

Learning Intentions and Outcomes	End of Key Stage Statements	Suggested Resources
<p>Lesson 1</p> <p><u>Talking About Puberty</u></p> <p>Learning Intention To set ground rules for SRE</p> <p>To revise work done in Y5 about puberty</p> <p>Learning Outcomes To know and respect the ground rules as important to building a safe learning environment.</p> <p>Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p>PSHE & Citizenship Framework 3c, learn about how the body changes as children approach puberty To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.</p> <p>1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>National Curriculum Science 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction 2f, about the main stages of the human life cycle</p>	<p>Set ground rules for SRE lessons and introduce the class box for any questions that the children want answered or for any concerns or worries they might have.</p> <p><u>What can the children remember about puberty from Y5 SRE lessons?</u> Work in groups/pairs and write down their ideas – use puberty worksheet as a prompt 9 (if necessary). Share as a class.</p> <p>Watch Channel 4 DVD Living and Growing unit 3 Consider the possibility of putting the boys and girls into separate groups for this lesson – to be discussed by staff. Otherwise it is a way of making girls/boys more aware of the changes that occur when girls/boys become young women/men.</p> <p><u>Girl Talk</u> reviews the physical and emotional changes that take place for girls at the onset of puberty. It deals with the information not only from the point of view of girls but also in terms of what boys need to know. Menstruation is discussed and common problems faced by girls are given consideration.</p> <p><u>Boy Talk as above</u></p> <p>'Boys v girls' worksheet to explore the children's own perception of the expectations that we have of boys and girls and to challenge stereotypes.</p>

<p>Lesson 2</p>	<p><u>Relationships</u></p> <p>Learning Intention Understand feelings and moods during puberty</p> <p>Learning Outcomes Explore a range of emotions and ways of coping with them.</p> <p>Learning to cope with changes in relationships as a result of puberty</p> <p>To examine parents' and teenagers' perceptions of situations that cause conflict</p> <p>To listen to, support their friends and manage friendships</p>	<p>PSHE & Citizenship Framework 1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way 3c, learn about how the body changes as children approach puberty</p>	<p>Tell the children that today you will be discussing feelings. BBC DVD <u>How am I behaving?</u> - Show video clip:2.2 Feelings Sheet: Finding words for feelings Ask children to complete the sentences by choosing something that is not too private, so that they can talk about to others in the class.</p> <p>- Show video clip 2.1 How am I behaving with my family? Sheet: Home or away</p> <p>- Show video clip 2.3 and stop at:8:58 How am I behaving with my friends? What do you do if you find you are different to your friends? Sometimes you may not agree with your friends on things to do or on things to talk about this can be challenging. What happened in these clips? Discuss with class and then continue with clip. Did they have the same opinions?</p>
<p>Lesson 3</p>	<p><u>How babies are made</u></p> <p><u>Friendship, Relationships, Love and Sexual intercourse</u></p> <p>Learning Intention To examine the whole process of life cycles and reproduction, the rites of passage, friendships and feelings</p> <p>Learning Outcomes To reflect upon their own relationships in positive ways</p> <p>To know why grown ups want to be together and the reasons</p>	<p>PSHE & Citizenship Framework 3c, learn about how the body changes as children approach puberty 4c To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p>National Curriculum Science 2f, about the main stages of the human life cycle</p>	<p>Tell the children that today you will be discussing friendship, relationships, love and how babies are made.</p> <p>. What do you think is important in a good friendship? Work with a partner and write down the qualities. Teenagers and adults form friendships and have relationships and these qualities are just as important to them.</p> <p>Watch chapters 1, 2 and 3 of Channel 4 DVD Unit 3 (12 minutes long). How babies are made – it explains that sex is part of a loving relationship and shows a cartoon couple having sex. Emphasise a loving, caring relationship should exist between a man and a woman before the procreative act</p>

	<p>why they get together</p> <p>To know about the importance of a loving caring relationship between couples and the value of family and relationships within it.</p> <p>To know how babies are made</p>		<p>takes place. It also shows how a baby is conceived and develops in the womb.</p> <p>Keep with the theme of love:</p> <p>Love is... activity to encourage children to reflect upon different types of love, love for the family, friends, pets, places, possessions. It shows us love can apply to all our relationships and not just those between boys and girls or men and women for example. Ask the class 'who or what do you love? Worksheet Love is... In a class discussion, encourage the children to think about whether they really 'love' all the people and things listed. They will love their mums, but do they really love burgers? Discuss whether there are better words than 'love' (e.g. adore, like, respect).</p>
<p>Lesson 4</p>	<p><u>How babies are born</u></p> <p>Learning Intention To review relationships and feelings and investigate roles and responsibilities</p> <p>To focus on the development of the baby in the womb, the needs of the baby and the mother before birth</p> <p>To know that it is important to remember that what a baby needs after it is born is adults who can love and care for it and are ready for the responsibility of bringing up another human being.</p>	<p>PSHE & Citizenship Framework 3c, learn about how the body changes as children approach puberty</p> <p>National Curriculum Science 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction 2f, about the main stages of the human life cycle</p>	<p>Watch chapters 1, 2 and 3 of Channel 4 DVD Unit 3 How babies are born - chapters 1, 2 and 3 (14 minutes) Revisit briefly how a baby is made and sexual intercourse – as in previous lesson as well as the actual birth of a baby.</p> <p>If appropriate: Worksheet: How a baby is born Stick the pictures in the correct order.</p>

Additional recommended resources			