



Medium Term Unit Planning

Topic Name: Sex and Relationships

Learning outcome:

During this topic the children will identify some of the physical changes that happen to bodies during puberty, explain that puberty begins and ends at different times for different people and use scientific vocabulary for external male and female body parts/genitalia. They will be able to explain what happens during menstruation (periods), ejaculation and wet dreams. They will know how and why it is important to keep clean during puberty, be able to describe ways of managing physical change during puberty and respond to questions and give advice to others about puberty. The children will describe how emotions and relationships may change during puberty and explain where we can get the help and support we need in relation to puberty.

Hook:

Hangman game

Topic Showcase (e.g. display, museum, performance, presentation):

Ask it basket

Oracy:

Engaging in discussion, asking and answering questions.

Key Vocabulary:

Puberty, menstruation, periods, ejaculation, wet dreams, emotions, relationships, hygiene, genitalia, cervix, vulva, vagina, ovary, uterus, fallopian tube, pubic hair, clitoris, urethra, anus, urinary bladder, foreskin, penis, testicle, scrotum, epididymis, erection, sperm, semen.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

- Hair in Funny Places by Babette Cole.

Notes:



Medium Term Unit Planning

This scheme of work will be structured around sex and relationships, including some of the physical and biological changes experienced during puberty, what happens during menstruation (periods), what is meant by ejaculation and wet dreams and the importance of personal hygiene during puberty.

Lesson title and learning Intention	Lesson structure/differentiation
1. To identify some of the physical changes that happen to bodies during puberty.	Establish ground rules with the children help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). For example: respecting what people say; listening to others; not asking personal questions or putting people 'on the spot'; not making assumptions about other people; having the right to 'pass' if you do not wish to comment. Direct the children as to how they can find out more and ask for help about the topic e.g. home, school and online. Introduce the 'Ask-it Basket' question box to encourage pupils to ask questions with anonymity and without embarrassment. Discuss life stages from a baby to old age. Children to draw a stick person and label the changes that occur when you become a teenager. Play a game of hangman, spelling out the word 'puberty' and define.
2. To explain that puberty begins and ends at different times for different people.	Organise pupils into small groups and display the following questions for children to discuss: Does everyone start puberty at the same time? Will these changes happen to everyone at the same time? Why are these changes happening? Discuss the changes that a male and female body goes through during puberty and why. Children to offer their answers to made up scenarios about possible puberty concerns.



Medium Term Unit Planning

<p>3. To use scientific vocabulary for external male and female body parts/genitalia</p>	<p>Explain that children and adults use lots of different words for parts of the body—some pupils may have special words which they use with their families. Some words are scientifically correct and some are the common, everyday (slang) words. Some slang words can be confusing, and learning the anatomical words will make sure we all understand each other in these lessons. Gradually reveal diagrams of different body parts. Children to name the parts and identify the correct scientific vocabulary. Show diagrams of male and female changing bodies. In pairs, ask pupils to discuss the changes that they can see. Class discussion about the following changes: females and males: hair – pubic and body; body producing more oil, leading to greasy hair, spots and sweat; grow taller; larynx (voice box) grows and voice gets deeper; females: breasts – growth and nipples darken; waist and hips change shape; males: muscles increase; penis and testicles grow; changes to the larynx or 'voice box' leads to the voice 'breaking' (going deeper) — as the larynx grows it tends to protrude from the front of the neck — known as the Adam's Apple. Children to watch 'All About Us: Living and Growing – Alternative' videos entitled 'Differences', 'How did I get Here?', 'Growing Up', 'Changes', 'Girl Talk' and 'Boy Talk'.</p>
<p>4. To explain how and why it is important to keep clean during puberty.</p>	<p>Ask children what is meant by 'personal hygiene' and then explain. Introduce the fictional character 'Bailey' who is learning all about keeping the body extra clean when growing up. Children to write a sentence to explain why this is important and what Bailey should do. Explain that puberty causes all kinds of changes in young people's bodies e.g. their skin and scalp may suddenly become oily; new hair grows in different places: pubic hair, hair under their arms; and, in males, more facial and sometimes chest hair; at times, they may sweat for no reason, and their feet,</p>



Medium Term Unit Planning

	armpits and genitals may smell when they didn't before. Make it clear that these bodily changes are a normal part of becoming an adult. Introduce the class to an imaginary Year 8 pupil in a local secondary school. Explain that they are going through puberty so their body is changing in all the ways we've been discussing in the previous lessons.
5. To describe ways of managing physical change during puberty.	Organise pupils into small groups, each given a large sheet of paper to draw the outline of the Year 8 pupil on. Children to label all the different parts of the body that the young person will need to pay special attention to now in terms of their personal hygiene. Children to write next to each label why they need to pay particular attention to this part, how they should do this and how often.
6. To respond to questions and give advice to others about puberty.	Share a range of personal hygiene items with the children, stressing that which products to use is a matter of personal choice; challenge any gender stereotyping of personal hygiene products/ personal grooming. Discuss pressures on young people to conform to certain expectations, for example to remove body hair. Emphasise that pubic and other body hair is completely natural and that whether to shave or remove it is entirely up to individuals. Include examples of pads, tampons and reusable period products. Children to write a shopping list for Bailey which he might want to purchase to prepare for puberty.
7. To describe how emotions and relationships may change during puberty.	Introduce the class to Taz, an imaginary 12-year-old who is experiencing mood swings. Ask pupils what they think might be causing Taz to feel like this. What would they suggest Taz does? Read 'Hair in Funny Places'. Discuss the physical changes that happen to bodies then encourage the pupils to think about some of the emotional changes mentioned. Talk about emotional changes as changes to the way we feel inside (that we can't see in the same way as the physical changes we have been discussing). Explain that just like our bodies need to get used to changes that happen at



Medium Term Unit Planning

	<p>puberty, so do our brains. Talk about how a child experiencing puberty may start to look grownup but their mind and emotions have a lot of catching up to do. Referring back to the book, ask pupils to identify what is causing the changes in the characters? (hormones). Explain that the hormones (special chemicals) make the body change physically but also affect the feelings. Children to write in sticky notes, all the feelings that a young person might experience during puberty to stick on the class circle of feelings. Children to place their emotion sticky notes on a wavy line: either high up on the top of a wave; low down at the bottom; or halfway between - depending on whether that feeling would make you feel 'up' or 'down'. Explain that adolescents may also notice a change in the way they feel about each other; feelings they may never have had before. These feelings can be quite overwhelming, and may be about 'fancying' someone or having a 'crush' on them. Explain that they may not know why they feel like this, but it is all natural and a part of growing from a child to an adult: part of the hormonal changes that are happening in the body. Explain that people can have crushes on people they know, or people they don't know, such as pop or sports stars. Someone can have crushes on people of the same sex or the opposite sex, on people who are the same age, older or younger. Reiterate that having a crush on someone is perfectly natural.</p>
8. To know where to get the help and support needed in relation to puberty.	<p>Talk about some of the strategies pupils can use when they experience different feelings during puberty and explain that they can always seek help and support. Share different situations about emotions for pupils to express what they think the young person should do.</p>



Medium Term Unit Planning

<p>9. To explain what happens during menstruation (periods).</p>	<p>Display the beginning of a diary extract then ask the pupils to explain: 1) What has happened to Kelly? 2) How do they think she is feeling? 3) What do they think Kelly did, or should do? Talk about what she means when she says she started her period? How does she know? What might be happening? Explain that 'starting periods' is another change that happens at puberty. Explain that periods are when females pass blood from the vagina for a few days each month. Explain that the scientific name for periods is menstruation and children are asked if they know any other names for this, and what they already know or have heard about periods. Explain that females have internal and external genitalia and that not all body parts look the same. for example, the vagina and clitoris can be different sizes or shapes. Name the different parts with a simple explanation of each. Children watch a video that explains the menstrual cycle. Pause the video if required after each section to ensure that the pupils understand what is happening. Show examples of pads, tampons and reusable period products, explain how they are used, and that it is a personal choice about which to use, which should be discussed with a trusted adult at home.</p>
<p>10. To explain what is meant by ejaculation and wet dreams.</p>	<p>Watch video about boys going through puberty and discuss. Name and label diagram showing internal and external genitalia with brief explanation. Talk about how not all penises look the same, as they can be different sizes and shapes, or may be circumcised. Watch video about erections and wet dreams and discuss why Ali trying to hide the semen. Ask the children what could/should he do? Pupils to suggest what Ali's father could explain to him. Encourage the children to think about how Ali feeling now and what they would advise someone in the same situation to do.</p>