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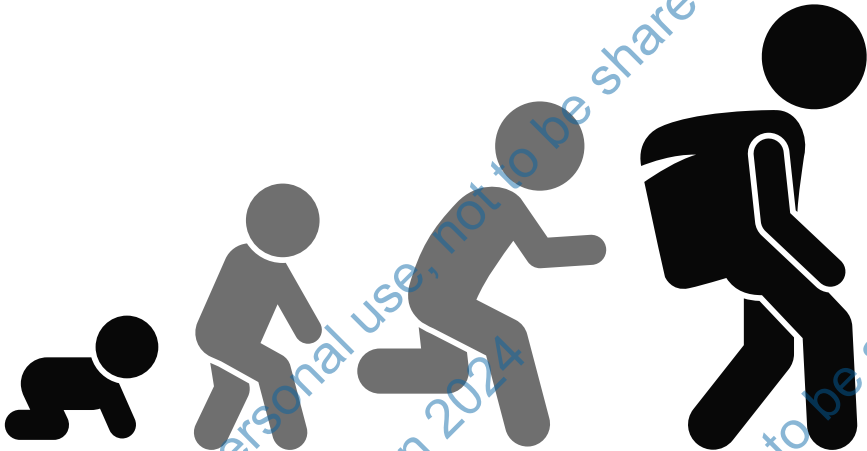
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# Changing and growing up

Lesson plans and resources for Year 6



**Lesson plans**.....2

    Lesson 1: Puberty recap.....2

    Lesson 2: Puberty: Change and becoming independent...6

    Lesson 3: Positive, healthy relationships.....10

    Lesson 4: How a baby is made.....15

**Resources**.....20

    Lesson 1.....20

    Lesson 2.....23

    Lesson 3.....30

    Lesson 4.....32

This is the first of four lessons for key stage 2 pupils in Year 6. The lesson has been designed to consolidate pupils' previous learning about puberty in the year 4-5 lessons from this pack. This lesson gives them the opportunity to recap and further develop their understanding.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> about the changes that happen during puberty (recap from year 4-5)</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can describe the physical and emotional changes that occur during puberty and suggest ways to manage them</li> <li><input checked="" type="checkbox"/> I can identify what is important for young people to know about puberty</li> <li><input checked="" type="checkbox"/> I can explain where to get help and support for puberty issues or worries</li> </ul>
<b>Resources required</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Box or envelope for anonymous questions</li> <li><input checked="" type="checkbox"/> Flipchart paper and marker pens</li> <li><input checked="" type="checkbox"/> <b>Resource 1: Puberty scenarios</b> (1 scenario per group)</li> <li><input checked="" type="checkbox"/> <b>Resource 2: Puberty prompt statements</b> (1 set per pair)</li> <li><input checked="" type="checkbox"/> <b>Resource 3: Puberty zones of relevance</b> (1 per pair)</li> </ul>

Activity	Description	Time
<b>Introduction</b>	Introduce learning objective and outcomes and revisit ground rules.	5
<b>Baseline assessment</b>	To demonstrate their understanding of puberty, pupils complete a graffiti wall with words related to puberty.	10
<b>Puberty scenarios</b>	Pupils discuss scenarios and suggest ways the character can manage puberty, giving advice on where to get support.	10
<b>Zones of relevance</b>	Pupils identify what a young person may find most useful now, in the future, or not at all in relation to puberty.	10
<b>Planning a conversation</b>	Pupils consider how to ask a question or start a conversation about puberty, with a friend, parent, or teacher.	15
<b>Reflection, endpoint assessment and Signposting support</b>	<p>Pupils add to their baseline assessment to demonstrate their new learning about puberty and reflect on their learning using sentence starters as prompts.</p> <p>Pupils are reminded about who they can talk to if they have any questions or worries about puberty.</p>	10

<b>Climate for learning</b>	<p><b>Make sure you have read the accompanying teacher guidance notes before teaching this lesson.</b></p> <p>These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication and handling questions effectively.</p> <p>If any safeguarding concerns arise in this lesson, these should be reported to the Designated Safeguarding Lead.</p>
<b>Key words</b>	puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings
<b>Baseline assessment</b>	<p><b>Introduction</b> <span style="float: right;"><b>5 mins</b></span></p> <p>Introduce the learning objective and outcomes and remind pupils of the class ground rules. Explain that today's lesson will focus on puberty, will recap their previous learning, and identify what they think is most useful and important to know. They will also discuss and suggest ways to ask questions or plan a conversation about puberty.</p> <hr/> <p><b>Baseline assessment activity</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Set up five graffiti walls in different parts of the classroom by pinning up flipchart paper before the lesson begins. Write the following headings, each one on a different graffiti wall.</p> <ul style="list-style-type: none"> <li>• Physical changes</li> <li>• Emotional changes</li> <li>• Periods</li> <li>• Wet dreams</li> <li>• Getting help and advice</li> </ul> <p>Ask pupils to write what they know about each topic on the different graffiti walls, demonstrating their prior understanding of puberty. Ensure pupils visit all of the five graffiti walls, spending a couple of minutes at each. Try to avoid giving any prompts or ideas, so that you can gauge pupils' understanding, misconceptions and gaps in their knowledge.</p> <p>Afterwards, review the graffiti walls, and summarise the key ideas from each heading, highlighting everything they have remembered from previous lessons. Make a note of anything pupils have struggled to remember or any misconceptions, which can be addressed throughout the lesson.</p>
<b>Core activities</b>	<p><b>Puberty scenarios</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Organise pupils into small groups and give each a scenario from <b>Resource 1: Puberty scenarios</b>. Ask pupils to discuss it, and identify:</p> <ul style="list-style-type: none"> <li>• the challenges for the character</li> <li>• the information they need</li> <li>• ways to manage the situation</li> <li>• how and where to get help or support</li> </ul>

Share all the scenarios with the class and take feedback from each group, discussing the different ways to manage the changes that occur during puberty. Give pupils the opportunity to respond to any scenarios they didn't discuss.

Emphasise that many young people face challenges, including worries or questions about puberty and it is important to get information, help, or support if needed.

**Support:** Ask pupils to focus on identifying a) the challenge for the character and b) who they could talk to in order to get help and support.

**Challenge:** Pupils create their top five strategies for managing puberty.

### Zones of relevance

10 mins

Using slide 6, introduce pupils to AJ, who is about to start secondary school. AJ is thinking about puberty; the changes happening now and the things that might happen in the future.

Ask pupils in pairs to read **Resource 2: Puberty prompt statements** that suggest what AJ might want to know more about, including things that are important for now and things that are important for the future. There might also be things that might never be important at all.

Ask pupils to use these statements to populate **Resource 3: Puberty zones of relevance**, encouraging them to add their own ideas too.

Explain that there will be differences in their responses for what is important or relevant for now/in the future, and that there is no right or wrong answer. However, ensure pupils are aware that some things are personal, rather than for others to know about, *e.g. when someone else in their class grows pubic hair, or who someone in their class fancies.*

**Support:** Pupils pick the three statements that they think are the most important.

**Challenge:** Pupils suggest their own content for the zones of relevance.

### Planning a conversation

15 mins

Using slide 7, share the following question with pupils:

*If a person wanted to talk to their friend, parent, or teacher about puberty, what could they say or do?*

Ask pupils in pairs to come up with some sentence starters or ideas for a young person (e.g. AJ from the previous activity) to start a conversation about puberty with their friend, parent, or teacher, writing their ideas down.

Pupils could use some of the examples from the zones of relevance activity to help them structure their sentence starters. *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?*

Gather pupils' ideas and rehearse some questions with the class. Discuss with pupils when would be a good time to ask a question and how they might go about doing this, *e.g. when you feel comfortable, at a quiet/less busy time, choose a time of day when they aren't working/doing schoolwork, by asking them to really listen.*

**Reflection and endpoint assessment**

10 mins

Check the anonymous question box and respond to any unanswered questions from today's session. Remind pupils they can continue to put questions in the box at any time.

Ask pupils to return to their graffiti walls from the baseline assessment and, using a different colour pen, add their new learning and amend their initial ideas if necessary. This can be used as evidence of learning and progress, and also to inform further teaching.

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 know before this lesson is...
- Something I knew but had forgotten is...
- Something that I would like to know more about is ...

Make sure pupils know that if they have questions or concerns about puberty, they can talk to a trusted adult (like a parent/carer or teacher). In addition, signpost pupils to Childline: [www.childline.org.uk](http://www.childline.org.uk) or phone 0800 1111 to talk to someone.

**Information and advice leaflet**

Pupils produce a short information and advice leaflet about puberty for a specific audience, for example, other pupils their age, younger pupils in Year 4 or 5, or parents/carers. Pupils could include headings such as:

- Physical and emotional changes
- What causes puberty?
- Advice on how to manage puberty
- Where and how to get further support

This is the second of four lessons for key stage 2 pupils in Year 6. This lesson extends pupils' learning about puberty and supports them to consider the changes that might occur alongside it, including moving to secondary school and the new feelings, roles and responsibilities that accompany becoming more independent.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> about managing change and becoming more independent</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can describe some of the changes that happen as someone grows up</li> <li><input checked="" type="checkbox"/> I can identify the range of feelings associated with change, transition to secondary school, and becoming more independent</li> <li><input checked="" type="checkbox"/> I can describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities</li> </ul>
<b>Resources required</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Box or envelope for anonymous questions</li> <li><input checked="" type="checkbox"/> <b>Resource 1: Life stages</b> (1 sheet for each group)</li> <li><input checked="" type="checkbox"/> Gender-neutral' bag, back-pack or box containing objects such as a door key, debit card, school tie, cinema ticket, homework diary/planner, watch, mobile phone (optional, images are provided on slide 7)</li> <li><input checked="" type="checkbox"/> <b>Resource 2: Sami's bag</b> - support</li> </ul>

Activity	Description	Time
<b>Introduction</b>	Introduce learning objective and outcomes and revisit ground rules.	5
<b>Baseline assessment</b>	Pupils respond to a key question, demonstrating their understanding of becoming more independent.	10
<b>Life stages</b>	Pupils identify different types of change throughout someone's life.	15
<b>Feelings about change</b>	Pupils consider the range of feelings associated with life changes.	10
<b>Sami's bag</b>	Pupils identify significant changes for someone about to start secondary school.	10
<b>Reflection and endpoint assessment</b>	<p>Individually, pupils reflect on change for themselves.</p> <p>Then, pupils add to their baseline assessment to demonstrate their new learning about change and independence.</p> <p>Pupils are reminded about who they can talk to if they have any questions or worries about growing up and becoming more independent.</p>	10

**Make sure you have read the accompanying teacher guidance notes before teaching this lesson.** These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.

change, life cycle, baby, toddler, child, adolescent, teenager, adult, middle-age, older person, growing up, feelings, emotions, independence

### Introduction

5 mins

Introduce the learning objective and outcomes and revisit the class ground rules. Explain that today's lesson will focus on growing up and becoming more independent and how this might feel, as well as considering the changes that come with it, such as going to secondary school.

### Baseline assessment activity

10 mins

Ask pupils to respond to the question:

What does it mean to become independent?

Pupils write an individual response before sharing their ideas, which can be collated on a whole class mind map.

*Pupil responses might include: someone being able to...*

*do what they want, eat what they want, live on their own, go out wherever and when they like, have their own money/a bank account, get a job.*

Take this opportunity to gauge what pupils know, think, and feel about becoming more independent, as well as any misconceptions or gaps in understanding. Ask pupils to set aside their individual responses to be revisited at the end of the lesson.

### Life stages

15 mins

Introduce different life stages using slide 5. Allocate one of the sheets from **Resource 1: Life stages** (pupils can choose either the male or female example) to small groups of pupils and ask them to add their ideas about what someone of that age might like to do, as well as roles or responsibilities they might have; and what they might achieve (or aspire to achieve). Once completed, take feedback from the groups for each life stage, pointing out the changes as someone grows up.

*Pupil responses might include:*

- **Child**

**Likes to do** - hobbies such as reading/gaming/sports/music/art/cooking/technology.

**Roles and responsibilities** - jobs at home, such as tidying/making breakfast/helping in the garden looking after pets/setting the table; roles in school (such as school council/monitors/peer mentor or playground buddy).

**Achieve** – taking part in sports matches/sports day/learning to swim; certificates or awards in or out of school.

- **Teenager**

**Likes to do** - sports/crafts/art/music/dance/drama/writing/reading/cooking/gaming/technology.

**Roles and responsibilities** - roles in school such as buddying/supporting younger pupils/visitor guides/ school council/sports captains; jobs at home such cleaning/tidying/laundry/cooking.

**Achieve** – competitions at school, certificates, or awards in or out of school, learn to drive.

- **Adult**

**Likes to do** - sports/crafts/art/music/dance/drama/writing/reading/cooking/gaming/technology.

**Roles and responsibilities** – having a job, paying bills, housework (laundry/cooking/cleaning), looking after children or other family members/pets, driving a car.

**Achieve** – completing a course, getting a job, completing a sports event.

### Feelings about change

10 mins

Using slide 6, share with pupils some of the significant events and changes that may happen in someone's life. Allocate an event/change to each small group, and ask them how someone might feel about these changes. Pupils record their responses on post-it notes and stick these on the board or flipchart.

*Pupil responses may include: excited, nervous/anxious, confident, curious, happy, scared, uncertain, overwhelmed.*

Ask pupils, are there any feelings in common for the different changes?

Draw out the wide range of feelings and emotions that come with different changes and highlight that it is common to experience a mix of feelings. For example, someone might be feeling nervous as well as excited. Point out to pupils that plenty of life changes can be really positive, and although new at first, tend to bring lots of exciting opportunities and new responsibilities, which also lead to greater independence.

### Sami's bag

10 mins

Using slide 7, introduce pupils to Sami, who is about to go to secondary school. Share the objects in Sami's bag and allocate an object to each group for them to focus on. Alternatively, provide pupils with a bag and include a selection of objects for groups of pupils to choose one from (see Resources).

Ask pupils to discuss:

- What change does the object signify?
- How might Sami feel about the change?
- Are there new responsibilities that come with this change?
- What will help Sami manage the change?

To feedback, ask pupils to explain the strategies they think will help Sami manage the changes that relate to the different objects.

*For example, for the cinema ticket, pupil responses may include:*

- Sami is going to the cinema with friends for the first time without adult supervision.*
- Excited, but also a bit worried about coming out of the cinema without a grown-up.*

- c. *Being responsible for themselves/looking after their ticket/staying with their friends/buying their own snacks.*
- d. *Sami could explain their worry to a parent or carer and agree a suitable time/meeting place for them to be picked up, or plan a safe route home.*

**Support:** Pupils complete **Resource 2: Sami's bag – support** to help pupils think about the responsibility that comes with these changes, such as making sure the door is closed and that the key is kept somewhere safe.

**Challenge:** Ask pupils to reflect on the different changes for Sami and consider which they think is the most significant change and why. For example, *going to secondary school – they will go there every day and it will lead them to the next step in their life.*

**Endpoint assessment and signposting support**

**Reflection, endpoint assessment and signposting support**

**10 mins**

Check the anonymous question box and respond to any unanswered questions from today's session. Remind pupils they can continue to put questions in the box at any time.

Ask pupils to reflect by themselves on the concept of 'change' and to complete the following sentence:

*Some things I think and feel about change are...*

Then, ask pupils to return to their individual responses from the baseline assessment activity, or to the whole class mind map and, using a different colour pen, add their new learning and amend their initial ideas if necessary, including any life changes they have learnt about and about becoming more independent. This can be used as evidence of learning and progress, and also to inform further teaching.

Make sure pupils know that if they have questions or concerns about puberty or being more independent, they can talk to a trusted adult (like a parent/carer or teacher). In addition, signpost pupils to Childline: [www.childline.org.uk](http://www.childline.org.uk) or phone 0800 1111 to talk to someone.

**Extension activity**

**Survival guide**

Pupils create a 'growing up survival guide' for other pupils about to start secondary school. This could include:

- What significant changes there might be
- Items that might be useful
- How to manage becoming more independent including how to get help when appropriate

This is the third of four lessons for key stage 2 pupils in Year 6. This lesson focuses on what is meant by a positive, healthy and loving relationship by exploring different types of relationships, and the qualities, values, and behaviours within them. It also supports pupils to understand that relationships can change over time, and how to manage this.

<b>Learning objective</b>	We are learning: <input checked="" type="checkbox"/> about positive, healthy relationships
<b>Learning outcomes</b>	<input checked="" type="checkbox"/> I can identify different kinds of loving relationships <input checked="" type="checkbox"/> I can describe the qualities that enable these relationships to flourish <input checked="" type="checkbox"/> I can explain the importance of mutual respect in close relationships <input checked="" type="checkbox"/> I can recognise how relationships may change or end and what can help to manage this
<b>Resources required</b>	<input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Resource 1: Different relationships <input checked="" type="checkbox"/> Resource 2: Relationship stories – part 1 (1 story per group) <input checked="" type="checkbox"/> Resource 3: Relationship stories – part 2 (1 story per group)

Activity	Description	Time
<b>Introduction</b>	Introduce learning objective and outcomes and revisit ground rules.	5
<b>Baseline assessment</b>	To demonstrate their understanding of the topic, pupils complete sentence starters about relationships.	5
<b>Different relationships</b>	Pupils identify different types of relationships.	10
<b>Relationship qualities</b>	Pupils identify the qualities of a positive, healthy relationship.	10
<b>Relationship stories part 1</b>	Pupils discuss positive behaviour and boundaries within different relationships.	10
<b>Relationship stories part 2</b>	Pupils consider changes within a relationship and how they may affect the people in it.	10
<b>Reflection, endpoint assessment and Signposting support</b>	Individually, pupils reflect on what a loving relationship needs. Then, pupils add to their baseline assessment to demonstrate their new learning about relationships. Pupils are reminded about who they can talk to if they have any questions or worries about relationships.	10

<b>Climate for learning</b>	<p><b>Make sure you have read the accompanying teacher guidance notes before teaching this lesson.</b> These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.</p> <p>It is important to consider sensitivities and prior knowledge about specific pupils' circumstances.</p> <p>Pupils in the class will have a range of understanding about relationships, including intimate or romantic ones. Discussing family relationships may be particularly sensitive for some pupils, especially those living in vulnerable situations, who are being cared for outside of their immediate family, or have been affected by difficult family circumstances such as separation or divorce. If any safeguarding concerns arise in this lesson, these should be reported to the Designated Safeguarding Lead.</p>
<b>Key words</b>	relationship, friendship, family, couple, love, positive, qualities, values, permission, respect, boundaries
<b>Baseline assessment</b>	<p><b>Introduction</b> <span style="float: right;"><b>5 mins</b></span></p> <p>Introduce the learning objective and outcomes and remind pupils of the agreed class ground rules. Explain that today's lesson will focus on what makes a positive, healthy relationship including exploring different types of relationship, their qualities and values.</p> <hr/> <p><b>Baseline assessment activity</b> <span style="float: right;"><b>5 mins</b></span></p> <p>Using slide 4, show the following sentence starters:</p> <p><i>Some features of a positive healthy relationship are.....</i></p> <p><i>Some different types of relationship are.....</i></p> <p>Ask pupils to complete these on their own and without prompting, although encourage them to write down as many ideas as they can think of for each. Circulate to gauge their existing knowledge, understanding and attitudes about relationships, as well as any misconceptions and gaps in understanding. Afterwards, ask pupils to set their work aside to be revisited at the end of the lesson.</p>
<b>Core activities</b>	<p><b>Different relationships</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Using <b>Resource 1: Different relationships</b>, ask pupils to discuss in small groups, all the different types of relationships they can see. Ask pupils if they can think of any other relationships beyond those shown.</p> <p><i>Pupil responses might include: marriage, partnership, couple, parent and child, carer and child, friends, classmates, aunt/uncle and niece/nephew, cousins, siblings, step-parent and child, step-siblings, boyfriend/girlfriend, intimate relationship, same-sex relationship.</i></p> <p>Ask pupils to feedback, noting their suggestions, and drawing out any above that haven't been mentioned. With pupils, highlight that people are likely to have lots of different relationships throughout their lives.</p>

**Relationship qualities****10 mins**

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. Use the following questions to prompt pupils:

- What would the relationship need to make it positive and healthy?
- What kinds of things might they do for each other?

Ask pupils to write all the key words they discuss around the picture, and then take feedback from the class.

*Pupil suggestions might include:*

*To make it positive and healthy - honesty, reliability, respect, kindness, love, listening, trust, friendship, care, closeness, support.*

*Things they might do for each other: listen, help and support each other, give advice, play/have fun together, do practical things e.g. make meals.*

Discuss that even though the pictures show different types of relationship, many of the qualities

**Support:** Ask pupils to focus on a relationship they are likely to be very familiar with, for example the picture of 'friends' or 'parent and child'.

**Challenge:** Ask pupils to consider the qualities of positive, healthy relationships and rank them in order of importance on a continuum, by drawing a line and writing the least important at one end and the most important at the other.

**Relationship stories part 1****10 mins**

In small groups, give pupils one of the stories from Resource 2, **Relationship stories – part 1**. Ask pupils to discuss how the characters should behave to keep the relationship positive and healthy using the following prompt questions:

1. How might the characters feel when they are together?
2. How might they speak to each other?
3. What sorts of things might they do together?
4. What boundaries and behaviours might be important for these characters?

*Pupil responses for the example of 'going out' might include:*

1. Confident, excited, a bit nervous, happy
2. Calmly, respectfully
3. Laugh and joke together, listen to each other, do activities together
4. Treating each other with respect and knowing each other's personal boundaries (e.g. touch), asking each other/checking in with each other about how they are feeling, asking for permission to do something.

If not mentioned in pupil responses, ensure they have a good understanding of relationship boundaries, the importance of mutual respect, and the role of asking permission. Explain that different people like different things and are happy doing different things, so it is important to find out what other people want/like and not assume something is okay. Checking in with someone shows we care how other people feel.

[NB: To explore this concept in more depth, see [PSHE Association lessons on Consent](#).]

## Relationship stories part 2

10 mins

Briefly discuss with pupils, how sometimes relationships may change and ask them what might cause this.

*Pupils might suggest: moving away, going to a new school, someone's feelings changing, meeting new people, someone deciding they don't want to be in the relationship any more.*

Next, give pupils the correlating second part of the story from **Resource 3: Relationship stories – part 2**. Ask pupils to read it and discuss:

1. How are the characters feeling now? *For example, upset, sad, lonely, hurt, confused, guilty.*
2. How can they manage the change that is happening? *For example, be honest about their feelings, talk to the other person respectfully and kindly, listen to how the other person is feeling, talk about their feelings with a trusted adult or friend.*
3. What might happen in the future? *For example, make new friends, find a way to resolve the disagreement, get to try something new.*

Take feedback and discuss how the people involved still have a responsibility to keep the relationship as positive and respectful as possible, despite the change. Emphasise that the feelings caused by changes in relationships - although difficult at the time - usually feel better in the future.

In addition, draw out that some changes can be joyful or happy occasions, and others might be sad or confusing - highlight that there is no right or wrong way to feel.

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 challenging times of change.

**Support:** Pupils draw one of the relationship stories in a cartoon format, adding speech and thought bubbles for one of the characters.

**Challenge:** Pupils 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.

**Reflection, endpoint assessment and signposting support**

10 mins

Check the anonymous question box and respond to any unanswered questions from today's session. Remind pupils they can continue to put questions in the box at any time.

Ask pupils to reflect on the lesson on their own and complete the following sentence:

*A loving/positive relationship needs.....*

Then, ask pupils to return to their baseline assessment activity, and, using a different colour pen, add their new learning and amend their initial ideas if necessary. This can be used as evidence of learning and progress, and also to inform further teaching.

Make sure pupils know that if they have any concerns about relationships it is important that they talk to an adult they trust in or outside school, such as a teacher or parent. In addition, signpost pupils to Childline: [www.childline.org.uk](http://www.childline.org.uk) or phone 0800 1111 to talk to someone.

**Different relationships...**

Using slide 12, invite pupils to suggest all the different relationships that someone may have at different stages of their life. Pupils could also add in the qualities of those particular relationships, and what makes them positive and healthy.

## Lesson 4: How a baby is made

KS2 Year 6

This is the last of four lessons for key stage 2 pupils in Year 6. This lesson includes sex education and lays an important foundation for pupils' learning in Relationships and Sex Education at secondary school. It focuses on the features of loving relationships, including the importance of consent, how a baby is made and an introduction to the concept of pregnancy.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> about how a baby is made</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can describe some of the features of loving relationships</li> <li><input checked="" type="checkbox"/> I can explain what is meant by consent in a relationship</li> <li><input checked="" type="checkbox"/> I can describe how a baby is made</li> <li><input checked="" type="checkbox"/> I can explain what pregnancy means, how long it lasts, and where it occurs</li> </ul>
<b>Resources required</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Box or envelope for anonymous questions</li> <li><input checked="" type="checkbox"/> Resource 1: Concept conversation sheet</li> <li><input checked="" type="checkbox"/> Resource 2: How a baby is made sequencing cards</li> <li><input checked="" type="checkbox"/> Resource 3: Pregnancy statements</li> </ul> <p><i>NB: Refer to the Teacher Support section at the end of this lesson plan, to develop subject knowledge for this lesson and for suggested explanations to support discussion.</i></p>

Activity	Description	Time
<b>Introduction</b>	Introduce learning objective and outcomes and revisit ground rules.	2
<b>Baseline assessment</b>	To demonstrate their understanding of the topic, pupils respond to a scenario about how babies are made.	10
<b>Loving relationships</b>	Pupils identify some of the features of a loving relationship.	5
<b>Sex and consent discussion</b>	Pupils consider sex as part of an adult relationship, including the importance of consent.	10
<b>How a baby is made</b>	Pupils explore how a baby is made by sequencing descriptive cards.	15
<b>Pregnancy statements</b>	Pupils match questions and answers about having a baby and pregnancy.	10
<b>Reflection, endpoint assessment and signposting support</b>	<p>An opportunity to discuss pupil questions.</p> <p>Then, pupils add to their baseline assessment to demonstrate their new learning about how a baby is made.</p> <p>Pupils are reminded about who they can talk to if they have any questions or worries about relationships, sex or making a baby.</p>	8

Climate for learning	<p><b>Make sure you have read the accompanying teacher guidance notes before teaching this lesson.</b></p> <p>These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.</p> <p>It is important to consider sensitivities and prior knowledge about specific pupils' circumstances. Pupils in the class will have a range of understanding about relationships, including intimate or sexual ones. If any safeguarding concerns arise in this lesson, these should be reported to the Designated Safeguarding Lead.</p>
Key words	<p>Love, respect, consent, commitment, female, male, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vulva, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception, contraception</p>
Baseline assessment	<p><b>Introduction</b> <span style="float: right;"><b>2 mins</b></span></p> <p>Introduce the learning objective and outcomes. Explain that today's lesson will focus on the features of a loving adult relationship, including a discussion about sex and consent and learning about how a baby is made. To establish a respectful classroom environment during this lesson, revisit class ground rules with pupils and include examples such as 'respecting what others say', 'not asking personal questions or putting anyone on the spot'.</p> <hr/> <p><b>Baseline assessment activity</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Give each pupil a copy of <b>Resource 1: Concept conversation sheet</b> with the beginning of a conversation some children are having about human reproduction and how a baby is made. Ask pupils to read the conversation so far and then add their own ideas.</p> <p>Pupils work individually and without prompting. Circulate to gauge their existing knowledge and understanding about conception, as well as any misconceptions and gaps in understanding. Then, ask pupils to set their work aside to be revisited at the end of the lesson.</p> <p>Once completed, take feedback from the class, and briefly summarise with pupils how a baby is made:</p> <p>A baby can grow when an egg – released from the ovaries into the fallopian tubes – is fertilised by a sperm. This happens through sexual intercourse and sometimes medical intervention. You may need to remind pupils of the female reproductive organs that they learnt about in the Y4-5 lessons.</p>
Core activities	<p><b>Loving relationships</b> <span style="float: right;"><b>5 mins</b></span></p> <p>In pairs, ask pupils to discuss the different ways that people in loving relationships might show their love and care for each other.</p> <p><i>Pupils' responses might include: tell each other they love each other; tell other people they love each other; hold hands; kiss; cuddle; sleep together; have sex; get engaged; get married; have a civil partnership; live together; buy each other special gifts; wear a special piece of jewellery (such as a ring); rent or buy a house together; go on holiday together; decide to start a family together.</i></p> <p>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 those people, and others may be more public.</p>

## Sex and consent discussion

10 mins

Explain to pupils that sex is one way that adults, in both different and same-sex couples, may choose to show their love and care for each other and to feel good or close to each other. It is also how babies are made without medical intervention.

With pupils, reflect on what is meant by 'consenting' or 'consent' by asking them to recall some of the features of a positive, healthy relationship from the previous lesson.

*Pupil responses might include: asking for permission, mutual respect, checking in with each other about how they are feeling, understanding and accepting each other's personal boundaries, including when someone doesn't want to do something or doesn't like the way something feels.*

Emphasise that consent - a word used to mean asking for and giving, or not giving, permission - is necessary in all relationships, but especially intimate and romantic ones. If ever someone was pressurised or persuaded to agree to something, they have not given their consent. 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 sex – the same applies to lots of other things which may be part of a relationships, e.g. touching someone, holding hands, cuddling and kissing.

[NB: To explore this concept in more depth, see [PSHE Association lessons on Consent](#).]

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## How a baby is made

15 mins

Remind pupils that a couple may decide to have a baby together, which for many couples can happen though sexual intercourse.

In small groups, ask pupils to put the cards from **Resource 2: How a baby is made sequencing cards** in order, to explain how they think a baby is made through sexual intercourse. Then, using slide 7 to support, go through the sequence with the class. Clarify any misconceptions and highlight the importance of both people feeling happy and comfortable at the beginning of the sequence.

Explain that a male and female having sex is the most common way to make a baby, but there are other ways, such as IVF, assisted conception or surrogacy, where medical assistance is used to make a baby. These methods can be used by both different-sex or same-sex couples (refer to the Teacher support section below for more detail on these methods). Explain that families can also be made through adoption, when a parent or parents adopt children who are not biologically their own.

[see the [PSHE Association lesson pack on Families](#).]

**Support:** To support, pupils talk through the sequence with an adult and refer back to the learning about male and female genitalia from the Year 4-5 lessons.

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## Pregnancy statements

10 mins

In small groups, use **Resource 3: Pregnancy statements** and ask pupils to match the two halves of the statements together. Then, go through each as a whole class, discussing the answers, using slides 8-9 and the Teacher support section at the end of this lesson plan, to support.

**Challenge:** Explain to pupils that 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 have a baby. This might include thoughts and feelings about how their life will change, or practical things to consider such as: *Are we ready to be parents? Have we got a room for the baby? What will the baby need (pram, cot, toys, nappies etc.)? Who can help us to look after the baby?*

Endpoint assessment and signposting support

**Reflection, endpoint assessment and signposting support**

8 mins

Check the anonymous question box and discuss any unanswered questions from this or any previous lessons.

Then, ask pupils to return to the conversation about how babies are made in their baseline assessment activity and, using a different colour pen, add their new learning and amend their initial ideas if necessary. This can be used as evidence of learning and progress, as well an opportunity for personal reflection.

Make sure pupils know that if they have questions or concerns about sex, relationships, or puberty they can talk to a trusted adult (like a parent/carer or teacher). In addition, signpost pupils to Childline: [www.childline.org.uk](http://www.childline.org.uk) or phone 0800 1111 to talk to someone.

Extension activity

**Baby checklist**

Pupils create a checklist of things that someone might need to help them to look after a baby. This could include:

- Practical items
- Emotional care
- Ways to support the parent/s

**Teacher support – notes and suggested explanations to support discussion**

**How a baby is made**

This lesson develops pupils' understanding of what is meant by sex, providing an important foundation for the Relationships and Sex Education they will receive at secondary school.

These pupil-friendly explanations may be helpful when facilitating discussions during the lesson.

- **Pregnancy** is when one or more babies grow in a female's/woman's uterus. Pregnancy usually lasts for around 40 weeks (approximately nine months), though sometimes babies can be born earlier or a few days after the 40 weeks.
  - ◊ Some women can feel sick during pregnancy – this might happen during the first few weeks or months of pregnancy especially.
- **Babies can be born** through the vagina, or through a 'caesarean section' (also known as a 'caesarean, or 'C-section'), meaning the mother has an operation to make a small opening just underneath the tummy so the baby can be lifted out of the uterus (womb). Sometimes midwives and doctors will suggest that it might be difficult for the baby to be born through the vagina, and so a caesarean section is carried out instead.

- **Twins** can be made in two different ways:
  - ◊ If two sperm find two eggs, then two babies grow next to each other. These twins (known as fraternal twins) can be the same sex or one male, one female, and may not look alike.
  - ◊ If one sperm finds one egg and that fertilised egg then divides in two, this results in what is known as identical twins who look almost the same. These twins are always the same sex.
  
- **Sexual intercourse** is not the only way a baby can be made. All babies are made when a (male) sperm meets and enters a (female) ovum (egg). This process can take place through sexual intercourse but also:
  - ◊ Through IVF (In vitro fertilisation) – where the sperm and ovum are put together by a doctor. Once the egg is fertilised, it can be put into the uterus (womb) to grow. There are lots of different reasons why a baby might be made using IVF including: if a couple want to get pregnant but are finding it difficult; if a person decides to have a baby on their own; or if a same-sex couple wishes to have a baby. For same-sex couples or a person having a baby on their own, donor sperm, or a donor egg and surrogate (someone who carries a baby in their uterus for another person) can be used.
  - ◊ Through surrogacy – when a woman carries a child for the intended parents (or a single intended parent). This is commonly an option for male same-sex couples and single men who wish to have a child. It is also an option for single women and female same-sex couples who are unable to carry a baby.
  
- **Contraception** can be used during sexual intercourse to stop a baby from being made. One way of doing this is if a couple use a condom (a special plastic covering) over the penis to trap the semen and prevent the sperm entering the vagina and uterus. 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.

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At breaktime, Rowan loves playing games like football or basketball with friends. Lately though, Rowan has been getting angry or upset more easily during the games, especially when they miss a shot, or their team loses. Everyone tells Rowan to calm down, but Rowan finds it hard!

Tolu loves P.E. but has noticed that she gets really hot and sweaty during lessons now. Even when not exercising, she sweats more than before and her underarms get a bit smelly too, which can be embarrassing.

Phoebe has just started her period but isn't sure which period product to use - she is getting confused between all the different types!

Recently, Max woke up to find a sticky wet patch on his sheets. He thinks he might have had a wet dream, but doesn't know why or how it happened! He's worried about telling his Mum.

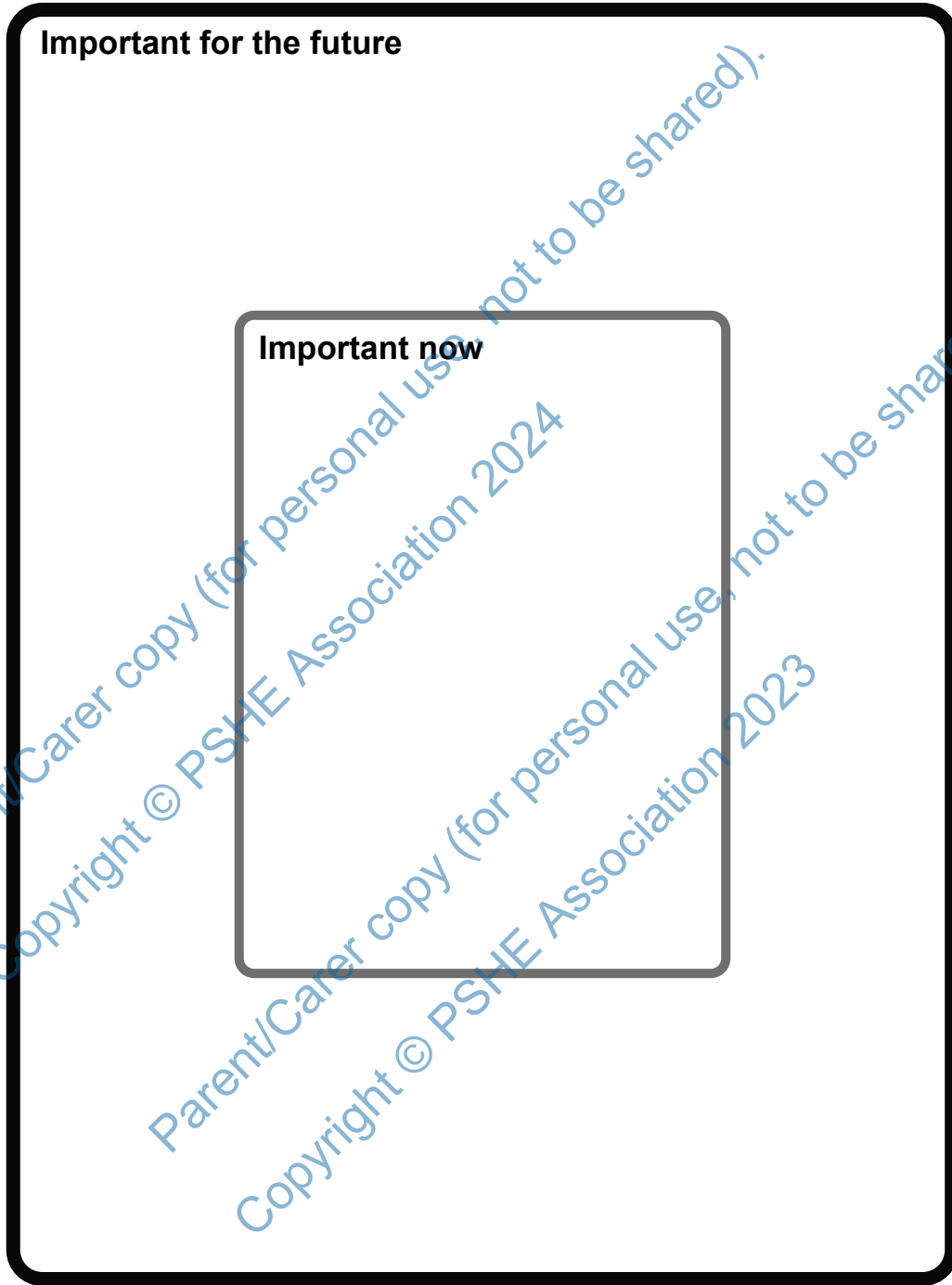
Sara has noticed that some of her friends have grown taller and are developing breasts. Some have started wearing bras. She is feeling worried that she hasn't grown as much yet and doesn't need a bra.

Jamal has a crush on someone in his class. He has started to feel a bit excited but also embarrassed when they are around – he gets 'butterflies' in his tummy. He feels shy and is worried that people can tell how he's feeling.

## Important to know now/important in the future/might never be important

- How to talk to a parent about puberty
- How often to wash their hair
- When someone in their class grows pubic hair
- How to use a pad
- How to use different types of period 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 trusted websites have information about puberty
- How to shave
- Who someone in their class fancies
- Which products would help with spots
- The best type of deodorant
- How to help a friend who feels embarrassed about puberty

**Not important**



# Child



## Likes to do:

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## Roles or responsibilities:

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## Wants to achieve:

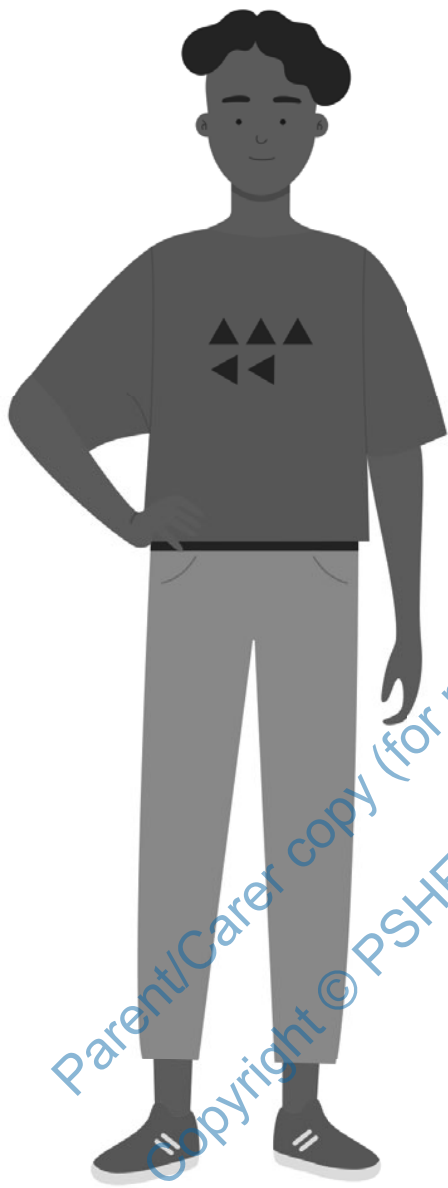
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# Teenager



## Likes to do:

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## Roles or responsibilities:

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## Wants to achieve:

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# Adult



## Likes to do:

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## Roles or responsibilities:

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## Wants to achieve:

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# Child



## Likes to do:

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## Roles or responsibilities:

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## Wants to achieve:

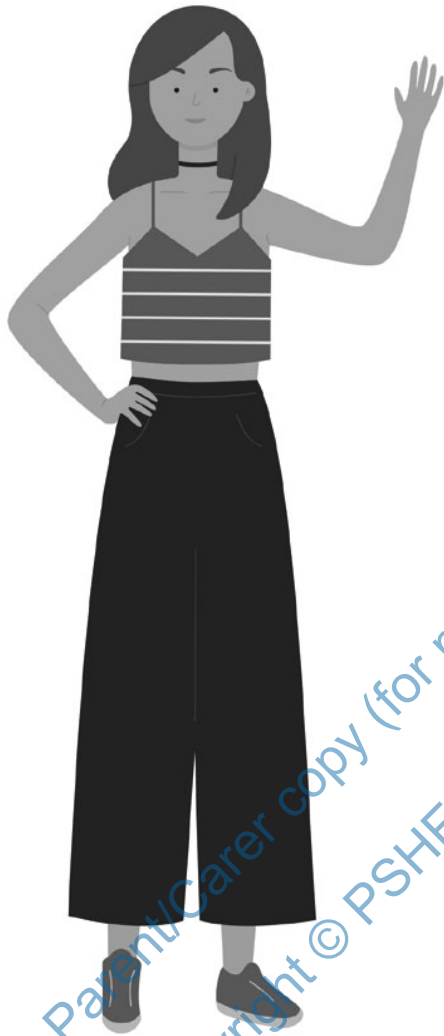
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# Teenager



**Likes to do:**

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**Roles or responsibilities:**

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**Wants to achieve:**

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# Adult



## Likes to do:

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## Roles or responsibilities:

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## Wants to achieve:

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Sami has their own key now.

They walk home alone and let themselves in.

**How might Sami feel about this?**

Grown-up

Excited

Confused

Worried

Happy

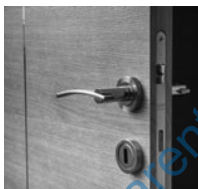
Confident

Responsible

**Keeping safe:**

What does Sami need to remember about....

**The door?**



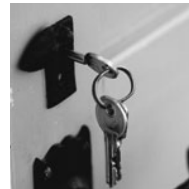
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**The key?**



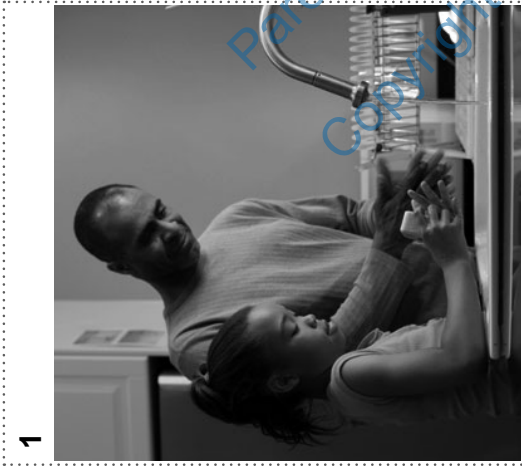
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Year 6 Lesson 3 | Resource 1: Different relationships





## Best friends

Li and Ari are in Year 7 and they have been best friends since Primary school.

## Going out

Jesse and Ashley are in Year 8 and 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.



## 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 doesn't 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.

## Concept conversation: how babies are made

A group of children about your age 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:** Babies start as a tiny seed and when it is time they grow into a baby inside their mum’s tummy.

What do you think about what the children have said? How do you think babies are made?

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An adult couple might kiss and cuddle, get very close, and touch each other in romantic and sexual ways. It's important that they only do this if they both feel happy and comfortable.

Sometimes, a man and woman will decide they want to have sexual intercourse. The man's penis grows hard, and the woman's vagina may get slippery.

The man's penis slides into the woman's vagina.

The penis squirts a sticky liquid called semen into the woman's vagina.

Millions of tiny sperm in the liquid quickly swim up inside the woman to the fallopian tubes.

If there is an egg (ovum) in one of the fallopian tubes, one of the sperm might meet it, stick onto it, and enter the egg. This means the egg is fertilised.

The fertilised egg travels down one of the tubes to the uterus / womb. It divides to form a cluster of cells and settles in the uterus / womb lining.

The cluster of cells gradually grows inside the mother's uterus/womb or womb and is called a foetus. It takes nine months until the baby is ready to be born.



A baby can be made by....

Twins are made when....

A pregnancy is usually....

A baby is born through....

People who don't want to make a baby when they have sex can use....

The first few weeks or months of pregnancy...

...having sexual intercourse, or through IVF, assisted conception or surrogacy

...two sperm find two eggs, or the egg splits and develops into two babies.

...9 months long.

...the vagina, or a 'caesarean section'.

...contraception.

...can cause feelings of sickness and tiredness.