

## Sample lesson materials—Year 3

### 1. Recap and Group Agreement

In a circle, ask the class to remember the group agreement from the last session. Ask them what they remember about respecting the difference in people's bodies. What are the main physical differences between males and females? What are the similarities? How are we all unique?

### 2. Introduction

Write the learning outcomes on the board. Underline personal space and ask the class what they understand by the expression.

### 3. Personal space and warning signs

Demonstrate personal space with another adult. One is A and the other is B. A begins a conversation but is standing too close to B. B says "No, you're standing too close can you move back please". A takes a small step back. B repeats the request. Repeat until A and B are at least at arms length. Ask the class how they think B felt. What are the physical warning signs when a person feels uncomfortable? Why is it important to respect someone's personal space? How does body language help us to understand when someone feels uncomfortable?

### 4. Unwanted touch

Use the [Unwanted touch scenarios](#) to facilitate a discussion with the class. Model scenario one as a group, asking the following questions: Which person is touching someone inappropriately? Why is their behaviour not okay? What could they do better to respect the other person? If someone wants to touch someone else what can they do to find out if it is okay?

Split the class into small groups, giving each group one of the other scenarios. Ask them to identify the inappropriate touch and discuss why they think it is not okay. Other points of discussion might be: Is it okay for people to change their mind about how they like to be touched? Is it okay to tell someone to stop touching us? If someone didn't feel comfortable telling the other person to stop which adults could they go to for help and support?

## Unwanted Touch Scenarios

Sam is always running over to Ali in the playground and hugging him. Sam never asks if this is okay. Ali finds it annoying and is getting upset.

Kal's 15-year-old cousin Jay sometimes babysits for them. Jay is nice, but sometimes when they are watching TV Jay strokes Kal's hair. Kal feels uncomfortable and moves away but later Jay does it again.

Nia's mum's friend always grabs and tickles her every time she comes to the house. Nia used to think it was funny when she was younger but now she finds it really embarrassing.

Tyler really loves his uncle and likes to shake his hand when they meet. Recently, when Tyler shakes his hand his uncle pulls him in and hugs him so hard it hurts.

# Sample lesson materials—Year 4

## Activities

### 1. Group Agreement and Re-cap

In a circle, remind the class of the ground rules for these lessons. Make sure that you include respect for others.

### 2. Introduction

Introduce the learning outcomes for this lesson. Explain that the class will discuss a range of relationships that people might have during their lifetime. The lesson will also explore what makes us feel good in a relationship and what makes us feel unhappy or uncomfortable.

### 3. What Makes a Good Friend?

Write the word 'Friendship' on the board. Ask the class why they think people choose to have friendships? In pairs, ask them to write three qualities of a good friend; give a couple of examples e.g. trust, sense of humour, kindness. Make a list of their suggestions on the whiteboard noticing which words were common to several groups. Which words do the class think are the most important qualities in a friendship? Which qualities are linked to respect? Explain that all of the words on the board could be qualities in a 'positive' or 'healthy friendship'.

### 4. Healthy Friendships Card Game

In small groups, hand out sets of the [Healthy Friendships cards](#). Ask the children to take turns to read out a card. The whole group can then try to reach a consensus on whether the statement is part of a healthy friendship, an unhealthy friendship or depends and place the card in the appropriate pile. Circulate and support the groups to achieve the task. As a class discuss which statements were in which pile. Did they put any of the statements in the depends pile? Is it ok for friendships to have ups and downs? What might help someone if they were in a friendship that made them feel unhappy or uncomfortable?

### 5. Respectful Relationships

Give each group a [Relationship picture](#) or display them on the whiteboard. Explore the different relationships that people have at different ages and discuss how respect might be important in those relationships. Do any of the pictures show relationships where people look unhappy or uncomfortable? Ask the class to consider whether any of the qualities they thought were important in a friendship would also be important in an adult relationship; it should emerge that all the qualities are valid for both.

## Healthy Friendships Cards

1. Likes to talk and listens to my ideas.
2. We are both happy spending time together and have lots of fun.
3. Tells me who I can and can't be friends with.
4. Gets moody and sometimes hits me if I don't do what they want.
5. Asks me what I would like to do when we spend time together
6. Always telling me what I should and shouldn't do.
7. They get jealous when I talk to other friends
8. Sometimes we argue.
9. Sends embarrassing pictures of me to our other friends to make them laugh.
10. Messages me all the time after school.

# Sample lesson materials—Year 5 (1/2)

## Learning Intention

To understand male and female puberty changes in more detail

## Learning Outcomes

Understand how puberty affects the reproductive organs  
Describe what happens during menstruation and sperm production

## Resources

[Reproductive System slides](#)

[Puberty Changes Teacher Guide](#)

[Menstrual Cycle animation \[http://kidshhealth.org/teen/sexual\\\_health/girls/menstruation.html#tracking-T\\\_RelatedArticle\]\(http://kidshhealth.org/teen/sexual\_health/girls/menstruation.html#tracking-T\_RelatedArticle\)](http://kidshhealth.org/teen/sexual_health/girls/menstruation.html#tracking-T_RelatedArticle)

[Male Changes Powerpoint](#)

[Puberty Card Game \(one set per group\)](#)

[Puberty Card Game answer sheet](#)

[Puberty Card Game whiteboard summary](#)

Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)

Selection of menstrual products (tampons, sanitary towels, pant liners, reusable products)

Pupil questions from Lesson 1

## Activities

### 1. Recap

In a circle, remind the class of the ground rules from the last lesson. Ask the pupils what they remember from the first session, reminding them that both physical and emotional changes happen during puberty. Use the [Reproductive System slides](#) to recap on the main body parts.

### 2. Learning Outcomes

Refer to the learning outcomes on the whiteboard and discuss what they mean. Explain that in this session we will be looking at some of the main puberty changes how those with a uterus will start to have periods and how those with testicles will start to produce sperm.

### 3. Menstruation/Periods

Ask questions to establish what the class understands about menstruation (periods) so far. Use the whiteboard to show an animation of the menstrual cycle which can be found at: [http://kidshhealth.org/teen/sexual\\_health/girls/menstruation.html#tracking-T\\_RelatedArticle](http://kidshhealth.org/teen/sexual_health/girls/menstruation.html#tracking-T_RelatedArticle)

Pause the animation after each section, ensuring that the class understands what has happened. Discuss the changing visuals and explain the commentary if necessary. Show the class the poppy seeds and spaghetti, which represent the approximate size of the female egg and the width of the fallopian tubes.

Discuss how the menstrual cycle impacts on a woman's feelings and explain that just before, and during a period women can feel physical pain and discomfort and also feel tense or moody. Discuss menstrual wellbeing, showing different types of menstrual products (tampons, pads and reusables) and explain how they work and where to get them from.

### 4. Male Changes

Discuss some of the key changes that happen to boys during puberty, such as sperm production, testicles 'dropping', erections and wet dreams. Support this by referring to the [Male Changes Powerpoint](#), and use the [Puberty Changes Teachers Guide](#) to help with explanations. Discuss how these changes might impact on a boy's feelings and moods and reinforce that they are a normal part of growing up.

### 5. Puberty Card Game

In small groups, hand out copies of the [Puberty Card Game](#). Ask the children to take turns to read out a card. The whole group should then try to reach a consensus on whether the statement is true, false or they don't know and place the card in the appropriate pile. Circulate and support the groups to achieve the task.

### 6. Card Game Feedback

With the whole class, go through the statements, checking answers and using the [Puberty Card Game whiteboard summary](#) to display the answers. Use key points from the [Puberty Card Game answer sheet](#) to reassure the class about puberty changes and discuss how these might be managed.

### 7. Pupil Questions

Refer to the pupil questions and explain which ones have been covered in this lesson. Address any outstanding issues and remaining questions.

### 8. Closing Round/Review

In pairs, discuss what has been covered in the lesson. Finish with a closing round: *One thing I have learnt about puberty today is ...*

## Additional Activities

### What is the Menstrual Cycle?

In small groups give out the [What is the Menstrual Cycle? cards](#). Ask the children to place the cards in a correct order to show they have understood the menstrual cycle. As a whole group sequence and discuss the pictures and correct misunderstandings. Use the [Menstrual Cycle whiteboard summary](#) to help.

### Menstruation Card Game

This activity offers more detailed information about menstruation. In small groups give out the [Menstruation Cards](#) ask the children to read out the statements on the cards one at a time. The whole group can try to reach a consensus on whether the statement is true or false or they don't know and place the card in the appropriate pile. Reassure the children that this is a learning activity and putting cards in the 'Don't Know' pile is okay. Circulate and support the groups to achieve the task. Use the answer sheet or the [Menstruation Card Game whiteboard summary](#) to feedback to the whole group.

### Alternative or additional videos

Amaze.org have a range of videos to support learning about puberty. Check for age appropriateness in each case. <https://amaze.org/topic/puberty>  
Betty for schools have a range of lesson plans and films to support further teaching around menstruation <https://bettyforschools.co.uk/resources/8-11-year-olds>

### Experiences of Puberty

Use a book about puberty aimed at teenagers to read out a selection of young people's personal experiences of, and worries about puberty, for example what it's like to start a period or getting an erection. Discuss the feelings described by each person and how effectively they managed the situation.

### Suggested reading:

*Let's Talk About Sex: Changing bodies, growing up, sex and sexual health*, Robie H.Harris and Michael Emberly  
*Everything You Ever Wanted to Ask about Willys and Other Boy's Bits*, Tricia Kreitman; (e.g. pp 48–51 for puberty worries about erections and wet dreams)  
*Everything You Ever Wanted to Ask about Periods ...* Tricia Kreitman (e.g. pp 40–43 for puberty worries about periods)

These books are also a good source of information for answering pupils' questions.

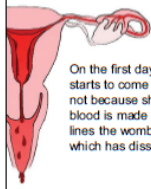


RESOURCES

## Menstrual cycle cards



The menstrual cycle starts on the first day of a girl's period.



On the first day of a girl's period blood starts to come out of her vagina. This is not because she has been hurt. The blood is made up of special tissue that lines the womb and a tiny egg, which has dissolved.



The bleeding can last from 2 to 7 days. Sometimes the blood comes out a bit at a time and sometimes there is quite a lot. Girls use sanitary protection to soak up the blood during their period.

When the bleeding stops the period is over. Now the girl's body starts getting ready for a new egg. The womb makes a new lining and another egg develops in the ovary.

Photo © Rex.com/Alamy.com/Photo/7/ Getty

## Discussion cards

## Puberty Card Game

1. A girl gets her first period when she starts secondary school

2. A period normally lasts 2-7 days

3. All boys have wet dreams

4. Girls can go swimming when they have their periods

5. Most boys' voices break during puberty

6. The blood from a period and the semen from a wet dream are dirty

7. A boy starts to produce sperm at age 12

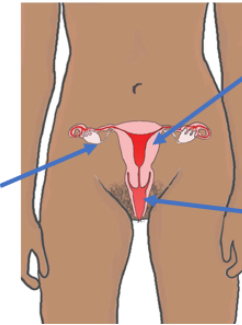
8. Girls who start their periods unexpectedly should go home from school immediately

## Reproductive system sample slides—understanding puberty—Health Education



### Ovaries

There are two ovaries – they are connected to the uterus by the fallopian tubes. The ovaries contain the female sex cells which are called eggs or ova.



### Uterus

The uterus is sometimes called the womb. If a female chooses to have a baby the uterus is where the baby develops

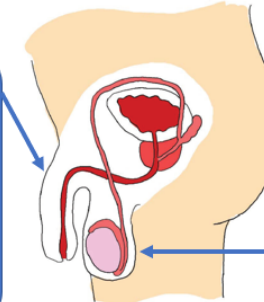
### Vagina

The vagina is the passageway that connects the uterus to the outside of the body.



### Penis

The penis usually is soft and hangs down. Sometimes the penis becomes hard and stands out from the body. This is called an erection.



### Testicles

There are two testicles behind the penis – they are held in a sac of skin called the scrotum. During puberty the testicles start to produce the male sex cells which are called sperm.

## Sample lesson materials—Year 5 (2/2)

# Sample lesson materials—Year 6 (1/2)

## Learning Outcomes

To have considered when it is appropriate to share personal/private information in a relationship  
To know how and where to get support if an online relationship goes wrong

## Resources

[Relationship Question cards](#)

[Communication Scenario cards](#)

[Communication Scenarios answers](#)

[Communication Scenarios whiteboard summary](#)

We recommend that teachers refer to relevant websites about internet safety in advance of this lesson to ensure awareness of recent trends in how young people access the internet. See Additional Activities section below for sites.

## Activities

### 1. Ground Rules and re-cap

In a circle, remind the class of the ground rules for this lesson. Ask the children to recall their learning about relationships from previous lessons, in particular, consider the important qualities in a relationship. Remind them of the timeline activity and how relationships can develop over time.

### 2. Introduction

Refer to the learning outcomes on the whiteboard and discuss what the term personal/ private information means. Give a couple of examples and invite pupils to suggest other ideas. Write these on the board as a list. Ensure the following are included: real name and surname, age, date of birth, home address, school address, email address, phone numbers, photos of you with friends/family, passwords (e.g. for social media sites).

### 3. Defining Relationships

Ask the class what words we use when someone is having a relationship with someone else, for example we might say two people are 'going out together'. In pairs, give one of the [Relationship Question cards](#) to each pair and ask them to briefly discuss the question on their card. As a whole class, discuss responses to the questions. Refer to the list on the board from Activity 2 and ask pupils at what point in a relationship would they share this information with the other person. Establish that it would not be appropriate to share any private information with someone you met online and ensure pupils understand why this would be risky.

### 4. Communication Scenarios

Ask pupils to think about the different ways in which two people might communicate with each other. Invite pupils to identify the different technologies used by young people of their age; these might include mobile phone, chat room, Instant Messenger (IM), social network sites (e.g. Facebook), gaming sites and consoles, video hosting sites (e.g. YouTube), email, webcam, virtual learning environments (VLEs).

In groups, give a set of [Communication Scenario cards](#) to each group and ask pupils to take turns to read out a card. The whole group should then try to reach a consensus on whether the statement is true, false or they don't know, and place the card in the appropriate pile. As a whole class, go through the statements, checking answers and using the [Communication Scenarios whiteboard summary](#) to display the answers. Use key points from the [Communication Scenarios answers](#) to ensure pupils understand how to manage each situation.

## Learning Outcomes

Describe how and why the body changes during puberty in preparation for reproduction  
Talk about puberty and reproduction with confidence

## Resources

[Puberty Changes Teacher Guide](#)

[Puberty Body Part cards](#)

[Reproduction question sheet](#)

[Reproduction answer cards](#)

[Reproduction whiteboard summary](#)

## Activities

### 1. Group Agreement

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 (explaining how you would need to share any safeguarding concerns).

### 2. Learning Outcomes

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.

### 3. Pair and Share Puberty Changes

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: *One change that happens in puberty is ...* Ensure that the main changes have been covered.

### 4. Body Parts Game

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.

- If it is a Female body part – Hands on head
- Male body part – Hands on shoulders
- Everyone – Cross arms
- Unsure – Hands on laps

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.

## Communication Scenario Cards

1. On Sam's twelfth birthday his mum texts him a happy birthday message with a picture of Sam in the bath aged two. His mum shouldn't have done this because he isn't wearing any clothes in the photo and now everyone will be able to see it.
2. Sophie has an online friend who lives in Germany and has sent her some pictures of her house and her pets; she asks Sophie to send her some photos of what her house looks like. It is OK for Sophie to do this because her online friend lives in a different country.
3. Maria fell out with her best friend a few weeks ago. Recently she's started getting horrible texts from an unknown number. She knows that the best thing to do is send a reply telling them to leave her alone and then block the number and tell her parents.
4. Ayman's friend has told him that this girl at school really fancies him. Ayman is too shy to speak to her. His friend says it would be safe for Ayman to send her his mobile number in a private message on Facebook.
5. Leroy's older brother lets him use his games console when he's out. He said it is safe for Leroy to use it on his own because all his 16-rated games are password protected.
6. While Jade is away on summer holiday her boyfriend asks her to send him a picture of her on the beach. She is uncomfortable with doing this because once you send a picture from your phone, there is no way of getting it back or deleting it.
7. Amy has sent her best friend Denise a really funny picture of a boy at school, which he sent her as a private message. Denise tells Amy she shouldn't have shared it with her because it's wrong to share private messages or pictures, even with your best friend.
8. One of Ali's Instant Messenger buddies has asked him to meet up with him in the local park. Ali replies to say he can't go without an adult's permission. Ali should give his mum's phone number so the buddy can call her and check it's OK.



RESOURCES

## Sample lesson materials—Year 6 (2/2)

## Relationship Question Cards

What do we mean when we say someone is *'going out'* with someone else?

What is the difference between having a *'boyfriend'* and a *'friend who is a boy'*?

What do we mean when we say someone has a partner?

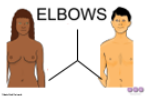

What do we mean when we say someone has an online relationship with someone else?

What do we mean when we say someone is in a long term relationship with someone else?

What is the difference between having a *'girlfriend'* and a *'friend who is a girl'*?



RESOURCES

1 ELBOWS 	2 ELBOWS 	3 NAVEL 	4 NAVEL 	5 PUBIC HAIR 	6 PUBIC HAIR 	7 NIPPLES 	8 NIPPLES 
9 OVARIES 	10 OVARIES 	11 PENIS 	12 PENIS 	13 SCROTUM 	14 SCROTUM 	15 UTERUS 	16 UTERUS 
TESTICLES 	TESTICLES 	VAGINA 	VAGINA 	CLITORIS VULVA 	CLITORIS VULVA 	Puberty body part cards	