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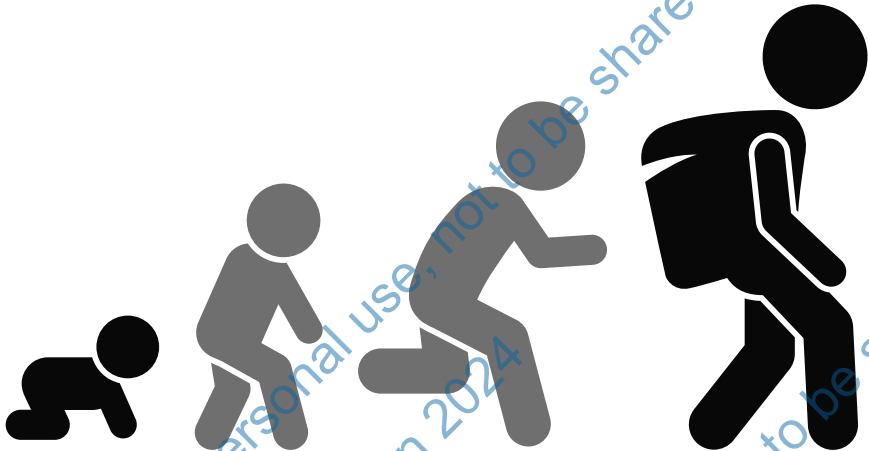
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# Changing and growing up

Lesson plans and resources for Year 1-2



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This is the first of three lessons on the theme of growing and changing for key stage 1 pupils. This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> about the special people in our lives and how we care for one another</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can identify who special people might be</li> <li><input checked="" type="checkbox"/> I can explain what makes someone 'special' and important</li> <li><input checked="" type="checkbox"/> I can describe the different ways special people care for us</li> <li><input checked="" type="checkbox"/> I can recognise how we can care for them in return</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"/> Children's story: <i>Grandfather and I</i> by Helen E Buckley (a video of this being read is available online)</li> <li><input checked="" type="checkbox"/> Resource 1: Special people spidergram (1 per pair)</li> <li><input checked="" type="checkbox"/> Resource 2: Caring for each other (1 per pupil)</li> <li><input checked="" type="checkbox"/> Resource 2a: Caring for each other (support, 1 per pupil requiring additional support)</li> </ul>

Activity	Description	Time
<b>Introduction</b>	Introduce learning objectives and outcomes and revisit ground rules.	2
<b>Baseline assessment</b>	Pupils demonstrate their understanding by completing the sentence: <i>A special person is...</i>	5
<b>Read the story</b>	Pupils listen to and discuss the story of <i>Grandfather and I</i> by Helen E Buckley.	15
<b>Special people spidergram</b>	Pupils identify some special people in their own life.	10
<b>Writing about someone special</b>	Pupils discuss what makes a 'special person' and write some sentences about their own special person.	10
<b>Caring for each other grid</b>	Pupils complete a grid to explain how special people can care for each other.	10
<b>Reflection and endpoint assessment</b>	Pupils revisit the baseline assessment activity and reflect on how their thinking has changed.	5
<b>Signpost support</b>	Pupils are reminded that if they ever feel uncomfortable or unsure about something involving a special person, they should tell another adult they trust.	3

<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. The topic of special people may be particularly sensitive for some pupils, e.g. those living in vulnerable situations, who are being cared for outside of their immediate family, have been affected by difficult family circumstances, or have experienced bereavement. If safeguarding concerns (such as possible neglect) arise during this lesson, report these to the Designated Safeguarding Lead.</p>
<b>Key words</b>	special, person, people, friend, family, care, caring, help, thanks
<b>Baseline assessment</b>	<p><b>Introduction</b> <span style="float: right;"><b>2 mins</b></span></p> <p>Briefly introduce today's learning objective and outcomes and remind pupils about the agreed class ground rules.</p> <hr/> <p><b>Baseline assessment activity</b> <span style="float: right;"><b>5 mins</b></span></p> <p>Show pupils slide 4 and ask them to finish the sentence starter: <b>A special person is...</b></p> <p>Pupils should individually write their ideas in their books or (if this is not practical) can discuss their ideas in pairs before contributing to a class discussion. If using this method, record pupils' responses on the board to revisit at the end of the lesson.</p> <p>Encourage pupils to share their ideas without providing prompts so you get a clear sense of their starting points. Observe pupils' responses to gauge their existing knowledge, understanding and attitudes, as well as any misconceptions that need addressing. Keep their work safe – it will be used to assess learning at the end of the lesson.</p>
<b>Core activities</b>	<p><b>Read and discuss the story</b> <span style="float: right;"><b>15 mins</b></span></p> <p>Read the story <i>Grandfather and I</i> by Helen E Buckley (<a href="#">available online</a>) to the class. Use questioning to draw out the special relationship between the child and their Grandfather and check pupils' understanding. For example:</p> <ul style="list-style-type: none"> <li>• What things do the child and Grandfather like doing together? (e.g. going for walks, looking at plants, reading)</li> <li>• What words could you use to describe Grandfather? (e.g. kind, calm, caring, slow)</li> <li>• What does Grandfather do that is special? (e.g. doesn't rush, spends time with the child, listens)</li> <li>• Why is Grandfather an important (special) person in the child's life? (e.g. because he cares for the child, because the child trusts him and likes spending time with him)</li> </ul>

## Special people spidergram

10 mins

Ask pupils if they can identify other people mentioned in the story who might be special to the child (for example, father, mother, brothers and sisters).

Using **Resource 1: Special people spidergram**, model creating a special people spidergram for the child in the story. Write their name (you will need to invent one) or do a quick drawing of them in the central circle and around the outside write some of the different special people that were mentioned in the story. You could also model thinking about other people, not mentioned in the story, who might be special to the child, such as people at school (e.g. friends, teachers, lunchtime supervisors).

Next, ask pupils to use **Resource 1: Special people spidergram** to create their own spidergram, identifying special people in their life. Prompt pupils to consider family, friends, people at school or in their local community, as well as any pets or animals that might be special to them.

This activity is personalised to support children to identify their own network of special people. However, there is no expectation that children share their spidergram with others in the class. You may wish to circulate around the class while pupils are working and discuss with them their choices for identifying special people.

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## Writing about someone special

10 mins

Ask pupils to pick one of the special people from their spidergram and give them time to think about each of these questions in turn:

- What word could you use to describe this special person?
- Can you think of one thing you and your special person like doing together?
- Why are they a special person in your life?

Using these reflections, pupils write some sentences to describe their special person and explain what makes them special. Provide sentence prompts as needed using slide 8.

**Support:** Pupils create a 'wordle' about the special person (using pictures or symbols instead of words).

**Challenge:** Pupils write a letter to their special person, describing their character traits and explaining why they are important to them.

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## Caring for each other grid

10 mins

Ask pupils to think about how the Grandfather (or any of the other special people mentioned in the story) might help and care for the child. *Pupils will need to infer ideas from the story as not all the information will be mentioned in the book.* Discuss the importance of special people helping and caring for each other, including how the child might help and care for the Grandfather.

Using **Resource 2: Caring for each other** as a guide, model recording some of the pupils' ideas on ways the Grandfather and child might care for each other.

Next, give every pupil a copy of **Resource 2: Caring for each other**. Pupils add ideas on how else special people can help and care for us and how else we might help and care for special people. They should use drawing and writing to add their ideas to the grid.

**Support:** Pupils use the suggestions in **Resource 2a: Caring for each other (support)** and place these in the right place on the grid. Note that some of the ideas can go in both columns (e.g. listening, cuddling). Pupils could copy them out or cut and stick them.

Endpoint assessment and signposting support

**Reflection and endpoint assessment**

**5 mins**

Return to pupils' baseline assessment activity: **A special person is...** and ask them to amend or add ideas as a result of their learning. This could be done orally if this was the format used in the baseline assessment, and could be added to the responses you recorded at the start of the lesson. Or, if pupils completed the baseline individually, they could edit their work with a coloured pen or pencil. This can be used as evidence of learning and progress, and also to inform further teaching.

**Signposting support**

**3 mins**

This lesson focuses on positive, happy relationships, and does not touch on inappropriate or unsafe behaviours. Emphasize to pupils that our special people are those who make us feel safe and comfortable, and that if they ever feel uncomfortable or unsure about something, even with a person they know well, they should tell an adult they trust. This could be another special person – for example, someone at home (parent, grandparent, uncle, aunt) or someone in school (teacher, teaching assistant, midday supervisor).

Extension activity

**Graffiti board**

With the class, make a graffiti board on the board or flipchart to show what pupils have learned about 'special people'. Each pupil can contribute one word, picture or symbol.

**Thank you card**

Ask pupils to design a thank you card to give to their chosen special person.

This is the second of three lessons on the theme of growing and changing, for key stage 1 pupils. This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> about how we change as we grow.</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can recognise the main stages of the human life cycle (baby, child, adult) and that the process of growing takes time</li> <li><input checked="" type="checkbox"/> I can describe what changes when people grow from young to old</li> <li><input checked="" type="checkbox"/> I can identify ways children our age might be more independent now than when they were younger</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: Writing frame</b> (1 per pupil who needs support)</li> <li><input checked="" type="checkbox"/> <b>Resource 2: Things we can do</b> (1 per small group / pair)</li> <li><input checked="" type="checkbox"/> Children's story: The Growing Story by Ruth Krauss and Helen Oxenbury (a video of this being read is available online)</li> </ul>

Activity	Description	Time
<b>Baseline assessment</b>	Pupils demonstrate their current understanding by listing the things that change as children grow.	5
<b>Introduction</b>	Introduce learning objective and outcomes and revisit ground rules.	5
<b>Spot the difference</b>	Pupils identify some differences between babies and children.	15
<b>Class discussion: different needs</b>	The class discuss what babies need and compare this to the needs of people at different stages of the life cycle.	10
<b>Thinking about responsibilities</b>	Pupils work in groups to identify things they are responsible for now and things they will be responsible for in the future.	15
<b>Reflection and endpoint assessment</b>	Pupils revisit the baseline assessment activity to demonstrate how their understanding has changed or developed.	7
<b>Signpost support</b>	Pupils are reminded about speaking to a trusted adult at home or at school if they have worries about growing and changing.	3

**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.

When discussing the needs of people at different ages, it will be important to recognise that these needs differ depending on a variety of things, not just their age, and that everyone has different rates of growth. During the lesson pupils consider things they are able to do independently now and things they will be able to do in the future. Be sensitive to pupils with disabilities (e.g. adapting Resource 4: Things we can do if required.)

grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility, human life cycle

### Baseline assessment activity

5 mins

Using slide 2, explain that Taylor's granny lives in another country and has come to visit for the first time since Taylor was a baby. Ask pupils to list some different ways in which Taylor might have changed. Pupils can discuss their ideas in pairs before contributing to a class discussion. Record pupils' ideas on the board to revisit at the end of the lesson.

Encourage pupils to share their ideas without providing prompts so you get a clear idea of their starting points. Observe pupils' responses to gauge their existing knowledge, understanding and attitudes, as well as any misconceptions that need addressing. Keep the list safe – it will be used to assess learning at the end of the lesson.

### Introduction

5 mins

Briefly introduce today's learning objectives and outcomes and remind pupils about the agreed ground rules.

Show pupils slide 4 and ask them 'what do these pictures show?'. Establish that the pictures show people at different ages and different stages of life.

Ask pupils to discuss in pairs whether the pictures are in the right order and agree the correct order as a class before moving on to slide 5 to confirm the correct order; baby, then child, then teenager, then adult, then older person.

### Spot the difference

15 mins

Ask the class to look at the photos of the baby and child on slide 6 and as a class, discuss the differences between the two life stages. You may want to give prompts such as:

- What do they look like? (hair, height, teeth)
- What type of clothes do they wear?
- What / how might they eat and drink?
- How do they move?
- What do they do or like to do?

Using **Resource 1: Writing frame** ask pupils to write or draw the differences between the child as a baby and as they are now.

**Support:** Pupils respond orally to the sentence prompts and have their answers scribed.

**Challenge:** Pupils complete the challenge on **Resource 1: Writing frame**, considering how the child will be similar / different when they become an adult.

### **Class discussion: different needs**

**10 mins**

In pairs, ask pupils to consider the picture of the baby again (on slide 7) and discuss all the ways a baby needs to be cared for. Make a list of the pupils' suggestions on the board. Their ideas might include: to be fed, have their nappy changed, to be bathed, rocked to sleep, cuddled, weighed at the clinic, given medicine if they are poorly etc..

Discuss briefly with the pupils whether these are the same needs that children of their age have too. If they are the same, mark them with a tick. If they are different, discuss how and why children of different ages have different needs. Draw out that people of all different ages and stages of the life cycle have needs and that these change as they get older.

**Challenge:** Choose another age range from the life cycle (adult or older person) and identify any similarities or differences in terms of their needs, in comparison to the needs of a baby (or child).

### **Thinking about responsibilities**

**15 mins**

Talk about how growing up means becoming increasingly independent and responsible. Provide the pupils with a list of ideas — **Resource 2: Things we can do (now, in the future)**.

Pupils work in small groups and identify which things they are responsible for, or allowed to do now and which they are still too young to do, or be responsible for. Pupils can circle the ideas, using two different colours, i.e. one colour circle to show what they can do now and another to show what they might be able to do in the future, when they are older. Be sensitive to pupils with special educational needs or disabilities, and adapt the ideas sheet if required.

**Support:** Ask pupils to concentrate on circling the 'things they can do now'. Once they have finished, ask them to look through the things they haven't circled and draw out that these are things they might be responsible for or able to do in the future. If appropriate, they could choose one to set as a target for themselves e.g. 'By the end of year 1, I will be able to brush my teeth on my own'.

**Challenge:** Ask pupils to add one more idea for 'things we can do now' and one more idea for 'things we might do when we are older' to their sheet. They should circle these with the relevant colour.

Bring the class back together to compare ideas. Establish that there will be things that the child might be able to do now, like putting on a coat, tidying their things or saying sorry, and some things they will be able to do in the future, like driving a car or using the laptop by themselves.

### **Reflection and endpoint assessment**

**7 mins**

Pupils share with a partner something this lesson has made them think about growing and the human life cycle.

Show pupils the list they made in the baseline assessment, which captured different ways in which a baby might change as they grow into a child. In pairs, ask pupils to discuss if they have any more suggestions or if they would change anything as a result of the lesson. They could also share any ideas of how a child will change as they continue to grow towards adulthood. Using a different colour, add any new ideas to the class list or edit any existing ideas. You may wish to photograph the edited class list as evidence of learning and progress, and also to inform further teaching.

### Signposting support

3 mins

Emphasise to pupils that if they have any questions or worries about growing or changing, they can always speak to an adult they trust. This could be one of the special people they learned about in lesson 1 – for example, someone they trust at home (parent, carer) or in school (teacher, teaching assistant, midday supervisor).

### Extension activity

#### The human life cycle

Provide pupils with a bag of objects that might be used by people at different stages of the human life cycle. Ask them to choose an object and match it to one of the stages of the human life cycle shown on slide 14 (baby, child, adult, older person) and explain their decision.

Include things like: a rattle, ball, toy car, handbag or shopping bag, wallet or purse, newspaper/magazine, hats, mobile phone, glasses, walking stick.

Be prepared to challenge any stereotypes that arise, such as all older people use walking sticks, or walking sticks are only used by older people.

#### The growing story

As a class, read *The Growing Story* by Ruth Krauss and Helen Oxenbury (available online – or an alternative story about growing and changing if preferred) and discuss questions such as:

1. How does the character feel about growing up? (*e.g. excited, impatient and curious*)
2. How are things and animals growing and changing around the character? (*everything seems to be growing quickly, e.g. the grass growing taller, fruit ripening, the chicks becoming chickens and the puppy becoming a dog*)
3. What is not so good about growing and getting older? (*sometimes it can mean doing things that might be less enjoyable at first, like learning difficult times tables or doing other things that can seem tricky to begin with*)
4. What is good about growing and getting older? (*it can be exciting – it can mean being able to do different/more things*)

Note that you will need to review these questions and adapt as necessary if you choose an alternative story.

## Lesson 3: Everybody's body

KS1 Year 1-2

This is the last of three lessons on the theme of growing and changing, for key stage 1 pupils. In this lesson, pupils learn the correct terminology for male and female genitalia. It is important for younger pupils to know how to name body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe. The learning in this lesson is built on in key stage 2, when pupils learn about puberty and the changes that occur when growing from children to adults.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> to name different parts of the body, including genitalia</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can describe similarities and differences between myself and others</li> <li><input checked="" type="checkbox"/> I can recognise and use the correct names for main parts of the body</li> <li><input checked="" type="checkbox"/> I can recognise that some parts of the body are private</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"/> Two anatomically correct baby dolls (one male and one female) dressed identically. If not available, slides 7 and 8 can be used</li> <li><input checked="" type="checkbox"/> Different coloured pom poms or bean bags (1 per pupil and at least two of each colour so pupils can pair with someone who has the same colour as them)</li> <li><input checked="" type="checkbox"/> <b>Resource 1: Body parts labels</b> (1 set per small group)</li> <li><input checked="" type="checkbox"/> <b>Resource 2: Body outlines</b> (1 per small group, printed A3 size)</li> </ul>

Activity	Description	Time
<b>Introduction</b>	Introduce learning objectives and outcomes and revisit ground rules.	2
<b>Baseline assessment</b>	Pupils draw and write about boys and girls to demonstrate their current understanding.	10
<b>Pom pom game</b>	Pupils play a game to introduce, or recap, the concept of similarities and differences.	8
<b>Naming body parts</b>	Teacher introduces names of body parts, including external genitalia, using baby dolls as a stimulus.	10
<b>Labelling body outlines</b>	Pupils work in small groups to label body outlines with male and female body parts.	15
<b>Private body parts</b>	Pupils identify private body parts and guess the body part described in a riddle.	5
<b>Reflection and endpoint assessment</b>	Pupils repeat the baseline assessment activity and see how their understanding has changed.	5
<b>Signpost support</b>	Pupils are introduced to, or reminded about the NSPCC's underwear rule and sources of support.	5

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.

It is important to consider sensitivities and prior knowledge about specific pupils' circumstances. For example, this topic may be especially sensitive to pupils who have experienced any kind of sexual abuse (including peer-on-peer abuse). It may also be sensitive for those with visual differences – such as a scar, mark or condition that affects their appearance. You may wish to share the lesson topic with these children ahead of the lesson and, if it feels appropriate, place them in a group with yourself or support staff (e.g. during the pom pom game) to provide extra support during the lesson.

If safeguarding concerns arise during this lesson, these should be reported to the Designated Safeguarding Lead.

This lesson does not explore the terms 'sex' and 'gender' directly, but makes careful use of language, recognising that medical professionals observe and record a child's sex at birth based on their genitalia (though sometimes this is not clear in the case of children with differences in sex development (DSD), also referred to as intersex). In the lesson the terms male/female and boy/girl refer to biological sex/sex recorded at birth. However, a child may not always identify with the sex recorded at their birth. If you have pupils who identify as non-binary or trans, it is advisable to discuss the lesson content and approach with them, their parent(s) or carer(s) before teaching the lesson.

same, different, male, female, boy, girl, body, born, private parts, genitals, penis, testicles, vagina, vulva

### Introduction

2 mins

Briefly introduce today's learning objective and outcomes and remind pupils about the agreed class ground rules.

### Baseline assessment activity

10 mins

Ask the pupils to draw two children – a boy and a girl – and to write around their pictures what the boy and girl look like.

As this is a baseline assessment, ask pupils to work individually but reassure them not to worry about spelling or drawing skill; you are just interested in their first ideas. Observe their responses to gauge their existing knowledge, understanding and attitudes, as well as any misconceptions or gaps that need addressing. Look out for any stereotypes that children may be illustrating through their answers (for example, that all girls have long hair and all boys have short hair) which should be challenged throughout the lesson). Keep their work safe - it will be used to assess learning at the end of the lesson.

**Pom pom game**

8 mins

Play a game to illustrate the different types of similarities and differences that can exist between people. Before playing, remind pupils of the ground rules and the importance of being kind with our words when discussing similarities and differences:

- Gather the class in a circle
- Give each pupil a coloured pompom or beanbag (make sure there are different colours)
- When you say 'Go', the pompoms are passed to the next person (just once) in a clockwise direction. Make sure everyone has a pompom.
- Repeat a couple of times: you can speed up or slow down or change the direction.
- After a couple of minutes, ask pupils to spread out and pair up with someone who has a different coloured pompom.
- In their pair, ask pupils to find something that is different about them using the sentence starter on slide 4:

*We are different because... (For example, 'We are different because we have different colour hair' or 'I like animal stories but you like superheroes.')*

- Next, ask pupils to move again and find someone that has the same coloured pompom as them
- Ask them to find something else that makes them the same or that they have in common, using the sentence starter on slide 4: We are the same because... (For example, 'We are the same because we both wear glasses')
- Repeat a few times, allowing for pupils to form different pairs.

If pompoms/bean bags are not available, the game can be played by asking pupils to move while music is playing and freeze when the music stops. They then form a pair with the person closest to them and discuss the differences and similarities as above.

Bring the class back together and discuss how some things that are the same or different can be seen immediately, (such as how someone looks), for example *'We both wear glasses'* or *'We both have long hair'* and others are less obvious, for example *'We both like bananas'* or *'We don't like football.'*

Explain that in this lesson, we will be mostly thinking about those things that can be seen; the physical similarities and differences between people.

**Naming body parts**

10 mins

Explain that people's bodies are different. When babies are born, the midwife or doctor says whether they are male (boy) or female (girl) by looking at their body parts.

Show the class the anatomically correct baby dolls (two identical dolls about the size of a new-born baby – ensure they are dressed the same and that one is male and one female). Slide 7 can be used if dolls are not available). Ask pupils to point out all of the parts of the baby dolls' bodies that are the same and name them. Next, ask them to guess which they think is male and which they think is female – how will they know? If the babies were older, would it be easier? This could be a good opportunity to challenge any stereotypes you observed in the baseline assessment around how boys and girls might look.

Pupils are likely to say that they will need to undress them or 'look at their private parts'. Discuss what we mean when we talk about private parts — the parts of our body that we keep to ourselves, that we cover up with our underwear.

Undress the dolls – or show slide 8 – and ask the pupils to spot the difference; their private parts are different. Point out the genitals (one private part) and explain that these parts can look a bit different for everyone (in the same way that our ears, eyes and noses can look different from other people's).

Discuss how people have all sorts of names for male and female genitals, but there are some scientific words that are important for them to learn. Ask if anyone knows the scientific name for male and female genitals? Show slide 9, and reveal the words penis, testicles, vulva and vagina, and say the words aloud as a class. Ensure pupils are clear that 'vulva' refers to external body parts (or parts outside the body) whereas the 'vagina' is internal (inside the body). The opening of the vagina is part of the vulva, as is the urethra (the opening urine/pee comes out of).

### Labelling body outlines

20 mins

Show slide 10 and tell the pupils that they are now going to do a group activity to show the similarities and differences between female bodies and male bodies. Provide each group with **Resource 1: Body parts word labels** and an A3 copy of **Resource 2: Body outlines**, scissors and glue. Ask the pupils to correctly organise the labels on the body outlines. Pupils can draw arrows to label the body parts. They only need to draw one arrow for each bodypart (for example, they only need to label one elbow).

**Support:** In a small group, ask pupils to point to and name the relevant body parts on anatomically correct dolls and then use sticky tape to attach the labels.

Bring the class back together and use slide 11 to reinforce the correct names for body parts. Use this slide to emphasise that some body parts come in pairs (e.g. elbows, eyes, shoulders) and that only the opening of the vagina can be seen from outside because it is inside the body. The buttocks/bottom are not visible on the body outline, so check that pupils have correctly identified where they are on the body.

### Private body parts

5 mins

Using a coloured pencil ask groups to circle on their outlines the parts of the body that are 'private' or that are usually covered by underwear (they should circle the vulva, penis and testicles, buttocks/bottom and surrounding areas).

Share the following 'riddle' and ask pupils to look at their human outlines and discuss in their groups what the body part could be:

This part of the body is:

- **Not** on the head
- Private
- Covered by underwear

As a class, establish that this could be the vagina, vulva, penis, testicles or buttocks/bottom.

## Reflection and endpoint assessment

7 mins

Give pupils back their 'draw and write' activity that they did at the beginning of the lesson. Ask them to add to or amend their response, in a different colour, to show how their thinking might have changed as a result of the lesson. This can be used as evidence of learning and progress, and also to inform further teaching.

If time allows, ask pupils to share what they have learned with a partner using the sentence starter:

**Before this lesson, I didn't know that... but now I know that...**

## Signposting support

5 mins

Remind pupils that the genitals and buttocks/bottom are sometimes called 'private parts'. Private parts are parts of the body covered by our underwear: we have the right to keep these private or to ourselves. Sometimes a doctor, nurse or family member might have to look at, or touch a child's private parts (including genitals) but they should always explain why and ask the child if it is OK first.

Reinforce this with the **NSPCC underwear rule** — PANTS:

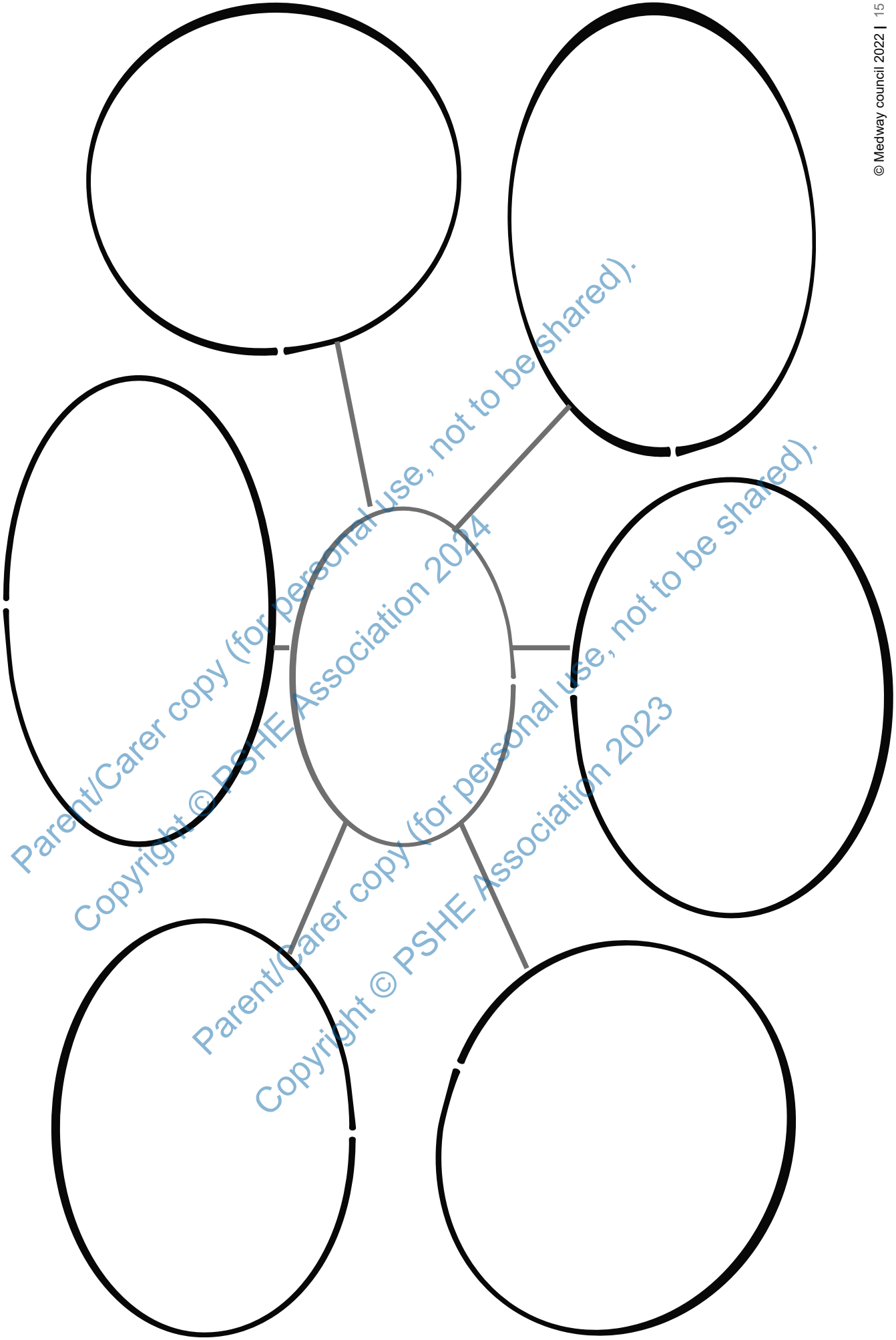
- **P** Private parts (including genitals) are private (We have the right to keep our private parts to ourselves. Sometimes a doctor, nurse or family member might need to look at or touch a child's private parts, but they should always explain why and ask the child if it's OK first.)
- **A** Always remember your body belongs to you (If someone asks to see or tries to touch a child underneath their underwear, the child should say 'NO' – and tell someone they trust.)
- **N** No means no (Everyone has the right to say no – even to a family member or someone they love.)
- **T** Talk about secrets that upset you (Bad secrets are those that make us feel sad, worried or frightened – tell a trusted adult about a bad secret straight away.)
- **S** Speak up, someone can help (Talk to a trusted adult about stuff that makes you worried or upset.)

Emphasise that if pupils have any questions or worries about anything they learned in the lesson today, they should speak to an adult they trust. This could be one of the special people they learned about in lesson 1 – for example, someone they trust at home or in school.

## Extension activity

### Looking at animals

Discuss animals with the pupils, noting how they are male or female just like people. Show pupils a range of anatomically correct farmyard animal toys or images. Ask them to identify which are male and which are female.



<b>Ways special people can help and care for me...</b>	<b>Ways I can help and care for special people...</b>
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making food



helping me get ready  
for school



cuddling



putting toys away



taking me places, like  
the park



reading together



helping at home



listening



helping me when I'm  
sad

### When they were a baby...

They ate \_\_\_\_\_ and drank \_\_\_\_\_.

They wore \_\_\_\_\_.

They liked \_\_\_\_\_.

They could \_\_\_\_\_.



### Now they are older...

They eat \_\_\_\_\_ and drink \_\_\_\_\_.

They wear \_\_\_\_\_.

They like \_\_\_\_\_.

Now they can \_\_\_\_\_.



### In the future...

How will they be similar when they grow up to be an adult?

---

---

How will they be different when they grow up to be an adult?

---

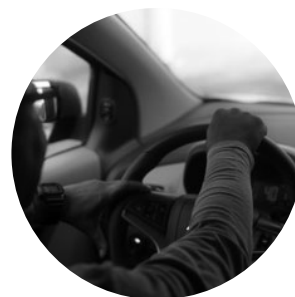
---

Things we can do now

Things we might do when we are older



Use a knife and fork



Drive a car



Use a laptop on our own



Hang our coats up



Tie our shoelaces



Play indoors alone



Cook



Tidy up our toys



Own a mobile phone



Travel to school alone



Say sorry



Pack our school bags



Wash our hair



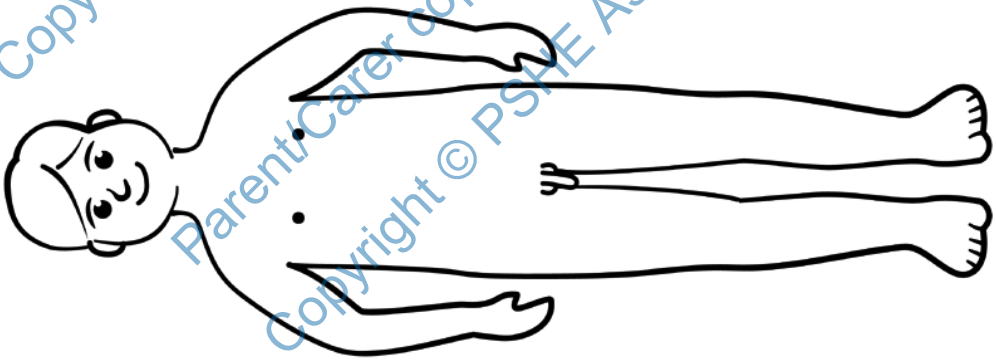
Choose a healthier snack

ankle	testicles	penis
vulva	elbow	mouth
tummy	eye	shoulder
knee	bottom or buttocks	neck
wrist	chest	ear
nipple	hand	foot

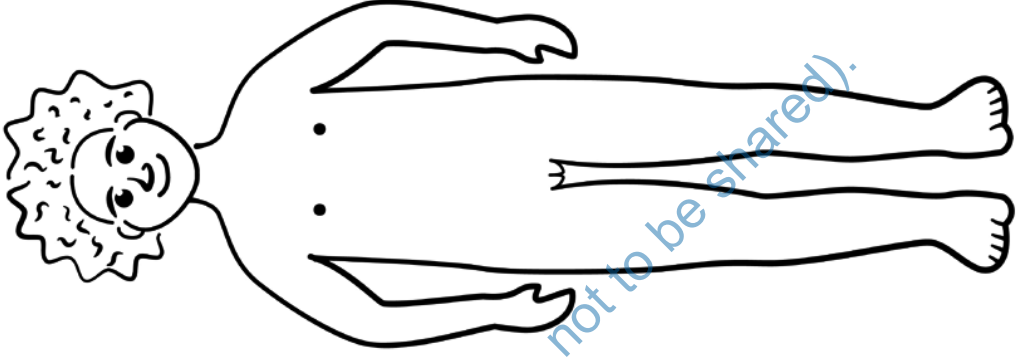


ankle	testicles	penis
vulva	elbow	mouth
tummy	eye	shoulder
knee	bottom or buttocks	neck
wrist	chest	ear
nipple	hand	foot





male



female

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## My special people

### KS1 Lesson 1

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### Learning objective

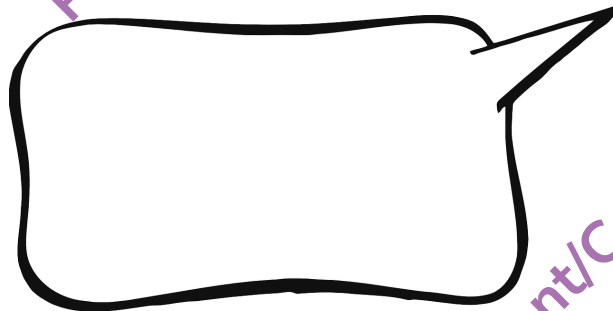
- ☑ We are learning about the special people in our lives and how we care for one another.

### Learning outcomes

- ☑ I can identify who special people might be.
- ☑ I can explain what makes someone 'special' and important.
- ☑ I can describe the different ways special people care for us.
- ☑ I can recognise how we can care for them in return.

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## Ground rules



## Special people

A special person is...

Can you finish this sentence?

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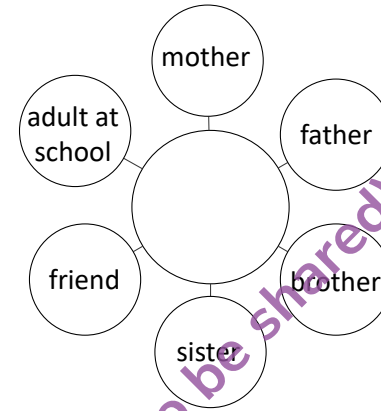
## Story time



Listen to the story.

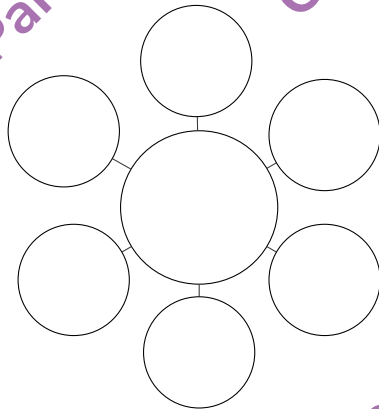
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## Who else might be special to the child?



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## Who is special to you?



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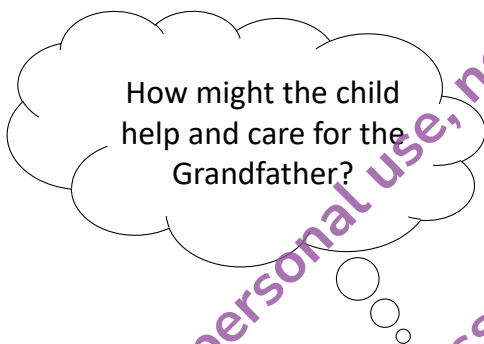
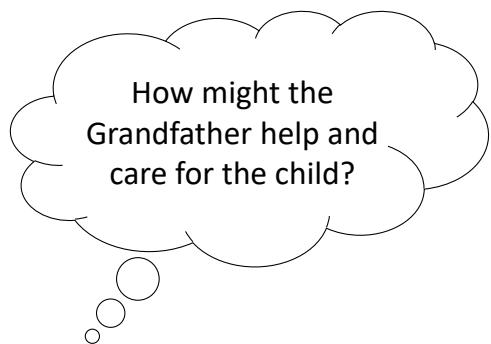
## Writing about someone special

My special person is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

They are special to me because \_\_\_\_\_.

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## Special people care for each other



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## Caring for each other

Ways special people can help and care for me...	Ways I can help and care for special people...

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## Special people

A special person is...

Can you finish this sentence?

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## Signposting support

Special people make us feel safe, happy and comfortable.

If you ever feel uncomfortable or unsure about something, it is important to speak to a trusted adult.



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## More activities

### Thank you card

Design a thank you card for a special person.



### Graffiti board

As a class, make a graffiti board or flipchart to show what you have learnt about 'special people'.

Everyone can add one word, picture or symbol.

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## Growing up; the human life cycle

### KS1 Lesson 2

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## A visit from granny

Taylor's granny lives in another country.  
She has come to visit for the first time since Taylor was a baby.



Taylor, you've grown and changed so much since I was last here!

Can you list some ways Taylor might have changed?

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## Learning objective

- ✓ We are learning about how we change as we grow.

## Learning outcomes

- ✓ I can recognise the main stages of the human life cycle (baby, child, adult) and that the process of growing takes time.
- ✓ I can describe what changes when people grow from young to old.
- ✓ I can identify ways children our age might be more independent now than when they were younger.

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## Life stages



child



baby



teenager



older person



adult

What do these pictures show?

Can you put them in the right order?

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## Life stages



child



baby



teenager



older person



adult

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## Spot the difference



How are they different?

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## Different needs

List of ways a baby needs caring for



Are these the same needs a child your age would have?

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## Thinking about responsibilities

What things can you do now?

What things might you be able to do when you are older?

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## Thinking about responsibilities

Things we can do now

Things we might do when we are older

Use a knife and fork	Drive a car
Use a laptop on our own	Hang our coats up
Play indoors alone	Cook
Own a mobile phone	Travel to school alone
Pack our school bags	Wash our hair
Say sorry	Choose a healthier snack

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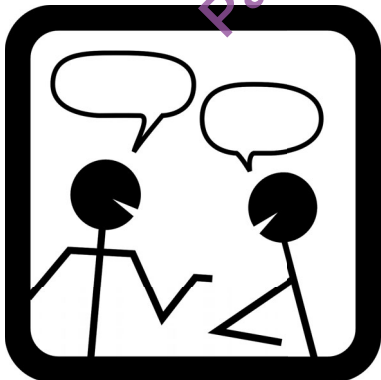
## Our responsibilities

Things we can do now...

Things we might be able to when we are older...

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## Talk to a partner



Tell them one thing you have learned today that has made you think.

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## A visit from granny



Taylor, you've grown and changed so much since I was last here!

Look back at your list of ways Taylor might have changed. Can you add to it? Would you change anything?

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## Signposting support

Trusted adults can help with questions or worries about growing and changing.

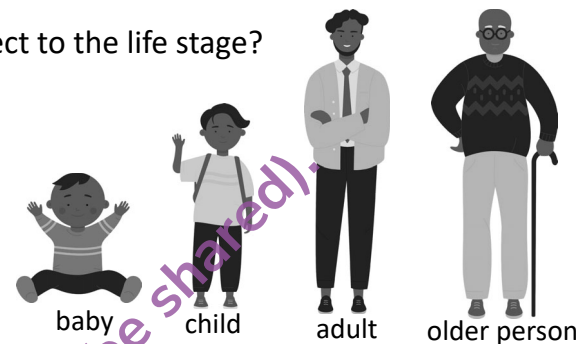


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## More activities

### The human life cycle

Can you match the object to the life stage?



baby

child

adult

older person

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## More activities

### The growing story



Listen to the story and discuss:

- How does the character feel about growing up?
- How are things and animals growing and changing around the character?
- What is not so good about growing?
- What is good about growing?

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## Everybody's body

### KS1 Lesson 3

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### Learning objective

- We are learning to name different parts of the body, including genitalia.

### Learning outcomes

- I can describe similarities and differences between myself and others.
- I can recognise and use the correct names for main parts of the body.
- I can recognise that some parts of the body are private.

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## Draw and write

Can you draw two children?

Make one a girl and one a boy.

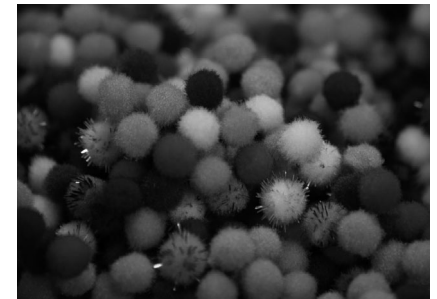
Around the pictures, write what the girl and the boy look like.



## The pom pom game

We are **different** because...

We are the **same** because...



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## Differences and similarities we can see



We both wear glasses

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## Differences and similarities we can not see



I don't like football

I do like football

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## Naming body parts



Which of the baby's body parts can you name?

Which baby do you think is male?  
Which baby do you think is female?

How will you know?

If the babies were older, would it be easier?

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## Spot the difference



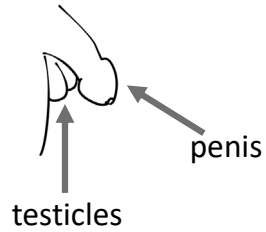
The baby's genitals are different.

Do you know any scientific names for male and female genitals?

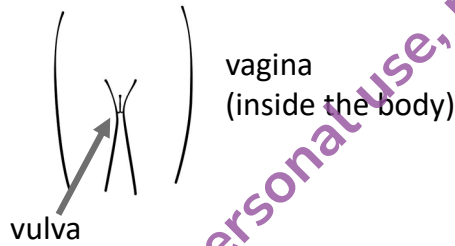
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# Naming the genitals

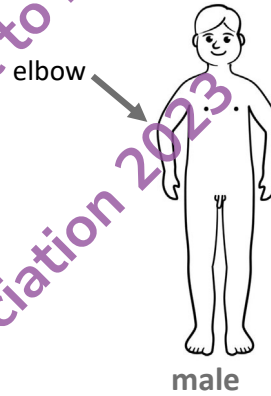
## male genitals



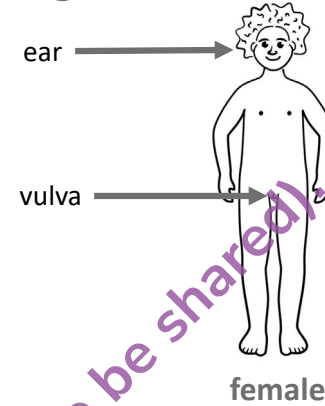
## female genitals



# Labelling body outlines

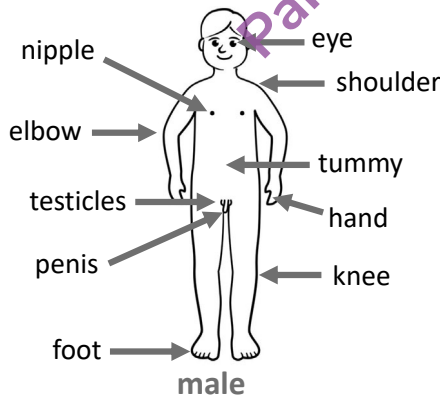


male

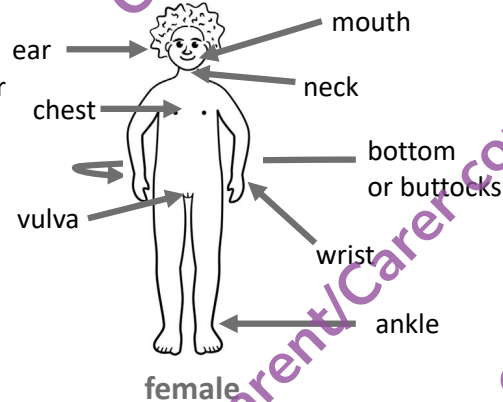


female

# Labelling body outlines - answers

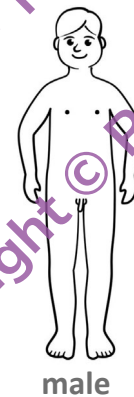


male

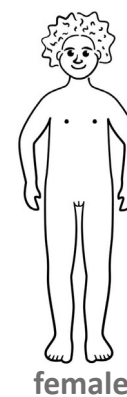


female

# Private body parts



male



female

Using a coloured pencil can you circle the parts of the body that are private?

Clue: They are usually covered by underwear.

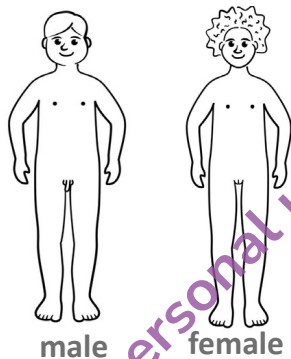


## Can you solve the riddle?



This part of the body is...

- not on the head
- **private**
- covered by underwear



male

female

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## Draw and write



Look back at your drawing from the start of the lesson.

Can you add anything new?

Is there anything you would like to change?

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## Talk to a partner

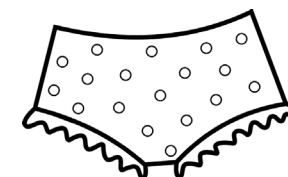


Before this lesson, I didn't know that...

But now I know that...

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## Signposting support



**P** private parts (including genitals) are private.

**A** always remember your body belongs to you.

**N**o means no.

**T**alk about secrets that upset you.

**S**peak up, someone can help.



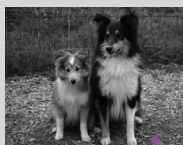
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## More activities

### Looking at animals

Look at some different animals:

- Can you tell which are male?
- Can you tell which are female?
- How do you know?



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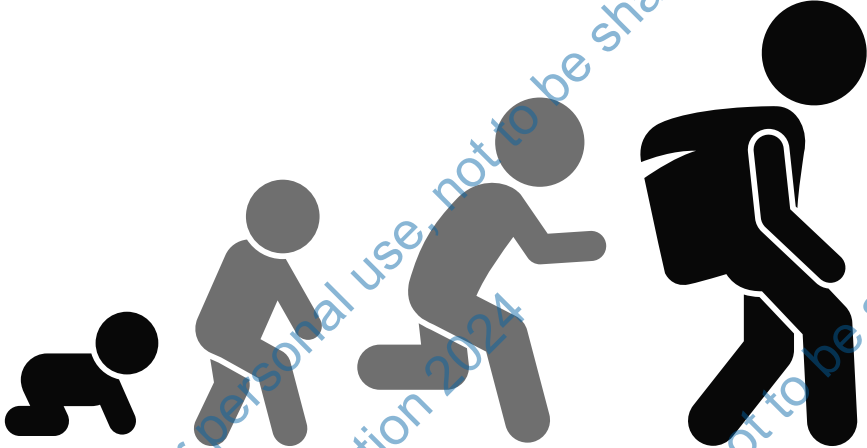
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# Changing and growing up

Lesson plans and resources for Year 3



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

Lesson 1: What makes a good friend.....2

Lesson 2: Falling out with friends.....6

**Resources**.....10

Lesson 1.....10

Lesson 2.....15

## Lesson 1: What makes a good friend?

KS2 Year 3

This is the first of two lessons on the theme of friendship for year 3 pupils. This lesson builds on pupils' key stage one learning about special people by developing their understanding of close networks and friendships.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> about friendship, including why it is important and what makes a good friend</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can recognise the different types of relationships, including friendships, that might be important to people (e.g. family, friends, groups to which they belong, neighbours)</li> <li><input checked="" type="checkbox"/> I can explain why friendship and having friends is valuable</li> <li><input checked="" type="checkbox"/> I can describe how friends show they care for and value each other</li> <li><input checked="" type="checkbox"/> I can evaluate what is most important in a friendship</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"/> Children's story: <i>Grandfather and I</i> by Helen E Buckley (a video of this being read is <a href="#">available online</a>)</li> <li><input checked="" type="checkbox"/> Resource 1: Good friends case studies (1 case study per group)</li> <li><input checked="" type="checkbox"/> Resource 1a: Friendship statements (1 per pupil who needs support)</li> <li><input checked="" type="checkbox"/> Resource 2: Ideas bank (1 per small group of pupils)</li> <li><input checked="" type="checkbox"/> Resource 2a: Ideas bank – support (1 per pupil or group who need support)</li> <li><input checked="" type="checkbox"/> Resource 3: Friendship zones of relevance (1 per small group of pupils)</li> </ul>

Activity	Description	Time
<b>Introduction</b>	Introduce learning objectives and outcomes and revisit ground rules.	2
<b>Baseline assessment</b>	Pupils record their responses to the questions: <i>What makes a good friend?</i> and <i>Why is friendship important?</i>	8
<b>Relationships brainstorm</b>	Create a class brainstorm showing different types of relationships, including friendships.	5
<b>Importance of friendship</b>	Pupils work in pairs to complete a sentence starter: <i>Friendship is important because...</i>	5
<b>Good friends case studies</b>	In pairs, pupils read case studies about different friendships and list the qualities of a good friend.	15
<b>Friendship zones of relevance</b>	Pupils work in small groups to complete a zones of relevance activity about what is more or less important in friendship.	15
<b>Reflection and endpoint assessment</b>	Pupils revisit the baseline assessment activity and demonstrate their learning.	7
<b>Signpost support</b>	Pupils are reminded about sources of support they can turn to if they have worries or questions on the topic of friendship.	3

**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.

friend, friendship, special, close, caring, valuable, different, qualities, important

### Introduction

2 mins

Briefly introduce today's learning objective and outcomes and remind pupils about the agreed class ground rules.

### Baseline assessment activity

8 mins

Using slide 4, ask pupils to imagine that a child in year 1 has the following questions for them:

1. What makes a good friend?
2. Why is friendship important?

Ask pupils to reflect silently on each for a few moments before recording their responses in their exercise books.

As this is a baseline assessment, pupils should work individually but reassure them not to worry about spelling; you are just interested in their first ideas. Observe pupils' responses (for example, by circulating while they work) to gauge their existing knowledge, understanding and attitudes, as well as any misconceptions or gaps that need addressing.

Ask pupils not to amend or change their answers during the lesson; they will have an opportunity to revisit their ideas at the end.

### Relationships brainstorm

5 mins

Use slide 5 or write the word 'relationships' in the centre of the whiteboard or a piece of flipchart paper. Ask pupils to help you brainstorm different types of relationships. If needed, suggest an example, such as 'family' or 'players in a team'.

Next ask pupils, 'Which of these relationships could be friendships?' and draw out that a person could have friendships within any of these groups. Explain that most people will have different types of relationships in their life; some might be friendships (for example, friends at school or friends in their family) while others might be 'acquaintances', or people they know, but less well (such as neighbours). Emphasise that this will look different for everybody.

*Suggestions might include: school friends, classmates; best friends; team-mates; family (parents, grandparents, siblings, aunts/uncles, cousins); neighbours; people from clubs, communities and religious groups; imaginary friends.*

*Pupils might also mention 'online friends'. Acknowledge that some friends communicate online, while reiterating the importance of following safety rules if in contact with others online. Remind the pupils that most social media and gaming sites have a minimum age of 13.*

**Importance of friendship**

5 mins

Ask pupils to work in pairs to complete the sentence on slide 6: **Friendship is important because...**

Pupils can write their sentence and then read them aloud to the rest of the class. Pupil responses will vary but might include that friendship is important because it means having someone to play and laugh with, that it can be fun, that it gives people someone to share things with, and it can help people to feel good.

**Good friends case study**

15 mins

Provide pairs of pupils with a copy of one case study from **Resource 1: Good friends case studies**. Ask them to read it and discuss what makes the friendship positive or good. Take feedback from the class making a list of all the different qualities that make a good friendship.

*Ideas that might come out of the case studies include: having fun / laughing together, trusting each other, listening, encouraging / helping each other, sharing interests etc. Pupils can also add additional ideas that may not be mentioned in the case studies.*

**Support:** Pupils read the adapted worksheet **Resource 1a: Friendship statements** and tick to say whether the statement applies always / sometimes / never.

**Challenge:** Provide more than one case study per pair and ask pupils to make their own list of qualities that make a good friendship.

**Friendship zones of relevance**

15 mins

Provide groups with **Resource 2: Ideas bank** – things that might be features of a friendship – and ask them to consider what is more or less important. Groups can record their ideas as indicated on **Resource 3: Friendship zones of relevance**. They can choose some or all of the suggestions and might also choose to add some of their own ideas.

**Support:** Give pupils **Resource 2a: Ideas bank – support** which has picture cards that they can move into position on the zones of relevance.

**Challenge:** Pupils add their own ideas to the zones of relevance.

Bring the class back together and ask groups to share and, where appropriate, justify some of their choices.

*Establish that one group's zones of relevance might look a little different from another's because different things will be important to different people, and to the different friendships they have. For example, 'see each other often' might be more important for some friends, while others might find they can go for a while without seeing each other, but they still enjoy spending time together when they do. Similarly, some people might like to 'give hugs / high fives' to their friends, while others might like to use different ways to communicate their affection.*

*However, groups should have identified some of the following ideas as more/not important:*

- **more important** - speaking politely to each other, encouraging each other, listening, sharing, being kind, helping each other, cheering each other up if one person is sad
- **not important** - wearing the same clothes, being the same religion, not having any other friends

**Reflection and endpoint assessment**

7 mins

Ask pupils to return to their responses to the question: 'What makes a good friend?' completed at the beginning of the lesson. With a different coloured pen or pencil, ask them to add to or amend their response to show how their thinking might have changed, or anything new they have learnt, as a result of the lesson.

**Signposting support**

3 mins

Emphasise that if pupils have any questions or worries about friendship or anything else that has arisen from the lesson, they can always speak to an adult they trust at home, outside the family or at school (for example, a teacher or midday supervisor).

There are also organisations that can help, like Childline who have a free telephone service: 0800 1111.

**Friendship poem/rap/song**

Pupils can work as a whole class, or in small groups, to make a poem, rap or song about friendship that:

- says why friendship is important
- includes some of the qualities of a friend

You may wish to share some examples to inspire pupils, such as an acrostic poem that spells out 'friend': (F-friends are people we can count on, and who show..., R-respect, I-interest in our lives E-encourage us when things are tough, are N-non-judgemental, D-dependable)

This lesson follows on from the previous year 3 lesson – What makes a good friend? Sometimes, even good friends can ‘fall out’ or have disagreements but it is important that pupils learn that there are ways they can manage this if it happens to them.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> how to maintain good friendships</li> <li><input checked="" type="checkbox"/> about solving disagreements and conflicts with peers</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can identify what helps maintain friendships</li> <li><input checked="" type="checkbox"/> I can describe feelings when disagreements and conflict occur</li> <li><input checked="" type="checkbox"/> I can identify what can help and not help if there are friendship problems</li> <li><input checked="" type="checkbox"/> I can demonstrate strategies for solving arguments with peers</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: Friendship circles</b> (baseline and end-point assessment — 1 copy per pupil)</li> <li><input checked="" type="checkbox"/> <b>Resource 2: Falling out concept image</b> enlarged copy for display (alternatively, display and add ideas to slide 8)</li> <li><input checked="" type="checkbox"/> <b>Resource 3: Friendship forum posts</b> (1 per pair of pupils or copies of all for challenge activity)</li> <li><input checked="" type="checkbox"/> <b>Resource 3a: Friendship forum post - support</b> (1 per pupil who needs support)</li> <li><input checked="" type="checkbox"/> Optional: long piece of wool</li> </ul> <p><b>From previous lesson (year 3, lesson 1)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Resource 1: good friends case studies for reference</i></li> </ul>

Activity	Description	Time
<b>Introduction</b>	Introduce learning objectives and outcomes and revisit ground rules.	2
<b>Baseline assessment</b>	Pupils consider how good friends behave – what they always, sometimes and never do.	5
<b>Friendship chains</b>	Pupils briefly recap what makes a strong or good friendship.	5
<b>Feelings bubbles</b>	As a class, pupils explore how it feels to fall out with a friend.	5
<b>Falling out concept cartoon</b>	Pupils describe and evaluate possible strategies to repair a friendship.	15
<b>Friendship advice</b>	Pupils work in pairs to give advice in response to forum posts from children who are having friendship troubles.	15
<b>Reflection and endpoint assessment</b>	Pupils reflect on their learning and repeat the baseline assessment activity to see how their understanding has changed.	10
<b>Signpost support</b>	Pupils are reminded about sources of support they can turn to if they have worries on the topic of friendship and falling out.	3

**Climate for learning**

**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.

**Key words**

friend, friendship, argument, falling out, making up, apologise, solution

**Baseline assessment****Baseline assessment activity****5 mins**

Briefly introduce today's learning objectives and outcomes and remind pupils about the agreed class ground rules.

Ask the class to imagine a group of friends and the things they might do to remain good friends.

Pupils work individually to complete sentence starters using **Resource 1: Friendship circles**.

Allow pupils to record ideas independently and observe their responses to gauge their existing knowledge, understanding and attitudes, as well as any misconceptions or gaps that need addressing. Once pupils have recorded some ideas individually, ask them to put their work to one side (it will be returned to at the end of the lesson) and share some of their ideas with the class.

**Core activities****Friendship chains****5 mins**

Ask pupils to think back to the previous lesson on what makes a good (positive/strong) friendship. Make a list on the flipchart or refer back to the list made in the previous lesson.

*Optional:* To create a visual demonstration of positive/strong friendship, ask 2-4 pupils to stand together and hold a piece of wool between them to represent a friendship circle. Pupils can take it in turns to say something that makes a strong friendship. They should pass the wool onto the next person as they do so. As the wool strands double up, the links between the pupils will become thicker and stronger — demonstrating how the friendship chain becomes stronger too.

*Pupils' suggestions will vary but might include: being kind/caring, encouraging each other, sharing, communicating with each other (e.g. by listening), celebrating each other's achievements, helping each other, letting their friend play/spend time with others if they want to.*

**Feelings bubbles****5 mins**

Explain that sometimes even really close friends might have arguments or fall out.

If you are using the visual demonstration from the activity above, you could show this by asking one of the pupils to drop their piece of wool and possibly cutting some of the strands.

If time allows and it feels appropriate with your class, ask pupils to share some possible reasons why children might fall out or argue. Remind pupils to think of general examples and not to name names or tell stories of others in the class. Alternatively, use slide 6 to give pupils a brief overview of reasons why children might fall out.

Draw circles on the whiteboard or use slide 7. Ask individual pupils to come up to the board and write a descriptive word in one of the circles about how someone might feel if they argue with a friend (e.g. frustrated, sad, upset, annoyed, lonely, regretful, scared, jealous). Repeat until all circles are full. Using the ideas pupils have shared, establish that arguments can prompt difficult feelings for everyone involved.

## Class discussion: different needs

15 mins

Display slide 8 or a printed, enlarged version of **Resource 2: Falling out concept image**.

Ask pupils to imagine the children in the picture have had an argument or have fallen out. As a class, discuss what the children could do or say next and write a different idea in each box. Include at least one example of asking for help from a trusted adult as well as one other 'good' idea (e.g. give each other some time to cool off and then talk it through respectfully) and one 'not-so-good idea' (e.g. decide to get their own back).

Pupils work in pairs to decide which would be the best response and which would be the worst response, explaining their thinking. Take feedback.

*During the feedback discussion, draw out that the best action can depend on how the friends are feeling and what has caused the argument. If one or both of the friends are experiencing big or strong feelings, a 'cooling off' period can be useful before any action is taken. Sometimes, it might be useful for the friend to explain to the other person how their actions made them feel. Another option is to say sorry or talk about what happened together, respectfully listening to the other person's point of view. However, if the children feel they can't mend things by themselves, this is a good time to ask for an adult's help. If someone sees or experiences bullying behaviour, they should always tell a trusted adult.*

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## Friendship advice

15 mins

Remind pupils of Lesson 1 Resource 1: Good friends case studies, which they looked at in the previous lesson. Organise the pupils into the same pairs they worked in for the previous lesson and give them a copy of the corresponding **Resource 3: Friendship forum posts**. Pupils read what has happened to the characters. Imagining they are part of an online friendship forum, giving advice to children who have argued with their friends – they should work in pairs to respond to the post, providing some ideas of how to manage the situation.

Pupils suggestions will vary but might include ideas such as:

- **Post A** – *Tu could talk to Charlie about how they are feeling, or talk to a trusted adult at home or at school for advice.*
- **Post B** – *If Logan enjoys football, he shouldn't give it up. He could speak to a trusted adult about the other children's behaviour, he could find some other friends to play football or a different game with him.*
- **Post C** – *Pupils could reassure Sam that they didn't do anything wrong – it is not Sam's fault that their friend shouted. Sam could tell the teacher or another trusted adult at school or at home about what happened. That way they can help sort things out before the end of the project and speaking to someone might help Sam feel less worried.*
- **Post D** – *Dana could say sorry to Mr G and explain it was an accident. It could help Dana to remember that just because a friend gets cross, it doesn't mean the friendship is over.*

**Support:** Pupils can use **Resource 3a: Friendship forum post – support**, selecting the three most useful strategies and explaining their choices.

**Challenge:** After solving the initial friendship problem, pupils write some general advice for the friendship forum page, giving top tips to children who have fallen out with a friend/friendship group.

**Reflection and endpoint assessment**

10 mins

Briefly, bring the class back together and show slide 11. Pupils should think back to the group of friends they were introduced to in the baseline assessment activity, imagining that they had a falling out. Ask pupils to reflect on their learning by suggesting different ways the friends in the friendship circle could help mend the friendship.

*Responses might include; they could talk respectfully together about the issue, have a ‘cooling off’ period to help with strong feelings, talk to each other about how they are feeling, say sorry, make a plan for what they might do differently next time or ask a trusted adult for help.*

If you used the visual demonstration of the friendship chain, recreate this, but this time picking up the wool that was dropped between the friends and maybe by tying a knot in the middle to demonstrate how the friendship is now stronger – even though there was an argument.

Ask pupils to return to **Resource 1: Friendship circles** from the beginning of the lesson. With a different coloured pen or pencil, ask them to add to or amend their response to show their learning and how their understanding might have changed as a result of the lesson. This can be used as evidence of learning and progress, and also to inform further teaching.

**Signposting support**

3 mins

Emphasise that if pupils have any worries about friendships or falling out with friends (whether online or offline), or if they feel lonely or excluded, they can always speak to an adult they trust. This could be an adult in school (for example, a teacher or midday supervisor) or an adult outside of school (for example, a family member). Remind pupils that if a child is experiencing bullying, they should always speak to an adult as soon as possible.

There are also organisations that can help, like Childline who have a free telephone service: 0800 1111.

**Extension activity**

**What happened next?...**

Using one of the examples from *Resource 1: Good friends case studies* (from lesson 1) and **Resource 3: Friendship forum posts**, ask pupils to write a short account of ‘what happened next’ to their character, when they followed the advice pupils provided in the ‘Friendship advice’ activity. This could be presented through a story board or a short paragraph focussing on how the friendship was resolved.



Tu and Charlie are best friends. They like doing everything together and like all the same things too. Some days they even like wearing the same types of clothes as each other. They love telling each other jokes and are always giggling and laughing together. They share all their favourite things with each other. If either of them is worried about something, they can always talk about it to the other and know they'll listen. When they are allowed, they visit each other's house to play. They buy each other the best presents for birthdays and choose little gifts for each other from their holidays.

Sharma, Alex, Clare and Logan love playing football. They play every lunchtime at school, as well as at after-school club and often meet up for a kick-about at weekends in the park too. They help each other practise their skills and keep score of who is the best at penalty shoot-out.

They always cheer each other on and high five after every goal! If one of them falls over on the pitch, the others always go over to help them up and check they are ok. They encourage each other on the pitch and don't get cross or laugh at each other if one of them misses the ball.

Brooke, Sam and Li are in the same class at school. Sometimes they sit together and sometimes they don't, but they do often work together in class. They love a challenge and trying to come up with the best ideas. If one of them gets stuck, they try to help and they give each other pointers on how they can improve their work. When they are asked to choose the class story, they take a vote between them, and they always help each other to tidy up. They don't really play together outside school as they all have other friends too, but they do look out for each other.

Dana lives next door to Mr G. Mr G likes to plant flowers in his garden and Dana's mum chats to him over the garden fence. He always says 'hello' and greets them with a big smile. Mr G sometimes helps Dana with homework and at weekends he bakes bread which Dana likes to help with too! Dana doesn't know how old Mr G is, but he must be quite old. He drinks strong coffee out of a big, cracked mug and tells Dana stories and Dana listens. Dana and mum help Mr G with his shopping and odd jobs (like painting the garden fence). Mr G says it is nice to have friends like them.

Qualities of friendship			
Friends...	Always	Sometimes	Never
... are best friends			
... tell lies about each other			
... like doing all the same things			
... wear the same clothes			
... share their favourite things			
... help each other			
... cheer each other up			
... hug each other			
... get cross with each other			
... speak kindly to each other			
... play together			
... look out for each other			
... listen to each other			
... have fun			
... bully each other			

Year 3 Lesson 1 | Resource 2: Ideas bank

Like the same things	Are polite to each other	Give hugs / high fives	Support the same team
Live near each other	Encourage each other	Wear the same clothes	Listen
Don't get cross with each other	Want to play together	Go to the same school	Allow others to join in
Are honest	Are kind	Talk	Are the same age
Are the same religion	Make each other laugh	See each other often	Share
Sit together in class	Are always friends	Help each other	Don't have any other friends
Give presents	Cheer each other up if one person is sad	Play at each other's homes	Have the same friends



Are the same religion



Listen



Sit together in class



Make each other laugh



Like the same things



Live near each other



Share

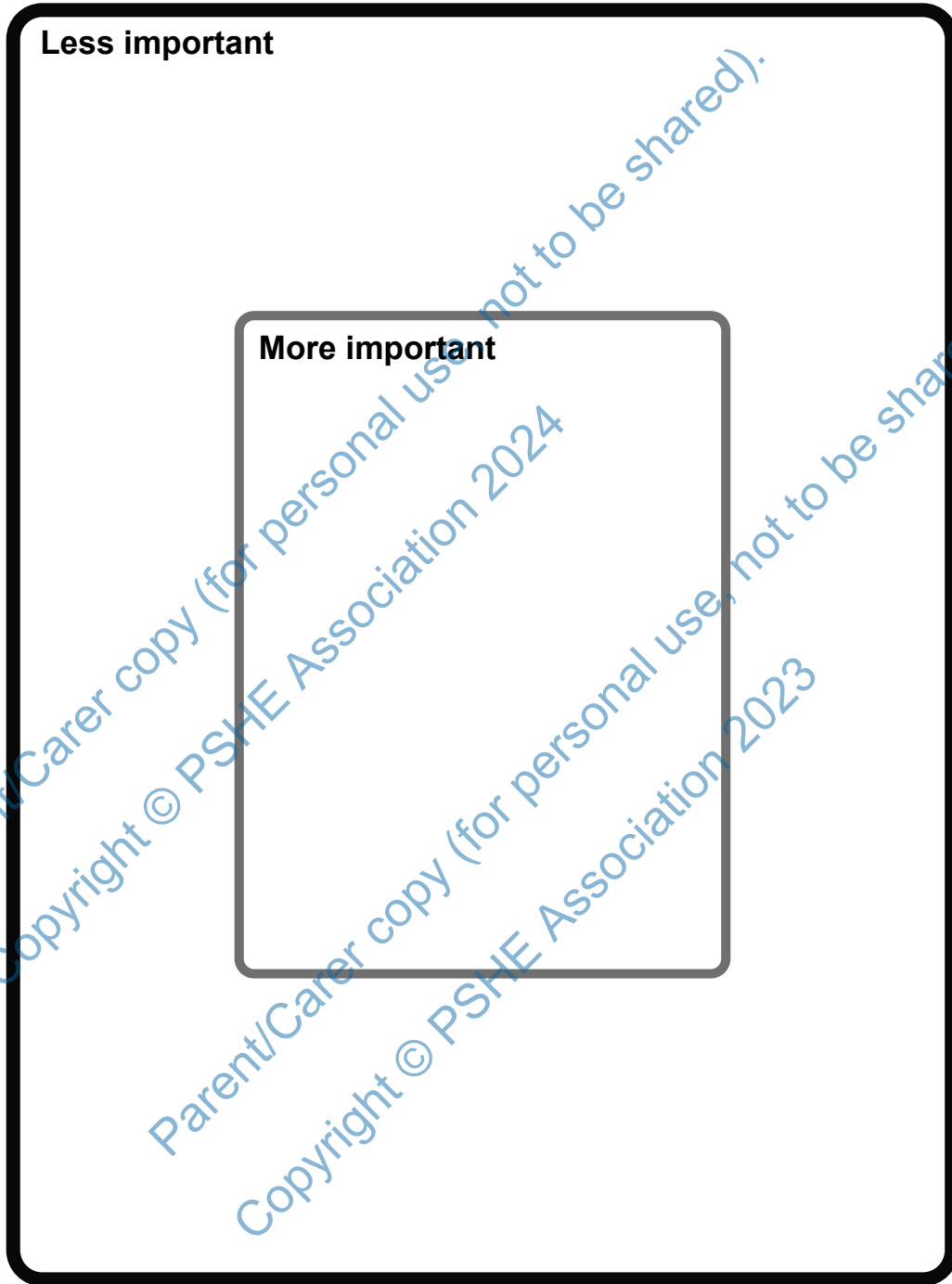


Give hugs



Don't have any other friends

**Not important**



### Imagine a group of friends...

What do they do to remain good friends?

Complete the sentences below.



They always...

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They sometimes...

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They never...

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1

2

3



4

5

6

I think number \_\_\_\_\_ is the **best** option because...

I think number \_\_\_\_\_ is the **worst** option because...

**A****Tu**

Hi, please help! My best friend Charlie and I used to do everything together. We liked the same things, laughed at the same things, shared all our favourite things, and always gave each other gifts and cards. I could tell Charlie about anything that was worrying me. Now, Charlie doesn't seem to want to know me and I feel all alone. Charlie plays with everyone else in the playground now and when I suggested Charlie come round for tea, I just got a message saying 'no thanks'. I don't know what has happened because we were such good friends. I feel really sad. What should I do?

**B****Logan**

Hey, I hope you can help me with this problem. I had some really great mates who I played football with at school and in the park. We always used to cheer each other on but recently I've noticed they don't seem to want to include me in their teams. Yesterday, they even said I should just be 'sub' on the side-lines and after the game they didn't really talk to me. I thought I was getting better at football and that it didn't really matter anyway. Alex is trying out for the school team and Clare and Sharma think they are the best. I feel really fed up and left out. Should I just give up on football and our friendship?

**C****Sam**

Hi, I have an issue. The other day I was working on our project when one of my friends got really cross and shouted at me. They called me a nasty name and said I was stupid. I got upset and cried but then they laughed! Another friend said I should tell the teacher, but I'm not sure what to do. I don't want to make it worse. We have to finish our project soon and I'm worried we will get a bad mark. It's not very nice when someone in your class is horrible to you and I don't really know what to do. I'm sure I didn't do anything wrong – did I?

**D****Dana**

Can you help me with this friendship? Our next-door neighbour is a kind old man who I think of as a really good friend. But... the other day I was playing football in the garden and the ball went over the fence and smashed into his greenhouse. Mr G was cross, and I felt really embarrassed. I don't think I can ask him to tell me stories or help him bake bread anymore. Is there anything I can do to stay his friend?

A



Tu

Hi, please help! My best friend Charlie and I used to do everything together. We liked the same things, shared everything, and always gave each other gifts and cards. I could tell Charlie anything that was worrying me.

Now, Charlie doesn't seem to want to know me. Charlie plays with everyone else in the playground now. When I asked Charlie to come round for tea, I just got a message saying 'no thanks'. I feel sad and alone. What should I do?

1. Tick the **three** strategies you think would be most helpful for Tu.

Do nothing	Speak to Charlie about how they are feeling	Ask an adult in school for advice
Try to make a different best friend	Keep trying to play with Charlie in the playground	Ask someone they trust at home for advice

2. How might each of your chosen strategies help?

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## What makes a good friend?

Year 3 Lesson 1

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### Learning objective

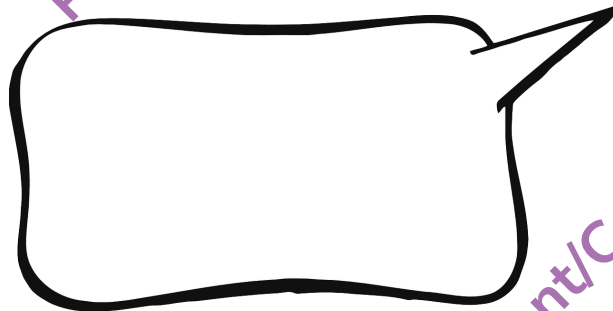
- We are learning about friendship, including why it is important and what makes a good friend.

### Learning outcomes

- I can recognise the different types of relationships, including friendships, that might be important to people (e.g. family, friends, groups to which we belong, neighbours).
- I can explain why friendship and having friends is valuable.
- I can describe how friends show they care for and value each other.
- I can evaluate what is most important in a friendship.

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## Ground rules

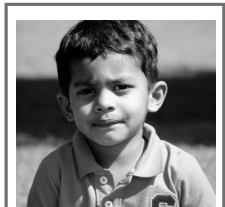


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## Defining 'friend'

What makes a good friend?

Why is friendship important?

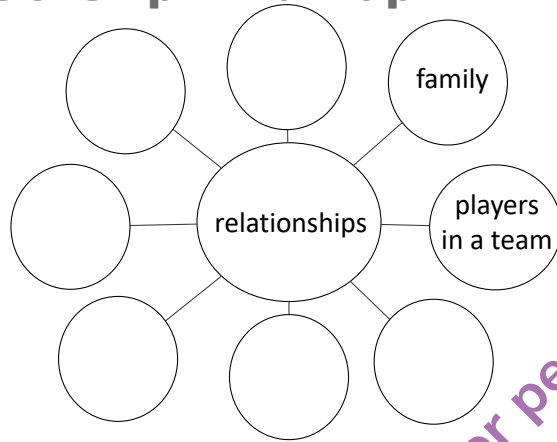


year 1 pupil

Think silently, before noting down your thoughts.

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## Relationship mind map




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## Importance of friendship



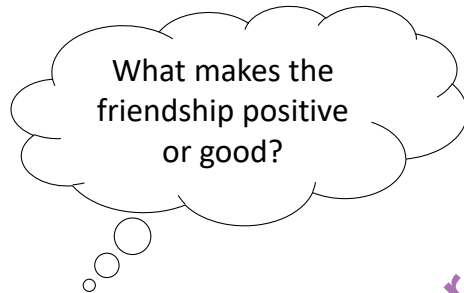
Friendship is important because \_\_\_\_\_.



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## Good friends case study

Read the case study and think about...



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## Zone of relevance

Not important

wearing the same clothes

being the same religion

not having any other friends

Less important

More important

listening

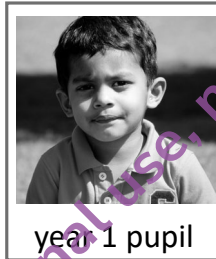
sharing

being kind

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## Defining 'friend'

What makes a good friend?  
Why is friendship important?



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Revisit your first thoughts. In a different colour, add any new ideas or make any changes.

## Signposting support

If you have any questions or worries about friendship, you can speak to a trusted adult.



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## Home learning activity

### Friendship tribute

Make a poem, rap or song about friendship that:

- says why friendship is important
- includes some of the qualities of a friend



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## Falling out with friends

### Year 3 Lesson 2

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### Learning objective

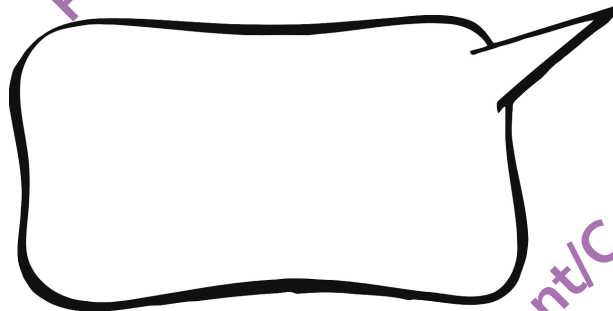
- We are learning about how to maintain good friendships and about solving disagreements and conflicts with peers.

### Learning outcomes

- I can identify what helps maintain friendships.
- I can describe feelings when disagreements and conflict occur.
- I can identify what can help and not help if there are friendship problems.
- I can demonstrate strategies for solving arguments with peers.

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## Ground rules



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## Friendship circles



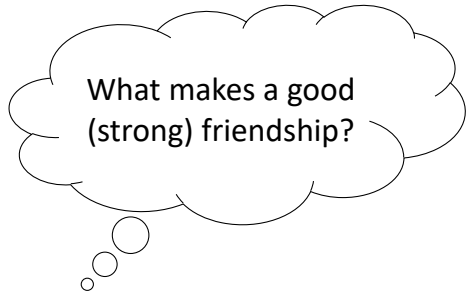
They always...
They sometimes...
They never...

Imagine a group of friends.  
What do they do to remain good friends?

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## Friendship chains

Think back to the previous lesson...



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## Why might people fall out?

If someone feels or is hurt

If someone feels they have been treated unfairly

Sometimes people fall out because of misunderstandings

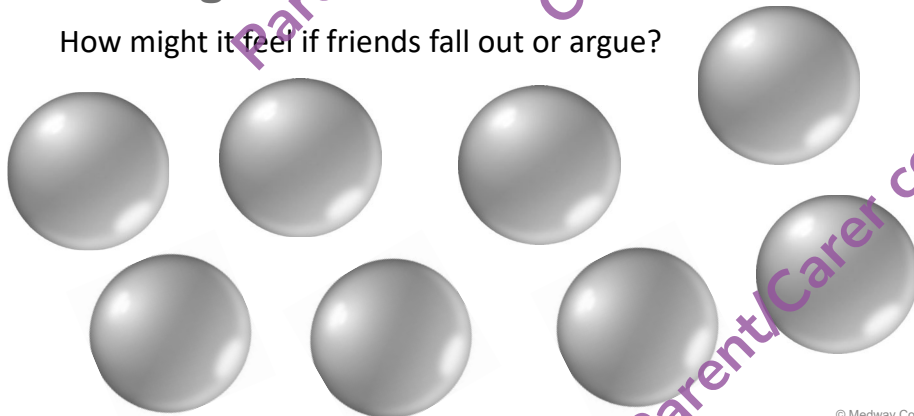
Sometimes friends disagree about something important

Sometimes people grow apart or find new friends

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## Feelings bubbles

How might it feel if friends fall out or argue?




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## Falling out - concept image

What could the children do or say next?

1	2
3	4



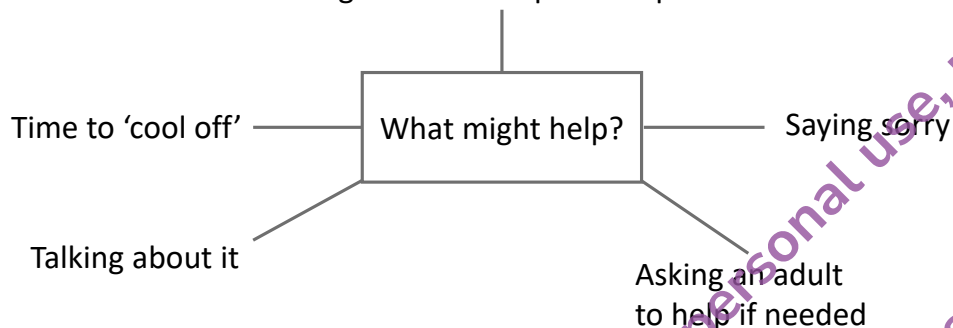
I think number \_\_\_\_\_ is the **best** option because...

I think number \_\_\_\_\_ is the **worst** option because...

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## Falling out

Listening to the other person's point of view

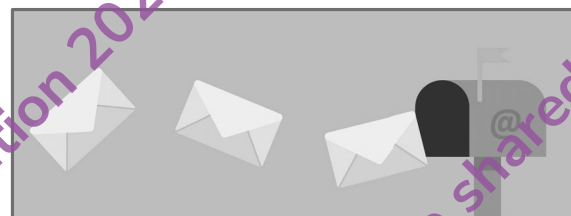


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## Friendship advice

Work in pairs to respond to the friendship forum post.

What could the character do?



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## Mending friendships



Imagine these friends had a falling out.  
What could they do to fix or mend their friendship?

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## Signposting support

If you have worries about friendships or falling out with friends or if you feel lonely or left out, you can always speak to a trusted adult. This could be an adult at home or at school.



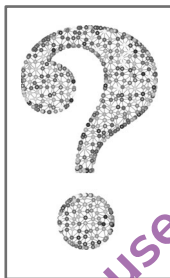
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## Extension activity

### What happened next?

Write a short account to describe 'what happened next' to the character you advised in today's lesson.

You could write a storyboard or a short paragraph focussing on how the friendship was resolved (mended).



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# Changing and growing up

Lesson plans and resources for Year 4-5



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## Lesson 1: Time to change

KS2 Year 4-5

This is the first of four lessons exploring puberty, for key stage 2 pupils in Year 4 or Year 5. This lesson introduces the concept of puberty and explores some external changes that happen to the body, as well as supporting pupils to identify and label key body parts.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> about the physical changes that happen during puberty</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can recognise what puberty is, including when and why it happens</li> <li><input checked="" type="checkbox"/> I can identify some physical changes that happen to bodies during puberty</li> <li><input checked="" type="checkbox"/> I can use scientific vocabulary for external male and female body parts, including genitalia</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: Body parts (1 per group)</li> <li><input checked="" type="checkbox"/> Resource 2: Body part labels (1 set per group)</li> <li><input checked="" type="checkbox"/> Resource 3: Growing bodies (1 per group)</li> <li><input checked="" type="checkbox"/> Resource 4: Body changes Venn diagram (1 per group)</li> <li><input checked="" type="checkbox"/> Resource 4a: Body changes labels – support (1 per pupil, pair, or group requiring support)</li> </ul>

Activity	Description	Time
<b>Baseline assessment</b>	Pupils draw and write about the changes that happen as someone grows from a child to a teenager.	10
<b>Introduction</b>	Introduce learning objective and outcomes and revisit ground rules.	5
<b>What is puberty?</b>	Pupils are introduced to 'puberty' and discuss its meaning.	5
<b>When and why?</b>	Pupils consider a scenario about puberty and answer questions.	10
<b>Labelling body parts</b>	Pupils match body parts with the corresponding labels.	5
<b>External body changes</b>	Pupils identify the external changes that happen to the body during puberty.	15
<b>Reflection and endpoint assessment</b>	Pupils add to their baseline assessment to demonstrate their new learning about puberty.	5
<b>Signpost support</b>	Pupils are reminded about who they can talk to if they have any questions or worries about puberty.	5

<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. If any safeguarding concerns arise in this lesson, these should be reported to the Designated Safeguarding Lead.</p>
<b>Key words</b>	<p>puberty, change, grow, mature, child, teenage, adult, hormones, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam’s apple, larynx (‘voice box’)</p>
<b>Baseline assessment</b>	<p><b>Baseline assessment activity</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Ask pupils to draw two quick pictures - one of a male child and one of a female child the same age as them. Now ask them to think about the changes that will happen to the children as they develop into teenagers, writing or drawing the changes around their picture. Use the following questions to guide pupils:</p> <ul style="list-style-type: none"> <li>• What physical and emotional changes might happen?</li> <li>• What might they be able to do when they are older?</li> <li>• What other changes might happen?</li> </ul> <p>Pupils work individually and without prompting. Remind them that drawing ability and spellings don’t matter, you are just interested in their initial ideas about changing and growing. Circulate whilst pupils are working to gauge their existing knowledge, understanding and attitudes about puberty, as well as any misconceptions and gaps in understanding. Afterwards, collect the pupils’ work in to review in more detail to inform future lessons. Pupils will also revisit them at the end of the unit of work on puberty to demonstrate their learning and progress.</p> <hr/> <p><b>Introduction</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Introduce the learning objective and outcomes. Explain that today’s lesson will explore what puberty is and what causes it, as well as identifying how bodies change during puberty.</p> <p>Using slide 5, discuss the meaning of puberty as a class and gather pupils’ ideas, ensuring that they know that puberty relates to changing, growing, and maturing from a child to an adult.</p> <p><b>Challenge:</b> Pupils create a definition of puberty. For example, puberty is when a person’s body starts to change physically and mentally from that of a child to an adult.</p>
<b>Core activities</b>	<p><b>When and why?</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Using slide 6, share the following scenario:</p> <p><i>Layla has been learning about growing and changing at school. She has spoken to her older brother Joe about going through puberty and is wondering when it might happen to her. She asks Joe, ‘Why does puberty happen?’</i></p> <p>Ask pupils to discuss in pairs:</p> <ul style="list-style-type: none"> <li>• When can puberty start?</li> <li>• What could Joe say to Layla?</li> </ul>

Take feedback and discuss pupils' responses as a class. Draw out the points below, correct any misconceptions and add further information as required.

- *Between the ages of 8 and 18, most people will go through puberty. Signs of puberty might start at a young age for some people, some might start a bit later, and others will feel like it stops and starts with gaps in between.*
- *Puberty is caused by hormones - special chemicals produced by the brain. When puberty starts, hormones send messages to the body to start changing and developing into an adult.*

### Labelling body parts

5 mins

In small groups, give pupils **Resource 1: Body parts** and ask them to think back to their learning in key stage 1 and match the body parts with **Resource 2: Body part labels**.

Let pupils know that there will be two labels for body parts that cannot be seen directly in the picture, but that they should draw an arrow to where the body parts would be if they could see them.

Go through the pupils' responses using slide 8 and correct any misconceptions or errors. Explain that the vulva and vagina cannot be seen directly in the picture. The vulva is the outer part of the female genitals, an area that includes the opening of the vagina, which itself is an internal part of the female genitals (inside the body).

### Body changes

15 mins

Using **Resource 3: Growing bodies**, in small groups, ask pupils to discuss the changes they can see between the bodies before and after puberty, as well as any other changes they have heard about or noticed as someone grows up. They should record their ideas using **Resource 4: Body changes Venn diagram**, writing any changes for both females and males in the middle.

*Pupil responses might include:*

*Females: breasts grow; waist and hips change shape, periods start.*

*Males: muscles increase; penis and testicles grow; voice 'breaks' (goes deeper); Adam's Apple grows.*

*Both: pubic and body hair grows; body produces more oil, leading to greasy hair; spots may develop; more sweat is produced – this becomes smellier/body odour develops; grow taller; voice gets deeper.*

Discuss the responses as a class using slide 10 to support. Ensure pupils know that changes to the larynx or 'voice box' lead to the voice 'breaking' (going deeper) in male bodies and that this growth also means it tends to protrude from the front of the neck - known as the Adam's Apple.

Provide opportunities for pupils to ask questions about the changes they have observed. They are likely to have many questions, especially about periods/menstruation if this is the first time it has been discussed. Reassure pupils that the next two lessons will also focus on the physical changes of puberty. You might also mention that emotions can change during puberty, and that this will be addressed in a later session too.

**Support:** Pupils use **Resource 4a: Body changes labels – support** to match to the pictures or add to the Venn diagram.

**Reflection and endpoint assessment**

5 mins

Ask pupils to reflect on their learning in the lesson using 'three-two-one'. Pupils record three things they learned from the lesson, two things they found interesting and one question they have.

- *Three things I have learned are....*
- *Two things I found interesting are....*
- *One question I have is....*

Pupils could record their questions on separate slips of paper and add to the anonymous question box if they wish. Allow time to address these when possible, either individually or with the whole class, in this lesson or in subsequent lessons in the unit of work.

**Signposting support**

5 mins

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.

**Agony aunt**

Share with pupils the following question from a young person their age:

I feel a bit scared about puberty, and I'm not sure what to expect, can you help?

Ask pupils to give advice to the young person, writing their response on a postcard or as a letter.

This is the second of four lessons exploring puberty for key stage 2 pupils in Year 4 or Year 5. This lesson builds on pupils' learning from the first lesson, and explores in more detail some of the external and internal changes that happen to the body during puberty, including menstruation and wet dreams.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> about the biological changes that happen during puberty</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can use scientific vocabulary to describe body parts, including genitalia</li> <li><input checked="" type="checkbox"/> I can explain what happens during menstruation (periods)</li> <li><input checked="" type="checkbox"/> I can explain what is meant by a wet dream</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: Female body parts, including genitalia and reproductive organs (1 per group)</li> <li><input checked="" type="checkbox"/> Resource 2: Female body parts, including genitalia and reproductive organs - labels (1 per group)</li> <li><input checked="" type="checkbox"/> Resource 3: Menstrual cycle video (available online)</li> <li><input checked="" type="checkbox"/> Resource 3a: Menstrual cycle – support (1 per pupil, pair or group requiring support)</li> <li><input checked="" type="checkbox"/> Resource 4: Male genitalia and internal reproductive organs (1 per group)</li> <li><input checked="" type="checkbox"/> Resource 5: Wet dreams video (available online)</li> <li><input checked="" type="checkbox"/> Resource 5a: Wet dreams – support (1 per pupil, pair or group requiring support)</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.	5
<b>Baseline assessment</b>	Pupils respond to diary entries to demonstrate their current understanding of menstruation and wet dreams.	10
<b>Female body parts</b>	Pupils label female genitalia and internal reproductive organs.	10
<b>Menstruation</b>	Pupils watch a video about the menstrual cycle and respond to questions.	10
<b>Male body parts and wet dreams</b>	Pupils label male genitalia and internal reproductive organs, watch a video about wet dreams and respond to questions.	15
<b>Reflection and endpoint assessment</b>	<p>Pupils add to their baseline assessment to demonstrate their new learning about body parts, menstruation, and wet dreams.</p> <p>Pupils are reminded about who they can talk to if they have any questions or worries about puberty.</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.

If any safeguarding concerns arise in this lesson, these should be reported to the Designated Safeguarding Lead.

internal, external, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, pads, tampons, re-useable, Adam's apple, penis, testicles, scrotum, foreskin, epididymis, bladder, anus, sperm, semen, erection, ejaculation, wet dream/nocturnal emission, pubic hair

**Introduction****5 mins**

Introduce the learning objective and outcomes. Explain that today's lesson will be focussing on body parts (external and internal) and body changes in more detail, such as learning about periods and wet dreams.

**Baseline assessment activity****10 mins**

Give pupils a sheet of paper and ask them to fold it in half, then on one half write 'Kelly's diary' as a heading, and on the other: 'Leo's diary'. Using slide 4, share with pupils the beginning of Kelly's diary extract about periods: *Last night I was getting ready for bed when I realised I had started my period...*

Ask pupils to answer the following questions, writing their ideas under 'Kelly's diary':

What does Kelly mean when she says "I had started my period"

- How might Kelly have known it was her period?

Using slide 5, share with pupils the beginning of Leo's diary extract about wet dreams: *This morning I woke up and I realised I'd had a wet dream during the night....*

- What has happened to Leo and how might he know he has had a wet dream?

Pupils work individually and without prompting. Circulate whilst they are working and afterwards, take feedback to gauge their existing knowledge, understanding and attitudes about periods and wet dreams. Correct any misconceptions that have arisen using the teacher support document where needed.

Ensure pupils know that 'starting periods' is another change that happens during puberty to female bodies, usually between 8 and 16 years old, when blood comes out from the vagina, occurring each month and generally lasting between a few days and a week, and that the scientific name for periods is menstruation. In addition, explain that wet dreams can sometimes happen during puberty to male bodies, usually between the ages of 9 and 15 years, when some white-ish fluid (semen) comes out of the penis (called ejaculation) during sleep.

## Female body parts

10 mins

Explain to pupils that menstruation happens in a cycle, beginning inside the body in the internal reproductive organs. Using **Resource 1: Female body parts, including genitalia and reproductive organs**, ask pupils in small groups to label the pictures using **Resource 2: Female body parts, including genitalia and reproductive organs - labels**. Using slide 6 to support, ensure pupils are aware that genitalia are external (outside) and the reproductive organs are internal (inside the body).

Show pupils the correct labelling using slides 7-8 and correct any misconceptions that may have arisen.

## Menstrual cycle

10 mins

Share with pupils a video explaining the menstrual cycle, such as [this](#).

Gauge pupils' understanding of the menstrual cycle by asking them to summarise, in pairs, their response to these questions:

- Why do periods happen?

*As the female body matures during puberty, menstruation starts. This is caused by hormones, and means a baby is able to grow in the uterus if an egg is fertilised.*

- What happens during the menstrual cycle?

*Pupil responses might include: the lining of the uterus is shed/comes away, blood (and other tissue) leave the body through the vagina; a period lasts from a few days to about a week; the time from one period to another is usually about 28 days; when a period ends the uterus prepares to receive a fertilised egg; in the middle of the cycle an ovary releases an egg and it travels down the fallopian tubes - this is called ovulation; the lining of the uterus gets thicker to support a fertilised egg (if the egg is fertilised it will implant in the uterus, starting a pregnancy); if the egg is not fertilised it will begin to dissolve.*

Explain to pupils that periods continue until menopause, the time when female hormone levels begin changing and the ovaries no longer release eggs. Menopause happens between the ages of approximately 45 and 55 years old.

Using slide 10, show pupils examples of period products such as pads and tampons and briefly explain how they are used (tell pupils that period products will be covered in more detail in the next lesson). Remind pupils about Kelly in the baseline activity and explain that if she's just started her periods, she should talk to a trusted adult to help her get a period product; a pad or period pants might work well at first.

**Support:** Pupils watch the video and then use **Resource 3a: Menstrual cycle – support** to order the different stages of the menstrual cycle and talk through what happens with an adult.

## Male body parts and wet dreams

15 mins

### Core activities

In small groups, pupils label male genitalia using **Resource 4: Male genitalia and internal reproductive organs**, using slide 12 to support understanding.

Remind pupils of Leo's diary extract from the beginning of the lesson and share a video explaining wet dreams, such as **this**. This video refers to 'nocturnal emissions' – explain to pupils that this is another term for wet dreams. They might also hear them referred to by the scientific term 'spontaneous ejaculation'. The film also refers to vulvas getting wet and lubricated, as getting aroused during dreams can also happen to female bodies.

Gauge pupils' understanding of wet dreams by asking them to discuss in pairs:

- What is a wet dream and why do they happen?

*Pupil responses might include: ejaculating semen whilst sleeping/dreaming – sometimes called a nocturnal emission, or spontaneous ejaculation; white-ish fluid comes out of the penis; a wet dream might be about something sexual or it may not be remembered. Pupils may also mention that not everyone has wet dreams, but they are common – they can happen often or just sometimes.*

If not already mentioned, ensure pupils know that the onset of wet dreams is a part of the male body preparing to be able to make a baby.

**Support:** Pupils use **Resource 5a: Wet dreams – support**, filling in the blanks with the key words provided.

## Reflection, endpoint assessment and signposting support

10 mins

### Endpoint assessment and signposting support

Check the anonymous question box and respond to any questions that have not been addressed through the lesson content. Remind pupils that if they still have questions about puberty, or they have new questions based on today's learning, they can put these in the box at any time.

Ask pupils to return to their baseline assessment activity (Kelly's and Leo's diary extracts) 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 to inform further teaching.

Make sure pupils know that if they have questions or concerns about menstruation or wet dreams, 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

### Extension activity

### Top tips

Pupils create a list of top tips for someone experiencing their first period or wet dream.

The tips could include:

- Information on what might happen
- Advice on who they could talk to about it

### Menstruation and wet dreams

- **Menstruation** usually starts between the ages of 8 and 16 years in females. Before or during menstruation, some symptoms that commonly occur are:
  - ◊ ‘cramps’ (which can sometimes be painful - painkillers and exercise can help)
  - ◊ breasts that swell or feel tender
  - ◊ at times feeling tense, tearful or experiencing mood swings.

Most periods last between three and five days but can be longer. It is common for periods to look and feel different than expected, e.g. it might not look like blood straight away - it might start with pinkish, reddish or brown discharge. The menopause is when a female stops having periods and is no longer able to get pregnant naturally. This usually happens between the ages of 45 and 55 years.

- **Erections** happen when the muscles surrounding the penis allow more blood to enter the penis and less blood to leave. This makes the penis become stiff, erect, and stand out from the body. When the erection is over, the muscles relax and the blood flow returns, making the penis soft again. An erection can last from a few seconds to a half-hour or more and can happen at any age. Erections usually happen when males have sexual thoughts and feelings but can also happen when the bladder is full of urine and, sometimes, they happen for no reason – even when they are not wanted.
- **Sperm** is produced in the testicles which make about 100-300 million sperm each day. Once produced, the sperm travel through the epididymis, growing as they go. They travel through the vas deferens (the tube from the testicle that joins the urethra below the bladder) and mix with fluid: this mixture is called semen. Semen is a cloudy, whitish, sticky fluid. Sperm leaves the male body (in semen) during ejaculation.
- **Ejaculation** usually happens when the penis is erect. When a male ejaculates, semen squirts from the opening of the urethra at the end of the penis.
- **Wet dreams** (also called ‘nocturnal emissions’, or ‘spontaneous ejaculation’) occur when semen is ejaculated during sleep. They often start during puberty and can happen during an exciting, pleasurable, or sexual dream. On waking, there may be sticky, wet semen on the sheets or pyjamas. Wet dreams are common in male puberty and for many, their first ejaculation will happen during a dream. However, not all will ever experience wet dreams.

This is the third of four lessons on the theme of puberty for key stage 2 pupils in Year 4 or Year 5. This lesson focuses on the importance of personal hygiene and explores ways to manage some of the physical changes that occur during puberty including the different products that can be used.

<b>Learning objective</b>	We are learning: <input checked="" type="checkbox"/> about the importance of personal hygiene during puberty
<b>Learning outcomes</b>	<input checked="" type="checkbox"/> I can identify body parts or areas to keep clean during puberty <input checked="" type="checkbox"/> I can explain how to keep clean during puberty <input checked="" type="checkbox"/> I can describe ways to manage physical changes during puberty, including the use of products
<b>Resources required</b>	<input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Personal hygiene and period items such as soap, shower gel, a variety of deodorants, shampoo, toothpaste, spot cream and face wipes, tissues, tampons, pads, reusable period products (enough different items for each pupil in the class, if possible) <input checked="" type="checkbox"/> Non-transparent bag (for hygiene and period items – 1 for whole class) <input checked="" type="checkbox"/> Large sheet of paper (1 per small group) <input checked="" type="checkbox"/> Resource 1: Personal hygiene labels - support (1 per pupil, pair, or group requiring support) <input checked="" type="checkbox"/> Resource 2: Hygiene questions (1 question per pair)  <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>

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 importance of personal hygiene during puberty, pupils respond to a scenario in-role.	10
<b>Body outlines</b>	Pupils identify the body areas and parts to keep clean during puberty including why, how, and how often to do so.	15
<b>Personal hygiene and period items</b>	As a class, pupils explore personal hygiene and period items and identify what they are used for and by whom, in a teacher-led discussion.	10
<b>Hygiene questions</b>	In pairs, pupils respond to questions about personal hygiene and as a class, suggest some agreed answers.	10
<b>Reflection, endpoint assessment and signposting support</b>	Pupils make a list of items to manage physical changes and personal hygiene. Then, pupils add to their baseline assessment to demonstrate their new learning about personal hygiene during puberty.  Pupils are reminded about who they can talk to if they have any questions or worries about puberty or personal hygiene.	10

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>If any safeguarding concerns arise in this lesson, these should be reported to the Designated Safeguarding Lead.</p>
Key words	<p>hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, periods, period products, tampon, pad, re-useable</p>
Baseline assessment	<p><b>Introduction</b> <span style="float: right;"><b>5 mins</b></span></p> <p>Introduce the learning objective and outcomes. Explain that today’s lesson will focus on learning about how to manage personal hygiene during puberty, and the products that can help someone to look after themselves and manage physical changes, such as starting their period.</p> <hr/> <p><b>Baseline assessment activity</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Bailey is talking to their parents about puberty. They are explaining that it is important to keep the body clean when growing up:</p> <p><i>“Now that you are getting older Bailey, there are some things you must do to look after your body and keep it clean. It is really important, especially when you start puberty.”</i></p> <p><i>“Why?” asks Bailey.</i></p> <p>In pairs, ask pupils to imagine they are Bailey’s parents and write a sentence to explain why this is important and what Bailey should do.</p> <p>Try to avoid giving any prompts or ideas, so that you can gauge pupils’ understanding, misconceptions, and gaps in their knowledge.</p> <p>Afterwards, take feedback ensuring that pupils know that puberty causes changes in young people’s bodies (ask pupils NOT to add anything at this stage to their baseline activity):</p> <p><i>The skin and scalp may suddenly become oily. New hair grows in different places: pubic hair, hair under the arms; and, in males, more facial and sometimes chest hair as well as other body hair on the back, arms and legs. At times, bodies produce more sweat, and armpits, genitals and feet may smell when they didn’t before - these bodily changes are all part of becoming an adult.</i></p>
Core activities	<p><b>Body outlines</b> <span style="float: right;"><b>15 mins</b></span></p> <p>Introduce an imaginary Year 8 pupil in a local secondary school. Explain that they are going through puberty, so their body is changing – referring to what pupils learnt in the previous lessons. In small groups, ask pupils to draw the outline of the Year 8 pupil on a large sheet of paper. Ask them to then label all the parts of the body that the young person will need to pay special attention to in terms of their personal hygiene.</p> <p>Ensure all pupils are aware of all the body parts using slide 6 to support.</p> <p>Ask them to write next to each label why they need to pay particular attention to this part, how they should do this and how often.</p> <p>Take feedback and fill in any gaps in their understanding.</p>

**Support:** Pupils use **Resource 1: Personal hygiene labels - support** to match the descriptions to the body parts on the body outline.

## Personal hygiene items

10 mins

With the pupils in a circle (if possible), pass a bag containing a range of personal hygiene and period items around the class (see Resources) and take turns to pick an item from the bag. Ask pupils to say what they think it is, what it is used for, and who uses it.

Ensure the discussion on product use is teacher-led (use slides 7-8 to support), emphasising that deciding which products to use is a matter of personal choice.

**Support:** In small groups with adult support, examples of the personal hygiene items are laid out on a table and while the pupils have their eyes shut, the adult removes one item. Ask pupils to open their eyes and notice/guess which one is missing. Discuss the use of the item and answer any questions that pupils have about it. Repeat until all the items have been selected.

## Hygiene questions

10 mins

Allocate a question from **Resource 2: Hygiene questions** to pupils in pairs and ask them to write a response underneath the question. Pupils can then swap questions with another pair who add an additional response (they may agree or disagree with the original response). Repeat once more. Once pupils have responded to at least two or three questions, go through each question and their responses with the class—discuss, and come up with agreed answers.

- What is personal hygiene?

*Personal hygiene is about keeping bodies and clothes clean. This becomes more important during puberty as hormones cause the body to produce more sweat and oil. Having good personal hygiene can also help to prevent infections and keep people healthy*

- Can someone go swimming when they have their period?

*Yes, they can go swimming! A tampon or menstrual cup is a good period product to use whilst swimming as it is used internally (inside the body).*

- How often should someone wash when going through puberty?

*It's a good idea to wash every day using soap or shower gel and warm water. This will help keep skin clean and prevent body odour. Perfumed soap/shower gel should not be used to wash genitals.*

- Why is it important to change clothes regularly?

*Wearing clean clothes including fresh socks and underwear each day will help someone stay clean. It also helps to prevent body odour from sweat building up in the clothes.*

- How can someone manage body odour?

*They can try to wear clean clothes every day and change if they have been very physically active and sweated more than usual, like after a P.E. lesson. Washing every day with soap or shower gel and warm water, and using a deodorant if underarm sweat is starting to smell more. Deodorants cover up the smell of sweat and antiperspirants stop or dry up sweat.*

**Challenge:** Pupils aim to complete most or all of the questions. In addition, pupils could work in pairs to create their own questions related to personal hygiene and puberty, then attempt to answer each other's questions.

Endpoint assessment and signposting support

**Reflection, endpoint assessment and signposting support**

10 mins

Check the anonymous question box and respond to any questions that have not been addressed through the lesson content. Remind pupils that if they still have questions about puberty, or they have new questions based on today's learning, they can put these in the box at any time.

Ask pupils to think back to Bailey (baseline activity) and about the kinds of products Bailey might need to prepare for puberty. If they were to make Bailey a washbag, what would they choose to include? Pupils can work in pairs to write a shopping list for Bailey's washbag.

Ask pupils to return to their baseline assessment activity (Bailey's question), 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 questions or concerns about personal hygiene during puberty, including managing periods, 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

**A day in the life...**

Pupils write a 'day in the life' or diary entry for Bailey or someone of similar age going through puberty, logging the various moments in the day when Bailey manages their personal hygiene. Pupils could include:

- Some of the physical changes that Bailey is experiencing (sweating more and producing more oil/body hair growth/body odour)
- The times of day when Bailey washes or keeps clean
- Products that Bailey uses to manage personal hygiene

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

**Personal hygiene and managing periods**

To ensure a positive approach to menstruation, challenge and avoid reinforcing misconceptions about periods being unhygienic or shameful e.g. avoid using terms like 'sanitary protection' or 'feminine hygiene products'. Refer instead, as we have in the lesson, to 'menstrual/period products' etc.

- **Menstrual products** come in many different forms – show examples of all types detailed below. Pupils can discuss the best form of period product for them with a trusted adult:
  - ◊ **Pads** can be a good period product to start with. They come in many shapes and sizes, can be reusable or disposable and are worn outside the body – attached to underwear. It is important to change them regularly to avoid leaks.

- ◊ **Tampons** are worn inside the body and absorb the blood in the vagina. They are made from cotton fibres pressed together and come in different sizes. Tampons should be changed regularly, and the used tampon thrown away after use.
  - ◊ **Menstrual cups** are used internally, in place of a tampon, to catch the blood. They can be emptied into the toilet, rinsed, and used again.
  - ◊ **Menstrual sponges**, also known as sea sponges, can be used in a similar way to a tampon but they are reusable. They are formed in the sea and have highly absorbent properties.
  - ◊ **Period underwear/period pants** absorb menstrual blood and come in various styles. The underwear is washed and reused.
- **Oily hair** can happen during puberty when glands on the head produce extra oil. Washing hair regularly with warm water and a small amount of shampoo can help control oily hair. Scrubbing or rubbing too hard does not get rid of oil any better and can irritate the scalp or damage hair.
  - **Spots** can occur during puberty because sebaceous glands make more sebum (oil). The sebum can trap dirt, dead skin and bacteria in hair follicles—causing ‘blackheads’ and ‘whiteheads’ on the face, neck, chest, back or other places. Sometimes the bacteria that live on skin make the spots inflamed and cause red lumps called acne. Almost everyone will get some spots at some point and it’s important to emphasise that spots are not the result of poor hygiene.
  - **Sweat and body odour** can increase during puberty because the sweat glands become more active and begin to secrete different chemicals into the sweat. Armpits, feet and genitals might all have new or stronger smells. Bathing or showering every day with mild soap or shower gel and warm water helps to wash away any bacteria that contribute to the smells. It is important to wear clean clothes, socks and underwear each day. Deodorants cover up the odour of sweat, and antiperspirants stop or dry up perspiration. They come in sticks, roll-ons, gels, sprays and creams.
  - **Genitals (vulva)** should be washed gently with water or plain, unperfumed soaps every day. Some perfumed soaps, gels and antiseptics can cause infections, irritation or itching. The vagina will clean itself inside the body with natural vaginal secretions (discharge).
  - **Genitals (penis)** should be washed gently with warm water and soap or shower gel each day. If the penis has a foreskin, it should be pulled back gently and washed underneath, otherwise a cheesy-looking substance called smegma may begin to build up. Smegma is a natural lubricant that keeps the penis moist: it is found on the head of the penis and under the foreskin of uncircumcised penises. If smegma builds up under the foreskin, bacteria can multiply and it can start to smell or even become infected.
  - **Circumcision** is when the foreskin (loose skin covering the end of the penis) is removed by a doctor, or a specially trained person (this often happens shortly after birth). Although a circumcised penis looks different from an uncircumcised penis, both work in the same way. Some circumcisions are performed for religious reasons, while others are for medical or health reasons.

## Lesson 4: Emotions and feelings

KS2 Year 4-5

This is the last of four lessons on the theme of puberty for key stage 2 pupils in Year 4 or Year 5. This lesson focuses on emotional changes during puberty, and where pupils can find help and support for the physical and emotional changes experienced.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> about emotional changes during puberty</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can identify some of the feelings experienced during puberty</li> <li><input checked="" type="checkbox"/> I can describe how and why emotions can change during puberty</li> <li><input checked="" type="checkbox"/> I can explain where to get help and support for managing puberty</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"/> Post-it notes (several per group)</li> <li><input checked="" type="checkbox"/> <b>Resource 1: Storyboard - Taz's day</b> (1 per pair)</li> <li><input checked="" type="checkbox"/> <b>Resource 2: Emotions and feelings - support</b> (1 per pupil, pair, or group requiring support)</li> <li><input checked="" type="checkbox"/> Pupils' completed baseline assessments from Y4-5 Lesson 1</li> </ul>

Activity	Description	Time
<b>Introduction</b>	Introduce learning objective and outcomes and revisit ground rules.	2
<b>Baseline assessment</b>	To demonstrate their current understanding of emotional changes during puberty, pupils respond to a scenario.	10
<b>Storyboard: Taz's day</b>	Pupils read a story about puberty and discuss the emotional changes experienced by the characters, including what causes them.	10
<b>Feelings rollercoaster</b>	Pupils create a list of feelings experienced during puberty and then place these on a 'feelings rollercoaster'.	10
<b>Romantic feelings</b>	Pupils engage in a teacher-led discussion about attraction to others.	5
<b>Corners of support</b>	Pupils identify different strategies for dealing with physical and emotional changes during puberty.	15
<b>Reflection, endpoint assessment and signposting support</b>	<p>Pupils add to the baseline assessment from Lesson 1 to demonstrate their new learning about puberty.</p> <p>Pupils are reminded about who they can talk to if they have any questions or worries about puberty.</p>	8

Climate for learning	<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>If any safeguarding concerns arise in this lesson, these should be reported to the Designated Safeguarding Lead.</p>
Key words	emotions, rollercoaster, up and down, frustrated, angry, moody, attraction, adolescent, advice, support
Baseline assessment	<p><b>Introduction</b> <span style="float: right;">2-3 mins</span></p> <p>Introduce the learning objective and outcomes. Explain that today’s lesson will focus on emotional changes during puberty, including what causes them and how it might feel. The lesson will also help pupils identify how and where to get further help and support during puberty.</p> <hr/> <p><b>Baseline assessment activity</b> <span style="float: right;">10 mins</span></p> <p>Using slide 4, share the following scenario with pupils:</p> <p><i>I used to be a really happy person, but now I sometimes feel really angry or fed up about things. Lately, I’ve been feeling really up and down. Is this normal? Taz, age 12</i></p> <p>Ask pupils:</p> <ul style="list-style-type: none"> <li>• What does Taz mean by feeling up and down’?</li> <li>• What might be causing Taz to feel like this?</li> <li>• What could Taz do that might help?</li> </ul> <p>Pupils respond using think-pair-share, focusing on the questions individually before pairing with another pupil to discuss their ideas. Then, take feedback from the whole class and collate pupils’ ideas using a mind map or list. Emphasise that having stronger or more intense feelings, along with mood changes, are common during puberty.</p>
Core activities	<p><b>Storyboard: Taz’s day</b> <span style="float: right;">10 mins</span></p> <p>In pairs, pupils read <b>Resource 1: Taz’s day</b>. Ask pupils to discuss the emotional changes that Taz and Rani experience, recording their responses on post-it notes (ask pupils to keep these for use in the next activity).</p> <p><i>Pupil responses might include: feeling ‘up and down’, frustration, anger, upset/sad, proud, finding it hard to control feelings, feeling overwhelmed, confident, grown-up/independent, having a ‘crush’/ fancying someone/having romantic feelings, confused/unsure, a mix of feelings.</i></p> <p>Then, ask pupils ‘What is causing the changes in Taz and Rani?’</p> <p><i>For example, hormones - special chemicals in the brain - cause the emotional changes during puberty.</i></p> <p>Describe emotional changes as the way someone feels inside that can’t be seen in the same way as the physical changes. Explain that, just like bodies need to get used to changes that happen at puberty, so do brains - and this includes feelings and emotions.</p>

**Feelings rollercoaster**

10 mins

Remind pupils of the emotional changes in Taz's day and highlight that someone going through puberty will often experience emotions more intensely or strongly than before. On the flipchart or whiteboard, draw a wavy line. Explain to pupils that these emotional highs and lows could be likened to a rollercoaster ride: one minute feeling good, happy and 'up', and then seemingly for no reason, feeling fed up, angry or 'down'. Ask pupils to come up and add their post-it notes to put them onto the wavy line: either high up on the top of a wave; low down at the bottom; or halfway between—depending on whether that feeling would make someone feel 'up' or 'down'.

Once completed, ask pupils to consider the feelings at the bottom of the 'feelings rollercoaster' and remind them of how Taz's Dad used to keep a diary to help him manage them. Ask pupils to suggest other ways in which Taz could manage the emotional changes he is experiencing.

*Pupil responses might include: sharing his feelings with a friend or trusted adult, listening to music, carrying a stress ball or fidget toy, creating a calm space or box of calm things in his bedroom, doing a hobby or sport he enjoys.*

**Support:** Pupils use Resource 2 Emotions and feelings - support. Ask pupils to look at each card and decide where on the rollercoaster they should go.

**Romantic feelings**

5 mins

Explain to pupils that someone going through puberty may also notice a change in the way they feel about others. Ask pupils to recall Rani's crush from 'Taz's day'. These feelings may be about being attracted to someone, 'fancying' them or having a 'crush' on them. Discuss with pupils that people can have crushes on people they know, or people they don't know, such as someone in the media. Someone can have crushes on people of any sex (e.g. opposite/same-sex) or gender. Reiterate that having a crush on someone is typical and is part of the hormonal changes happening in the body. And that even though Rani has made the decision to tell Taz, it is something personal, rather than something for lots of people to know about.

**Corners of support**

15 mins

Explain to pupils that puberty can be a really exciting time for young people as they begin their journey to becoming adults. It can sometimes be a confusing and worrying time too, with 'up and down' feelings. Mention that these stronger or more intense feelings can also affect relationships.

Ask pupils 'If someone needs help with their feelings, where could they get help and support?'

Pupil responses might include: talking to a parent or older sibling/family member, talking to adults in school, talking to friends, reading a book about puberty, keeping a feelings journal/diary, finding trusted sources of information online, such as Childline.

Write labels on A3 paper from pupils' responses on where to go for support, adding any from the above that haven't been mentioned, and creating an extra 'something else' label. Ask pupils to stand in the centre of the classroom. Read aloud one of the following sentences and ask them to move to the label that best expresses what they think the young person should do. Take each statement in turn and invite pupils to explain their thinking:

- Taz feels ‘up and down’ a lot and is feeling confused about where the feelings are coming from.
- Brook is feeling worried about the physical changes that will happen during puberty.
- Faris feels angry about really small things and had an argument with his friend, upsetting both of them.
- Jules has a crush on someone in school - this is a new feeling!
- Rabiah is feeling anxious because she has just started her periods.

**Challenge:** Pupils also discuss each option in terms of effectiveness and also limitations, e.g. *reading a book would be useful for information but talking to someone could help them feel less worried.*

Endpoint assessment and signposting support

**Reflection, endpoint assessment and signposting support**

8 mins

Give pupils a final opportunity to put any remaining questions in the anonymous question box and ensure these are addressed.

Hand back pupils’ baseline assessment work (‘draw and write’ activity) from Lesson 1, and ask them to add their new learning and amend their initial ideas if necessary, about what happens as someone grows from a child to an adult (using a different colour pen). Remind pupils to include their new learning about emotional changes from this lesson. This will provide evidence of pupils’ progress over the series of lessons about puberty.

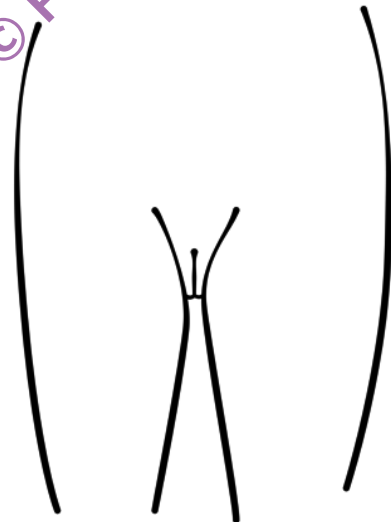
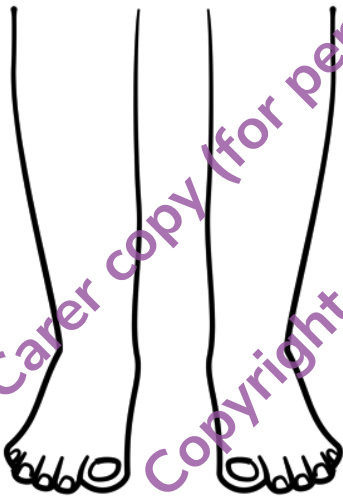
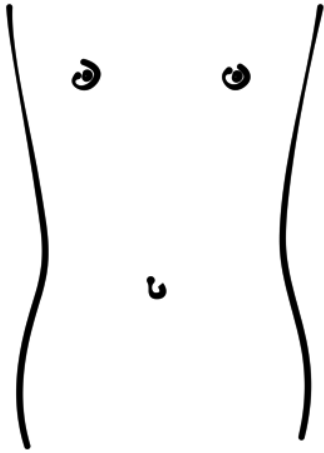
Make sure pupils know that if they have questions or concerns about emotional changes during puberty, or any topic covered in the series of lessons, they can talk to a trusted adult (like a parent/ carer or teacher). In addition, signpost pupils to Childline: [www.childline.org.uk](http://www.childline.org.uk)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

Extension activity

**Toolkit**

Ask pupils to produce a ‘toolkit’ for coping with puberty and growing up, by making an advice sheet for other pupils to use. This could include:

- Ways to help with physical changes
- Ways to help with emotional changes



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**Penis**

**testicles**

**Penis**

**testicles**

**vagina**

**vulva**

**vagina**

**vulva**

**mouth**

**eyes**

**mouth**

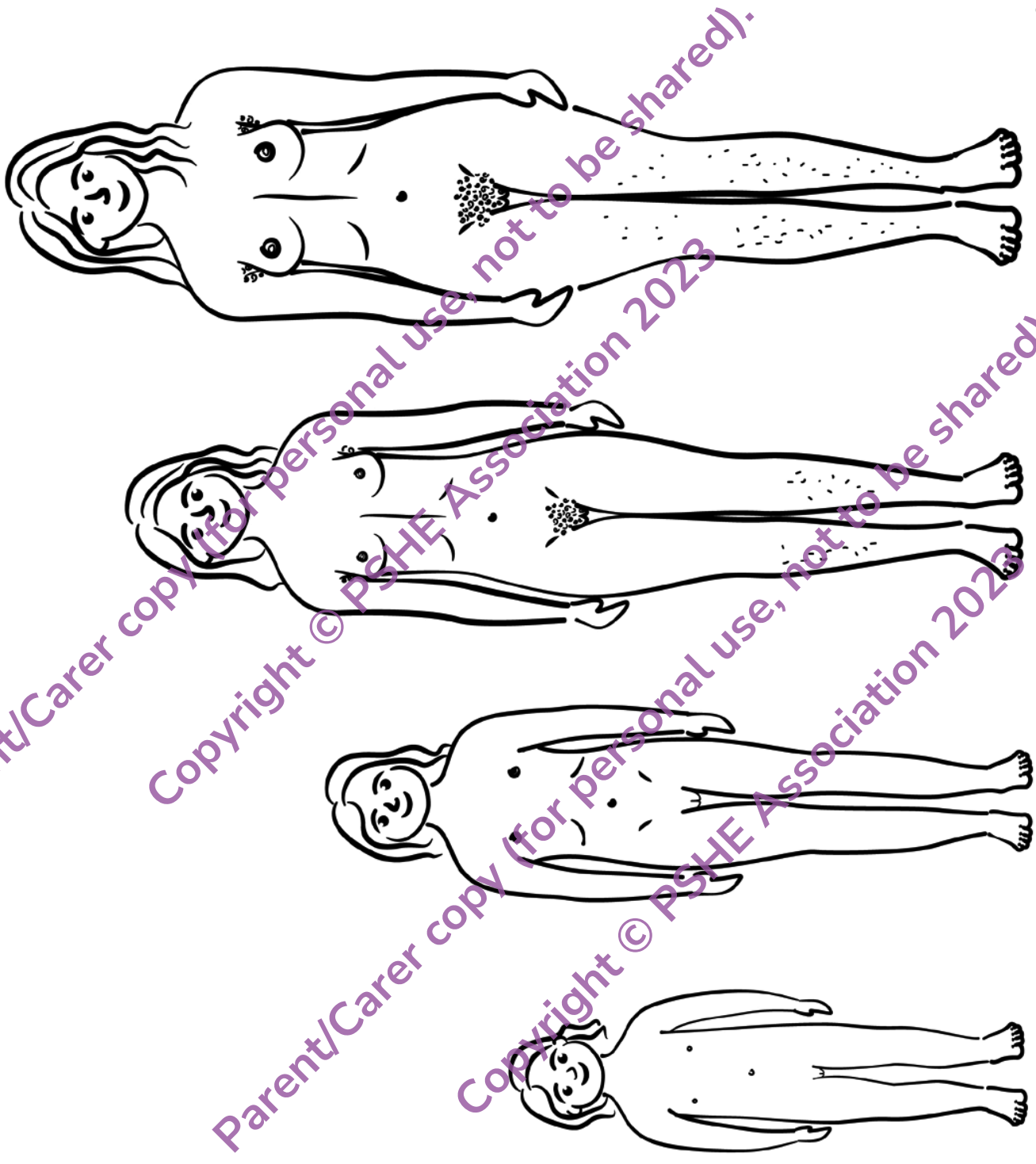
**eyes**

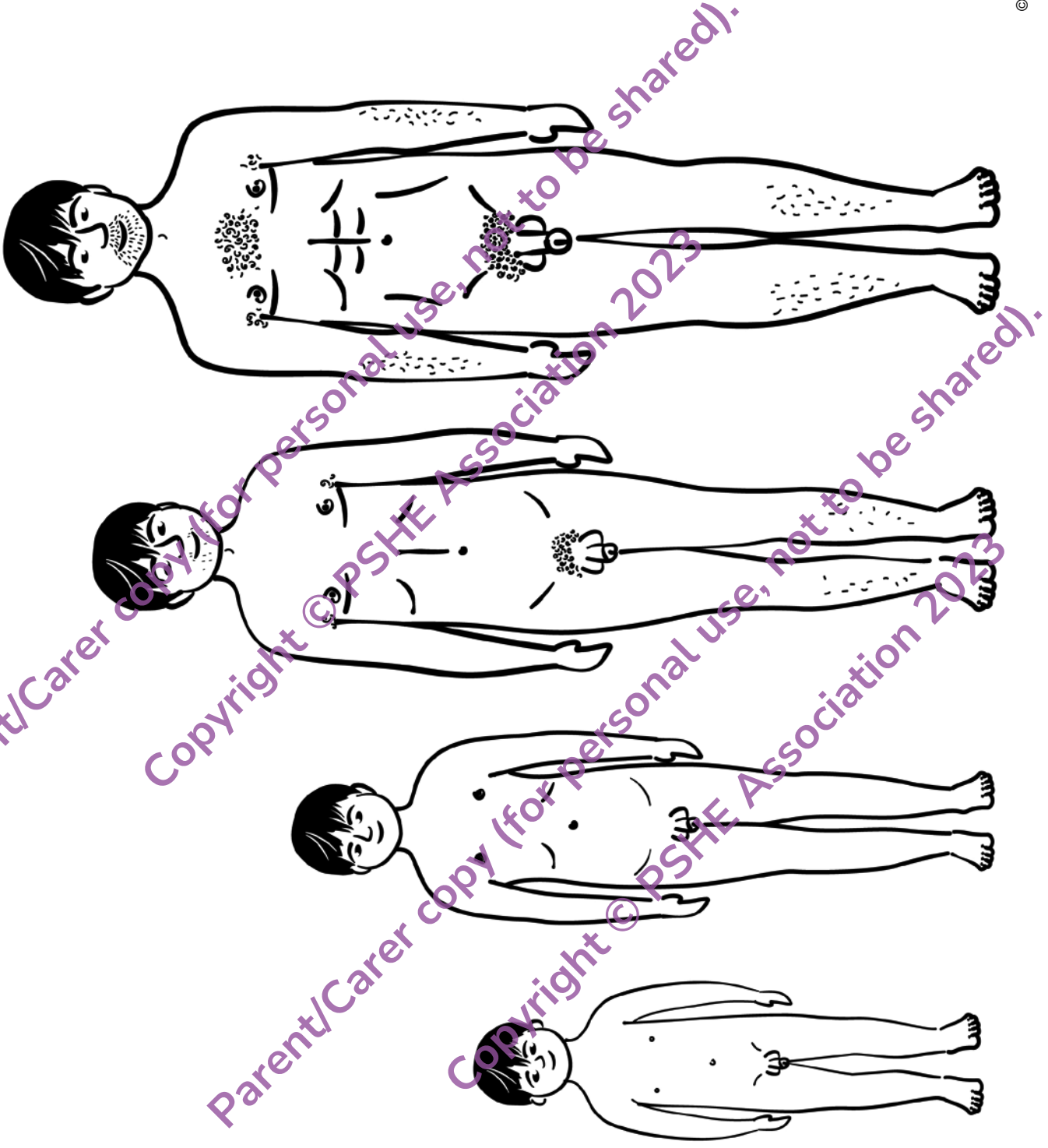
**nipples**

**legs/feet**

**nipples**

**legs/feet**





**Female body changes**

**Both**

**Male body changes**

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**breasts grow**

**body hair grows**

**penis and testicles grow**

**voice gets deeper**

**grow taller**

**voice 'breaks'**

**muscles increase**

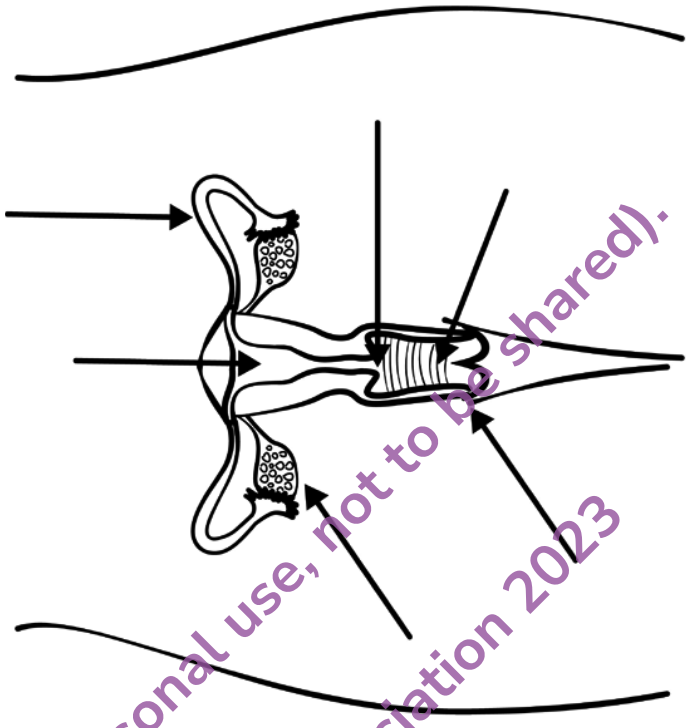
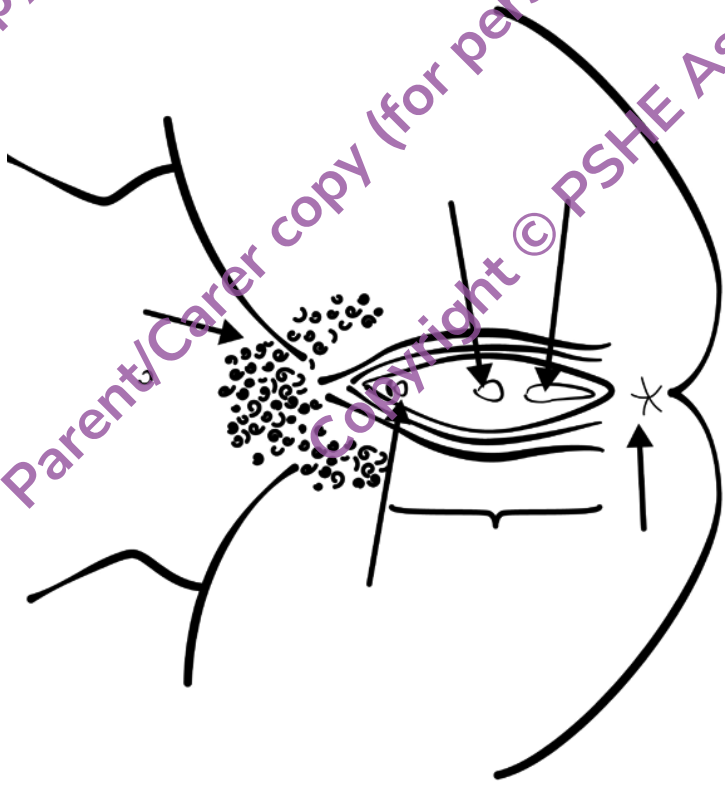
**waist and hips change  
shape**

**Adam's apple grows**

**skin produces more oil**

**body produces more  
sweat which becomes  
smellier**

**periods start**



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**External female body parts, including genitalia**



<b>vulva</b>	<b>clitoris</b>	<b>opening of the vagina</b>
<b>anus</b>	<b>opening of the urethra</b>	<b>pubic hair</b>

**Internal female reproductive organs**



<b>uterus</b>	<b>cervix</b>	<b>ovary</b>
<b>fallopian tubes</b>	<b>vagina</b>	

**External female body parts, including genitalia**

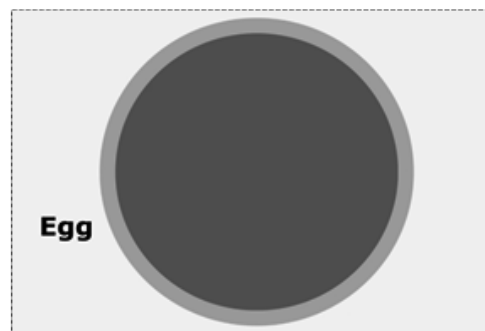
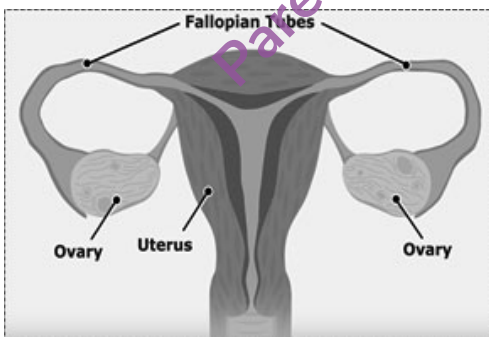
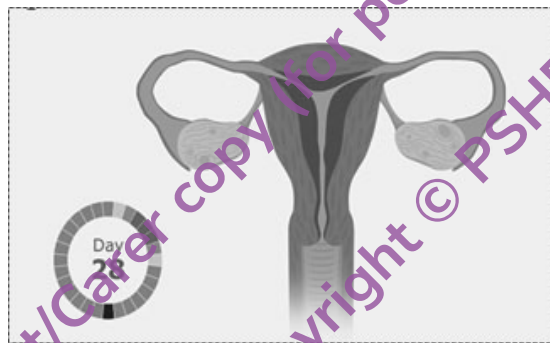
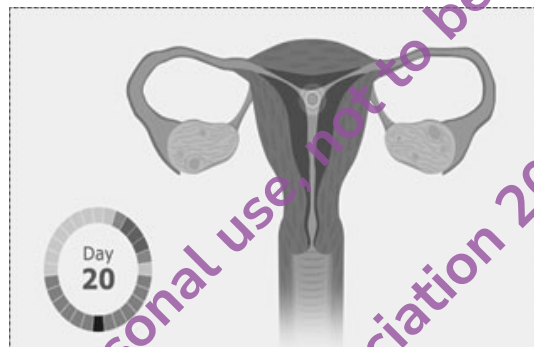
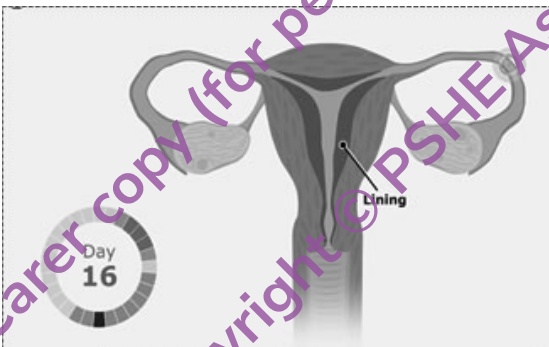
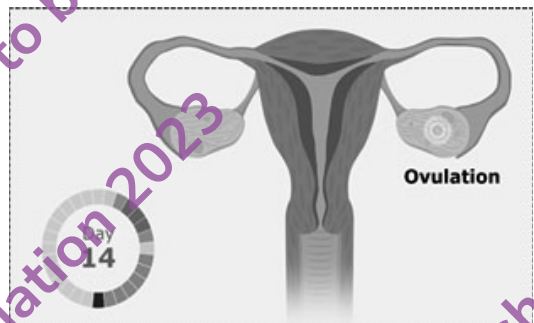
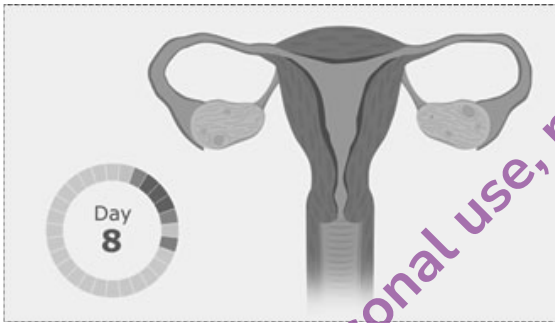
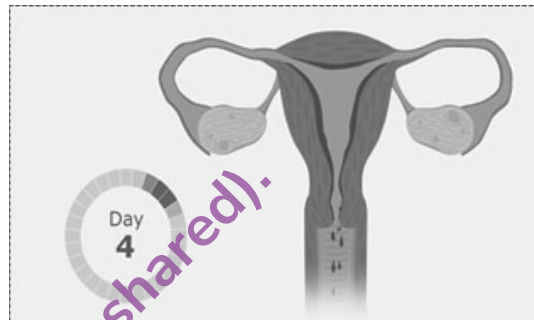
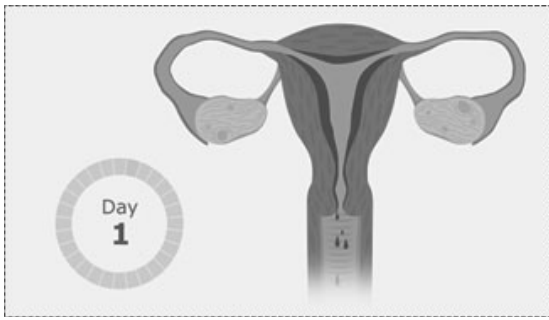


<b>vulva</b>	<b>clitoris</b>	<b>opening of the vagina</b>
<b>anus</b>	<b>opening of the urethra</b>	<b>pubic hair</b>

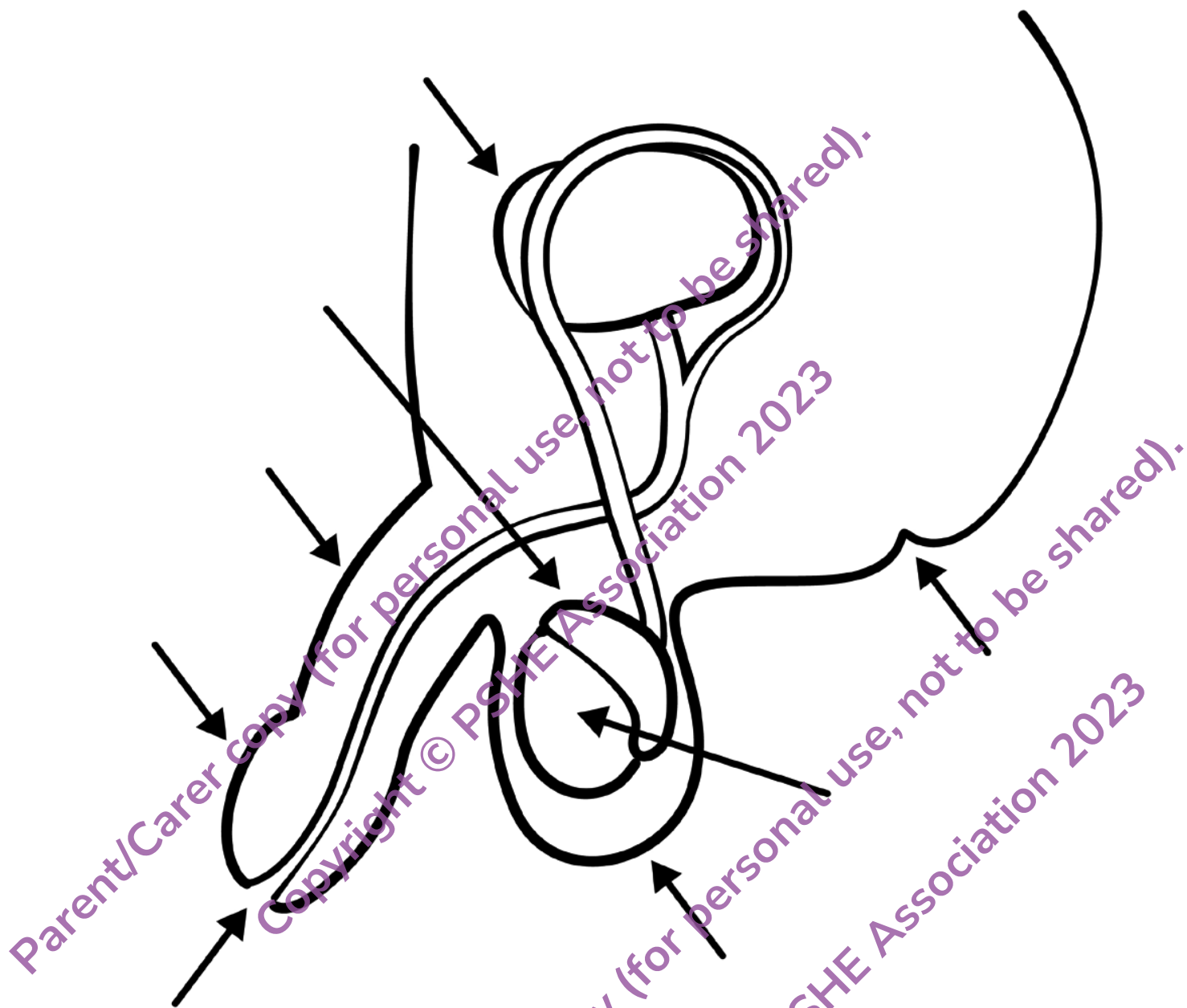
**Internal female reproductive organs**



<b>uterus</b>	<b>cervix</b>	<b>ovary</b>
<b>fallopian tubes</b>	<b>vagina</b>	



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**Male genitalia and internal reproductive organ labels**



<b>bladder</b>	<b>penis</b>
<b>urethra</b>	<b>foreskin</b>
<b>scrotum</b>	<b>anus</b>
<b>epididymis</b>	<b>testicle</b>

Wet dreams happen at \_\_\_\_\_.

A wet dream is when \_\_\_\_\_ is ejaculated from the penis when someone is sleeping.

A wet dream is also called a \_\_\_\_\_.

During puberty it's common to have a wet dream often, \_\_\_\_\_, or not at all.

<b>sometimes</b>	<b>semen</b>	<b>night</b>	<b>nocturnal</b>
			<b>emission</b>

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<b>sometimes</b>	<b>semen</b>	<b>night</b>	<b>nocturnal</b>
			<b>emission</b>

<p style="text-align: center;"><b>Hair</b></p>	<p><b>Why:</b> During puberty, hair becomes oilier.</p> <p><b>How:</b> Washing hair with warm water and shampoo.</p> <p><b>How often:</b> Regularly.</p>
<p style="text-align: center;"><b>Armpits</b></p>	<p><b>Why:</b> During puberty, more sweat is made, and it can make armpits smell.</p> <p><b>How:</b> Washing armpits with soap or shower gel, using deodorant and wearing clean clothes.</p> <p><b>How often:</b> Every day.</p>
<p style="text-align: center;"><b>Feet</b></p>	<p><b>Why:</b> During puberty, more sweat is made and can make feet smell.</p> <p><b>How:</b> Bathing or showering and wearing clean socks.</p> <p><b>How often:</b> Every day.</p>
<p style="text-align: center;"><b>Genitals (vulva)</b></p>	<p><b>Why:</b> To stop secretions building up and becoming smelly, itchy or sore.</p> <p><b>How:</b> Using just water or unperfumed soap to wash the area around the vulva.</p> <p><b>How often:</b> Every day.</p>
<p style="text-align: center;"><b>Genitals (penis and testicles)</b></p>	<p><b>Why:</b> To stop secretions building up, which can become smelly or infected.</p> <p><b>How:</b> Using plain, mild soap to wash the penis and testicles. If the penis has a foreskin, clean gently underneath.</p> <p><b>How often:</b> Every day.</p>



**What is personal hygiene?**

**Is it OK to swim when having a period?**

**How often should someone wash during puberty?**

**Why is it important to change clothes regularly?**

**How can someone manage body odour?**

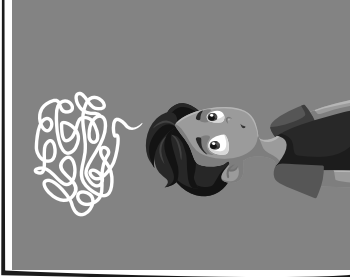
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Year 4-5 Lesson 4 | Resource 1: Storyboard – Taz’s day



Friends Taz and Rani are talking before school. Taz is telling Rani how he has been feeling lately, “I’ve been feeling up and down”. Rani says, “It’s because of the hormones released during puberty, your body is trying to adjust to them, I think!”.



Taz and Rani walk home from school together. “I had such a rollercoaster day!” says Taz. Rani agrees and tells Taz she has been having some new feelings too; she has a crush on someone in her class, “I feel giggly and excited when they’re around”, she says.



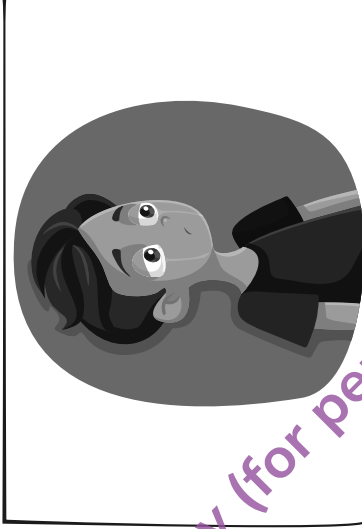
Taz is working on some maths in school. He usually finds the work OK, but today can’t seem to figure it out and it’s making him frustrated!



At home, Taz feeds the cat and starts homework, he manages the maths on his own!



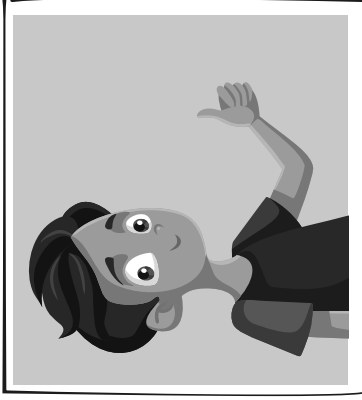
Taz tells his dad about school, and his feelings - sometimes he feels happy, confident, and proud and other times he has been feeling upset and confused. Taz’s dad reassures him, “It’s normal to have a mix of feelings, especially during puberty; things can feel more intense, and it can be hard to manage sometimes. When I was your age, I used to keep a diary to write down all my feelings”.



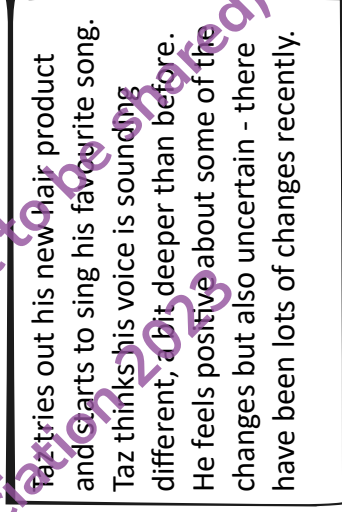
At break time Taz is having fun playing basketball and scores lots of points. The other team manages to win, and suddenly Taz feels really upset. His friends tell him it doesn’t matter, but Taz finds it hard to accept.



Taz tries out his new hair product and starts to sing his favourite song. Taz thinks his voice is sounding different, a bit deeper than before. He feels positive about some of the changes but also uncertain - there have been lots of changes recently.



Back in class, the teacher helps Taz with a strategy for his maths work. This helps him to overcome a tricky problem and he feels really proud of himself!





**Happy**

**Sad**

**Confident**

**Worried**

**Confused**

**Angry**

**Annoyed**

**Feeling attracted  
to others**

**Having sexual  
feelings**

**Having mood  
swings**

**Sensitive**

**Unsure**

**Embarrassed**

**Proud**

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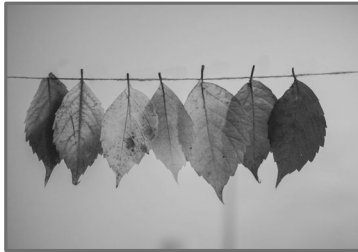
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## Time to change

Y4-5 Lesson 1

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### Learning objective

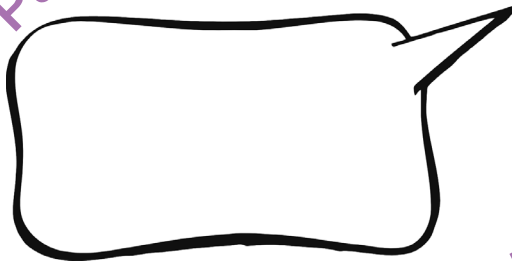
We are learning about the physical changes that happen during puberty

### Learning outcomes

- I can recognise what puberty is, including when and why it happens.
- I can identify some of the physical changes that happen to bodies during puberty.
- I can use scientific vocabulary for external male and female body parts, including genitalia.

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## Ground rules



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## Changes

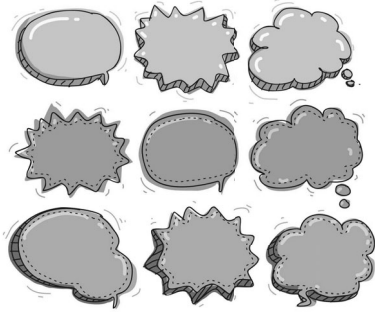
Draw two quick pictures - a male child and a female child the same age as you.

For each, write down the changes that will happen as they develop into a teenager.



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## What is puberty?



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## When and why?

Layla has been learning about growing and changing at school. She has spoken to her older brother Joe about going through puberty and is wondering when it might happen to her. She asks Joe, 'Why does puberty happen?'

When can puberty start?

What could Joe say to Layla?

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## Body parts

Match the body parts with the body part labels



penis	testicles
vagina	vulva
mouth	eyes
nipples	legs/feet

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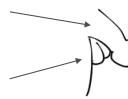
## Body parts

nipples

legs/feet

penis

testicles



mouth

eyes

vulva

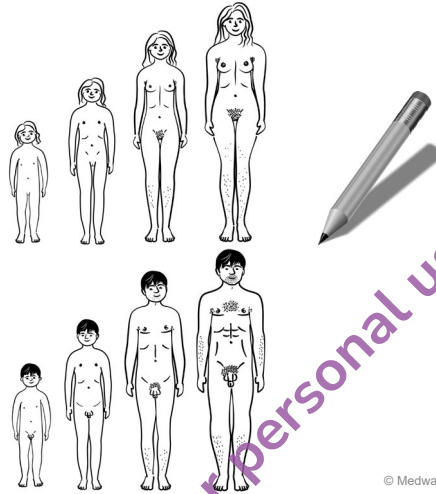
vagina



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## Body changes

Write down the changes between the bodies before and after puberty, including any others you know about.



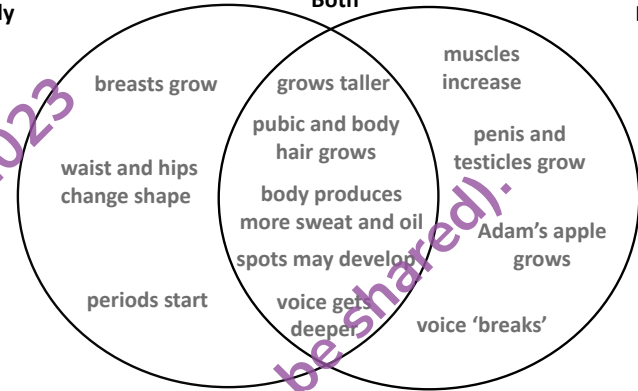
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## Body changes

Female body changes

Both

Male body changes



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## 3 - 2 - 1

In today's lesson:

3 things I have learned are.....

2 things I found interesting are.....

1 question I have is.....

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## Signposting support

If you have any questions or worries about puberty, it is important to speak to a trusted adult – a parent/carers or teacher at school.

[www.childline.org.uk](http://www.childline.org.uk) can provide support too (phone 0800 1111 to talk to someone).

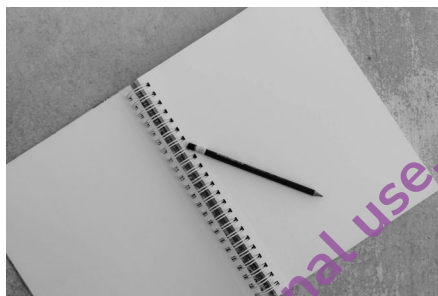


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## More activities

### Giving advice

*I'm feeling a bit scared about puberty, and I'm not sure what to expect....can you help?*



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## Menstruation and wet dreams

Y4-5 Lesson 2

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### Learning objective

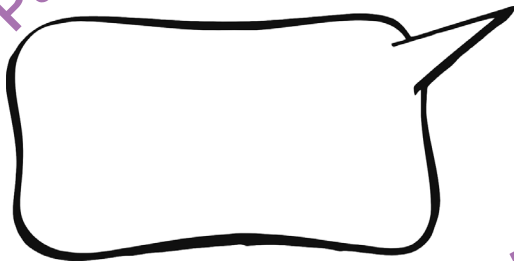
- ☑ We are learning about the biological changes that happen during puberty

### Learning outcomes

- ☑ I can use scientific vocabulary to describe body parts, including genitalia.
- ☑ I can explain what happens during menstruation (periods).
- ☑ I can explain what is meant by a wet dream.

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## Ground rules



## Kelly's diary



*Last night I was getting ready for bed and I realised I had started my period...*

- What does Kelly mean when she says, "I had started my period"?
- How might Kelly have known it was her period?



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## Leo's diary



This morning I woke up and I realised I'd had a wet dream in the night....

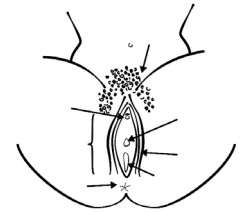
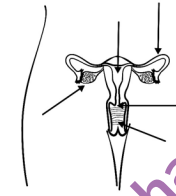
- What has happened to Leo and how might he know he's had a wet dream?



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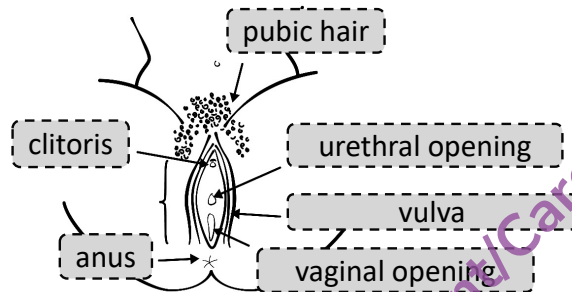
## Female genitalia and reproductive organs

Match the labels to the correct part of the pictures.



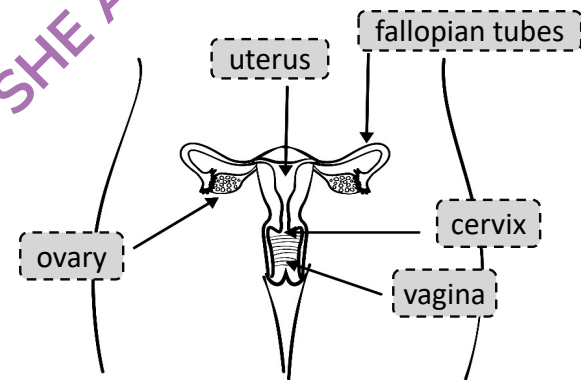
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## Female genitalia



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## Female reproductive organs



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## Menstrual cycle



- What happens during the menstrual cycle?
- Why do periods happen?

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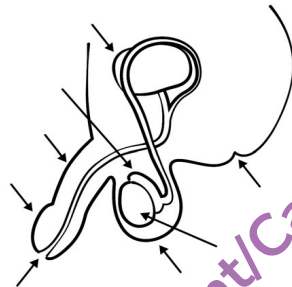
## Period products



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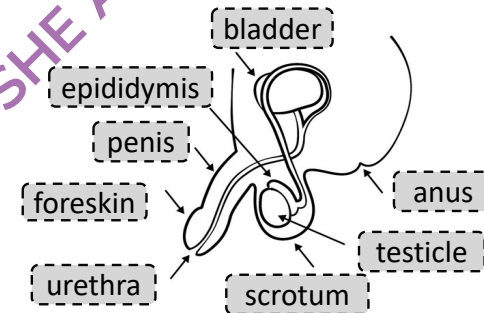
## Male body parts and wet dreams

Match the labels to the correct part of the pictures.



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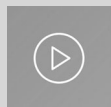
## Male body parts and wet dreams



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## Wet dreams

Watch the video



- What is a wet dream and why do they happen?

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## What has been learnt?

Go back to the questions about Kelly's and Leo's diaries.

- Make any changes to your ideas if you think necessary.
  - Add your new learning from the lesson.
- Use a different colour pen or pencil



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## Signposting support

If you have any questions or worries about menstruation or wet dreams, it is important to speak to a trusted adult – a parent/carer or teacher at school. [www.childline.org.uk](http://www.childline.org.uk) can provide support too (phone 0800 1111 to talk to someone).



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## More activities

Create a list of top tips for someone experiencing a period or a wet dream.

You could include:

- Information on what might happen
- Advice on different period products
- What to do if they are worried about having a period or wet dream.



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## Personal hygiene

Y4-5 Lesson 3

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### Learning objective

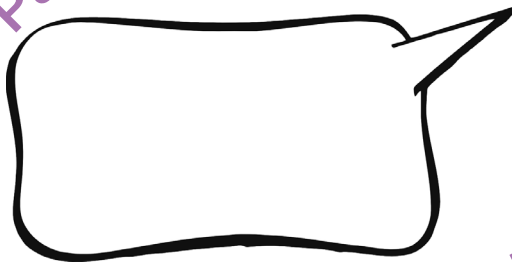
We are learning about the importance of personal hygiene during puberty

### Learning outcomes

- I can identify body parts or areas to keep clean during puberty.
- I can explain how to keep clean during puberty.
- I can describe ways to manage physical changes during puberty, including the use of products to keep clean.

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## Ground rules



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## Looking after bodies

Bailey's parents say: "Now that you are getting older Bailey, there are some things you must do to look after your body and keep it clean. It is really important, especially when you start puberty."

"Why?" asks Bailey.

In pairs, write a sentence from the point of view of Bailey's parents, explaining the importance of keeping clean, and what Bailey should do to look after their body.



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## Body outlines

In your groups, draw an outline of a young person.

Label all the different body parts that they will need to pay special attention to in relation to personal hygiene.



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## Body outlines

They will need to pay special attention to....

- feet
- armpits
- hair
- Female genitals(vulva)
- Male genitals (penis and testicles)

Next to the labels, write down:

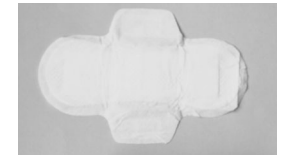
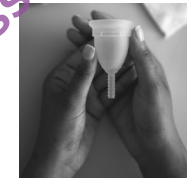
- **why** they need to pay attention to the area
- **how** they should keep the area clean and **how often**

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## Personal hygiene items

What is the product?

What is it used for?



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## Hygiene questions

With your partner, read and write an answer to the question.

Then, swap questions with another pair and add your answer too (you may agree or disagree).



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## Shopping list

What products might Bailey want to buy to prepare for puberty?

In pairs, write a shopping list for Bailey for items to include in their wash bag.



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## What has been learnt?

Go back to the conversation between Bailey and their parents at the beginning of the lesson.

- Make any changes to your ideas if you think necessary.
- Add your new learning from the lesson.

Use a different colour pen or pencil



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## Signposting support

If you have any questions or worries about personal hygiene during puberty, it is important to speak to a trusted adult – a parent/carer or teacher at school.

[www.childline.org.uk](http://www.childline.org.uk) can provide support too (phone 0800 1111 to talk to someone).



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## More activities

### Day in the life

Write a 'day in the life' or diary entry for Bailey.

- some of the physical changes that Bailey is experiencing
- the times of day when Bailey washes or keeps clean
- the products that Bailey uses to manage personal hygiene



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## Emotions and feelings

Y4-5 Lesson 4

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### Learning objective

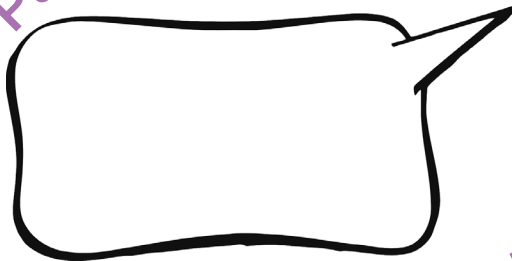
- We are learning about emotional changes during puberty

### Learning outcomes

- I can identify some of the feelings experienced during puberty.
- I can describe how and why emotions can change during puberty.
- I can explain where to get help and support for managing puberty.

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## Ground rules



## Feelings

*I used to be a really happy person, but now I sometimes feel really angry or fed up about things. Lately, I've been feeling really up and down. Is this normal?*

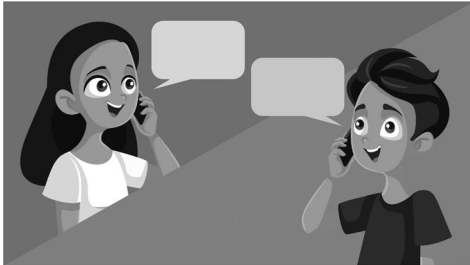
Taz, age 12

- What does Taz mean by feeling 'up and down'?
- What might be causing Taz to feel like this?
- What could Taz do that might help?

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## Storyboard: Taz's day

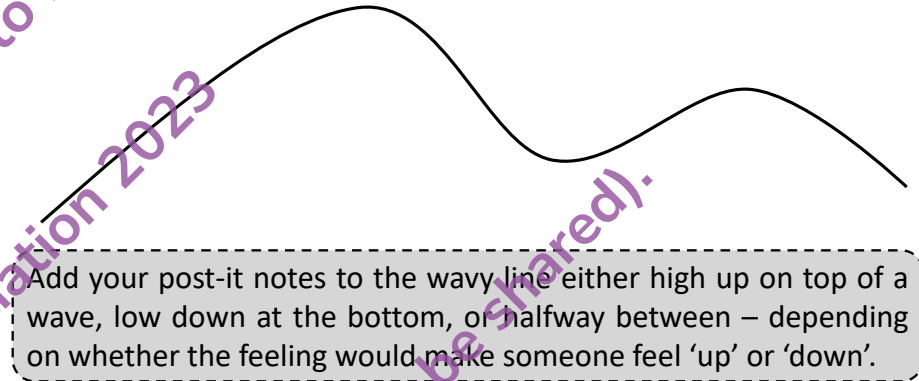


What emotional changes do Taz and Rani experience?

What is causing the changes in Taz and Rani?

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## Feelings rollercoaster



Add your post-it notes to the wavy line either high up on top of a wave, low down at the bottom, or halfway between – depending on whether the feeling would make someone feel 'up' or 'down'.

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## Corners of support

If someone needs help with their feelings, where could they get help and support?

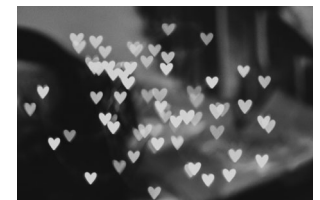
Now, listen to the sentence and move to the label that you think would best support the young person.



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## Romantic feelings

Someone going through puberty may notice a change in the way they feel about others. These feelings can be about being attracted to someone, 'fancying' them or having a 'crush'.



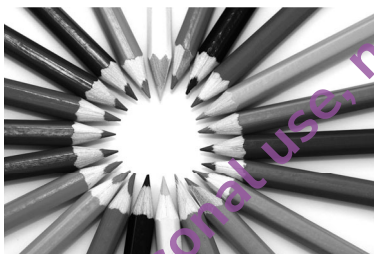
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## What has been learnt?

Go back to your drawings of the male and female child from lesson 1.

- Make any changes to your ideas if you want to.
- Add your new learning from the series of lessons.

Use a different colour pen or pencil.



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## Signposting support

If you have any questions or worries about emotional changes, or any other topic covered in the lessons about puberty, it is important to speak to a trusted adult – a parent/carer or teacher at school.

[www.childline.org.uk](http://www.childline.org.uk) can provide support too (phone 0800 1111 to talk to someone).



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## More activities

### Puberty toolkit

Make a puberty advice sheet for other pupils to use. Include ideas to cope with puberty and growing up. For example:

- Ways to help someone with physical changes
- Ways to help someone with emotional changes



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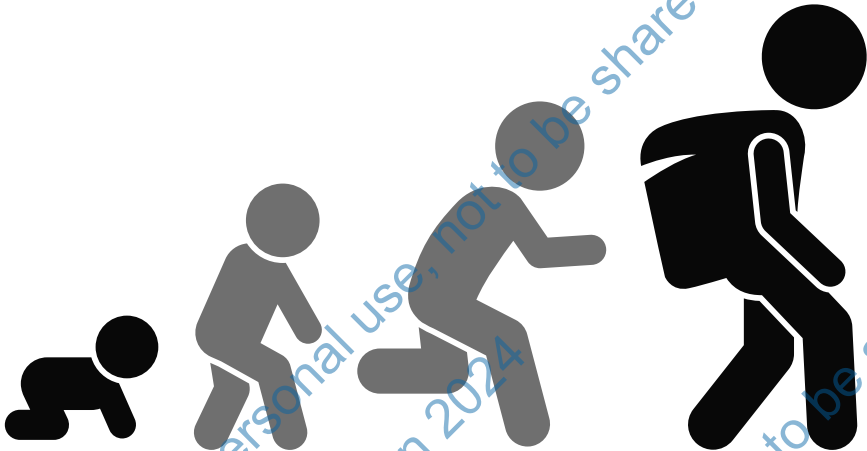
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# Changing and growing up

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

Climate for learning	<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>
Key words	relationship, friendship, family, couple, love, positive, qualities, values, permission, respect, boundaries
Baseline assessment	<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>
Core activities	<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.

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](#).]

---

## 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.

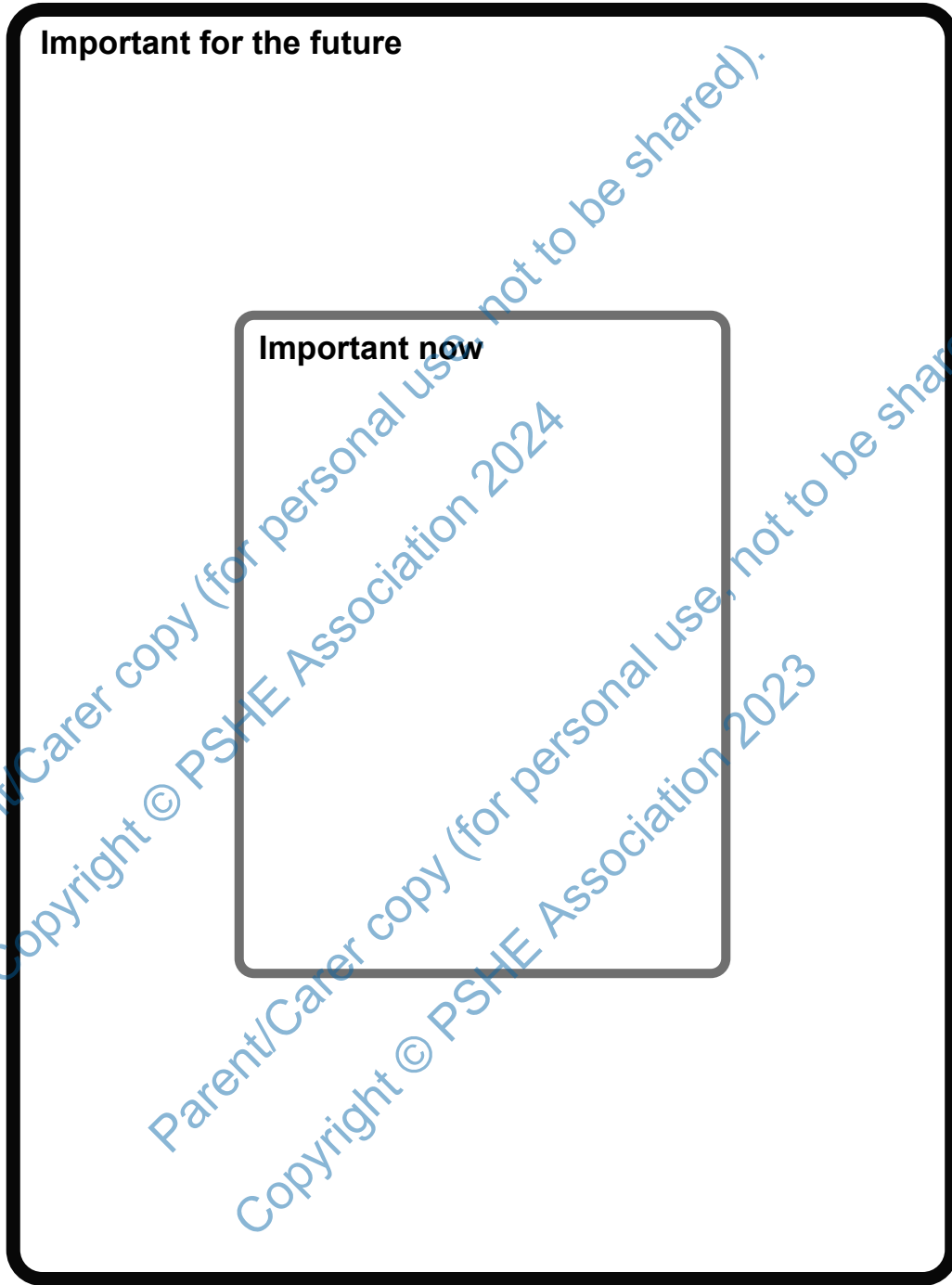
Sara has noticed that some of her friends have grown taller and are developing breasts. Some have started wearing bras. She is feeling worried that she hasn't grown as much yet and doesn't need a bra.

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:

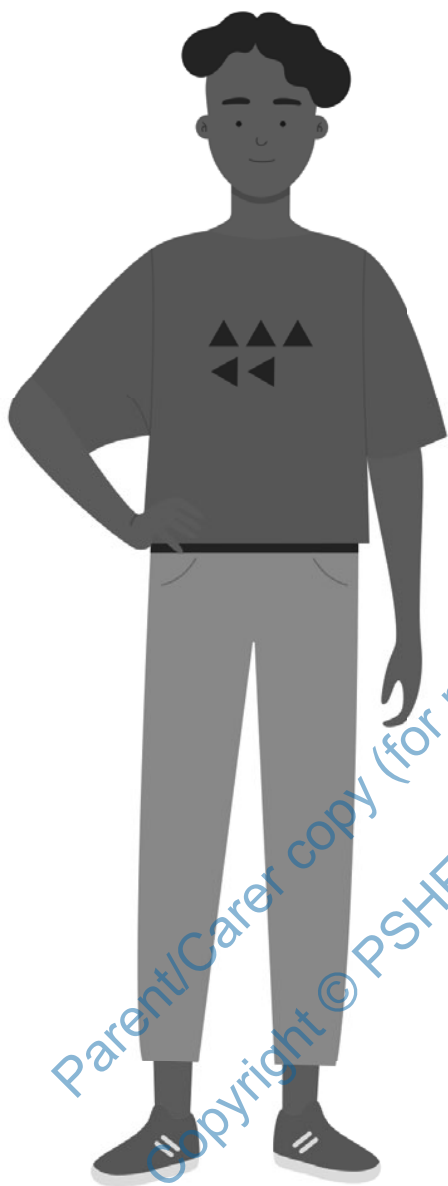
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# Teenager



## 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:

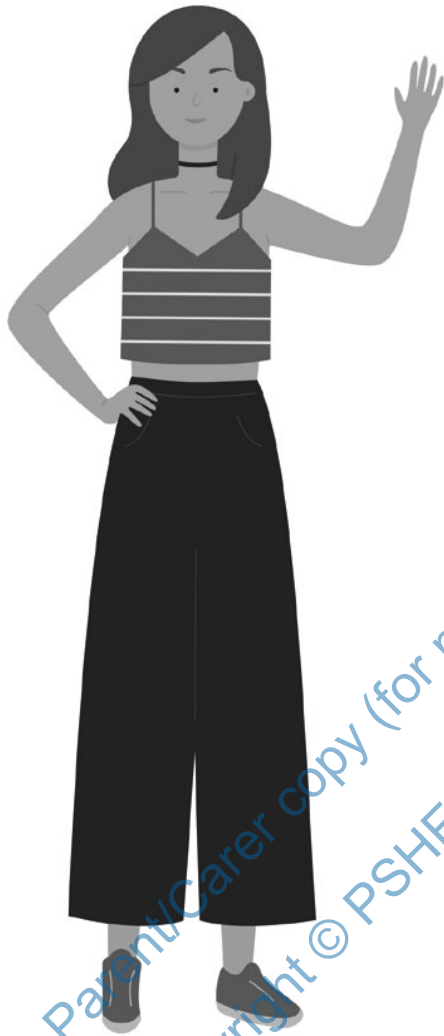
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# Teenager



**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

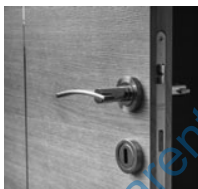
Confident

Responsible

**Keeping safe:**

What does Sami need to remember about....

**The door?**



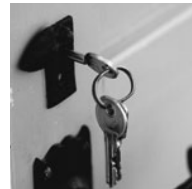
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**The key?**



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Year 6 Lesson 3 | Resource 1: Different relationships

1



2



3



4



5



6



7



8





## 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.

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## Puberty recap

### Y6 Lesson 1

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### Learning objective

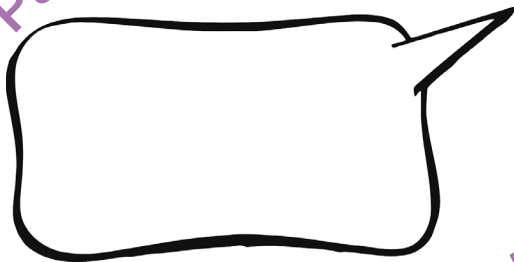
- We are learning about the changes that happen during puberty (recap from Y4-5)

### Learning outcomes

- I can describe the physical and emotional changes that occur during puberty and suggest ways to manage them.
- I can identify what is important for young people to know about puberty.
- I can explain where to get help and support for puberty issues or worries.

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## Ground rules



## Graffiti walls

Write what you know about each puberty topic on the graffiti walls.

Physical  
changes

Emotional  
changes

Periods

Wet  
dreams

Getting help  
and advice

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## Puberty scenarios

Read the scenario about puberty with your group. Then identify:

- the challenges for the character
  - the information they need
  - ways to manage the situation
  - how and where to get help and support



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## Zones of relevance

AJ is about to start secondary school.

In pairs, read the statements and decide what you think AJ might want to know more about, including things that are important **now**, for the **future**, or **not at all**.

Add the statements to the zones of relevance, and include any ideas of your own too.



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## Planning a conversation

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

With a partner, suggest some ideas or write a sentence starter for the young person.



- When would be a good time to ask a question?
- How should the young person go about this?

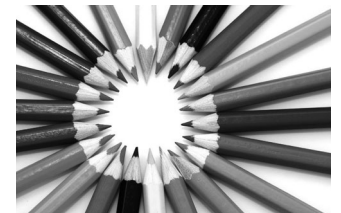
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## What has been learnt?

Go back to the graffiti walls from the beginning of the lesson.

- Make any changes to your ideas if you want to.
- Add your new learning from the lesson.

Use a different colour pen or pencil.



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## Reflection

Think about your learning and share with a partner:

- Something I didn't know before this lesson is....
- Something I knew but had forgotten is....
- Something I would like to know more about is....

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## Signposting support

If you have any questions or worries about puberty, it is important to speak to a trusted adult – a parent/carer or teacher at school.

[www.childline.org.uk](http://www.childline.org.uk) can provide support too (phone 0800 1111 to talk to someone).



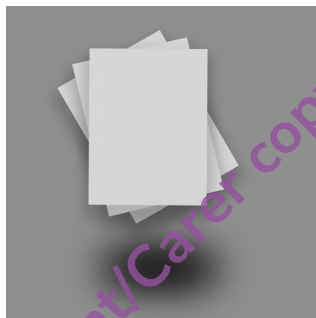
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## More activities

### Puberty advice

Create a short information and advice leaflet about puberty. The leaflet could be for pupils your age, for younger Y4-5 pupils or for parents. Include headings such as:

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



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## Puberty: Change and becoming independent

Y6 Lesson 2

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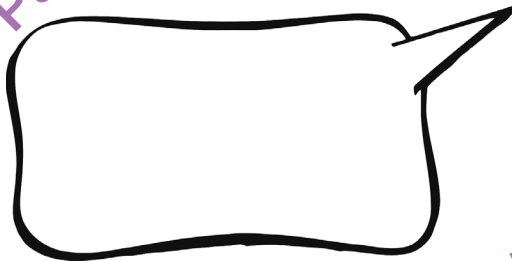
### Learning objective

- We are learning about managing change and becoming more independent

### Learning outcomes

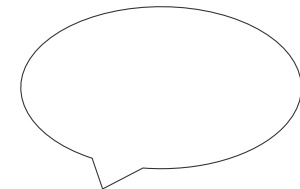
- I can describe some of the changes that occur as someone grows up.
- I can identify the range of feelings associated with change, transition to secondary school, and becoming more independent.
- I can describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities.

## Ground rules



## Becoming Independent

What does it mean to become independent?



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## Life stages



In your groups, add ideas to the sheet about what someone of each life stage might like to do, the roles or responsibilities they might have, and what they might achieve.

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## Feelings about change



Starting secondary school



Moving away from home



Starting a new job



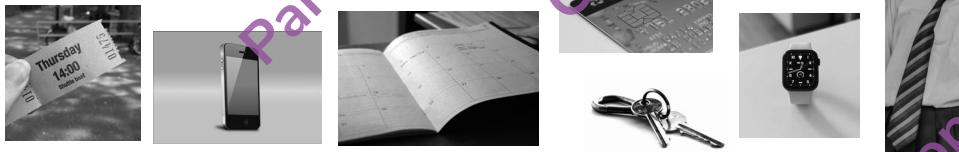
Having a family

How might someone feel about these changes?

Are there any feelings in common?

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## Sami's bag



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

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## Reflection

Reflecting on change

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



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## What has been learnt?

Go back to your mind map from the beginning of the lesson.

- Make any changes to your ideas that you want to.
- Add your new learning from the lesson.

Include any life changes you have learnt about and about becoming more independent.

Use a different colour pen or pencil.



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## Signposting support

If you have any questions or worries about puberty or becoming more independent, it is important to speak to a trusted adult – a parent/carer or teacher at school.

[www.childline.org.uk](http://www.childline.org.uk) can provide support too (phone 0800 1111 to talk to someone).



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## More activities

### Growing up survival guide

Create a 'growing up survival guide' for other pupils about to start secondary school. Aim to 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



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## Positive and healthy relationships

Y6 Lesson 3

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### Learning objective

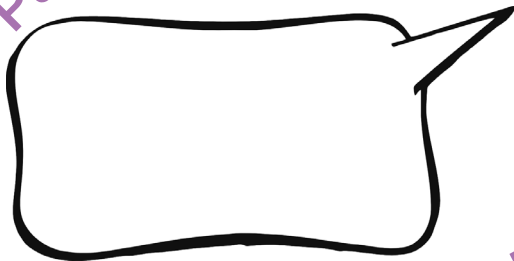
- We are learning about positive, healthy relationships

### Learning outcomes

- I can identify different kinds of loving relationships.
- I can describe the qualities that enable these relationships to flourish.
- I can explain the purpose of mutual respect in close relationships.
- I can recognise how relationships may change or end and what can help to manage this.

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## Ground rules



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## Relationships

Some features of positive healthy relationships are.....

Some different types of relationships are.....



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## Different relationships

Discuss all the different types of relationship you see.

Can you think of any other relationship types?



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## Relationship qualities

Choose one of the pictures.

What would the relationship need to make it positive and healthy?

What kinds of things might they do for each other?



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## Relationship stories part 1

With your group, read the relationship story. Discuss how the characters should behave to keep the relationship positive and healthy.

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 (limits) might be important for these characters?

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

**The team**  
Raf's under 13s basketball team train twice a week on Wednesdays and Fridays after school. They are really good team and they won a tournament cup.

**Going out**  
Jesse and Ashley are in Year 8 and have recently started going out together.

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## Relationship stories part 2

Sometimes relationships may change, what might cause this?

Now read part 2 of the relationship story.

- How are the characters feeling now?
- How can they manage the change that is happening?
- What might happen in the future?

**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.

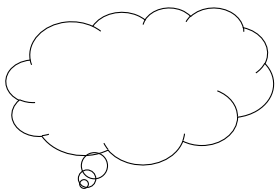
**Going out**  
Ashley doesn't want to go out with Jesse anymore.

**The team**  
Raf wants to leave the team to try another sport but doesn't want to let the team down.

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## Reflection

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



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## What has been learnt?

Go back to your sentences from the beginning of the lesson.

- Make any changes to your ideas if you want to.
- Add your new learning from the lesson.

Use a different colour pen or pencil.



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## Signposting support

If you have any questions or worries about relationships, it is important to speak to a trusted adult – a parent/carer or teacher at school.

[www.childline.org.uk](http://www.childline.org.uk) can provide support too (phone 0800 1111 to talk to someone).



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## More activities

### Different relationships

What different relationships might someone have at different stages of their life?

For example, as a child, teenager and adult.

For each, write down the qualities of the relationship, and what makes it positive and healthy.



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We are therefore delighted to provide parent/carer copies of all PSHE Association member materials that cover RSE (Relationships and Sex Education).

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## How a baby is made

Y6 Lesson 4

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### Learning objective

We are learning about how a baby is made

### Learning outcomes

I can describe some of the features of loving relationships.

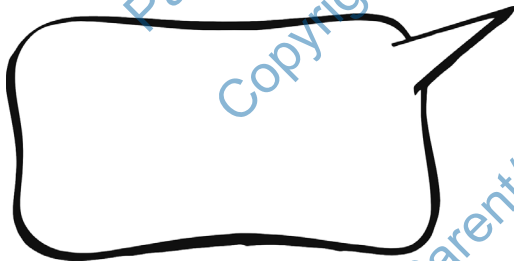
I can explain what is meant by consent in a relationship.

I can describe how a baby is made.

I can explain what pregnancy means, how long it lasts, and where it occurs.

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## Ground rules



## Conversation

Read the conversation and add your own ideas about how a baby is made.



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## Loving relationships

Discuss the different ways in which people might show their love and care for each other.



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## Sex and consent

Sex is one way that adults, in different and same-sex couples, may choose to show love and care for each other, and also to feel good or close to each other.

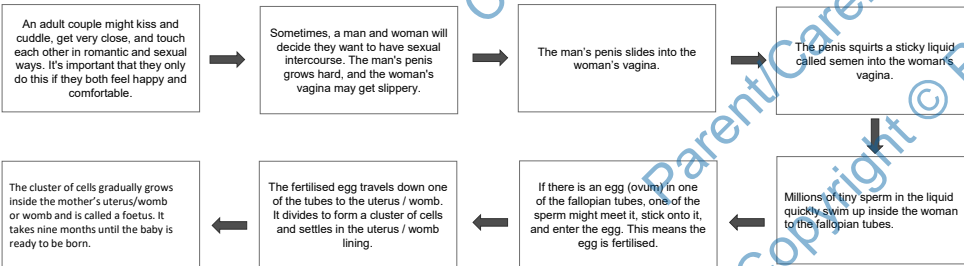
It is also how babies are made without medical intervention.

What is meant by consent?

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## How a baby is made

With your group, put the cards in the order that explains how a baby is made through sexual intercourse.



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## Pregnancy statements

Match the two halves of the statements together.

- A baby can be made by.... having sexual intercourse, or through IVF, assisted conception or surrogacy.
- Twins are made when.... two sperm find two eggs, or the egg splits and develops into two babies.
- A pregnancy is usually.... 9 months long.

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## Pregnancy statements

Match the two halves of the statements together.

A baby is born through.... the vagina, or a 'caesarean section'.

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

The first few weeks or months of pregnancy.... can cause feelings of sickness and tiredness.

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## What has been learnt?

Go back to the conversation at beginning of the lesson about how babies are made.

- Make any changes to your ideas if you want to.
- Add your new learning from the lesson.

Use a different colour pen or pencil.



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## Signposting support

If you have any questions or worries about sex, relationships or puberty, it is important to speak to a trusted adult – a parent/carer or teacher at school.

[www.childline.org.uk](http://www.childline.org.uk) can provide support too (phone 0800 1111 to talk to someone).



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## More activities

### Checklist

Create a checklist of things that someone might need to help them look after a baby.

Aim to include:

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



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## Changing and growing up

### Teacher guidance for key stage 1-2



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## Foreword

The Healthy Child Programme aims to ensure children who grow up in Medway do so in an environment that promotes health and wellbeing and allows them to thrive. Helping children to fulfil their potential is one of our most important ambitions.

One key focus of the Public Health Directorate related to this aspiration, is forging effective partnerships with local schools to improve outcomes for young people in Medway. We will work to ensure young people develop the necessary knowledge, skills and attributes to make positive health choices and negotiate challenging situations.

The revised resource is available to all Medway primary schools. Should they need to, local teachers are able to access additional bespoke support, directly from the Public Health Directorate. We have worked very closely with the PSHE Association and their specialist knowledge and experience has helped shape our RSE work. We believe this refreshed resource is based on current best practice. It offers a wide range of learning opportunities, to enable Medway's young people to access the high quality learning they deserve.

James Williams  
Director of Public Health  
Medway Council

## Introduction

This guidance accompanies the Medway Public Health Directorate's primary pack: Changing and growing up, for key stages 1 and 2.

These lessons support pupils to recognise and develop positive, healthy relationships. They also prepare them for the physical and emotional changes that take place as they grow, including those that happen during puberty. The lessons should not be taught in isolation, but always as part of a planned, developmental PSHE education programme.

**Please read this guidance carefully before teaching any of the lessons.**

## Statutory requirements

The lesson plans and accompanying guidance have been updated to reflect the Department for Education (DfE)'s statutory requirements to teach Relationships Education and Health Education at key stages 1 and 2<sup>1</sup>. The lessons support schools to cover elements of statutory Relationships and Health Education, including the topic of puberty in years 4, 5 and 6. Parents and carers do not have the right to request to withdraw their children from the lessons on Relationships and Health education.

Note that in the DfE statutory guidance it states, 'puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset'. For this reason, the lesson plans on puberty are aimed at pupils in year 4 or year 5, so they are prepared for the changes they and their peers will experience.

In Year 6, Lesson 4 How a baby is made incorporates elements of Sex Education and has been included to provide a comprehensive programme of Relationships and Sex Education (RSE), to safeguard pupils effectively and to provide a foundation for later learning on healthy intimate relationships. While the Department for Education strongly recommends that primary schools deliver Sex Education, your school will probably judge that parents/carers have the right to request to withdraw their children from this lesson.

### Supporting parents and carers

The Department for Education's statutory guidance for Relationships, Sex and Health education requires schools to engage with parents and carers on their policy and curriculum development. Many schools choose to hold a curriculum evening or workshop to introduce parents and carers to what their child will learn in Relationships education/RSE lessons (and may also include Health education including how puberty is taught), and to reassure them if they have concerns. This can be a good opportunity to share sample lesson activities and resources to demonstrate how this content is taught and what pupils of different ages will learn. This should be introduced to parents and carers through the context of relevant school policies, including the RSE and safeguarding policies. For further support, see the PSHE Association guide to [Engaging with parents about Relationships Education](#).

## Key steps to safe, effective learning

### Creating a safe learning environment

A safe learning environment helps pupils to feel comfortable about sharing feelings and opinions, exploring values and attitudes, and considering the views of others, without fear of negative feedback. It also helps prepare teachers to deal with unexpected disclosures or inappropriate comments should they occur.

---

1. Relationships Education is statutory in key stages 1 and 2 in all schools, and Health Education is statutory in all schools, except independent schools where PSHE education is already statutory. Sex Education is not statutory at key stages 1 and 2, although it is still recommended by DfE.

It is good practice for teachers to:

- ensure they are familiar with the school's Relationships (and sex) education policy and PSHE policy before they begin teaching
- offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- provide access to balanced information and differing views to help pupils clarify their own opinions and values (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)

Before teaching the lessons, it may be useful to discuss how pupils might feel during them. These feelings might include embarrassment, or pupils may want to laugh. Explain that these feelings are normal and talk about strategies they can use to manage them.

### **Ground rules**

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times, or comments of a negative/hurtful nature made towards other pupils (whether intentional or not). Ground rules are most effective when they are developed by pupils and teachers together, re-visited at the start of every lesson and applied consistently in discussion and group activities.

Ensure ground rules cover:

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if someone does not wish to comment

### **Anonymous question box**

An 'anonymous' question box or bag encourages pupils to ask questions with anonymity and without embarrassment. It can be introduced whilst agreeing the ground rules or at the beginning of each lesson. It should be accessible during and after every lesson. The purpose of the question box should be explained to pupils:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are concerns about a pupil's safety or wellbeing that need to be shared with others – see the 'Limits of confidentiality' section below.
- Questions raised will be dealt with in the lesson if time allows or in following lesson (or in between, if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some may be answered in a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

**Tip:** To ensure that pupils do not feel self-conscious about being seen to ask a question, give each pupil a piece of paper and ask them to write down what they had for breakfast or lunch, and then add any questions they have. This means that everyone is writing at the same time. You could set some time aside at the end of each session to do this.

## **Inclusion**

In the lessons, the terms 'sex' and 'gender' are not explored in depth, but language is used carefully, recognising that medical professionals observe and record a child's sex at birth based on their genitalia (though sometimes this is not clear in the case of children with differences in sex development (DSD), also referred to as intersex). We use the terms male/female and boy/girl to refer to biological sex/sex recorded at birth (for example in the lessons on puberty).

However, a child may not always identify with the sex recorded at their birth. It is important to be mindful of pupils' sense of their own gender and ensure the classroom environment is inclusive and provides equality of opportunity in Relationships, Health and Sex education. It is good practice for these sessions to be taught in mixed-sex classes, and all pupils should learn about the changes of puberty in both male and female bodies — ensuring that pupils, including trans and non-binary pupils, get access to the information that is relevant to them.

Use inclusive language which recognises the different ways in which children may experience their gender identity (for example, using gender neutral terms like 'person' or 'they', where appropriate) while also making clear which biological features relate to those with male or female reproductive systems. If you have pupils who identify as non-binary or trans, it may be advisable to discuss the lesson content and approach with them and their parent(s) or carer(s) before teaching the lessons.

An inclusive approach will also avoid heteronormative assumptions and will be sensitive to those with special educational needs and disabilities (SEND), and to the religious and cultural identity of all pupils.

## **Children and young people with limited access to period products**

'Period poverty' can be distressing for pupils, and a potential barrier to education. It can be helpful to consider as a school how to make period products accessible for all pupils. The government website contains further advice on making products available to pupils and the pros and cons of different distributions options. Note that the term 'period poverty' can be stigmatising, so should not be used in lessons or when talking to pupils.

## **Safeguarding and the limits of confidentiality**

These lessons do not focus on personal safety, though by teaching them you are of course, helping to safeguard pupils through topics such as understanding and caring for their own bodies and how to identify and foster healthy relationships. When talking about male and female genitalia, it may be useful to highlight the NSPCC 'underwear rule' but note that this does not need to be taught in-depth in these lessons as it should be covered in separate lessons on keeping safe.

It is important to be well prepared to deal with any issues arising from the lessons. Explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room, in the room; if concerned about a pupil's safety or wellbeing, you would have to tell one other member of staff. If a question, behaviour, or language arises that you find concerning, this should be discussed with the Designated Safeguarding Lead—in line with the school's safeguarding and child protection policies. Any situation that indicates knowledge about sex or sexual activity, which is inappropriate for the pupil's age, should be addressed.

There may be times when a question raised by a pupil should be referred to parents/carers (the school RSE policy should provide guidance regarding staff protocol on this). It is good practice to talk to the pupil(s) concerned before involving a parent or carer and explain that it is in their best interests. If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with the Head/Designated Safeguarding Lead and acted upon in accordance with the school's confidentiality policy. Note that whilst there might sometimes be safeguarding concerns about a child struggling with their sexual orientation and gender identity, a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone, including parents/carers.

### **Female genital mutilation (FGM)**

These lessons do not address female genital mutilation (FGM), which is a separate but important safeguarding issue. For additional information, see the [PSHE Association's lessons and guidance on teaching about FGM](#).

### **Forced marriage**

These lessons do not discuss forced marriage. However, if discussing marriage (for example, during the Year 6 lessons on positive, healthy relationships and how a baby is made), this is a good time to flag up that marriage should be entered into freely – only if both the adults involved agree. If anyone ever felt they or someone else was at risk of being forced to marry, they should tell someone else they trust or seek help via a website or helpline such as ChildLine or [Freedom Charity](#).

### **Signposting support**

In each lesson, pupils should feel able to ask for more help, advice, and support if they want to. All pupils should be supported and encouraged to ask a teacher in school or adult who they trust out of school (such as a parent or carer) if they have further questions.

Children in upper key stage 2 could be signposted to Childline: 0800 1111; [www.childline.org.uk/kids](http://www.childline.org.uk/kids)

## **Subject knowledge**

For lessons where particular subject knowledge is required, a teacher support section has been included at the end of the lesson plan, with explanations of key vocabulary and concepts. This includes:

- Years 4 and 5, lesson 2 - *Puberty: menstruation and wet dreams*
- Years 4 and 5, lesson 3 - *Puberty: personal hygiene*
- Year 6, lesson 4 - *How babies are made*

In both the years 1 and 2 lessons and the years 4 and 5 lessons, pupils learn about the genitalia including the scientific names for male and female genitals. When teaching pupils about the female genitals, it is important to be clear on the difference between the vagina and the vulva — two terms that are often used interchangeably. The vagina is the muscular tube that connects the cervix and uterus to the outside of the body. The vulva describes the whole female external genitalia, including the opening of the vagina, and the urethra (the opening urine comes out of). Therefore, pupils should learn that most of the vagina is inside the body, but that the opening can be seen from outside the body, within the vulva.

## Adaptive teaching

### Effective assessment

Each lesson begins with a baseline assessment activity to gauge pupils' prior knowledge, understanding, skills, beliefs and/or attitudes. The lessons end with an end-point assessment to allow pupils to demonstrate progress from their starting point and to inform future teaching. For further information on assessment in PSHE education, see the [PSHE Association's guides to effective assessment in PSHE education](#).

### Differentiating and adapting the learning

You will know best the needs of your pupils in relation to accessing this learning. However, the lesson plans do provide ideas for how some activities can be differentiated or adapted for pupils who need further support or additional challenge. Extension activities are also provided at the end of each lesson to deepen or embed the learning, should time allow. If differentiating or adapting further for individual pupils, wherever possible ensure they are supported to access the same key learning as others, in a way that is appropriate for their needs, rather than giving them less to learn, i.e. just a selection of the key learning points.

## Appendix: curriculum links

These lessons will support you to address the relevant learning opportunities included in the [PSHE Association Programme of Study](#) and the relevant content outlined in the [Department for Education statutory guidance for Relationships Education/Relationships and Sex Education \(RSE\) and Health Education](#). The table below maps where the lesson plans address this content in each key stage.

	Lesson title and summary	PSHE education Programme of Study	DfE statutory RSHE guidance, key stages 1 and 2
Year 1 and 2	<p>1. <i>My special people</i> We are learning about the special people in our lives and how we care for one another</p> <p>2. <i>We are growing: human life cycle</i> We are learning about how we change as we grow</p> <p>3. <i>Everybody's body</i> We are learning to name different parts of the body, including genitalia</p>	<p><b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><b>H26.</b> about growing and changing from young to old and how people's needs change</p> <p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p>	<p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>

<p style="text-align: center;"><b>Year 3</b></p>	<p><i>1. What makes a good friend?</i> We are learning about friendship, including why it is important and what makes a good friend</p> <p><i>2. Falling out with friends</i> We are learning how to maintain good friendships and about solving disagreements and conflicts with peers</p>	<p><b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p><b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>R13.</b> the importance of seeking support if feeling lonely or excluded</p> <p><b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>
<p style="text-align: center;"><b>Year 4 and 5</b></p>	<p><i>1. Puberty: time to change</i> We are learning about the physical changes that happen during puberty</p> <p><i>2. Puberty: menstruation and wet dreams</i> We are learning about the biological changes that happen during puberty</p> <p><i>3. Puberty: personal hygiene</i> We are learning about the importance of personal hygiene during puberty</p> <p><i>4. Puberty: emotions and feelings</i> We are learning about emotional changes during puberty</p>	<p><b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p><b>H17.</b> to recognise that feelings can change over time and range in intensity</p> <p><b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H26.</b> that for some people gender identity does not correspond with their biological sex</p> <p><b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p><b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p>	<ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>

*1. Puberty: recap and review*  
We are learning about the changes that happen during puberty (recap from year 4-5)

*2. Puberty: change and becoming independent*  
We are learning about managing change and becoming more independent

*3. Positive and healthy relationships*  
We are learning about positive, healthy relationships

*4. How babies are made*  
We are learning about how a baby is made

**In addition to recapping on the Year 4 and 5 content:**

**H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

**H33.** about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup>

**H35.** about the new opportunities and responsibilities that increasing independence may bring

**H36.** strategies to manage transitions between classes and key stages

**R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

**R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

**R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

**R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another

**R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online

**R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

**Changing adolescent body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.