

Puberty, Relationships and Reproduction

Scheme of Work

Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance

Health Education
Mental wellbeing
(6c,6d,6f,6g,6i,6j)
Changing Adolescent body
(8a,8b)

Learning Intentions and Learning Outcomes

Learning Intention
To consider puberty and reproduction
Learning Outcomes
Describe how and why the body changes during puberty in preparation for reproduction
Talk about puberty and reproduction with confidence

Lesson Title

Lesson 1
[Puberty and Reproduction](#)

Resources

[Puberty Changes Teacher Guide](#)
[Puberty Body Part cards](#)
[Reproduction questions sheet](#)
[Reproduction answer cards](#)
[Reproduction whiteboard summary](#)
Additional Activities
[Year 6 Puberty Problem Page](#)
[Year 6 Puberty Problem Page Cut-outs](#)
[Year 6 Puberty Problem Page Teacher Guide](#)

Relationships Education

Families and people who care for us (1a,1b,1d,1f)
Caring friendships (2a,2b,2c)
Respectful relationships 3b,3d,3h)
Being safe (5a,5b,5c,5d,5e)

Learning Intention

Exploring the importance of communication and respect in relationships
Learning Outcomes
Explain differences between healthy and unhealthy relationships
Know that communication and permission seeking are important

Relationships Education

Families and people who care for us (1c,1d,1e)
Key Stage 2 Science
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents

Learning Intention

To consider different ways people might start a family
Learning Outcomes
Describe the decisions that have to be made before having children
Know some basic facts about conception and pregnancy

Relationships Education

Online relationships
(4a,4b,4c,4d,4e)
Being safe (5a,5b,5d,5e,5g,5h)
Mental wellbeing (6h,6i)

Learning Intention

To explore positive and negative ways of communicating in a relationship
Learning Outcomes
To have considered when it is appropriate to share personal/private information in a relationship
To know how and where to get support if an online relationship goes wrong

Lesson 2

[Communication in Relationships](#)

[Communication and Touch cards](#)
[Pupil Questions template](#)

Lesson 3

[Families, Conception and Pregnancy](#)

[Couple pictures](#)
[How does a baby start? cards \(one set per group\)](#)
[How does a baby start? whiteboard summary](#)
[Pupil Questions from previous lesson - typed](#)
Additional Activities
[Conception and Pregnancy statements](#)
[Conception and Pregnancy Quiz](#)
[Conception and Pregnancy Quiz Answers](#)
[Reproductive System slides](#)

Lesson 4

[Online Relationships](#)

[Relationship Question cards](#)
[Communication Scenario cards](#)
[Communication Scenarios answers](#)
[Communication Scenarios whiteboard summary](#)
Additional Activities
Film clip from www.thinkuknow.co.uk

Lesson 1 Puberty and Reproduction

Learning Intention

To consider puberty and reproduction

Learning Outcomes

Describe how and why the body changes during puberty in preparation for reproduction
Talk about puberty and reproduction with confidence

Resources

[Puberty Changes Teacher Guide](#)

[Puberty Body Part cards](#)

[Reproduction question sheet](#)

[Reproduction answer cards](#)

[Reproduction whiteboard summary](#)

Activities

1. Group Agreement

In a circle, ask the class questions to help establish some rules for these lessons. Ensure you include the following: listen to each other; treat each other with respect (this includes no laughing at each other, no put downs or personal comments/questions); confidentiality (explaining how you would need to share any safeguarding concerns).

2. Learning Outcomes

Explain that this lesson is about reproduction and that it will re-cap on puberty. Refer to the learning outcomes on the whiteboard. Discuss what they mean and how the class will know if they have achieved them.

3. Pair and Share Puberty Changes

If puberty has been taught previously, re-cap with the class. For reference see the [Puberty Changes Teacher Guide](#). However if puberty is a new topic, consider using activities from Year 5, Lesson 1 first.

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: *One change that happens in puberty is ...* Ensure that the main changes have been covered.

4. Body Parts Game

Sitting in a circle explain that the purpose of this exercise is to find out what the group knows about body parts, especially the parts relating to puberty and reproduction. Explain that you are going to show them the [Puberty Body Part cards](#), one by one. The class should follow one of the following instructions depending on who they think has each body part.

- If it is a Female body part – Hands on head
- Male body part – Hands on shoulders
- Everyone – Cross arms
- Unsure – Hands on laps

Practice this a few times by calling out Male, Female, Everyone and Unsure. Reassure the class that it is OK to go to with “unsure” and not to worry about what other people think. Show them the first word 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 on the whiteboard one by one, using both words and pictures.

5. Reproduction Questions and Answers

In pairs, hand out the [Reproduction question sheet](#) and ask the children to discuss the answers to the questions. Then hand out the [answer cards](#) to the pairs and ask them to find the correct answer for each question and place it on the sheet.

6. Reproduction Whiteboard Summary

Ask the children to cover up their own answers. Use the [Reproduction whiteboard summary](#) to test their memory and reveal the correct answers. Discuss each answer using the [Body Parts pictures](#) for clarification where necessary.

7. Closing Round/Review

In pairs, complete the sentence: *One way the body changes in puberty in preparation for reproduction is ...*
Finish with a quick go-round using their ideas to review the learning from the lesson.

Additional Activities

Puberty Problem Page

Display the [Year 6 Puberty Problem Page](#) on the whiteboard 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, using the [Year 6 Puberty Problem Page cut-outs](#). Ask each group to write a reply to their problem. Feedback and discuss their answers. For help with this activity read the [Year 6 Puberty Problem Page Teacher Guide](#). This activity could also be used as an assessment / evaluation activity.

Menstrual Cycle Animation

http://kidshealth.org/teen/sexual_health/girls/menstruation.html?tracking=T [Related Article](#)

See Year 5 Lesson 2 for help with using this animation.

Lesson 2 Communication in Relationships

Learning Intention

Exploring the importance of communication and respect in relationships

Learning Outcomes

Explain some differences between a healthy and unhealthy relationship
Know that communication and permission seeking are important in relationships

Resources

'What makes a healthy relationship?' <https://amaze.org/video/healthy-relationships-makes-relationship-healthy/>
[Communication and Touch cards](#)
[Pupil Questions template](#)

Activities

1. Group Agreement and Re-cap

Remind the class of the ground rules used in the previous session, including treating each other with respect. Remind the class that in the previous lesson the focus was on the physical changes that happen during puberty and the link to reproduction.

2. Communication in Relationships

Display the learning objectives on the board. Ask the class to consider what we might mean by Healthy and Unhealthy Relationships. Remind the class not to judge the relationship but to think about how people in it might feel.

3. What's important in a friendship?

Write the word 'Friendship' on the board. In pairs, ask the class to write three qualities of a good friend on three separate sticky notes; give a couple of examples e.g. trust, sense of humour, kindness. Ask one child from each pair to stick their three ideas on the whiteboard. Establish that good communication skills can be really important in a positive relationship, 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 and that's okay. Identify which of their suggestions are linked to communication?

4. What makes a healthy relationship?

Explain that some teenagers might start dating or going out. Ask the class what they understand by this. What is the difference between being friends and dating? Review the qualities of a good friend that are on the board and ask which qualities would be important in a romantic relationship too.

Show the video 'What makes a healthy relationship?' on amaze.org
<https://amaze.org/video/healthy-relationships-makes-relationship-healthy/>

The film discusses 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: *pressuring someone to do things they don't want to do, one person controlling or making all the decisions, bullying, teasing all of the time or not talking.*

5. Communication and touch

Split the class into small groups and give each group a set of [Communication and Touch cards](#). Explain that the cards discuss touch in different types of relationships and that communication is particularly important when touch is part of a relationship. Ask each group to read their cards carefully and to decide whether they think the scenario shows a good level of communication, some communication or no communication. Place each card in the pile they think it belongs to.

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Communication in Relationships

Briefly discuss the situations which show a good level of communication:

Why do they think it is good to ask what someone likes or doesn't like? What does 'checking in with them' mean?

How can people communicate well with body language?

Focus on the cards with poor communication, cards 1, 2, and 4:

Why might someone feel awkward or uncomfortable in that situation? Why is it not okay to touch someone without asking? Ask the class to think of practical steps to improve the communication and respect in each situation.

6. Pupil Questions

Ask the pupils to write questions using the [Pupil Questions template](#): *After the lesson I wanted to know ...*

Explain that, where relevant, these questions will be answered in the next lesson.

7. Closing Round/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 might be considered 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...

Lesson 3 Families, Conception & Pregnancy

Learning Intention

To consider different ways people might start a family

Learning Outcomes

Describe the decisions that have to be made before having children

Know some basic facts about conception and pregnancy

Resources

[Couple pictures](#)

[How does a baby start? cards](#) (one set per group)

[How does a baby start? whiteboard summary](#)

Pupil Questions from previous lesson - typed

Activities

1. Group Agreement and re-cap

In a circle, remind the class of the ground rules for this lesson. Ask the children what they remember about relationships and reproduction from the last lesson.

2. Learning Outcome

Refer to the learning outcomes on the whiteboard and discuss what they mean. Check that the children understand the meaning of the words conception and pregnancy.

3. Relationship Timeline

Split the class into small groups of three or four giving each group one of the [Couple pictures](#), ensuring that the pictures used depict a diverse range of couples. Explain that each group is going to create a timeline on their table using masking tape, marking the left hand end **Met someone special** and the right hand end **Decide to start a family**. On post-its they should note down the different stages in a relationship that could lead to starting a family and perhaps having a baby or children. Encourage the groups to think about the important decisions each couple might have made and the discussions they might have had. Mention that for some couples marriage is important because it demonstrates formally and legally their commitment to each other.

As a whole class, share ideas and record these on the board as a sequence or timeline. Ask pupils to suggest the period of time covered by the timeline – i.e. how long would such a relationship take to develop before the couple would be ready to start a family? Acknowledge diversity and difference in adult relationships by accepting a range of ideas; consider that some people might have a baby on their own – what would their timeline look like? What would they need? Emphasise that different timelines and sequences will be appropriate for different people. Do all families have children? Are babies easy to care for?

4. What is Sex? Optional film

Always check that films are suitable for your students/school. This lesson is designed to work either with or without the film. Check the film content matches the Sex Education outcomes set out in your school's RSE policy. Groups may have included 'have sex' as one of the stages on their timeline. Show the BBC Teach film, *Sex – What's it all about?* <https://www.bbc.com/teach/class-clips-video/rse-ks2-sex-what-its-all-about/zht8y9q>
Suggested discussion questions: Why might an adult couple choose to have sex? Why is trust and communication so important? What is the age of consent? Why do you think the age of consent is set at 16 years old? Why might couples use protection such as condoms?

5. How Does a Baby Start? Sequencing Activity

To introduce this activity, explore briefly how the class might feel about looking at the drawings of bodies and sexual intercourse and discuss strategies to help them manage their feelings during the activity. In small groups,

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Families, Conception & Pregnancy

give out the [How does a baby start? cards](#); one set per group. 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 using the [How does a baby start? whiteboard summary](#). Ensure pupils understand the words on each slide and check their understanding with the following questions:

- 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?
- 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. Discuss other options, such as IVF, sperm donors, fostering and adoption.

6. Pupil Questions

Ensure that the pupil questions written in the previous lesson have been typed onto separate slips of paper. Give each pair of pupils a typed question and ask them to take a couple of minutes to discuss with their partner what the answer might be. Ask each pair to read out their question in turn and share any answer they have come up with; correct any misunderstandings. There may be some questions that you need to answer yourself rather than asking the children. If you decide not to answer certain questions explain that some questions referred to topics that are not part of this group of lessons or have already been covered elsewhere.

7. Closing Round/Review

Discuss in pairs and/or finish with a closing round: *One thing I've learnt about having a baby is...*

Additional Activities

Pregnancy Go-round

In pairs, ask the children to complete the sentence: *One thing I know about pregnancy is...* follow with a go-round. Discuss the ideas raised in the go-round and clear up any misunderstandings.

Conception and Pregnancy Quiz

In pairs, complete the [Conception and Pregnancy quiz](#). With the whole class, answer the questions using coloured cards for agree, disagree, don't know. Use the [Reproduction System slides](#) and the [Conception and Pregnancy Quiz answers](#) to support the discussion.

Conception and Pregnancy Statements

In small groups, ask the children to sort the five [Conception and Pregnancy statements](#) into true / false / don't know. As a whole class, answer the questions. Use the [Reproduction System slides](#) to support the answers. Show the class the spaghetti and poppy seeds, which represent the approximate size of the fallopian tubes and the female egg.

Amaze Video – Pregnancy and reproduction explained

This film shows various ways to start a family and could be shown after the sequencing activity. Always check links and videos before sharing with your class. https://www.youtube.com/watch?time_continue=147&v=OejdOS4IqeE

Lesson 4

On-line Relationships

Learning Intention

To explore positive and negative ways of communicating in a relationship

Learning Outcomes

To have considered when it is appropriate to share personal/private information in a relationship
To know how and where to get support if an online relationship goes wrong

Resources

[Relationship Question cards](#)

[Communication Scenario cards](#)

[Communication Scenarios answers](#)

[Communication Scenarios whiteboard summary](#)

We recommend that teachers refer to relevant websites about internet safety in advance of this lesson to ensure awareness of recent trends in how young people access the internet. See Additional Activities section below for sites.

Activities

1. Ground Rules and re-cap

In a circle, remind the class of the ground rules for this lesson. Ask the children to recall their learning about relationships from previous lessons, in particular, consider the important qualities in a relationship. Remind them of the timeline activity and how relationships can develop over time.

2. Introduction

Refer to the learning outcomes on the whiteboard 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).

3. Defining Relationships

Ask the class what words we use when someone is having a relationship with someone else, for example we might say two people are 'going out together'. In pairs, give one of the [Relationship Question cards](#) 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 on the board from Activity 2 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.

4. Communication Scenarios

Ask pupils to think about the different ways in which two people might communicate with each other. Invite pupils to identify the different technologies used by young people of their age; these might include mobile phone, chat room, Instant Messenger (IM), social network sites (e.g. Facebook), gaming sites and consoles, video hosting sites (e.g. YouTube), email, webcam, virtual learning environments (VLEs).

In groups, give a set of [Communication Scenario cards](#) to each group and ask pupils to take turns to read out a card. The whole group should then try to reach a consensus on 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 answers and using the [Communication Scenarios whiteboard summary](#) to display the answers. Use key points from the [Communication Scenarios answers](#) to ensure pupils understand how to manage each situation.

Lesson 4 - continued

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On-line Relationships

5. Advice for Keeping Safe

Display the SMART rules from the Kidsmart website <http://kidsmart.org.uk/beingsmart/> as an example of where to find advice about keeping safe online. Ensure that children know there are a number of different sites, such as those listed below in Additional Activities, where they can get help and advice if relationships online go wrong. Recommend the following actions for pupils to follow if an online relationship goes wrong:

- 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.

6. Closing Round/Review

Discuss in pairs and/or finish with a closing round: *One way to communicate safely is...*

Additional Activities

Film Clip

Use a short film clip from an internet safety website, such as CEOP's www.thinkuknow.co.uk to reinforce learning; there are two short films particularly relevant for the issues covered in this lesson: 'Jigsaw' (aimed at 8-10 year olds) and 'Consequences' (aimed at 11-16 year olds); both films are approximately 8 minutes long and are also available on YouTube. **Always view any film clip to be included in a lesson in advance from beginning to end to ensure it is appropriate for all the children in the class.**

Online Activities

Useful online resources for lessons about cyberbullying and internet safety for children, including short films, online games for children, plus guidance factsheets for parents and teachers are available from:

- Child Exploitation and Online Protection (CEOP): www.thinkuknow.co.uk
- Childnet International: www.childnet.com, www.kidsmart.org.uk, and www.chatdanger.com
- Childline: www.childline.org.uk