

# Year 6 Summer 2 PSHE – Transition, Aspirations and Growing Up

## Puberty Lesson Plans

### PUBERTY

Children will learn:

- to identify the external genitalia and internal reproductive organs in males and females <sup>SG</sup>
- about the main physical and emotional changes during puberty (including key facts about the menstrual cycle, menstrual wellbeing, erections and wet dreams) <sup>SG</sup>
- about the importance of good personal hygiene during puberty

Children should:

- be able to describe what happens during menstruation and sperm production (physical and emotional changes)
- be able to explain how to keep clean during puberty
- know who to go to for help and support during puberty

*Note: During these lessons, pupils will learn about the internal and external changes that happen during puberty, in addition to the emotional turbulence that these can cause.*

*Although the lesson content does not contain detail about sexual intercourse or reproduction it is possible that this may be referred to by pupils. If this does happen, teachers should not dismiss pupils' comments, but should acknowledge and check pupils understanding to ensure that no misconceptions exist. Pupils should then be informed that they will learn more about these aspects in a lesson later in the Transition, Aspirations and Growing Up unit (non-statutory content). Pupils should always be reassured that they can speak to an adult in school / at home if they are worried.*

*Pupils may also refer to romantic feelings / physical attraction as an emotional change. This should be acknowledged, in reference to learning that has already occurred during the Summer 1 unit "Families and Friendships"*

## Lesson A (Statutory Health Education)

**To identify how boys' and girls' bodies change during the growing up process, and why these changes are necessary.**

*Resources: External body change cards (R1) / Developing body images (R2) / My Life, my changes worksheet (R3) / Reproductive organs diagrams (R4)*

*Vocab: Puberty, pubic hair, voice breaking, facial hair, underarm hair, breasts, growth spurt, internal, reproductive organs, uterus, fallopian tubes, ovaries, vulva, vagina, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, re-useable, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, pubic hair*

- Remind about term Puberty - collection of changes that changes a child's body into an adult's body, between ages of 9-15. Changes occur because chemicals (hormones) are released in the body as you reach puberty. Hormones make the body change physically but also affect feelings. Changes are universal and completely normal, affecting different people at different times.
- Emphasize changes are part of the process of turning from a child into an adult. Ask: what is the biggest single difference between a child and an adult? Determine- adults can be parents, able to reproduce. Puberty changes allow this to happen. Ensure children understand starting a family should only ever be considered within a stable loving relationship.
- Remind that puberty can be a really exciting time for young people as they begin their journey to becoming adults. But for some people, it can also be a confusing and worrying time. Remind pupils about the various avenues they have for support, and talk about some of the strategies pupils can use when they experience different feelings.
- Review pupils' understanding of external changes: Lay two large body outline figures on the floor in the centre of the group, label as male / female. Use External Body Changes Cards (R1), allocate the card to male, female or both.
- Show image of developing male/female body (R2). Reinforce external changes, using "My life, my Changes" w/sheet (R3).
- Using diagrams (R4) explain that for males:
  - When blood flows into the penis, it can cause an erection; the penis will become stiff and erect, standing out from body. During puberty boys may have more frequent erections. Can happen for no reason, even when someone doesn't want to have them.
  - The testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing. These mix with a whitish sticky fluid called semen. When semen is released through the penis, this is called ejaculation. This usually happens when the penis is erect.
  - During puberty, boys may start to have wet dreams. This is when semen is released during sleep.
- Explain that these changes are natural and happen to everyone. Boys can talk about these changes with their parents, who can help.
- Using diagrams (R4) explain that for females:
  - The ovaries store hundreds of tiny eggs. During puberty they start to release them, one at a time each month. Introduce words 'menstruation' (literally meaning a monthly event) and "period" explaining this is a special part of puberty that affects girls.
- Give a simple account of menstruation, using the female reproductive organs diagram (R4) to help illustrate it.
- Base description on stages outlined on Menstruation Cards (R5). Account must emphasise that this is a natural part of female adult life, and a mark of good health rather than ill health. Explain while bleeding may often be associated with being hurt, this is different.
- Give the children shuffled sets of the Menstruation Cards (R5). Ask them to match the pictures to the statements and then sort them all into the correct sequence.
- Remind them again that the changes happen in a different way for everyone. What happens for you is right for you.
- Ask the children in pairs to think of something that young people might be unsure or anxious about. Invite questions in turn, and invite the others to suggest answers, reassurance, or who it would be good to talk to for more help.
- Remind about class worry box.

**Lesson B  
(Statutory  
Health  
Education)**

**To understand the importance of looking after myself physically and emotionally during puberty**

*Resources: Menstruation cards (R5) / Boys 'n' Puberty Quiz (R6) / Puberty Myth Cards (R7) Personal hygiene items*, eg: soap, shower gel, deodorants, shampoo, spot cream and face wipes, tissues, safety razors, talcum powder, tampons, sanitary towels, reusable sanitary items

*Vocab: reproductive organs, uterus, fallopian tubes, ovaries, vulva, vagina, menstruation, menstrual cycle, period, sanitary pads, tampons, re-useable, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, pubic hair*

- Discuss appropriate conduct within the lesson – sensitivity / respect
- Consider: What makes you feel embarrassed? How can you cope with embarrassment? Why might your body changes make you feel embarrassed?
- Explain that embarrassment can occur because puberty changes are private/personal, affecting parts of the body we don't usually talk about, and affect who we are. Reassure children and remind them that the changes and the feelings they experience are completely natural and affect everyone. A little bit of worrying is natural too.
- Recap learning about menstruation. Using sanitary products, briefly explain to the whole class how these are used. Then, arrange the class into single gender groups of up to 5. Pupils complete activities: 1) Menstruation card match/sequence game (R5); 2) Menstruation Worries- children write possible worries about menstruation and responses to the worries.
- Recap learning about erections and wet dreams, then talk through vocab on Boys 'n' Puberty quiz (R6)
- In single gender groups of 5 complete Boys 'n' Puberty Quiz. Review answers and address any misconceptions.
- Debrief activities and ask a few pairs to share ideas about the guidance they would give others.
- Ask pupils: Why is keeping clean especially important during puberty? Take feedback, explaining puberty causes changes in young people's bodies. Their skin and scalp may suddenly become oily. New hair grows in different places: pubic hair, hair under their arms; and, in males, more facial and sometimes chest hair. At times, they may sweat for no reason, and feet, armpits and genitals may smell when they didn't before. These bodily changes are normal / part of becoming an adult.
- Show hygiene items and discuss the use / purpose of each one.
- Emphasize that use of hygiene products is a matter of personal choice; challenge any gender stereotyping of hygiene products/ personal grooming - discuss pressures on young people to conform to expectations, eg to remove body hair.
- Use "Puberty myth cards"(R7) to address any misconceptions – enable pupils to ask their own questions.
- In groups produce 'a ten-point guide to looking after yourself during puberty', ensuring accurate facts and reassurance.
- Discuss with pupils what support networks are available to them as they go through puberty. Remind pupils that since the changes are natural and universal, it is advisable to share any concerns with their parents.
- Remind about class worry box.
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# Year 6 Summer 2 PSHE – Transition, Aspirations and Growing Up

## Sex Education Lesson Plan

### SEX EDUCATION (Non-statutory)

Children will learn:

- about the links between puberty and reproduction <sup>SG</sup>
- about the different ways people might start a family <sup>SG</sup>

### SEX EDUCATION (Non-statutory)

Children should:

- know some basic facts about conception and pregnancy <sup>SG</sup>
- Describe the decisions that have to be made before having children (including age of consent) <sup>SG</sup>

*Note: During these lessons, pupils will learn about sexual intercourse and human reproduction. The lesson emphasizes that having sexual intercourse or the decision to have a baby, is something for when they are much older. It also emphasizes the importance of consent and stable loving relationships in this context.*

*Pupils are likely to have additional questions during the lessons. Where pupils' questions go beyond the scope of this lesson (for example, questions relating to sexual activity outside of the context of reproduction) teachers should not dismiss pupils' comments, but should acknowledge and check pupils' understanding to ensure that no misconceptions exist. Pupils should then be informed that they will learn more about these aspects in secondary school. Pupils should always be reassured that they can speak to an adult in school / at home if they are worried.*

**Lesson C**  
**Non-**  
**Statutory**  
**Sex**  
**Education**

**To know about adult relationships and human reproduction.**

*Resources: Life Stage images (R2), How a Baby is Made sequencing cards (R8), Pregnancy fact cards (R9)*

*Vocab: Love, respect, consent, commitment, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception*

- Discuss appropriate conduct within the lesson– sensitivity / respect
- Show life stages images. Explain that today’s lesson will focus on adult relationships. Point out this stage on the image.
- In pairs ask pupils to discuss different ways two adults who are part of a loving couple might show commitment, care and love for each other. *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 / form a civil partnership; live together; buy special gifts; wear special jewellery; go on holiday together; decide to have a baby together.*
- Feedback. Explain there are many ways people express love for another person. Categorize ideas as personal or private.
- If pupils alluded to sex or sexual intercourse in the above activity, refer back to it. If not, say that sexual intercourse is just one way that adults may choose to show their love and care for each other. If pupils have used appropriate words other than sexual intercourse, i.e. *making love or having sex*, discuss why these terms might be used.
- Emphasize the notion of ‘consenting’ or ‘consent’—highlight that both adults must agree and feel comfortable and happy about what is happening. Stress that being pressurised or persuaded to agree to something is not consenting, and that making or persuading someone to do something sexual that they’re not happy or comfortable to do is wrong and against the law. Explain this relates to all intimate activity, including touching someone, holding hands, cuddling and kissing.
- Note that while the “age of consent” is 16, consent means that both parties enter into the activity freely and happily.
- Explain that a couple might also decide to have a baby together, which usually happens though sexual intercourse. *Indicate that there are other ways to have a baby (including IVF, assisted conception, surrogacy or adoption) that can be used by opposite or same sex couples*
- In groups, ask pupils to put the How a Baby is Made sequencing cards (R8) in order.
- Afterwards, go through the sequence with the class. Clarify misconceptions, re-emphasize the importance of consent.
- Re-organise pupils into different groups and give each a set of Pregnancy fact cards (R9). Ask pupils to take turns to read each one and decide whether the statement is true, false or “depends”. Review as a class.
- Discuss how, before deciding to have a baby, a couple will have lots to think about. Ask pupils what someone might be thinking before they decide to try for a baby. This might include thoughts and feelings about how their life will change, or practical considerations: like having enough money; a permanent home; or all the things a baby might need.
- Take feedback. Elicit that deciding to have a baby can be very exciting but is a huge responsibility, that is commonly only considered within the context of a stable, loving relationship.
- Emphasize this process can seem amazing, miraculous, overwhelming and scary - yet it is one of the most common and basic of all human experiences, shared with our earliest ancestors and with all our fellow humans in every part of the globe.
- Remind pupils about avenues for support and class worry box.

