

## Puberty, Relationships and Reproduction Key Stage 2

### Scheme of Work

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

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p><b>Health Education</b> Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)</p>	<p><b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>	<p><b>Lesson 1</b> <a href="#">Puberty and Reproduction</a></p>	<p><b>Resources</b> <a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction questions sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a> <b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a></p>
<p><b>Relationships Education</b> Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)</p>	<p><b>Learning Intention</b> Exploring the importance of communication and respect in relationships <b>Learning Outcomes</b> Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important</p>	<p><b>Lesson 2</b> <a href="#">Communication in Relationships</a></p>	<p><a href="#">Communication and Touch cards</a> <a href="#">Pupil Questions template</a></p>
<p><b>Relationships Education</b> Families and people who care for us (1c,1d,1e) <b>Key Stage 2 Science</b> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents</p>	<p><b>Learning Intention</b> To consider different ways people might start a family <b>Learning Outcomes</b> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy</p>	<p><b>Lesson 3</b> <a href="#">Families, Conception and Pregnancy</a></p>	<p><a href="#">Couple pictures</a> <a href="#">How does a baby start? cards</a> (one set per group) <a href="#">How does a baby start? whiteboard summary</a> Pupil Questions from previous lesson - typed <b>Additional Activities</b> <a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <a href="#">Reproductive System slides</a></p>
<p><b>Relationships Education</b> Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)</p>	<p><b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</p>	<p><b>Lesson 4</b> <a href="#">Online Relationships</a></p>	<p><a href="#">Relationship Question cards</a> <a href="#">Communcation Scenario cards</a> <a href="#">Communication Scenarios answers</a> <a href="#">Communication Scenarios whiteboard summary</a> <b>Additional Activities</b> Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>

# Lesson 1 Puberty and Reproduction

## Learning Intention

To consider puberty and reproduction

## Learning Outcomes

Describe how and why the body changes during puberty in preparation for reproduction

Talk about puberty and reproduction with confidence

## Resources

[Puberty Changes Teacher Guide](#)

[Puberty Body Part cards](#)

[Reproduction question sheet](#)

[Reproduction answer cards](#)

[Reproduction whiteboard summary](#)

## Activities

### 1. Group Agreement

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

### 2. Learning Outcomes

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

### 3. Pair and Share Puberty Changes

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

In pairs, ask the class to discuss the changes that happen during puberty. Using a go-round ask each pair to complete the following sentence: *One change that happens in puberty is ...* Ensure that the main changes have been covered.

### 4. Body Parts Game

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

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

Practice this a few times by calling out Male, Female, Everyone and Unsure. Reassure the class that it is OK to go to with “unsure” and not to worry about what other people think. Show them the first word and ask them to decide if they think it is male, female or everyone. Briefly discuss what they know about the body part before showing the matching picture and clarifying any misunderstandings. Go through the remaining cards on the whiteboard one by one, using both words and pictures.

### 5. Reproduction Questions and Answers

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

### 6. Reproduction Whiteboard Summary

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

### 7. Closing Round/Review

In pairs, complete the sentence: *One way the body changes in puberty in preparation for reproduction is ...*

Finish with a quick go-round using their ideas to review the learning from the lesson.

## Additional Activities

### Puberty Problem Page

Display the [Year 6 Puberty Problem Page](#) on the whiteboard and choose one of the problems to read out. Ask the whole class what advice they would give to this person. Divide the class into small groups and give out a problem to each group, using the [Year 6 Puberty Problem Page cut-outs](#). Ask each group to write a reply to their problem. Feedback and discuss their answers. For help with this activity read the [Year 6 Puberty Problem Page Teacher Guide](#). This activity could also be used as an assessment / evaluation activity.

### Menstrual Cycle Animation

[http://kidshealth.org/teen/sexual\\_health/girls/menstruation.html?tracking=T\\_RelatedArticle](http://kidshealth.org/teen/sexual_health/girls/menstruation.html?tracking=T_RelatedArticle)

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

# Puberty Changes Teacher Guide

## **PUBERTY CHANGES CHECKLIST**

The following checklist provides an overview of the main physical and emotional changes which take place during puberty. Teachers need not expect to include all of this information in the first lesson; the whole checklist would be a lot of information for most classes. For example, in Year 5 some subjects, such as wet dreams might not come up in lesson 1 will be dealt with in lessons 2 and 3.

### **Changes for both males and females**

- The body starts to grow, quite fast at times
- Private parts (genitals) grow and develop
- Moods and feelings can change a lot
- The body sweats more and smells differently
- Body hair grows darker and stronger (on arms and legs)
- Pubic hair grows
- Armpit hair grows
- Spots can appear on the face and shoulders
- Skin can become oily
- Hair may become greasy
- Sexual feelings can develop
- Masturbation might start

### **Female Changes**

- Periods start
- Ovaries begin releasing eggs (ovulation)
- Breasts and nipples grow
- Nipples may darken in colour
- Hips get broader
- A white discharge comes out of the vagina
- The voice deepens a little
- Bones get heavier

### **Male Changes**

- Shoulders and chest grow and develop
- Muscles get thicker
- The voice deepens and 'breaks'
- Facial hair grows
- Chest hair grows
- Sperm and semen start being produced
- Erections happen
- Wet dreams may start
- The testicles 'drop'

### **Further Notes**

These notes offer guidance for teachers; they do not need to be read to the class word for word. Key information can be included where relevant and used at the teacher's discretion, depending on the needs and responses of the class. Some of the information goes beyond the subject matter of the lessons, but may be useful for answering spontaneous questions.



# Puberty Changes Teacher Guide page 2

## CHANGES TO EVERYONE

### **The body grows, quite fast at times**

During puberty, between the ages of 8 and 17, everyone's body grows a great deal, both inside and out; height, weights, body shape and size all change. This is triggered by the sex hormones. It is natural for all genders to put on some weight during puberty – a lot of growth is happening and the body needs more fat and muscle. Boys and girls can grow at different rates – girls can grow more quickly, but boys can go on growing for longer. For girls, growth spurts are often connected with getting periods. Growth will also be different for each person – everyone changes at their own rate. There are times when a lot of growth happens in a few months – this is often called a growth spurt. Sometimes the brain can't keep up and teenagers can become quite clumsy and awkward.

### **Private parts grow and develop**

Just like the rest of the body the private parts (genitals) grow and change. In males, the penis gets longer and thicker and the testicles and scrotum get bigger. In females, the vulva (the area between the girl's legs, the labia – the folds of skin around the vagina, and the clitoris get bigger. The male and female internal reproductive parts also grow and develop.

### **Moods and feelings can change a lot**

Emotional ups and downs can be a big part of puberty as young people try to get used to their changing bodies and feelings and make sense of new experiences – somewhere between being a child and a young adult. There is a huge amount of hormonal activity and feelings can be influenced by sudden changes and rises in hormone levels. Sometimes people can feel moody, angry, frustrated or sad for no particular reason; at other times life can seem exciting; this is normal, although if someone feels bad most of the time, it would be good to talk to a trusted person. For further advice on mood changes see Year 5, lesson 3, Activity 4, Year 5 Puberty Problem Page.

### **The body sweats more and smells differently**

Once young people reach puberty they sweat in a new way, again due to hormonal activity. More sweat is produced by the sweat glands – for example under the armpits and in between the legs – and it smells stronger. If the sweat isn't washed away it turns into body odour. Teenagers need to pay more attention to hygiene – see Year 5, Lesson 3, Activity 2, Kim's Game and Kim's Game Teacher Guide.

### **Body hair/pubic hair/armpit hair**

One of the first signs of puberty is increased body hair. Hair on the arms and legs get darker and hair grows in the armpits and around the genitals (pubic hair). In males pubic hair grows round the base of the penis and on the scrotum and in females hair grows in between the legs and around and above the vulva. There are different ideas about why pubic hair grows, for example to absorb sweat or to protect the private parts. People make different choices about whether to keep or shave body hair. See Year 5, Lesson 3, Activity 2, Kim's Game and Kim's Game Teacher Guide.

### **Spots/Skin/Hair**

Just as hormones affect the sweat glands, they also stimulate oil glands in the skin. The oil – called sebum – is actually protective to the skin but during puberty hormones are often in overdrive and the oil glands become over active. The skin on the face can get greasy and spots can develop because tiny holes next to hair follicles get blocked. The extra oil can also make the hair greasy. Many teenagers get spots, which can vary from small pimples to severe acne. Spots can also appear on the neck, upper back and shoulders and boys can be more affected because the male hormone testosterone tends to make them worse. Spots can be difficult to cope with and they can really affect someone's self esteem, but to start with, it can help to understand why they are happening. For further advice on spots, see Kim's Game Teacher Guide and the Puberty Problem Page Teacher Guide.

# Puberty Changes Teacher Guide page 3

## **Sexual feelings can develop**

Being attracted to other people, “fancying” them, having exciting feelings about someone that go beyond friendship – this can all start during puberty. Feelings become intense and affect the body in different ways. People can be attracted to others of the same sex/gender or a different sex/gender.

## **Masturbation**

Masturbation is when a person touches, strokes or stimulates their own private parts because it feels nice. It’s quite common for people of both genders to explore their own private parts and masturbate during puberty. There have been all sorts of myths about masturbation – such as, it will cause blindness or insanity or, in males, it will use up all the sperm. However there is no evidence for this. Masturbation can provide a way for someone to understand their own body. However, not everyone likes to masturbate and some people would feel uncomfortable doing so.

## **FEMALE CHANGES**

### **Periods Start/Ovulation**

At some point during puberty girls will start having periods (menstruation). This is when they bleed from the vagina for 2 – 7 days, usually once a month. Once a month the female sex hormones trigger the release of an egg from the ovary (ovulation) and the sides of the womb thicken and form a soft, blood filled lining. If the egg is not fertilised by a sperm it will dissolve while the womb lining breaks down and passes out of the vagina as blood. This is a period. The amount of blood varies from person to person and can be light at times and heavy at others. It may take a while for periods to settle into a regular pattern when girls first start having them. Breasts can become tender before and during a period and women often experience cramping pains. Feelings can be influenced by the menstrual cycle, especially when a period is due - this is called premenstrual tension.

There are a wide variety of products that people can use to help manage their period; tampons, pads menstrual cups and other reusables. They are all used to absorb menstrual fluid. Pads are used externally and placed in the underwear. Tampons and cups are internal products and go inside the vagina. Whatever product is used they need to be changed regularly and they all have helpful and important instructions in the packaging. When changing tampons and pads always dispose of the used product in a bin rather than flushing down the toilet. Parents/carers may be able to advise on what menstrual products to try but in the end, it comes down to what works best for the individual. For more detail on periods see Year 5, lessons 2 and 3. There is an animation of the menstrual cycle at [http://kidshealth.org/teen/sexual\\_health/girls/menstruation.html?tracking=T](http://kidshealth.org/teen/sexual_health/girls/menstruation.html?tracking=T) **RelatedArticle**

### **Breast and nipples grow**

During puberty breasts, nipples and the circle of skin around the nipple (areola) grow and develop. Breasts can take up to four years to grow and mature. Both breasts and nipples can feel sensitive and even tender while they are growing and can also tingle and itch. The nipples and areola can darken. Each girl’s breasts start to grow at different times and breasts and nipples really vary in size and shape and texture. Sometimes one breast grows faster than another and although this evens out many women have slightly different sized breasts, just as people can have different size feet, hands etc.

### **Hips get Broader**

It is natural for girls’ bodies to change shape and increase in weight during puberty, despite the media holding up images of slim women and teenagers. Girls’ hips get broader; how broad depends on someone’s natural body shape, everyone is different. Wider hips create more room for giving birth, providing a wider birth canal.

### **A white discharge comes out of the vagina**

During puberty girls may notice a white creamy fluid in their knickers. This is a healthy vaginal discharge which starts before a girl’s first period and often precedes a period. The fluid comes from glands inside the vagina and helps to keep it healthy. Knowing what a healthy discharge looks like helps to spot an unhealthy one.

# Puberty Changes Teacher Guide page 4

## **The voice deepens a little**

Although girls' voices don't change as dramatically as boys, the voice does get gradually deeper – a female adult voice is naturally deeper than that of a female child's voice.

## **Bones become heavier**

While boys' muscles get bigger, girls' bones become denser and heavier.

## **MALE CHANGES**

### **Shoulders and chest grow and develop**

On average, boys start growing later than girls, although they are not necessarily entering puberty later. They may be more likely to have growth spurts towards the end of puberty. One of the final phases of growth for boys is a broadening of the chest and shoulders, although again body size and shape varies from person to person.

### **Muscles get bigger**

While boys are growing, the muscles get bigger, with the muscle fibres getting longer and thicker.

### **The voice deepens and 'breaks'**

In boys, the voice box in the throat grows, making the voice sound deeper and gruffer than before. The 'Adam's apple' – the round bit in the front of the neck – can become more noticeable. Sometimes the voice might veer from high to low, sounding squeaky one minute and deep the next. This can be disconcerting and embarrassing, but like everything else in puberty, the voice settles down with time and can eventually become a whole octave deeper.

### **Facial hair grows**

Males grow hair on their chins, cheeks and around the mouth – facial hair usually appears on the top lip first and then spreads to the rest of the face. The hair is soft to start with but grows thicker and stronger as time goes on. As with all puberty changes, the amount of facial hair varies from person to person and some males will start to grow facial hair earlier than others. It's an individual choice whether to shave or keep facial hair. Women sometimes have a small amount of facial hair, particularly on the upper lip – this is quite normal. For more discussion about facial hair see Year 5, Lesson 3, Activity 2, Kim's game and Kim's Game Teacher Guide.

### **Chest hair grows**

As with facial hair, some men have a lot of chest hair, others have a little. Men can also have hair on their back and stomach area.

### **Sperm and semen start being produced**

During puberty the testicles grow and start to produce sperm, which are tiny – invisible to the human eye. The sperm mixes with fluids to form a milky liquid called semen. Semen contains a sugary substance which helps the sperm to move faster. The male body can produce millions of sperm every day. Semen comes out of the body in an ejaculation. This is when a male has an erection and after a time the muscles at the base of the penis contract and push the semen out of the penis quite fast. An average ejaculation produces about a teaspoonful of semen and this can contain millions of sperm. Semen and urine cannot come out of the penis at the same time.

### **Erections happen**

An erection (sometimes called a 'boner' or 'hard on') is when the penis goes stiff and hard and sticks out from the body (instead of being soft and hanging down). Physically, this happens because blood rushes into the tissue in the penis and the muscles around the penis tighten to hold it in. The penis can go hard and soft from quite an early age. During puberty, however, erections can happen a lot, sometimes because of growing sexual feelings or sometimes at random and at quite inconvenient and embarrassing times. This is normal and should settle down with time. It's very common to wake up with an erection.

# Puberty Changes Teacher Guide page 5

## **Wet dreams may start**

During puberty, boys may get an erection and ejaculate some semen during their sleep – this is called a ‘wet dream’. A wet dream may be caused by an exciting dream or may not be connected to a dream at all. Boys may have a few wet dreams, a lot or none at all – all of these are normal. It’s not possible to stop wet dreams happening – they happen unconsciously during sleep. (Adult men sometimes have wet dreams). There are different theories about why wet dreams happen but they definitely start during puberty when sperm production begins and are linked to increased hormonal activity. Another way that semen can come out of the penis is through masturbation. Boys may touch or rub their penis, get an erection and ejaculate.

See also Year 5, Lesson 3, Activity 3, Puberty Problem Page and Puberty Problem Page Teacher Guide.

## **Testicles ‘drop’**

Boys’ testicles do not strictly ‘drop’ during puberty. Before a boy is born the testicles are inside the body and shortly before birth they descend into his scrotum. What is noticeable during puberty is the penis, testicles and scrotum get bigger, as this happens the testicles get heavier and hang lower, becoming more obvious than they were before. That is why people say that a boy’s ‘balls drop’ but they have already dropped into the scrotum long before puberty. The testicles hang outside the body to keep the sperm cooler than normal body temperature. (Heat can damage the sperm). This is why the testicles shrivel and cling to the body in cold temperatures and hang lower when it’s hot. Often one testicle hangs a bit lower than the other – again this protects the sperm by stopping the testicles from bumping into each other. For more information on puberty see:

<https://kidshealth.org/en/teens/puberty.html?WT.ac=ctg#catchanging-body>

# Puberty Card Sort

1. Between the ages of 8 and 16 the human body changes a lot both inside and out. This is called puberty.

**8 - 16**

2. Chemicals called hormones make the changes happen. We all change at different times and in different ways because we are all unique.



3. People get more hair on their bodies including facial hair, armpit hair and hair around the private parts.



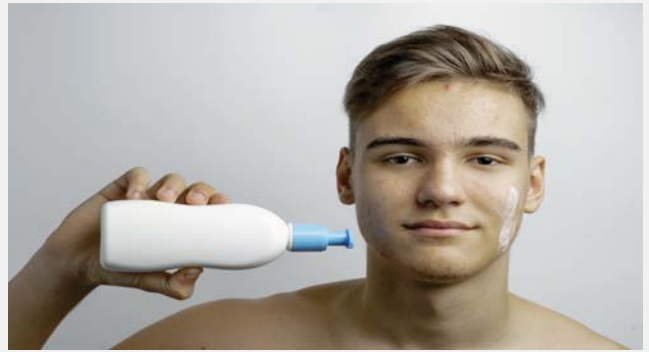
4. Armpits start to smell, and people might choose to use a deodorant.





# Puberty Card Sort

5. The skin becomes oilier and teenagers may get spots.



6. Teenagers' moods can go up and down. They can get strong feelings for others and may get a boyfriend or girlfriend.



7. Females develop breasts. They start to have their period, a tiny egg is released each month and there is a small amount of bleeding.



8. Males might have a wet dream. When they wake up they might have a sticky patch on their pyjamas. It is a sign that they have started to produce sperm.



# Reproduction Questions

1. Why do our bodies change during puberty?

2. What is an egg?

3. What is menstruation?

4. What happens during a girl's monthly period?

5. What is sperm?

6. Where are sperm made?

7. How are babies made?

8. How does sperm get out of a man's body?

9. What is a wet dream?

10. How many sperm does it take to make a baby?



# Reproduction Answer Cards

Our bodies change during puberty so that when we become adults we are able to make babies.

An egg comes from the woman; it is needed to make a baby.

Menstruation is the word for a girl's monthly period.

A small amount of bleeding occurs as the egg and the lining of the womb pass out through the vagina.

Sperm comes from the male; it is needed to make a baby. Each sperm is so tiny you would need a microscope to see that they are shaped like tadpoles.

Sperm are made in the testicles.

Babies are made when one sperm joins with one egg in the woman's body.

Sperm leaves the man's body through his penis.

This is when sperm leaves the boy's penis while he is asleep.

It only takes one sperm to make a baby, although an ejaculation produces about one teaspoonful of semen containing around 300 million sperm.

# Lesson 2 Communication in Relationships

## Learning Intention

Exploring the importance of communication and respect in relationships

## Learning Outcomes

Explain some differences between a healthy and unhealthy relationship

Know that communication and permission seeking are important in relationships

## Resources

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

[Communication and Touch cards](#)

[Pupil Questions template](#)

## Activities

### 1. Group Agreement and Re-cap

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

### 2. Communication in Relationships

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

### 3. What's important in a friendship?

Write the word 'Friendship' on the board. In pairs, ask the class to write three qualities of a good friend on three separate sticky notes; give a couple of examples e.g. trust, sense of humour, kindness. Ask one child from each pair to stick their three ideas on the whiteboard. Establish that good communication skills can be really important in a positive relationship, to find out what people like and don't like and to let people know what we want to do or don't want to do. Friends don't always want to do or like the same things and that's okay. Identify which of their suggestions are linked to communication?

### 4. What makes a healthy relationship?

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

Show the video 'What makes a healthy relationship?' on amaze.org

<https://amaze.org/video/healthy-relationships-makes-relationship-healthy/>

The film discusses three key elements of healthy relationships; respect, being equal and communication. Ask if the class can remember some of the signs of an unhealthy relationship: *pressuring someone to do things they don't want to do, one person controlling or making all the decisions, bullying, teasing all of the time or not talking.*

### 5. Communication and touch

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

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

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

How can people communicate well with body language?

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

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

### 6. Pupil Questions

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

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

### 7. Closing Round/Review

If we are ever in a friendship or relationship with someone who doesn't respect our physical boundaries or touches us in a way that doesn't feel right or makes us feel uncomfortable, it is not our fault. Ask the group for one or two examples of what might be considered inappropriate behaviour. Remind the group that it is okay to tell them to stop or to speak to a trusted adult. List some of the people that could help by doing a go round with the following sentence stem: One person a child could go to if they needed help is...

# Communication and Touch Cards

1. Kel is 14 years old and has been going out with Shay for two weeks. Kel wants to kiss Shay but is too embarrassed to ask. Kel decides to just kiss Shay anyway. Shay doesn't really want to kiss Kell but is too embarrassed to say anything.

2. Sayeed and Mark have been best mates for ages and Sayeed often gives Mark a big hug each morning when they meet at school. They have never spoken about it but it just happens. Mark doesn't really like being hugged but he goes along with it because he doesn't want to lose the friendship.

3. Jay always gets told to kiss his grandma when she comes over. He really doesn't want to but feels like he has to and feels like he can't say anything.

4. Christy and Sam have been married for three years they both often like to have a cuddle after work when they get home. They can often tell without asking the other person if they want a hug just by looking at their body language.

5. Hai really loves giving her friends a hug but always checks in with them to see if they want a hug too. If they say "no thanks", that's fine.

6. Jax and Roo are both 18 and have been dating for a year. Right from the beginning of their relationship they had conversations about what kind of touch they did or didn't like.

# Communication and Touch Cards 2

Good communication

Some communication

Poor communication

## Your Questions



After the lesson I wanted to know...

A large, empty rounded rectangular box for writing questions.

## Your Questions



After the lesson I wanted to know...

A large, empty rounded rectangular box for writing questions.

# Lesson 3 Families, Conception & Pregnancy

## Learning Intention

To consider different ways people might start a family

## Learning Outcomes

Describe the decisions that have to be made before having children  
Know some basic facts about conception and pregnancy

## Resources

[Couple pictures](#)

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

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

Pupil Questions from previous lesson - typed

## Activities

### 1. Group Agreement and re-cap

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

### 2. Learning Outcome

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

### 3. Relationship Timeline

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

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

### 4. What is Sex? Optional film

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

### 5. How Does a Baby Start? Sequencing Activity

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



give out the [How does a baby start? cards](#); one set per group. Ask the groups to sequence the cards in the correct order to show they have understood the conception process. As a whole group discuss and sequence the pictures using the [How does a baby start? whiteboard summary](#). Ensure pupils understand the words on each slide and check their understanding with the following questions:

- What does 'touching each other in sexual ways' mean? Only an adult couple in a relationship should touch each other's private parts in this way.
- Why do you think sexual intercourse 'should feel nice'? Ensure pupils understand the meaning of the word 'consent'. An adult couple should agree/consent to have sexual intercourse and it should not be painful for either of them.
- Where does the sperm meet the egg?
- What is the scientific word for when the sperm gets into the egg?
- What happens to the fertilized egg as it travels down towards the womb?
- For how long does the baby usually grow in the womb?

Ask the class if sexual intercourse is the only way to become pregnant or to have a family. Discuss other options, such as IVF, sperm donors, fostering and adoption.

### 6. Pupil Questions

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

### 7. Closing Round/Review

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

## Additional Activities

### Pregnancy Go-round

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

### Conception and Pregnancy Quiz

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

### Conception and Pregnancy Statements

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

### Amaze Video – Pregnancy and reproduction explained

This film shows various ways to start a family and could be shown after the sequencing activity. Always check links and videos before sharing with your class. [https://www.youtube.com/watch?time\\_continue=147&v=OejdOS4lqeE](https://www.youtube.com/watch?time_continue=147&v=OejdOS4lqeE)



































1.



When an adult couple are in a relationship they may make love. This is when they take pleasure in touching each other in sexual ways.

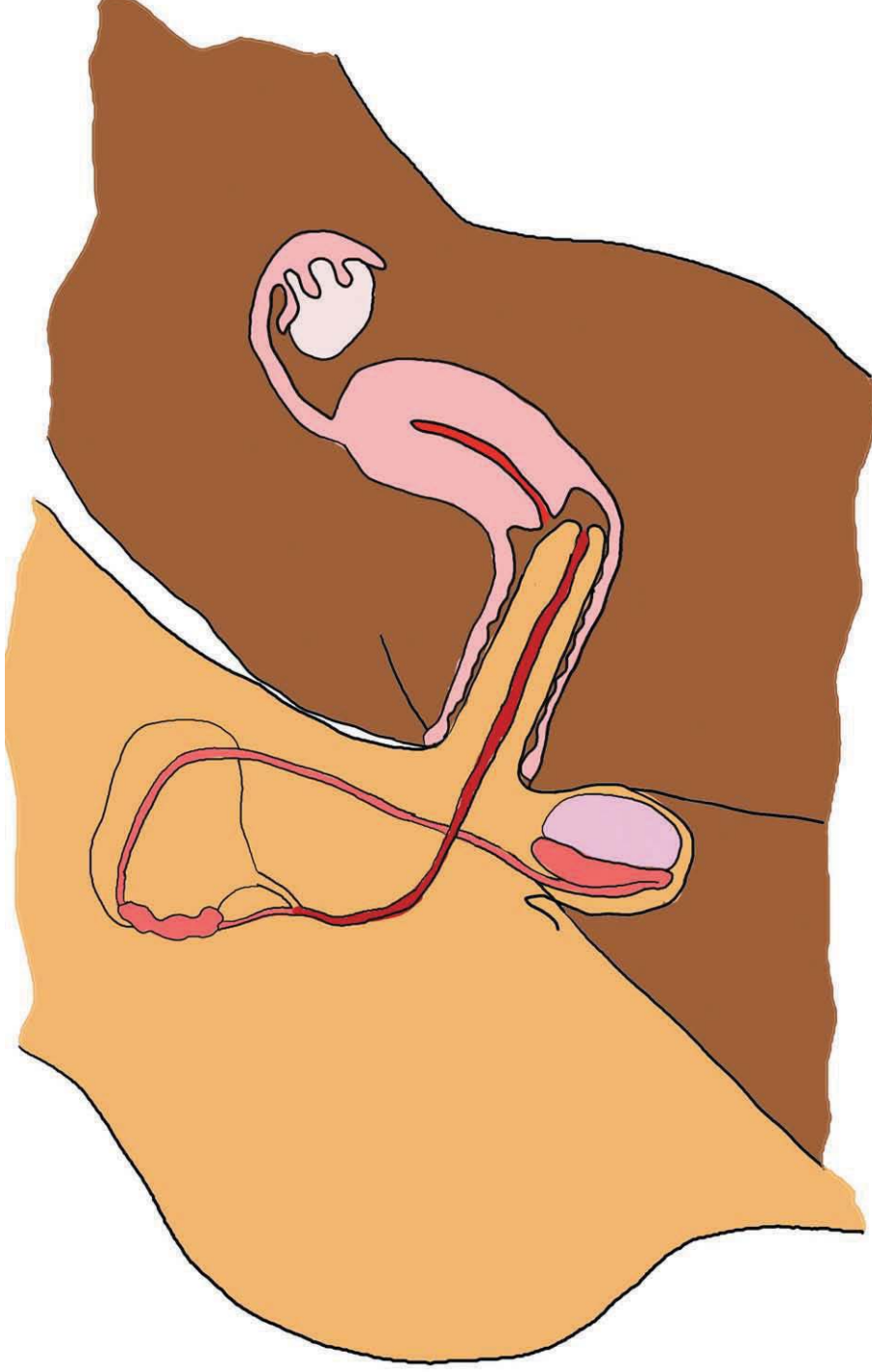
2.



Sometimes when a  
man and a woman  
are making love the  
man's penis gets  
stiff and the  
woman's vagina  
gets slippery.



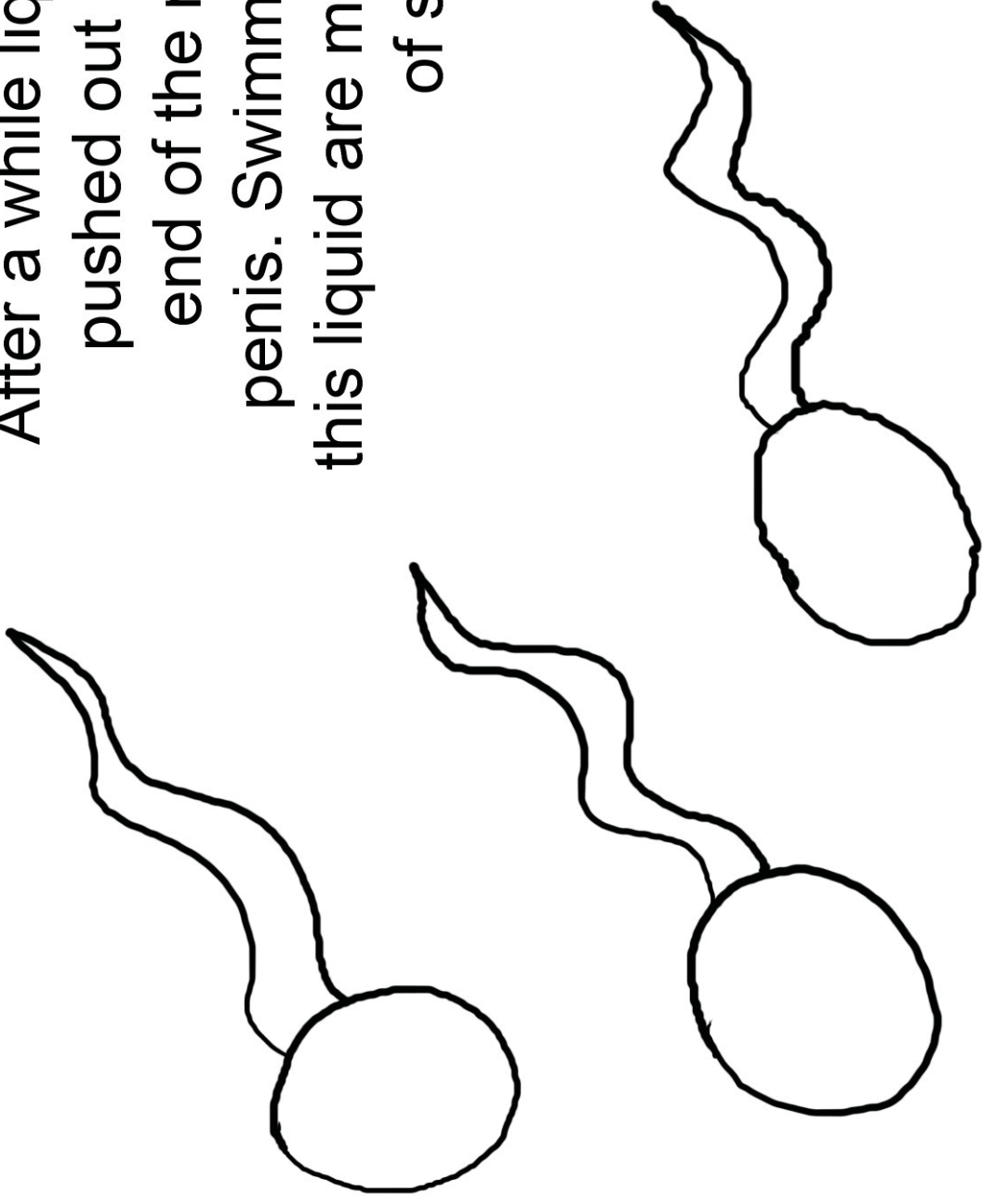
3.



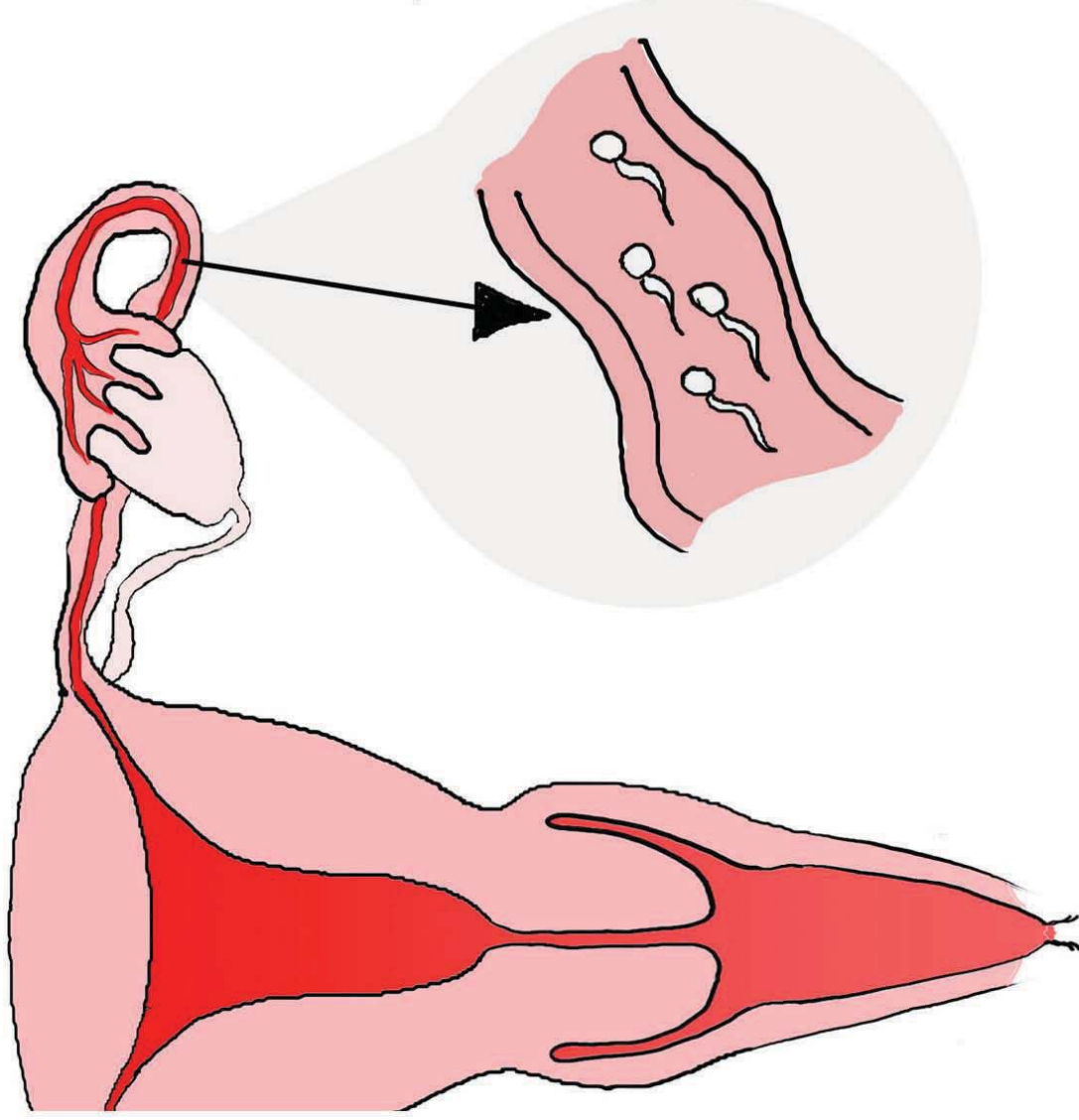
Now the woman's vagina can take the man's penis inside it. This is called sexual intercourse. It should feel nice.

4.

After a while liquid is pushed out of the end of the man's penis. Swimming in this liquid are millions of sperm.



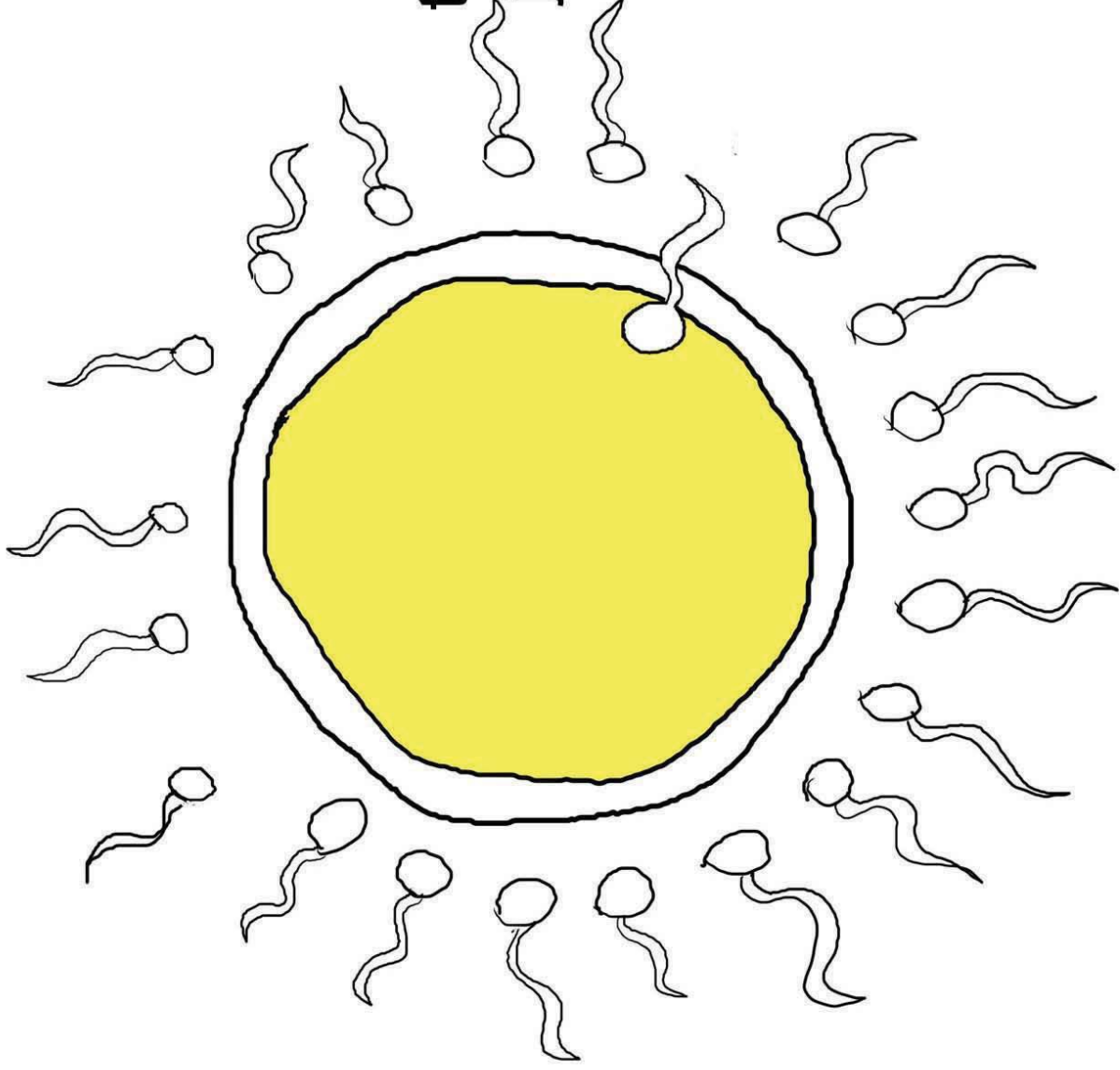
5.



The sperm  
swim into the  
woman's womb  
and then into  
the fallopian  
tubes.

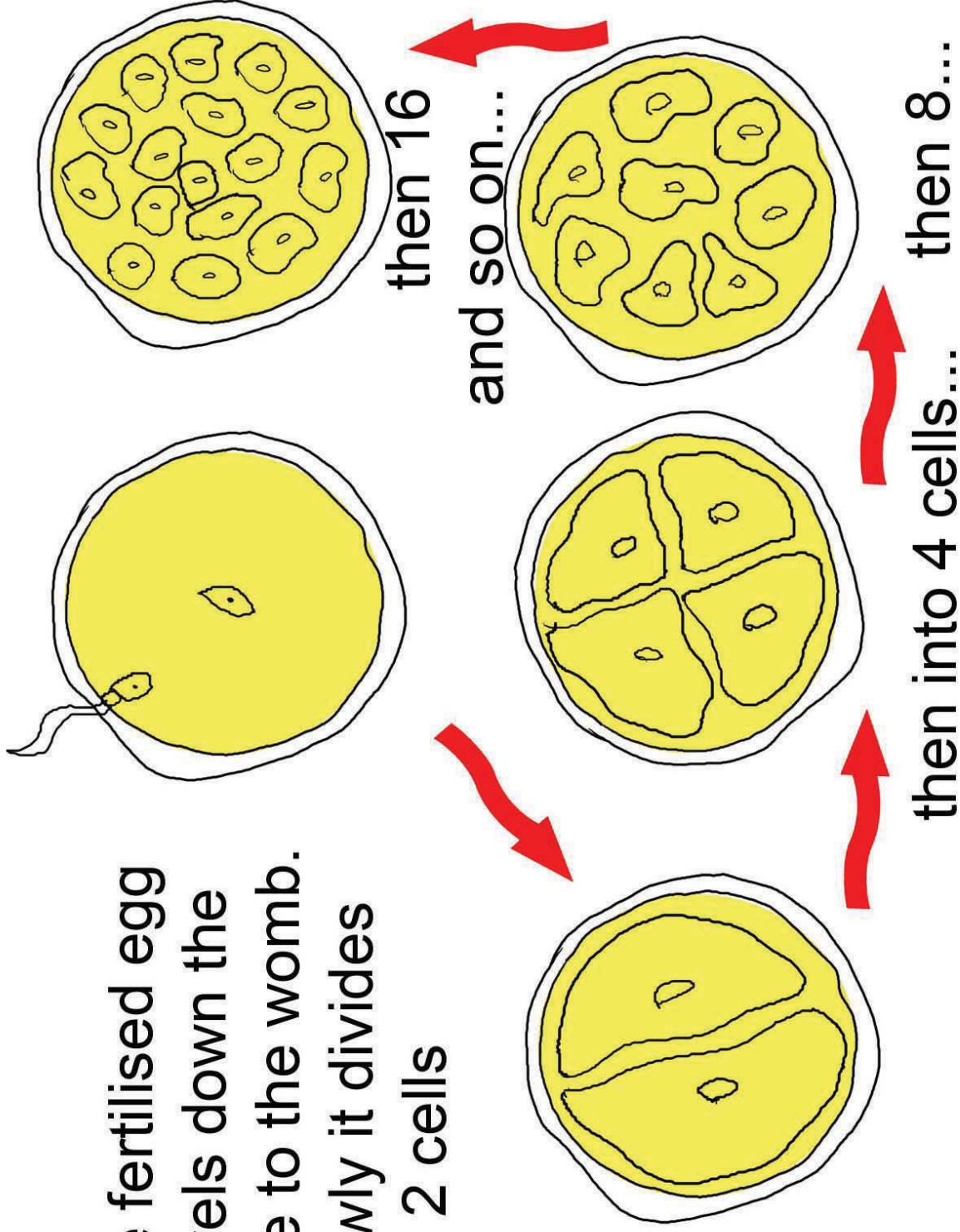
6.

If there is an egg in one of the tubes it may join up with one of the sperm. The egg is now fertilised.



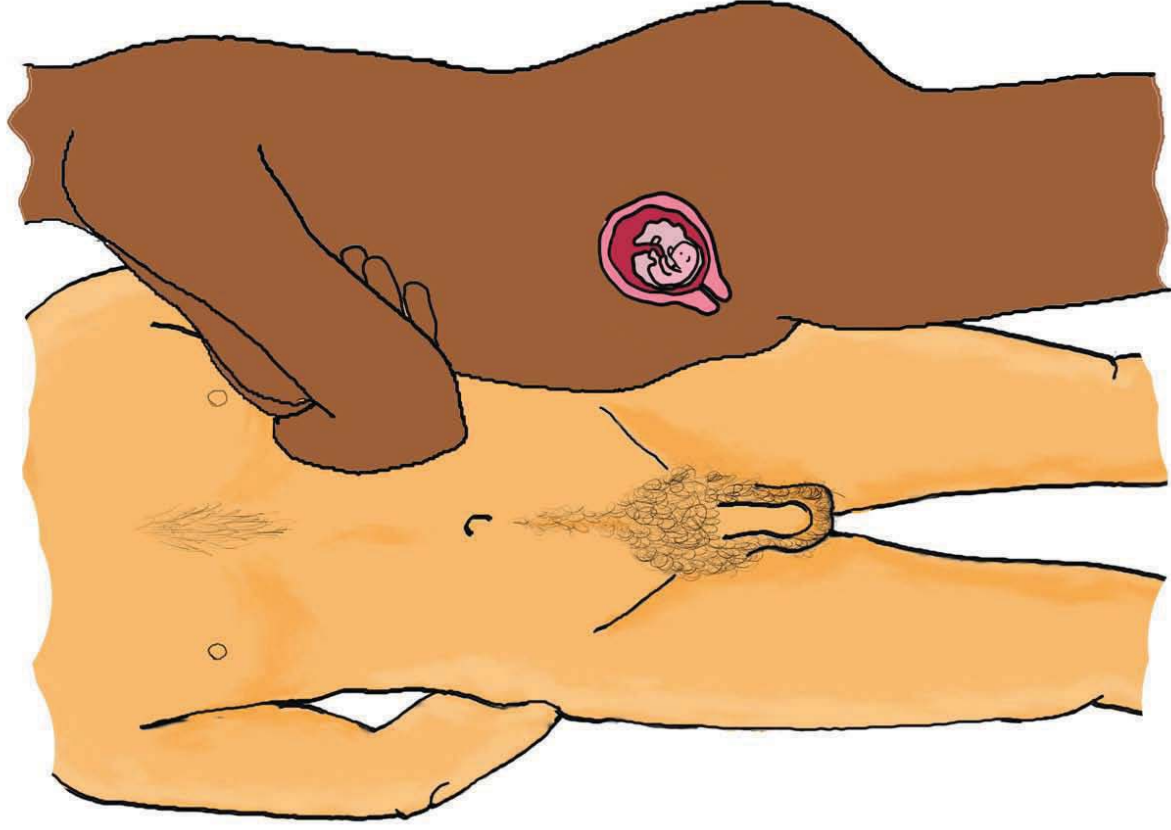
7.

The fertilised egg  
travels down the  
tube to the womb.  
Slowly it divides  
into 2 cells





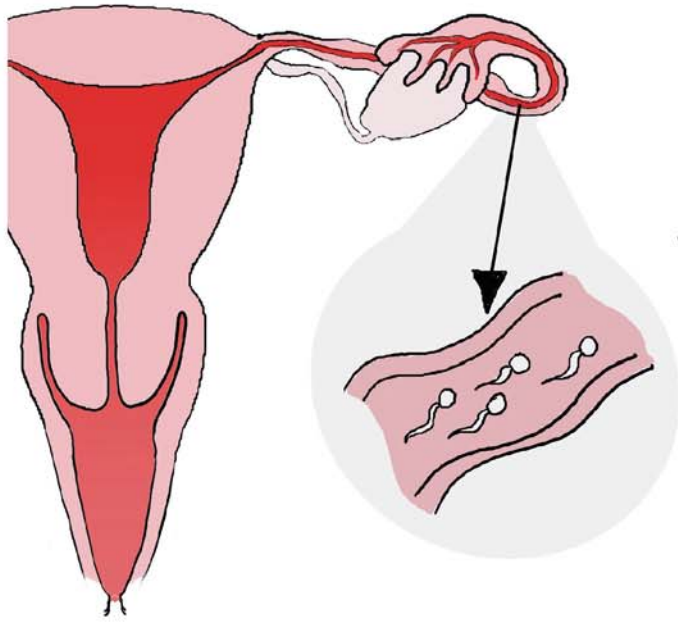
8.



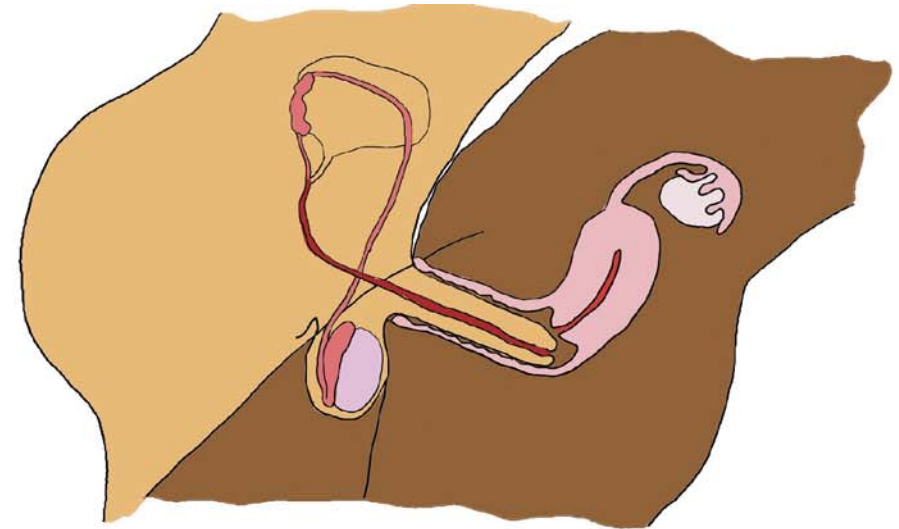
When the cells reach the womb they must attach themselves to the side so that they can continue to grow.

It usually takes about nine months for these cells to become a fully grown baby that is ready to be born.

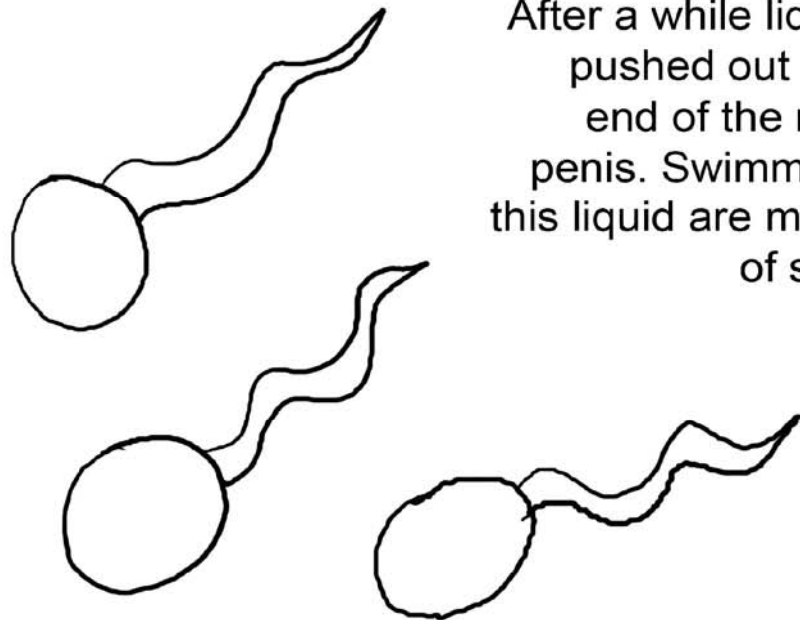
This is called pregnancy.



The sperm swim into the woman's womb and then into the fallopian tubes.



Now the woman's vagina can take the man's penis inside it. This is called sexual intercourse. It should feel nice.



After a while liquid is pushed out of the end of the man's penis. Swimming in this liquid are millions of sperm

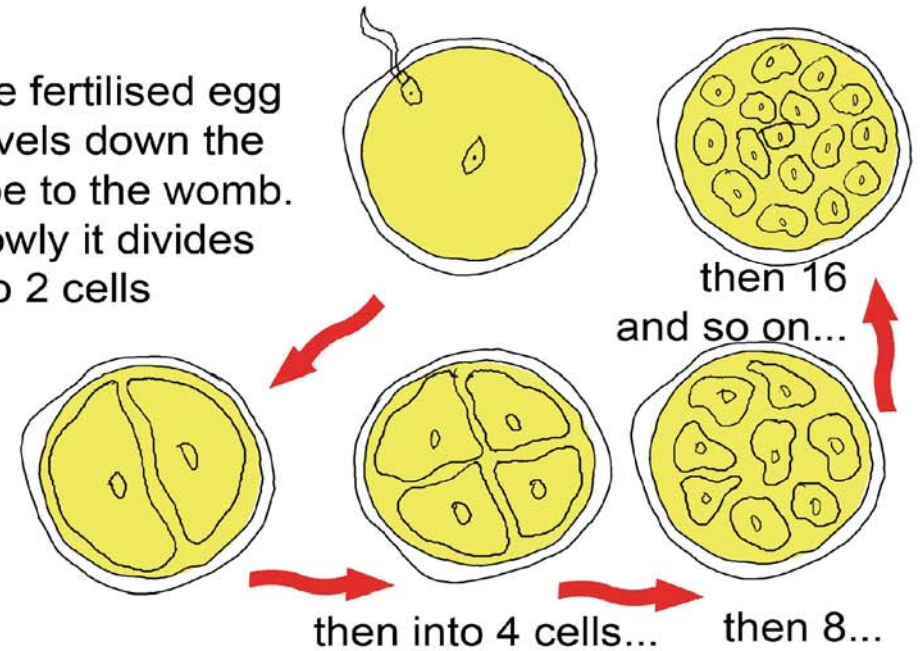


Sometimes when a man and a woman are making love the man's penis gets stiff and the woman's vagina gets slippery.



When an adult couple are in a relationship they may make love. This is when they take pleasure in touching each other in sexual ways.

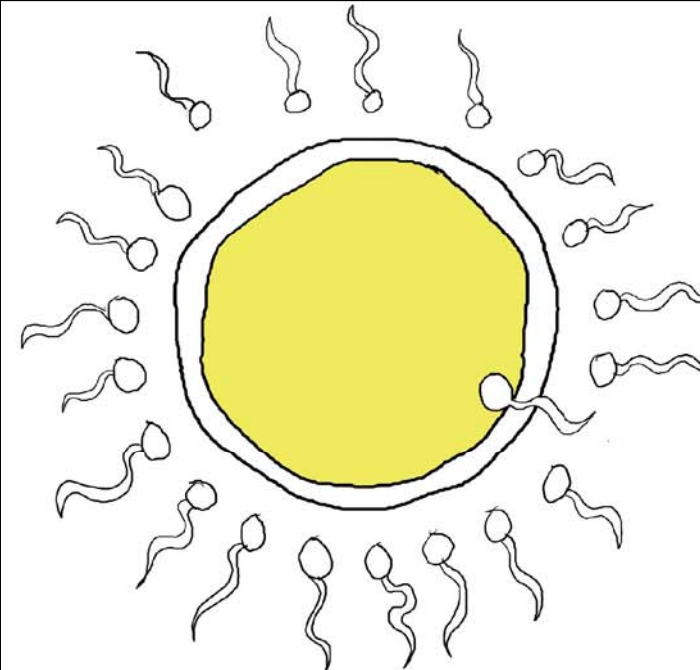
The fertilised egg travels down the tube to the womb. Slowly it divides into 2 cells



When the cells reach the womb they must attach themselves to the side so that they can continue to grow.

It usually takes nine months for these cells to become a fully grown baby that is ready to be born.

This is called pregnancy.



If there is an egg in one of the tubes it may join up with one of the sperm. The egg is now fertilised.



## Lesson 4

## On-line Relationships

**Learning Intention**

To explore positive and negative ways of communicating in a relationship

**Learning Outcomes**

To have considered when it is appropriate to share personal/private information in a relationship

To know how and where to get support if an online relationship goes wrong

**Resources**

[Relationship Question cards](#)

[Communication Scenario cards](#)

[Communication Scenarios answers](#)

[Communication Scenarios whiteboard summary](#)

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

## Activities

**1. Ground Rules and re-cap**

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

**2. Introduction**

Refer to the learning outcomes on the whiteboard and discuss what the term personal/ private information means. Give a couple of examples and invite pupils to suggest other ideas. Write these on the board as a list. Ensure the following are included: real name and surname, age, date of birth, home address, school address, email address, phone numbers, photos of you with friends/family, passwords (e.g. for social media sites).

**3. Defining Relationships**

Ask the class what words we use when someone is having a relationship with someone else, for example we might say two people are 'going out together'. In pairs, give one of the [Relationship Question cards](#) to each pair and ask them to briefly discuss the question on their card. As a whole class, discuss responses to the questions. Refer to the list on the board from Activity 2 and ask pupils at what point in a relationship would they share this information with the other person. Establish that it would not be appropriate to share any private information with someone you met online and ensure pupils understand why this would be risky.

**4. Communication Scenarios**

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

In groups, give a set of [Communication Scenario cards](#) to each group and ask pupils to take turns to read out a card. The whole group should then try to reach a consensus on whether the statement is true, false or they don't know, and place the card in the appropriate pile. As a whole class, go through the statements, checking answers and using the [Communication Scenarios whiteboard summary](#) to display the answers. Use key points from the [Communication Scenarios answers](#) to ensure pupils understand how to manage each situation.



## Lesson 4 - continued

Page 2

**5. Advice for Keeping Safe**

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

- Remember people do not always tell the truth online.
- Don't reply to a nasty text, email or message.
- Save or print the message so that you have a record of it.
- Block the number or user from your phone or site.
- Tell your parent, carer or a trusted adult.

**6. Closing Round/Review**

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

## Additional Activities

**Film Clip**

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

**Online Activities**

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

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

# Relationship Question Cards

What do we mean when we say someone is *'going out'* with someone else?

What is the difference between having a *'boyfriend'* and a *'friend who is a boy'*?

What do we mean when we say someone has a partner?

What do we mean when we say someone has an online relationship with someone else?

What do we mean when we say someone is in a long term relationship with someone else?

What is the difference between having a *'girlfriend'* and a *'friend who is a girl'*?

# Communication Scenario Cards

1. On Sam's twelfth birthday his mum texts him a happy birthday message with a picture of Sam in the bath aged two. His mum shouldn't have done this because he isn't wearing any clothes in the photo and now everyone will be able to see it.

2. Sophie has an online friend who lives in Germany and has sent her some pictures of her house and her pets; she asks Sophie to send her some photos of what her house looks like. It is OK for Sophie to do this because her online friend lives in a different country.

3. Maria fell out with her best friend a few weeks ago. Recently she's started getting horrible texts from an unknown number. She knows that the best thing to do is send a reply telling them to leave her alone and then block the number and tell her parents.

4. Ayman's friend has told him that this girl at school really fancies him. Ayman is too shy to speak to her. His friend says it would be safe for Ayman to send her his mobile number in a private message on Facebook.

5. Leroy's older brother lets him use his games console when he's out. He said it is safe for Leroy to use it on his own because all his 16-rated games are password protected.

6. While Jade is away on summer holiday her boyfriend asks her to send him a picture of her on the beach. She is uncomfortable with doing this because once you send a picture from your phone, there is no way of getting it back or deleting it.

7. Amy has sent her best friend Denise a really funny picture of a boy at school, which he sent her as a private message. Denise tells Amy she shouldn't have shared it with her because it's wrong to share private messages or pictures, even with your best friend.

8. One of Ali's Instant Messenger buddies has asked him to meet up with him in the local park. Ali replies to say he can't go without an adult's permission. Ali should give his mum's phone number so the buddy can call her and check it's OK.

# Communication Scenario Answers

1. On Sam's twelfth birthday his mum texts him a happy birthday message with a picture of Sam in the bath aged two. His mum shouldn't have done this because he isn't wearing any clothes in the photo and now everyone will be able to see it.

FALSE: No one else will see the picture if his mum has sent it to him as a private message and he doesn't share it with anyone. He might still want to speak to his mum and ask her not to send this kind of photo by phone.

2. Sophie has an online friend who lives in Germany and has sent her some pictures of her house and her pets; she asks Sophie to send her some photos of what her house looks like. It is OK for Sophie to do this because her online friend lives in a different country.

FALSE: If Sophie has not met this friend in person she cannot be sure whether they are who they say they are. Sophie cannot be certain of any of the things this person has told her: name, age, gender, where she lives, how many pets she has etc.

3. Maria fell out with her best friend a few weeks ago. Recently she's started getting horrible texts from an unknown number. She knows that the best thing to do is send a reply telling them to leave her alone and then block the number and tell her parents.

TRUE: The person sending the texts will be hoping for a response from Maria so it is best to ignore them and they will be more likely to give up. Maria could also save the texts being sent to her so she has some evidence if her parents want to investigate the matter further. Using the phone to bully someone in this way is called cyberbullying.

4. Ayman's friend has told him that this girl at school really fancies him. Ayman is too shy to speak to her. His friend says it would be safe for Ayman to send her his mobile number in a private message on Facebook.

TRUE: Ayman and his friend both know this girl and she is at their school. Using the private message facility, he is indicating that the information is not for sharing publicly. There is no bigger risk with this than Ayman giving her his phone number in person.

5. Leroy's older brother lets him use his games console when he's out. He said it is safe for Leroy to use it on his own because all his 16-rated games are password protected.

FALSE: Leroy has only partially addressed the risk. All games consoles have parental controls, which make it possible to restrict access to inappropriate sites, but these need to be set up carefully to ensure children aren't able to set up another account themselves with a false age.

6. While Jade is away on summer holiday her boyfriend asks her to send him a picture of her on the beach. She is uncomfortable with doing this because once you send a picture from your phone, there is no way of getting it back or deleting it.

TRUE: As soon as a person presses the send button on their phone, they are no longer in control of that picture. The person who receives it might send it on to their friend, who might send it on to someone else.

7. Amy has sent her best friend Denise a really funny picture of a boy at school, which he sent her as a private message. Denise tells Amy she shouldn't have shared it with her because it's wrong to share private messages or pictures, even with your best friend.

TRUE: A private message means just that: private ie not for sharing. Friends should be able to trust one another.

8. One of Ali's Instant Messenger buddies has asked him to meet up with him in the local park. Ali replies to say he can't go without an adult's permission. Ali should give his mum's phone number so the buddy can call her and check it's OK.

FALSE: Although Ali is correct to say he shouldn't go and meet someone he's met online without checking with an adult, his mum's phone number is also private information and he shouldn't share this with someone he doesn't know properly in person. He could also be putting his mum at risk from this person.