

Changing and growing up

Lesson plans and resources for Year 6



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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.

Learning objective	We are learning: <input checked="" type="checkbox"/> about the changes that happen during puberty (recap from year 4-5)
Learning outcomes	<input checked="" type="checkbox"/> I can describe the physical and emotional changes that occur during puberty and suggest ways to manage them <input checked="" type="checkbox"/> I can identify what is important for young people to know about puberty <input checked="" type="checkbox"/> I can explain where to get help and support for puberty issues or worries
Resources required	<input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Flipchart paper and marker pens <input checked="" type="checkbox"/> Resource 1: Puberty scenarios (1 scenario per group) <input checked="" type="checkbox"/> Resource 2: Puberty prompt statements (1 set per pair) <input checked="" type="checkbox"/> Resource 3: Puberty zones of relevance (1 per pair)

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

Climate for learning	<p>Make sure you have read the accompanying teacher guidance notes before teaching this lesson.</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>puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings</p>
Baseline assessment	<p>Introduction 5 mins</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>Baseline assessment activity 10 mins</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"> • Physical changes • Emotional changes • Periods • Wet dreams • Getting help and advice <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>
Core activities	<p>Puberty scenarios 10 mins</p> <p>Organise pupils into small groups and give each a scenario from Resource 1: Puberty scenarios. Ask pupils to discuss it, and identify:</p> <ul style="list-style-type: none"> • the challenges for the character • the information they need • ways to manage the situation • how and where to get help or support

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 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



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

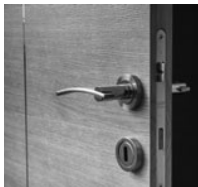
Confident

Responsible

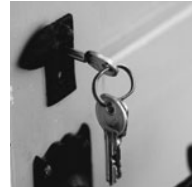
Keeping safe:

What does Sami need to remember about....

The door?



The key?



Year 6 Lesson 3 | Resource 1: Different relationships



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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?



An adult couple who are in a relationship might kiss and cuddle, get very close, and touch each other in romantic and sexual ways. They should both feel happy and comfortable doing this together.

Sometimes when a man and woman are making love together, the man's penis grows hard, and a woman's vagina may get slippery. The couple may decide they want to have sexual intercourse.

This means 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.

The fertilised egg travels down the tubes to the uterus or womb. It divides into lots of different cells and settles in the womb.

The fertilised egg travels down the tubes to the uterus or womb. It divides into lots of different cells and settles in the womb.

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

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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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