

Leighton Academy - Personal Development (SRE) - Year 6

Puberty and Reproduction

(Based on Christopher Winter Scheme of Work)

Week	CCL	Learning Objectives	Activities	Assessment
1/2	Speaking and Listening Science	To consider puberty and reproduction.	<p>NB: At the discretion of the teacher and based on discussion as a class, the following lessons may take longer than one session. Lessons are split into two parts.</p> <p><i>Resources:</i></p> <ul style="list-style-type: none">• <i>Puberty Changes Teacher Guide</i>• <i>Puberty Body Part cards</i>• <i>Reproduction question sheet</i>• <i>Reproduction answer cards</i>• <i>Reproduction whiteboard summary</i> <p>First part of the lesson - Ground Rules 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.</p> <p>Introduction Explain that this lesson is about reproduction and that it will re-cap on puberty. Refer to the LO. Discuss what the terms mean and how the class will know if they have achieved the LO.</p>	<p>Ch. can describe how and why the body changes during puberty in preparation for reproduction.</p> <p>Ch. can talk about puberty and reproduction with confidence.</p>

		<p>Pair and Share Puberty Changes</p> <p>Depending on children's memory of work in year 5, re-cap puberty with the class. For reference see the Puberty Changes Teacher Guide. (NB: Year 5, Lesson 1 - could be used as revision first). Allow the class time for discussion and feedback.</p> <p>In pairs, ask the children to discuss the changes that happen during puberty. Using a go-round ask each child to complete the following sentence: One change that happens in puberty is ... Ensure that the main changes have been covered.</p> <p>Second part of the lesson - Body Parts Runaround</p> <p>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. Label four corners in the room: male / female / both / unsure. Using the Body Part cards, call out the name of one body part and hold up the corresponding word card. Ask the children to move to the appropriate corner: e.g. uterus belongs in the female corner; nipples belong in both. Reassure the children that it is OK to go to the "unsure corner". Ask them why they have chosen their corner and briefly discuss what they know about the body part. Call the class back to the centre of the room and go onto the next word, repeating the process. After the game, reinforce learning by going through the Body Parts cards on the whiteboard one by one, using both words and pictures.</p>	
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		<p>Clarify any misunderstandings.</p> <p>The vocabulary matching cards can be used here to support and embed terminology and promote discussion- Rainbow flag file- terminology. -</p> <p>Discuss the vocabulary transgender: An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. May encompass one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer.</p> <p>Non-binary- An umbrella term for a person who does not identify as male or female</p> <p>We are all different and that is OK. We are all equal and it is important we learn about how others might feel so we can all understand each other.</p> <p>N.B. if the question is raised- NHS guidelines say that children of puberty age should be given puberty blockers until they are 16. The effects of hormone blockers can be reversed if they stop taking them, however it is more difficult to reverse the effects of puberty.</p> <p>Reproduction Questions and Answers</p> <p>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.</p>	
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			<p>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.</p> <p>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.</p> <p>Possible extension - Puberty Problem Page Divide the class into small groups and give them a Puberty Problem Page. Ask each group to write a reply to one problem. Feedback and discuss their answers. For help with this activity read the Puberty Problem Page Teacher Guide.</p> <p><i>Vocab: penis, testicles, scrotum, ovaries, vagina, clitoris, vulva, uterus</i></p>	
3/4	Speaking and Listening Science	To consider reproduction in the context of relationships.	<p><i>Resources:</i> • DVD - <i>Living and Growing Unit 2, Programme 5,</i> • <i>How Babies are Made.</i> • <i>Relationship pictures</i></p> <p>First part of the lesson - Re-cap</p>	<p>Ch. can discuss different types of adult relationships with confidence.</p> <p>Ch. can explain how babies are made.</p>

		<p>In a circle, remind the class of the ground rules from the last lesson. Ask the class what they remember about puberty and reproduction from that lesson.</p> <p>Learning Outcomes Refer to the learning outcomes on the whiteboard and discuss what they mean. Ensure the children understand the word relationship and ask for examples of different types of relationships (including friendship).</p> <p>Relationship Pictures Activity Give pairs or small groups a Relationship picture. Ask the groups to give responses to the pictures and to explore these questions: What kind of relationship is shown in the picture? Do you think it is a positive relationship or not? How can you tell? Additional pictures can be found from magazines or from the Getting started with SEAL photo cards.</p> <p>Feedback As a whole class, ask each group to hold up their Relationship picture and give feedback, based on the questions they were asked. Use the discussion and the range of pictures to reflect the diversity of relationships and families. Record on the whiteboard any ideas about what makes a positive relationship. Ask whether there are any differences between friendships and adult relationships (e.g. different types of touch and intimacy, sexual feelings).</p>	
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Second part of the lesson - DVD How Babies Are Made

Tell the class that they are going to watch a film about relationships and in particular about relationships between adults. Explain that the film also includes a cartoon animation of sexual intercourse, which is one of the ways adults express their feelings in a sexual relationship. The cartoon will also show how a baby is made. Explore how the class might feel about this and discuss strategies to help them manage their feelings during the film.

DVD Discussion

After the film, ask the children to reflect in pairs on what they've seen; e.g. what did they like/not like about the film? What surprised them? Share ideas and discuss the film with the whole class; ask open-ended questions such as: What were the different relationships we saw in the film? What qualities did each person value in their friend or partner? Why had one particular couple decided to have a baby? Refer back to the list of words on the board about what makes a positive relationship. Review sexual intercourse, checking understanding and clarifying any misunderstandings.

Anonymous Questions

Ask the pupils to write any questions they have using a sentence stem: After this lesson I wanted to know ... Explain that these questions will be answered in the next

			<p>lesson. Review and close.</p> <p>Possible extension activities - Diamond Nine In pairs, ask the class to write at least three qualities of a good friend on three separate squares of paper. Ask the pairs to join up to make a group of four and together think of some more qualities until they have nine squares of paper. Ask each group to arrange the squares in order of importance using a diamond or pyramid shape. Feedback and discuss.</p> <p>Relationship Go-Round In pairs, ask the children to complete a sentence using a sentence stem: One important thing to have in a relationship is ... Finish with a closing round using the same sentence stem.</p> <p><i>Vocab: relationships, sexual relationships, sexual intercourse, penis, vagina, sperm, reproduction, baby</i></p>	
5/6	Speaking and listening Science	To explore the process of conception and pregnancy.	<p><i>Resources:</i></p> <ul style="list-style-type: none"> • <i>How does a baby start? cards (one set per group)</i> • <i>How does a baby start? whiteboard summary</i> • <i>Anonymous Questions from previous lesson - typed</i> • <i>Conception and pregnancy statements</i> • <i>Spaghetti, poppy seeds</i> • <i>Conception and pregnancy quiz</i> 	<p>Ch. can describe the decisions that have to be made before having a baby.</p> <p>Ch. know some basic facts about pregnancy and conception.</p>

		<p>First part of the lesson - 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. Review the learning from last week on the qualities of a good relationship and ask the group which qualities they think are most important. 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.</p> <p>Relationship Timeline Explain that the class is going to create a sequence/timeline on the board, which describes the different stages in a relationship that could lead to having a baby. In pairs, ask the children to discuss what they think needs to happen before two people decide to have a baby. As a whole class, share ideas and record these on the board as a sequence or timeline. (Alternatively ask small groups to make their own timelines using masking tape and post-its). 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.</p> <p>How Does a Baby Start? Sequencing Activity</p>	
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		<p>In small groups, give out the How does a baby start? cards; one set per group. Explain that the cards illustrate how a baby is made through sexual intercourse. Remind the class of the cartoon animation of sexual intercourse they saw in the previous session. 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 whiteboard summary, correct any misunderstandings. Ask the class if this is the only way to become pregnant or to have a family. Discuss other options, such as IVF, sperm donors, fostering and adoption.</p> <p>Second part of the lesson - 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.</p> <p>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 pictures of male and female reproductive organs 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.</p> <p>Conception and Pregnancy Quiz</p>	
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		<p>In pairs, complete the Conception and Pregnancy quiz. With the whole class, answer the questions using coloured cards for agree, disagree, don't know. As above, use the Pictures of the male and female reproductive organs to support the answers.</p> <p>Anonymous Questions Prioritise any anonymous questions that have not already been covered in these lessons. Read out each question to the whole class and ask them to try and give an answer. Allow time for discussion in pairs. Take answers and 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.</p> <p>Closing Round/Review Discuss in pairs and/or finish with a closing round: One thing I've learnt in these lessons is...</p> <p><i>Vocab: conception, pregnancy, pregnant, decision, sexual intercourse, IVF, sperm donor, fostering, adoption.</i></p>	
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