

**Y6 RSE Unit** – taught in Summer 1 after the SATs have been completed.

**Prior Learning:**

In Year 5, they have discussed and labelled male and female reproductive organs & the human life cycle. Children should also have understood the changes that take place during puberty – physically & mentally/emotionally.

**Vocabulary in this unit:**

sexual intercourse, conception, birth, contraception, puberty, emotions, reproduction

Opportunities to ask questions at the end of each lesson should be made clear for all children. These can either be discussed as a class or in a smaller environment with a trusted adult (within reason – some questions may not be answered if they are not deemed appropriate)

**Lesson 1 – What effect might puberty have on feelings and emotions?**

Recap from Y5. In this lesson they discuss what feelings they have towards growing up and that it is ok to experience different emotions to their friends. Children also talk about the changes between boys and girls physically and emotionally. They then watch a video and discuss how their brain can quickly change and develop throughout puberty.

Children cannot be removed from this lesson.

**Lesson 2 – What effect might puberty have on feelings and emotions?**

Children will discuss new ways that they might feel. They will then discuss: how to recognise feelings; how to analyse feelings; managing feelings. Children will be given some scenarios and have to role-play/discuss how they should be dealt with. Children will then be asked to come up with their own scenarios and discuss how they might react to these situations and how to analyse/manage emotions, feelings & reactions.

Children cannot be removed from this lesson.

### **Lesson 3 – When can I take responsibility for how others feel?**

Children are given this scenario:

Sarah and Fred 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 Fred 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' Fred. Sarah said she didn't know what to say to him and asks Kayla to 'chuck' him for her. Kayla sends Fred a text saying 'Sarah says you're chucked.'

They are then asked the following: How did Fred feel when he got the message? Who should Sarah have talked to when she started feeling Fred was ignoring her? What should Sarah have done if she didn't want to go out with Fred anymore?

Children will then discuss how young people show that they are fitting in and create some sentences about how they can help children/parents in various situations.

Children cannot be removed from this lesson.

### **Lesson 4 – What are different ways babies are conceived and born?**

Children will be reminded that in Y5 they learned about reproductive parts during the RSE unit. Children will then be reminded what puberty is for and will draw/write anything they already know. The teacher will then read from a script (prepared previously with parental consultations) to explain the process of how a baby is made. (The script is at the end of this document for reference). They will then discuss how a baby is formed and developed in the womb (cells multiplying). Children will then be told briefly about contraception (the pill or a condom) – the explanations are all factual and biological to keep it clear and concise.

Children may be removed from this lesson with prior notice from parents/guardians.

## Lesson 5 – What should adults think about before they have children?

Children will be asked if they know what love is and talk about the many different types of love a person may feel for special people e.g. family members, friends, pets, role models, girlfriends and boyfriends. They will then think about and discuss the phrase 'being in love...' and discuss how this type of love differs from other types of love. Children will make a list of ways that young people who are 'in love' show their affection towards one another. Children to complete the sentence stem, *When I am an adult, I would like/not like to have children because...* Then they will complete the sentence stem, *Adults might choose to have/not to have children because...* Children to discuss the many responsibilities adults have for their children as they grow up as well as when they are babies.

Children cannot be removed from this lesson.