



# Dove Bank Primary School

## Year 6 RSE content, example lesson plan and resources

### **RSE Content:**

- To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)
- To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (Changing Adolescent Body)
- To understand that they have some responsibility for the feelings and wellbeing of others. (Mental Wellbeing).
- To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (Family and People Who Care for)
- To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment. (Family and People Who Care for Me)
- To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families. (Family and People Who Care for Me)

## Example Lesson Plans

The Human Life Cycle		
Learning Objectives	Success Criteria	Teaching Activities
<p>To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• name internal and external sexual parts for males and females, using scientific words</li> <li>• describe the stages of fertilisation</li> <li>• ask a question about sexual intercourse.</li> </ul>	<p>Individually, ask the children to make two lists of words. The first list should include any words at all they know for female internal or external sexual parts. The second list should give any words they know for male internal or external sexual parts. Emphasise that the words can be any words they know. Once they have made their lists, ask the children to put a tick by any words they think a doctor might use (or scientific words). Ask them to put a line under words they think would be okay to use at school. Ask them to put a cross by any words they think are not appropriate to be used in school. Once they have annotated their lists ask the children for any words which a doctor might use to describe male and female bodies and collect these together in a list, consolidating children's understanding of the functions of each named part. Explain that these are the words that you will be using in your topic – penis, testicles, vulva, vagina, breast, nipple, anus, scrotum, cervix, labia, fallopian tube, clitoris, ovary, ovum, uterus, sperm duct, seminal vesicle, urethra, pubic hair, arousal, erection, sexual intercourse, sex, ejaculate, conception, pregnancy</p> <p>Show them an unlabelled diagram of male and female internal sexual parts. Ask the children to use the diagram to jog their memories about the parts they can name and identify.</p> <p>Give the children more information about sexual intercourse. Use a prepared text e.g. Resource 2 (Cambridge Script of how a baby is made) or video and use in conjunction with a set of pictures to which children can refer. Encourage the children to ask questions as you speak to them.</p> <p>In groups, ask the children to sequence a set of cards describing sexual intercourse. Discuss each stage of the sequence with the children. Reinforce this learning using books and video clips.</p> <p>Ask the children if sexual intercourse and vaginal delivery are the only way babies can be made or born. Ask the children if they know of any other ways. Make a list together. Read 'What Makes a Baby?' Ask pairs of children to come up with any questions they have about conception and birth and ask them to place these in your question box.</p>
Growing Up		
<p>To be able to recognise their changing emotions with friends and family and be able to</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• describe some things I am looking forward to</li> </ul>	<p>Read Hair in Funny Places as a reminder about changing feelings. Discuss the new feelings the characters felt, alongside the physical changes which happened during puberty. In groups, ask the children to think about how they may be changing emotionally and make a list of words which describe the new ways they may be feeling, e.g. fancying people, moody, more independent from family, really wanting to fit in with</p>

<p>express their feelings and concerns positively.</p>	<p>about being a teenager and an adult</p> <ul style="list-style-type: none"> <li>• describe some things I am not looking forward to about being a teenager and an adult.</li> </ul>	<p>friends, worried, excited. Ask the groups to share their ideas and collect broadly positive, neutral and negative emotions together. Remind them that emotional development, like physical development, takes place at different times for different people.</p> <p>Ask the children to talk in pairs to create a definition of a 'crush'. How is a crush different from a romantic relationship? Establish a Continuum Line and ask the children to show what they think about some different relationships. Are they crushes, romantic relationships or impossible to tell? E.g. someone day dreams about their favourite football star all the time and imagines what it would be like to be in their team, someone can't stop thinking about their friend's older sister and gets really shy when they go round to their friend's house and meets her, someone gets a tingly feeling in their private parts when they watch their favourite music video, two people who have been friends since preschool can't bear to be apart from each other and want to spend every minute they can with each other. Ask the children to come up with some more possible scenarios. Some of these scenarios are most likely to be crushes if they involve celebrities, but others may be impossible to tell. Remind the children that due to their brains getting very big/branchy during puberty, they might feel some emotions very strongly. If they feel these strong emotions and they are not sure how to recognise, analyse and manage they should ask a trusted adult to talk it through with them.</p>
<p>Personal Responsibilities</p>		
<p>To understand that they have some responsibility for the feelings and wellbeing of others.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• describe ways to show kindness and consideration to someone, even if you have fallen out with them.</li> </ul>	<p>Give the children the following scenario: Sarah and Hanif are 14 years old. They have been going out for 2 months. They see each other at school and have been to the cinema together at the weekend. Sarah has started to think that Hanif spends too much time with his friends playing football and that he ignores her at school. She has talked to her friend, Kayla, about how she feels. Kayla told Sarah to 'chuck' Hanif. Sarah said she didn't know what to say to him and asks Kayla to 'chuck' him for her. Kayla sends Hanif a text saying 'Sarah says you're chucked.' Ask the children the following: How did Hanif feel when he got the message? Who should Sarah have talked to when she started feeling Hanif was ignoring her? What should Sarah have done if she didn't want to go out with Hanif anymore? Ask the children to retell the story (in words, pictures, or role play) with Sarah showing more responsibility for Hanif's feelings.</p>
<p>Parents, Carers and Families</p>		
<p>To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• show understanding that there are lots of different types of love</li> <li>• describe examples of special ways that people who are 'in love' might behave</li> </ul>	<p>As a class, ask the children to think about the phrase 'being in love...' and discuss how this type of love differs from other types of love, such as the love we have for our family and friends. Ask the children to Draw and Write about some people (real or imagined) who have just 'fallen in love', some people who have been 'in love' for a long time and some people who aren't really interested in 'falling in love'. How do these different people feel? Ask the groups to share their ideas with the rest of the class and discuss how 'being in love' provokes many different feelings and emotions that are sometimes exhilarating and affirming, but which can sometimes be difficult to manage.</p>

	<ul style="list-style-type: none"> <li>• describe ways that adults who are 'in love' might show their commitment to each other.</li> </ul>	<p>In pairs, ask the children to make a list of ways that young people who are 'in love' show their affection towards one another e.g. hold hands, hug, kiss. Ask the pairs to share their ideas with the class. Ask the children if they think that being 'in love' with someone is just about these physical things? Are there other ways that people who are in love might behave towards each other? Guide the discussion so that you talk not only about the ways that people show their affection for one another physically, but also about other ways of showing affection e.g. listening to each other, compromising, not trying to control the other person, respecting their views and choices.</p>
<p>What should adults think about before they have children?</p>	<p>To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely.</p>	<p>Describe to the children a man and woman who love and trust each other and who want to have sex because they like it, but who don't feel they are ready to have a baby. Ask for ideas from the class about why they might not want to have a baby. Ask the children if they know of any way the couple could stop a baby being made when they have sexual intercourse. Listen to the children's suggestions. Explain that there are ways to stop a baby being made during sexual intercourse. Explain that the most commonly used methods are using a condom or the contraceptive pill. Briefly explain how these work – 'A condom is a covering which is placed on the penis. It collects the sperm and stops the sperm reaching the egg.' Or 'The contraceptive pill is a tablet swallowed everyday by the woman. It releases a hormone into her body which stops an egg from leaving her ovaries, so the sperm cannot meet an egg.' Stay focused on these basic facts without going into details of methods of application or where to obtain contraception etc. Remind the children that the surest way to make sure a baby is not made is not to have sex. Finally, ensure the children understand that being able to talk about when to have a baby and when to use contraception is something that every opposite sex couple who want to have sex must be able to do before they have sex.</p>
<p>Why might people get married or become civil partners?</p>	<p>To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment.</p>	<p>As a class, discuss how adults who are 'in love' might show each other how much they care for one another. Encourage the children to think about how grown-ups express their love physically e.g. kissing, cuddling, having sex. Make a list of the ways that adults can show commitment to each other. e.g. getting married, entering a civil partnership, setting up home or starting a family. Discuss other ways that people who love one another show that they care for each other e.g. looking after each other when they are ill; listening to each other's problems, helping each other out, sharing celebrations together. Ensure that the children are aware that sexual activity may be part of a loving relationship between adults, but it is not the only part of a loving relationship.</p> <p>Ask the children for some examples of fairy tales which end with the couple getting married. Ask them whether the characters had good or bad reasons for getting married. Did the characters respect and trust each other? Read a picture book such as 'The Worst Princess' which turns the traditional formula on its head and discuss whether these relationships were mutual. Did both parties get a say in what happened?</p>

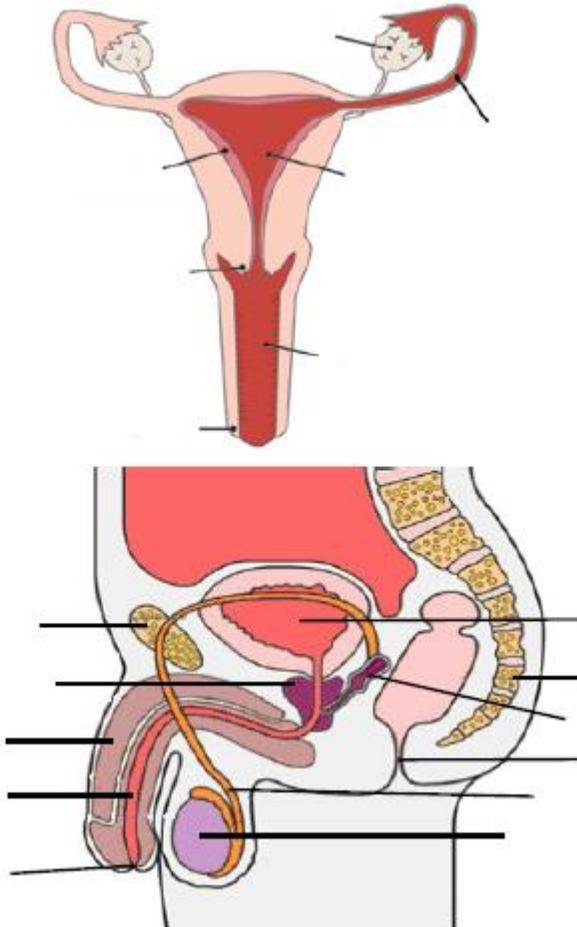
<p>To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.</p>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• name examples of different family relationships</li><li>• name the family members who are closest to me and recognise that everyone has different special people.</li></ul>	<p>Ask the children to draw themselves (or write their name) in the centre of a large circle. Ask them to draw their family members (or write their names) around them. They should think about the family members who are most special to them and draw/write them closest to the centre and those who are more distant to them further towards the edge of the paper (emphasise that this placement is about emotional not geographical 'closeness'). As a class, collect all the different types of relatives the children have drawn e.g. mother, stepfather, cousin, grandfather. In Circle Time, carry out a 'Change Places if...' activity, asking the children to change places if they have different relatives living with them or in their circle. Follow up this exercise by reinforcing the fact that no two families will be the same and every child will have a different family structure and that many people will have different people living in their house. Use this opportunity to ensure that children are aware of a full range of family structures including second marriages, lone parents, fostering, same sex partners and extended families.</p>
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## Example resources

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles • RS6 Relationships & Sex Education

### Resource 1 - Male and Female Internal Organs



### Resource 2 - How a baby is made - Script

When two people love each other, one way they show their love for each other is to have sex. Sex is about cuddling, kissing and being close together. Some people call having sex 'making love' because it is a very special way to show your love for someone.

Sometimes a man and a woman who love each other choose to have a baby together. To make a baby they have sex. They get very close to each other and cuddle and kiss. The man slides his penis into the woman's vagina.

After a while, sperm comes out of the man's penis in a liquid called semen. This is called 'ejaculation'. When a man ejaculates, millions of tiny sperm are released. The sperm travel into the woman's vagina.

The sperm travel through the cervix and into the uterus. Sperm have long wiggly tails and they swim, pushing themselves along with their tails.

The sperm travel into the Fallopian tubes. It takes them several hours to get all the way from the vagina to the Fallopian tubes. Some sperm are not as strong or fit as the others, so only about 200 sperm get as far as the Fallopian tube.

For a baby to start, an egg needs to be ready in the Fallopian tube. The woman's ovaries release one egg every 28 days or so. The egg is just the size of a full stop.

If there is an egg ready in one of the Fallopian tubes, one sperm breaks through the outer skin of the egg. As it joins the egg, its tail falls off. Only the fastest, strongest sperm can get into the egg, because as soon as it has entered the egg, the egg creates a shield, so no more sperm are allowed in.

The sperm and the egg fuse together and make a new cell that is a mixture of the mother and the father.

The new cell divides and grows to make a little bundle of cells which travels down the Fallopian tube to the uterus. It takes between 5 and 7 days to get to the uterus. By the time it gets to the uterus, the one cell has become a little ball of 100 cells.

The little ball of cells is now called a zygote and it attaches itself to the endometrium. The ball of cells keeps dividing and growing. A baby is now developing.