

## Year 6 (Summer 2) Respectful Relationships and Sex Education

Prior Learning: In Year 5 children will have deepened their knowledge of the emotional and physical changes occurring in Puberty. They will understand how puberty affects the reproductive organs, the impact of puberty on the body and the importance of hygiene. They will have learnt about how to manage physical and emotional changes. They will have explored ways to get support during puberty. The children will know the words Semen, Menstruation, Erection.

We will learn and understand how important it is to develop healthy relationships in a variety of contexts and to know how and when to seek help. We will learn how to stay safe and to be able to make age appropriate informed decisions. We will learn how it feels to enjoy positive relationships of all different kinds. This includes learning about describing how the body changes during puberty in preparation for reproduction. Talking about puberty/reproduction with confidence. We will consider physical & emotional behaviour in relationships. We will understand the decisions needed to be made before having a baby. We will know some basic facts about pregnancy and conception. We will explore positive/negative ways of communicating in a relationship and know how/ where to get support if an online relationship goes wrong.

### 1. **TWAL: To understand how our body changes to prepare for reproduction**

We will be learning further about puberty and reproduction. We will learn how to describe how and why the body changes during puberty in order to prepare for reproduction. We will be able to talk confidently about puberty and reproduction with respect. **(Assess and record in books)**



There are external genitalia and internal reproductive organs in males and females that go through changes during puberty to begin to prepare our bodies for reproduction.



#### **Recommended Reading**

**What's happening to me? Facts of life by Susan Meredith**

**Welcome to your period by Yumi Stynes**

### 2. **TWAL: To explain some differences between healthy and non-healthy relationships**

We will learn the importance of communication and respect within healthy relationships. We will be able to explain some differences between a healthy and unhealthy relationship and we will know that communication and permission seeking are important in relationships. **(Assess and record in books)**



People may be attracted to someone emotionally, romantically or sexually, people may be attracted to someone of the same sex. Sexual orientation is not the same as gender identity.



#### **Recommended Reading**

**Cool to be Kind by Liz Bates**

**The judgemental flower by Julia Cooke**

### 3. **TWAL: about families, conception and pregnancy**

We will be able to consider different ways people may want to start a family. We will be able to describe the decisions that have to be made before having children. We will be introduced to some basic facts about conception and pregnancy. We will also address any misconceptions regarding pregnancy. We will discuss how they are ways to prevent a baby being made and that babies need to be cared for. **(Assess and record in books)**



Babies are conceived when a male's sperm fertilises a female's egg, usually via the process of sexual intercourse. There are ways to prevent a baby being made.

#### **Recommended Reading**

**I'm Growing up.....now what? Sex ed**

By Donia Youseff

**Let's talk about sex**

By Robie H Harris

**Play and Learn (anatomically correct correct)**

**Paper dolls – teaching children about sex and conception**

### 4. **TWAL: about online relationships**

We will be exploring positive and negative ways of communicating in a relationship. We will consider if/ when it is appropriate to share personal or private information in a relationship. We will revisit the issue of consent, for example in the context of sharing images online. We will know how and where to get support if an online relationship goes wrong. We will use scenarios to help us explore potential online issues. **(Assess and record in books)**



#### **Recommended Reading**

**My First Phone – A child's guide to Digital Responsibility,**

**Safety and Etiquette by Catherine Pearlman**

**Dr Christian's guide to growing up online**

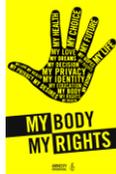
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### 5. TWAL: To identify myths and facts about FGM and how to report any concerns.

We will discuss bodies and personal safety. We will consider what rights we have over our own bodies e.g. do we have the right to choose whether we have our ears pierced or a tattoo done. We will learn about what FGM is, think about the rights of the child and discuss this in relation to FGM. We will learn about facts and myths surrounding FGM, who we should talk to if we have concerns and where to go for advice. We will have time to reflect and ask any questions we might need to. (PSHE Association lesson)



FGM is a type of abuse, causes harm and is illegal.  
We have the right to decide what happens to our own bodies.



### Words we will know!

Sexual Intercourse

Conception

Fertilisation

FGM