







Year Group: Six		Topic Title: Growing and Changing			Half Term: Summer
Aim of the unit: Human reproduction and birth How to increase independence Managing transition		Links to RSE: Pupils should know: <ul style="list-style-type: none"> That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. That marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be life-long. The importance of permission-seeking and giving in relationships with friends, peers and adults. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 			Key Vocabulary: Womb Egg Sperm Conception Fertilisation Pregnancy Sexual intercourse Twins Fostering Adoption Relationship Friendship Love Consent Intimacy Communication Personal/private information Internet safety Change Transition Challenges Independence Collaboration Perseverance
Lesson	Learning Challenge	Learning Outcomes	Outline of Learning Experience		Key questions
1	Can I consider puberty and reproduction?	Children will be able to: <ul style="list-style-type: none"> Describe how and why the body changes during puberty in 	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.		Puberty Changes Teacher Guide Puberty Body Part cards Reproduction question sheet

	  	<p>preparation for reproduction</p> <ul style="list-style-type: none"> • Talk about puberty and reproduction with confidence 	<p>Pair and Share Puberty Changes</p> <p>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: <i>One change that happens in puberty is ...</i> Ensure that the main changes have been covered.</p> <p>Body Parts Game</p> <p>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.</p> <ul style="list-style-type: none"> • If it is a Female body part – Hands on head • Male body part – Hands on shoulders • Everyone – Cross arms • Unsure – Hands on laps <p>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.</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> <p>Reproduction Whiteboard Summary</p>	<p>Reproduction answer cards</p> <p>Reproduction whiteboard summary</p>
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			<p>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: <i>One way the body changes in puberty in preparation for reproduction is ...</i> Finish with a quick go-round using their ideas to review the learning from the lesson.</p> <p><u>Additional activities</u> 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 See Year 5 Lesson 2 for help with using this animation.</p>	
2	Can I consider different ways people might start a family?	<p>Children will be able to:</p> <ul style="list-style-type: none"> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy 	<p>Refer to the learning outcomes and discuss what they mean. Check that the children understand the meaning of the words 'conception' and 'pregnancy'.</p> <p>Relationship timeline Split the class into small groups of three or four giving each group one of the couple pictures, ensuring that the pictures 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</p>	<p>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 Conception and Pregnancy Quiz and</p>

	  	<p>someone special' and the right hand side 'decide to start a family'. On the 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 discussion they might have had. Mention that for some couples marriage is important because it demonstrates formally and legally their commitment to each other.</p> <p>As a whole class, share ideas and record these on the board as a sequence or timeline. Ask the children 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?</p> <p>What is sex? Groups may have included 'have sex' as one of the stages of their timeline. Show the BBC Teach film, <i>Sex – What's it all about?</i> https://www.bbc.com/teach/class-clips-video/rse-ks2-sex-what-its-all-about/zht8y9g</p> <p>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?</p> <p>How does a baby start? Sequencing activity To introduce this activity, explore briefly how the class might feel about looking at drawings of bodies and sexual intercourse and discuss strategies to help them manage their feelings during this 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</p>	<p>answers with statement Reproduction system slides</p>
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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 the children 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 the children understand the meaning of '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 fertilised egg as it travels down towards the womb?
- For how long does the baby usually grow in the womb?

As the children 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.





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.

Closing Round/Review





Discuss in pairs and/or finish with a closing round: *One thing I've learnt*

			<p><i>about having a baby is...</i></p> <p><u>Additional Activities</u></p> <p>Pregnancy Go-round In pairs, ask the children to complete the sentence: <i>One thing I know about pregnancy is...</i> follow with a go-round. Discuss the ideas raised in the go-round and clear up any misunderstandings.</p> <p>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.</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 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.</p> <p>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</p>	
3	Can I recognise and talk about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school and learn ways of managing these	<p>Children will be able to:</p> <ul style="list-style-type: none"> • identify feelings people might experience when starting a new school / moving to secondary school (KS3) • recognise common causes of worry, 	<p>Baseline assessment: problem page</p> <p><i>Ensure this activity is completed before delivering the lesson.</i> Pupils imagine they are working for a teenagers' advice column for a magazine or online forum and write a response to the concern below. <i>Dear Ask Ali,</i> <i>I am really worried about starting secondary school, what is the best thing to do?</i> Nusrat, age 11</p>	<p>Box for anonymous questions A4 paper (blank) Pens and pencils Flipchart paper and pens Resource 1: Sources of support cards Resource 2: Message to self</p>

	<p>feelings?</p>    	<p>challenges and opportunities that may be part of this transition</p> <ul style="list-style-type: none"> • identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them • identify ways to positively manage the move to secondary school (KS3) 	<p>The purpose of this activity is to enable you to find out the pupils' existing knowledge, skills and attitudes. Whilst they are working, do not prompt them in any way. When complete, ensure pupils write their name at the top of their paper. Collect in and check pupil responses, noting any responses and any misconceptions that need addressing through the lesson.</p> <p>Feelings brainstorm</p> <p>Establish or reinforce existing ground rules and highlight any rules that are especially relevant to the lesson. Introduce the lesson, explaining that talking about mental health may make them think about themselves or people that they know who are experiencing a difficult time with their feelings or emotions. Remind pupils of the people in school that they can talk to if they are concerned.</p> <p>Pupils work in pairs to jot down feelings a person might have when moving to secondary school/key stage 3.</p> <p>Compare responses and discuss how this situation can cause people to experience mixed-up or conflicting feelings; people can feel lots of different emotions all at once.</p> <p>Refer back to lesson 2 - different situations that can prompt similar feelings.</p> <p>Hopes and challenges</p> <p>Read aloud and/or display the following scenario:</p> <p><i>It's the night before Nusrat starts secondary school (KS3) and they're in their bedroom thinking about the next day. Nusrat's uniform is all laid out and their bag is packed and ready. Nusrat feels kind of excited, but a few things are worrying them too.</i></p> <p>On a piece of flipchart paper or interactive whiteboard write 'hopes' as a heading on the left-hand side and on the right-hand side write 'challenges'.</p>	
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			<p>Pupils suggest what Nusrat might be excited about (hopes) and worried about (challenges). Record their responses under the headings.</p> <p><i>Hopes might include: making new friends, learning about new subjects, joining different clubs and after school activities, meeting new teachers, going on different school trips, new responsibilities.</i></p> <p><i>Challenges might include: getting lost around the new school building, not being in the same class as best friend/s, more homework, big lunch hall and choosing a meal, don't understand new subjects, wanting to join a club but don't know whom to go with, not knowing the rules and getting detention.</i></p> <p>Note that some aspects may be both a hope and challenge, such as new responsibilities or making new friends.</p> <p>Managing challenges – group work Organise pupils into small groups and assign each group one of the challenges from the list made in the previous activity. Pupils write the worry at the centre of their paper and then brainstorm ways in which they could manage the particular worry, including sources of support or help.</p> <p>Once complete, each group displays their brainstorm on the classroom wall.</p> <p>Allow each group a few minutes to look at all the other groups' work and discuss what they think might work well. Invite groups to put a tick or a smiley face next to those ideas that they think would be the most effective strategies.</p> <p>Each group feeds back one or two reasons why they thought some strategies would be particularly effective.</p>	
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			<p>Sources for help and support Reiterate that help and advice is available but that some help and advice may be more useful or more valid than others. Inevitably, there may be rumours or gossip about starting secondary school/key stage 3 that are not helpful, so finding reliable sources of support will be useful.</p> <p>Introduce Resource 1: Sources of support cards – each group needs one set.</p> <p>Working in their groups and reflecting on their work from the previous activity, pupils consider which sources of support would be most useful for Nusrat to talk to about their concerns. Pupils rank the cards in order of reliability and usefulness, explaining and justifying their views.</p> <p>Pupils discuss how Nusrat could approach the chosen sources of support and what they could say.</p> <p><u>Children needing support:</u> Pupils choose three sources of support that will be the most useful to Nusrat and explain why.</p> <p><u>Children needing challenge:</u> Pupils consider some of the advantages and disadvantages of each of the sources of support. For what types of concerns might some be more useful than others?</p> <p>Plenary and assessment for learning Pupils write a short uplifting message of advice using Resource 2: Message to self, to open and read on the evening before they start their new school. Which key bits of advice are going to help them manage their thoughts and feelings so that they are ready to cope with all the opportunities and challenges of moving into Year 7?</p> <p>Allow time for pupils to write anonymous questions and follow up as appropriate following this lesson.</p> <p>Pupils revisit their response to Nusrat’s question...</p>	
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			<p><i>Dear Ask Ali,</i> <i>I am really worried about starting secondary school, what is the best thing to do?</i> <i>Nusrat, age 11</i></p> <p>...and amend it in the light of their new learning, adding any further ideas, using a different coloured pen.</p> <p>Extension activity Pupils write a news piece for the school website or newsletter describing practical steps to take between now and the start of secondary school. This could include how to manage feelings and anxieties over the Summer holiday break, on the evening before they start their new school and on the first day. This could be shared and promoted with Year 6 pupils and parents.</p>	
4	<p>Can I recognise the importance of independence?</p>   	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise how the core values of Newchurch have supported them in their preparation for change • Understand what independence is and what they need to do to become independent learners 	 <p>Share with the children the eight steps to becoming a learner slide above. What do they think the eight steps are? In groups, the children are to see if they can think of the eight things.</p> <p>Share the video https://www.twinkl.co.uk/teaching-wiki/independent-learning with the children, asking them to make notes on what the eight steps are:</p> <ol style="list-style-type: none"> 1. Ask questions 2. Use the resources around them 3. Collaborate 4. Persevere 5. Make connections 6. Be creative 7. Be willing to take risks 8. Remember it's all about you 	<p>https://www.twinkl.co.uk/teaching-wiki/independent-learning</p> <p>Newchurch Core Values posters.</p>



Ask the children to think about the six Newchurch core values. In what way have these helped them to be prepared for the next step to high school and being an independent learner?

Explain to the children that as they go to high school, they are going to need to be more independent in their learning but in other things too.

What might these be?

- Remembering equipment and books for their lessons
- PE kits etc
- Timetables
- Going to school on their own
- Learning to be on time
- Where they need to be, etc.

The children are to work together to create a leaflet for preparing children for high school (almost like a little guide for themselves).