



Changing Me Year 6

The following is an overview of what the children in Year 6 will study over the Summer Term in their PSHE lessons in accordance with the statutory guidance for SRE.

Lesson Overview	Lesson Content
<p>1. Self & Body Image Identifying awareness of our own self-image and how to develop self-esteem.</p>	<p>Introduce the idea that most of us have a 'real' self-image and an 'ideal' self-image. Look at air-brushing and before and after images of celebrities. Pupils will complete a 'self-image' template that will be kept personal. We will discuss that the bigger the distance between the ideal self and the real self, the greater the possibility of self-esteem being low because we are likely to feel inadequate or not good enough, simply by comparing ourselves to the ideal we have created in our own minds. Children discuss what can be done about this problem.</p>
<p>2. Girl Talk/Boy Talk Looking at specific changes to their own bodies and asking questions that they want answering. Reflecting on how they feel about asking such questions and the answers they receive.</p>	<p>Girl's Talk with Mrs K Walker Boy's Talk with Mr D Foster The girls will re-cap previous learning about menstruation, the female reproductive system, sanitary products, masturbation and changes to the female body. The boy's will re-cap previous learning about their reproductive organs, physical changes of puberty, wet dreams and masturbation. There will be plenty of opportunity to ask questions/discuss scenarios. The children will be reminded of the importance of trust, respect and consideration when we are sharing things we feel unsure about, and stress that there is no such thing as a silly question.</p>
<p>3. Puberty Understanding how boy's and girl's bodies change during puberty and the importance of looking after ourselves both physically and emotionally.</p>	<p>Using puberty flash cards, the children will identify whether the changes mentioned happen to girls, to boys or to both. They will then recap the male and female reproductive organs using simple diagrams. We will end the session looking at a set of 'puberty truth or myth' cards and discussing their content and the children's understanding.</p>
<p>4. Conception</p>	<p>The children will start by discussing different relationships that they might have: family</p>

<p>Understanding how the body prepares for having children in the future and appreciating how amazing it is that human bodies can reproduce in this way.</p> <p>(Parents have the right to withdraw their children from this session)</p>	<p>relationships, peer relationships, work relationships and relationships with physical attraction. The children will be introduced to the word, 'Conception' meaning the moment a new life begins. After recapping the male and female reproductive organs from the previous lessons, the children will be told that in order for a baby to grow, the sperm must meet with an egg and that if the egg is fertilized, it will grow into a baby. This can be done through 'intercourse' (this is introduced as a term; specific details of the act are not discussed) or using scientific treatment such as IVF. The children will then look at some scenario cards regarding having a baby which will challenge their ideas about the responsibility of having a baby and will generate discussions of various significant issues such as whether teenagers can be good parents, whether parents need to be married and whether same sex couples can have children. They also look at how a baby develops over the 9 months in the mother's womb. They will answer true/false statements about what a baby can/cannot do whilst in the womb.</p>
<p>5. Attraction</p> <p>Understanding how being physically attracted to someone can change the nature of a relationship. Expressing how they feel about growing in independence and about becoming a teenager.</p>	<p>The children will begin by discussing what being a teenager means to them. During the discussions, the children will be challenged where necessary, so that they have a realistic and positive outlook on becoming a teenager. The children will then be given a range of photo cards of children and adults holding hands. Why are these people holding hands? There will be an opportunity to discuss homosexuality as well as other sexual orientation should the class lead the discussion towards this.</p>
<p>6. Transition to High School</p> <p>Identifying what they are looking forward to and what concerns they may have about moving up to high school. Discussing how they can best prepare themselves emotionally for starting high school.</p>	<p>The children will begin the session by writing any worries or concerns about going to high school onto pieces of paper. These will then in turn be discussed and solutions to the problem analysed. Ask them to visualise three things they are most looking forward to about being in their new school and to be aware of the positive emotions attached to those things.</p> <p>The children will then reflect on their time at this school sharing their memories and best moments. They will have the opportunity to write memoirs/ letters of thanks etc regarding their time at primary school.</p>

Throughout all of these sessions, the pupils will have access to post-it notes on their tables. They can write any questions that they wish to ask but do not feel comfortable asking in front of the class. At the end of each session, the teacher will go through the questions (without identifying who has asked it) and will discuss appropriate