



Healthy relationships

Remember: these lessons include statutory relationships and health education and sex education. Teaching of this should be in line with your school's relationships and sex education policy. The **highlighted learning intentions** are sex education: parents and carers can choose to withdraw their children from these elements of the curriculum.

Year 6 - Relationships and health education Healthy relationships

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p>LESSON ONE Pupils learn about the changes that occur during puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify the physical, emotional and behavioural changes that occur during puberty for both males and females understand that puberty is individual and can occur any time between 8-17 understand that body changes at puberty are a preparation for sexual maturity 	<p>Pre-topic assessment activity:</p> <ul style="list-style-type: none"> Pupils add ideas to a Venn diagram explaining what is important in friendships, intimate relationships (marriage / partner / boy or girlfriend) and both Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Explain that we will start this topic by revising some of the work done in Year 4/5 about changes. Pupils discuss a series of questions: <i>What do we call it when bodies are changing from a child's to a young adult's? (Puberty) At what age does puberty happen? (Any time from 8–17). Why do we need puberty? (So our bodies can change and we can become mature and make choices about relationships and having children in the future). Summarise - puberty is when bodies change from children to young adults, capable of reproduction (having children), which is called 'sexual maturity'.</i> Pupils record the many changes that happen during puberty (include physical, emotional, behavioural and social changes) – one idea per post-it note. <i>Whole class, pairs</i> Introductory activity: Display a Venn diagram on the board, labelled male, female, both. Ensure class understand all of the words. Pupils stick their post-its naming changes during puberty to the correct section of the Venn diagram. Discuss, drawing out the number of changes that happen to both and girls, being inclusive about relationships by using words like 'partner' rather than 'girlfriend' or 'boyfriend'. Ask pupils what they notice, looking at the Venn diagram. Draw out the number of things males and females have in common and the broad changes that happen during puberty. <i>Whole class</i> Main activity: Pupils watch a film and discuss the thoughts and worries someone might have during puberty and where they might seek advice. The class is given a dilemma / problem / worry (teacher chooses from resources or creates one with the class) that could be posed online. Discuss what good advice looks like and display main points, draw out that <i>good advice is respectful and polite, objective, honest, realistic, constructive, takes different options / points of view into account.</i> Pairs then write a brief / three sentence reply and post it in an envelope. Teacher collects envelopes and pupils read replies in a circle. Draw out influences including faith, culture and family values. <i>Whole class, pairs, whole class</i> Alternative activity: In pairs, pupils browse a website for young people on relationships (teacher selects). Create a class letter or problem to post. <i>Pairs, whole class</i> Closing activity: Discuss where young people can go for advice or information on and offline, draw out how to stay safe online and reasons why the internet may also be useful in the context of relationships. <i>Whole class</i> 	<p>A glossary for teachers with simple explanations</p> <p>Pre-topic assessment activity</p> <ul style="list-style-type: none"> Healthy relationships assessment sheet <p>Main activity</p> <p><i>Choose the most appropriate clips, in line with age and stage of pupils and school policy:</i></p> <ul style="list-style-type: none"> www.amaze.org (puberty tab) has a range of clips: <ul style="list-style-type: none"> General summary of puberty Top signs boys are in puberty Top signs girls are in puberty Taking care of your body during puberty <p>Physical</p> <ul style="list-style-type: none"> Biological female anatomy Biological male anatomy <p>Emotional</p> <ul style="list-style-type: none"> Teen Angst Sad and happy Puberty: feeling depressed, happy and other emotions <ul style="list-style-type: none"> The Big Talk – Puberty – what's happening to my body? (children pose questions to adults) www.bbc.co.uk/teach/class-clips-video/see-ks2-puberty-whats-happening-to-my-body/znhdvk7 Dilemma cards Puberty thoughts and worries sheet <p>Alternative activity</p> <ul style="list-style-type: none"> Site where pupils can post anonymous letters: www.childline.org.uk/get-support/task-sam/task-sam-a-question/

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<p>LESSON TWO</p> <p>Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>Pupils</p> <ul style="list-style-type: none"> understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture can recognise and challenge gender stereotypes understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour 	<ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. This lesson is about becoming men and women. Hook activity: Explain that in this lesson we will look more closely at what affects our attitudes to gender and sexuality. We will discuss stereotypes, equality and discrimination. Ask pairs to define the words gender, sexuality, stereotypes, equality and discrimination. Discuss and agree on class definitions. <i>Pairs, whole class</i> Introductory activity: Groups are given the gender 'male' or 'female' and asked to look through the newspapers / magazines provided, to find images or headlines about males, boys and men or females, girls and women and stick round a body outline. They discuss what they notice about the pictures and what they tell us about how people, girls and boys should look and behave. Discuss and draw out how people might feel or behave and whether the images are positive or negative. <i>Groups, whole class</i> Main activity: Explain we are going to look at a circle of influence and the wider structures that influence us and can define gender roles. Teacher draws a circle with an image or the words girl, boy on the board, then a second circle around the existing one. Ask, <i>What influences how we think men and boys, girls and women should and should not behave, be, look, etc?</i> Record in the second circle (e.g. media – TV, magazines, religion, school). In small groups, pupils place 'agree' and 'disagree' labels at either end of their table (the centre represents the middle ground). They read each gender statement, discuss and place each statement on the continuum. Pupils also add their own statements. As a class, discuss each statement, drawing out opinions, challenging stereotypes and encouraging respect. Ask, <i>What do you like about being a girl or a boy? What are you looking forward to about getting older? What kind of a man or woman do you want to be? What are the challenges?</i> <i>Whole class, small groups, whole class.</i> Closing activity: Round - pupils take it in turns to complete the sentence starters, 'The media can affect attitudes by _____' and 'During the lesson I learned _____'. <i>Whole class</i> 	<p>A glossary for teachers with simple explanations</p> <p>Introductory activity</p> <ul style="list-style-type: none"> Let's do it! picture sheet <p>Main activity</p> <ul style="list-style-type: none"> Agree and disagree signs Gender statements

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<p>LESSON THREE</p> <p>Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify positive qualities and expectations from a variety of relationships can explain the similarities and differences between friendships and intimate relationships can describe that there are different types of intimate relationships, including marriage understand that sex or making love may be one part of an intimate relationship between adults 	<ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Brainstorm different types of relationship. Circle the ones that are 'intimate' (eg going out, adult partners, marriage, loving). <i>Whole class</i> Introductory activity: Explain to pupils that today we are going to focus on friendships before looking at intimate relationships. Ask pairs of pupils to record on a post-it note a quality that makes a good friend. Pupils then meet with another pair, think of other ideas and record these on a post-it note, until they have at least nine examples. Share examples as a class. <i>Pairs, whole class</i> Main activity: Teacher draws a diamond with nine sections on the board as an example of how to prioritise ideas. Groups of pupils use the nine qualities they collected during the introductory activity and rank them, showing the qualities needed for a friendship on a diamond shape (from most to least important). Explain that pupils can agree to eliminate some qualities and add new qualities if they wish (as long as they have nine). Pupils then repeat this process for an intimate relationship. Discuss similarities and differences and draw out that romantic love and a sexual relationship can be important qualities in intimate relationships. Discuss the different types of intimate relationships including marriage and the law relating to this. <i>There are different types of intimate relationship including marriage. Marriage is when two people commit to each other in law and is intended to be a lifelong relationship. In the UK, both opposite-sex and same-sex couples can get married and there are civil and religious marriages. The minimum age someone can be legally married in England is sixteen. Anyone under eighteen wanting to be married needs the consent of their parents or guardians.</i> Ask, <i>What age do you have to be to have these qualities in relationships? When is a good time to have relationships?</i> <i>Groups, whole class</i> Closing activity: Pupils complete a worksheet using words, sentences or drawings in response to the statement: Love is _____. <i>Individual</i> 	<p>A glossary for teachers with simple explanations</p> <p>Closing activity</p> <ul style="list-style-type: none"> What Is love? worksheet

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<p>LESSON FOUR Pupils learn about human reproduction in the context of the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> understand that closeness in a relationship can be expressed in a variety of ways between consenting adults know that sexual intercourse may be one part of a sexual relationship can describe how babies are made and explain how sexual intercourse is related to conception can name the male and female sex cells and reproductive organs 	<ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Explain that last lesson we talked about different types of relationships and their qualities, today we are focusing on intimate relationships, which can become sexual relationships. There are things that people in loving relationships might choose to do together. Pupils look at the Relationships cards that show what might happen in a relationship as people get closer (more intimate) and the relationship becomes more than a friendship. Ask pupils to draw a timeline (teacher models) and place the cards on it to show how two people in a relationship might get closer and more intimate. They might add ideas onto blank cards. Discuss that the order may be different for different people and that it is important each person is listened to and gives their consent (saying yes) at each stage of a relationship (e.g. touching). Explain that some actions happen in all or most relationships and it's not the action but the intensity of it or our feelings that change (cuddles / hugs and holding hands, for example). <i>Whole class, pairs</i> Introductory activity: Intimate relationships can lead to sex and sexual intercourse. We are going to name the sexual body parts and discuss sexual intercourse, which is one part of a sexual relationship. We are going to learn about reproduction and sexual intercourse between a man and a woman, to help us understand how a baby is made. It is important for us to learn and use the correct, scientific names for parts of the body, so that if we are talking to anyone else (eg a doctor), we are able to explain ourselves clearly and they are able to understand what we mean. Signs are pinned in each corner of the classroom: male, female, both, unsure. Pupils are given labels of body parts (names / pictures) one by one. Pupils decide whether males, females or both have that body part, and move to the corresponding label. Teacher displays diagrams of the reproductive organs of males and females and identifies any the pupils found difficult. Explain we are going to watch a clip to see further, what these parts of the body do. <i>Whole class</i> Main activity: Explain that we are going to see a film clip, explaining sexual intercourse and how babies are made. Pupils watch and then discuss as a class. Draw out that it is important that there is consent and both people agree and want this intimate physical contact. Use paired talk to share one thing they remember or learned about how a baby is made. Discuss and draw out how sexual intercourse is just one part of sex (explain that sex is one way that two willing adults show they care about each other using intimate touching). <i>Whole class, pairs, whole class</i> Closing activity: Closing round - pupils complete the sentence 'One thing that is important in an intimate or sexual relationship is _____'. <i>Whole class</i> 	<p>A glossary for teachers with simple explanations</p> <p>Hook activity</p> <ul style="list-style-type: none"> Relationships cards <p>Introductory activity</p> <ul style="list-style-type: none"> Body part labels (choose whether to use just words, just pictures or both) Signs (male, female, both, unsure). Male and female reproductive organs diagrams (external and internal) <p>Main activity</p> <p>Some clips to watch prior to the lesson and select for your class and in line with your school's RSE policy (for example some clips will also explain contraception or refer to clitoris):</p> <ul style="list-style-type: none"> www.amaze.org/IL (scroll down to amaze jr. for Kids) <ul style="list-style-type: none"> Help kids learn how babies are made (with Scoops and friends) The true story of how babies are made: www.youtube.com/watch?v=01tdmMZ0tbM https://amaze.org/IL/dec/pregnancy-reproduction-explained/#educators has two videos that may be suitable: <ul style="list-style-type: none"> Pregnancy and reproduction explained Where do babies come from? (scroll down)

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<p>LESSON FIVE Pupils learn how a baby is made and grows (conception and pregnancy)</p> <p>Pupils</p> <ul style="list-style-type: none"> know the male and female body parts associated with conception and pregnancy can define conception and understand the importance of implantation in the womb know what pregnancy is, where it occurs and how long it takes 	<ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Using the male and female reproductive organs diagrams remind pupils of the correct, or scientific names for the external and internal sexual reproductive organs. <i>Whole class</i> Introductory activity Explain that we going to recap the sexual reproductive organs and how sexual intercourse can lead to conception and pregnancy. In groups pupils sequence the How does pregnancy begin? pictures. They then use the words sheet to describe how a pregnancy begins (verbally or by writing the sentences). Talk through with the class and clarify any misconceptions. <i>Whole class, groups, whole class</i> Main activity: Groups are given a set of cards containing statements about conception and pregnancy. Pupils decide whether the statements are true or false. Go through the statements and discuss them with the pupils using the answer sheet for reference. Clarify any misconceptions <i>Groups, whole class</i> Closing activity: Pupils write anonymous questions about anything else they would like to know following this lesson – write on the Your questions sheet. Teacher collects these for answering in lesson seven. <i>Individual</i> Alternative activity: Pupils complete the Conception and pregnancy quiz. <i>Whole class</i> 	<p>A glossary for teachers with simple explanations</p> <p>Hook activity</p> <ul style="list-style-type: none"> Male and female reproductive organs diagrams (external and internal) <p>Introductory activity</p> <ul style="list-style-type: none"> How does pregnancy begin? picture cards How does pregnancy begin? words sheet <p>Main activity</p> <ul style="list-style-type: none"> Conception and pregnancy statements Conception and pregnancy answer sheet <p>Closing activity</p> <ul style="list-style-type: none"> Your questions sheet <p>Alternative activity</p> <ul style="list-style-type: none"> Conception and pregnancy quiz (A or B)

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<p>LESSON SIX</p> <p>Pupils learn about roles and responsibilities of parents and carers</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify some of the skills and qualities needed to be a parent and carer understand the variety of ways in which parents and carers (men and women) meet the needs of babies and children know some of the difficulties that can be faced by parents and carers and where they can get help. 	<ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Pupils read the poem I luv me mudder, by Benjamin Zephaniah (Teacher may also choose a second poem (for example, Kids, by Spike Milligan)). Explain that the poem (or both the poems) are written from the point of view of the child and discuss the sorts of feelings the poem portrays. <i>Whole class</i> Introductory activity: Explain that a person or couple will have a lot to think about before deciding to have a baby (<i>for example, how their life will change, if they will have the things a baby will need including a suitable home and enough money</i>). Ask pupils to discuss in pairs whether they know someone who has had a new baby. <i>This might be a sibling, friend or cousin</i>. Pupils discuss what it must be like for new parents and carers when a baby is born. <i>How might their life change? How might people feel about that? Can we list the practical and emotional changes?</i> Pupils feedback the range of emotions that potential / new parents might feel and the thoughts they may have – teacher records these on the board. Discuss and draw out that having a baby means extra responsibility and can be exciting as well as needing careful thought. <i>Whole class, pairs, whole class.</i> Main activity: Give each pair a different age stage – baby / toddler / Year 6 – and ask pupils to list what parents or carers do to look after their children or babies at this stage. Prompts could include the skills needed, challenges, who can help and the roles of men and women. Ask pairs to come together so the group has all three stages (baby, toddler, Year 6) ask them to identify the similarities and differences as babies grow up. Bring the class together and draw out the challenges that parents or carers might face (new / young / any!) and where they could go for support - the community (<i>relatives, friends, doctors, school, midwives or health visitors</i>) and online. Discuss who else has a role in bringing up and/or supporting children and families other than parents or carers (<i>for example, schools, children's centres, grandparents</i>). <i>Pairs, groups, whole class</i> Closing activity: Reiterate that there are many different types of family, ask pupils to identify an important quality of a 'good enough' parent or carer. <i>Whole class</i> 	<p>A glossary for teachers with simple explanations</p> <p>Main activity</p> <ul style="list-style-type: none"> Poem(s) (Teacher may like to find a live reading online as well as a printed version) <ul style="list-style-type: none"> Kids, poem by Spike Milligan I luv me mudder, poem by Benjamin Zephaniah

Re Lesson 7: Where parents or carers have requested their child is withdrawn from sex education teachers will need to choose questions accordingly. Questions related to sex education should still be answered but not with children whose parents have requested their withdrawal.

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<p>LESSON SEVEN</p> <p>Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can answer each other's questions about sex and relationships • can use appropriate language to discuss sex and relationships and growing up with confidence • can identify sources of information, support and advice for children and young people 	<p><i>Before this lesson, develop a list of questions from the anonymous questions pupils have generated throughout the topic.</i></p> <ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Pupils complete a true/false quiz based on their anonymous questions. <i>Individual</i> • Introductory activity: Go through the quiz, checking the answers. <i>Whole class</i> • Main activity: Give out typed copies of any remaining questions – pupils come up with responses for the questions. Discuss and draw out how the internet is an integral part of life for most people and has many benefits, such as finding information. <i>How can you decide if a website is reliable? Pairs, whole class</i> • Closing activity: Read the story: How did I begin? by Nick Manning and Brita Granstrom to the class. <i>Whole class</i> • Post-topic assessment activities: <ul style="list-style-type: none"> ○ Pupils add to / amend their original ideas or complete a new version of the Venn diagram explaining what is important in friendships, intimate relationships (such as marriage, partner, boy/girlfriends) and both ○ Pupils complete the self-reflection sheet – Healthy Relationships 	<p>A glossary for teachers with simple explanations</p> <p>Hook activity</p> <ul style="list-style-type: none"> • Quiz prepared from pupils' questions <p>Main activity</p> <ul style="list-style-type: none"> • Further questions from pupils – typed up <p>Closing activity</p> <ul style="list-style-type: none"> • How did I begin? by Nick Manning and Brita Granstrom
<p>Children's literature to support the topic</p> <ul style="list-style-type: none"> • Love you forever Robert Munsch and Anthony Lewis • How did I begin? Nick Manning and Brita Granstrom • Let's talk about where babies come from, Robie H. Harris • Kids, poem by Spike Milligan • I luv me mudder, poem by Benjamin Zephaniah • KS2 PSHE and citizenship class clips, BBC Bitesize, cartoon clips about puberty, growing up and changing, as well as HIV www.bbc.co.uk/education/subjects/zqtnvcw • Mum and dad glue, Kes Gray • Under the love umbrella, Davina Bell 	<p>Help, advice and support</p> <ul style="list-style-type: none"> • Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust • ChildLine: 0800 1111 - www.childline.org.uk • Advice, information and services for young people in Islington - www.lizzy-info.com • NHS choices - www.nhs.uk/livewell • Dove self-esteem project for girls - www.selfesteem.dove.uk • Information about World Aids Day - www.worldaidsday.org • NSPCC - www.nspcc.org.uk • A range of films about relationships, sex and health (including puberty) - www.amaze.org 	