placenta, amniotic fluid, caesarean section

Starter Activity

Ask the children what they know about how a baby is born. Elicit, or share, key points: after nine months of growth in the uterus, the mother goes into labour...

Record on the board anything about labour they may know, encouraging them to ask questions and answering them appropriately and honestly, e.g. how long does it take? Is it painful? etc.

Activity 1

If your school uses the Living and Growing Channel 4 resource, the children can be shown the birth film.

Activity 2

Invite the children to suggest what a new baby may need. Many will have younger siblings, cousins, etc. Record their suggestions on the board.

Ask them how they think a new baby in their family may make them feel.

In pairs, the children can identify ten key things they think a new baby will need and record their ideas on a sheet.

Plenary

Pair up the pairs into groups of four. Are their ideas the same? Can they agree on ten? Are all the things the baby needs, items that can be bought?

Eventually, decide as a class on the top ten needs of a baby and discuss the importance of fundamental needs of love, time, warmth, shelter. How will they choose to record/display their ideas?

