

Topic	Puberty – Lesson 1 bodies and reproduction	Key stage Age range	KS2 Year 5
<b>Introduction</b> This lesson introduces the group to key messages about conception and pregnancy, while supporting them to understand theirs and other people's bodies and how they relate to reproduction.			
<b>Learning aim and outcomes</b>		<b>Key messages to convey to children</b>	
<p><b>Aim</b></p> <p>To ensure the group have a greater knowledge of the internal reproductive organs and external genitalia and understanding how they link to reproduction.</p> <p><b>Learning outcomes</b></p> <p><b>By the end of the lesson children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Correctly identify parts of external genitalia and internal reproductive organs</li> <li>• Understand that everyone's bodies are different and we should respect this</li> <li>• Describe key facts about reproduction and pregnancy</li> <li>• Know where to ask for help with questions about their bodies.</li> </ul>		<p>Ensure that the lesson begins with creating a safe space, including ground rules for how the lesson will be managed. Brook advises discussing confidentiality and safeguarding when creating your safe space.</p> <p>Always ensure time for clear signposting at the end of every lesson, this could be within your educational setting or to local services in Cornwall, as well as reputable organisations online.</p> <ol style="list-style-type: none"> <li>1. Everyone has genitals on their body, in between their legs. Sometimes these are called private parts or other nick names. It is important to know the correct words for these parts of the body to help us to tell someone if we need help or have questions.</li> <li>2. Sometimes it can feel a bit awkward to talk about genitals because we are not used to talking about bodies and they are our private parts. However, it is not rude or wrong to understand how our bodies work and know the correct words.</li> <li>3. Everyone's bodies, including genitals, are slightly different. We should respect other people not tease or laugh at those who are different to us.</li> <li>4. However, genitals are broadly split into two types – people who have vulvas and vaginas and those who have a penis and testicles.</li> <li>5. These genitalia on the outside of a person's body connect to the internal reproductive system on the inside of a person's body. (See Brook activity).</li> </ol>	
<p><b>General questions</b></p> <ol style="list-style-type: none"> <li>1. What is the name for the area between a person's legs?</li> <li>2. Is it rude to know about your body?</li> <li>3. Does it feel awkward talking about genitals? Why?</li> <li>4. Is everyone's body the same?</li> <li>5. How can we keep our genitals clean?</li> <li>6. Why do people have these organs inside them?</li> <li>7. What does reproduction mean?</li> <li>8. How does a sperm meet an egg?</li> <li>9. What's the scientific term for when the sperm meets the egg?</li> <li>10. For how long does a baby usually grow in the womb?</li> <li>11. Is making a baby the only reason for people to have sex?</li> <li>12. Is it only men and women who have sex together?</li> </ol>			

<p>13. Is having vaginal sex the only way to have children?  14. Are there different types of families?  15. Where should someone go for help or to get their questions answered about bodies and reproduction?</p>	
<p><b>How this lesson can be delivered</b></p> <ul style="list-style-type: none"> <li>• Ask the group what they have heard 'private parts' called? Use this activity to explore why it's important to know the correct scientific terms.</li> <li>• Ask the group if they feel embarrassed or awkward talking about this stuff – why do we think this is?</li> <li>• Label the body – worksheet to label the internal reproductive organs and external genitalia.</li> <li>• Videos with complementary questions.</li> <li>• Anonymous questions – 'ask it basket'.</li> <li>• Where do babies come from sort cards.</li> <li>• Pregnancy quiz.</li> <li>• Pregnancy and conception true or false card sort.</li> <li>• Pregnancy go around – get the group to sit in a circle and answer the question 'One thing I know about pregnancy is...'</li> </ul>	<p>6. People's genitals are very sensitive and it is important to keep them clean by gently washing with warm water or unperfumed soap (no strong perfumed soap). If you have foreskin (skin over the head of your penis) wash gently under it to stop it getting smelly, itchy or sore.</p> <p>7. For some people their biological sex (being male/ female) does not match the gender everyone expected them to be when they were born. This is okay and we should respect how other people feel. Therefore in this lesson, we are going to talk about people's bodies, not genders.</p>
<p><b>Where to find up to date information for facilitator's knowledge</b></p> <p><b>Information on vulvas and vaginas</b>  <a href="https://www.brook.org.uk/your-life/vaginas-and-vulvas/">https://www.brook.org.uk/your-life/vaginas-and-vulvas/</a></p> <p><b>Information on penises and testicles</b>  <a href="https://www.brook.org.uk/your-life/penises-and-testicles/">https://www.brook.org.uk/your-life/penises-and-testicles/</a></p> <p><b>Adoption</b>  <a href="https://www.adoptionuk.org/">https://www.adoptionuk.org/</a></p>	<p><b>Reproduction</b></p> <p>1. Reproduction means creating new life, for humans that is growing babies. Reproductive organs and genitals play an important part in reproduction and pregnancy.</p> <p>2. In order for someone to get pregnant (start growing a baby inside them) a sperm, from a male's testicles, needs to meet a female's egg, released from an ovary. The fertilised egg then travels to the womb and starts growing a baby.</p> <p>3. In most cases, the sperm is able to meet the egg through two people having vaginal sex. When a person's penis is inserted into another person's vagina. The sperm comes out of the end of the penis and swims to meet the egg.</p> <p>4. Sex should only happen between adults and should feel pleasurable for both people. No one should ever be forced or made to have sex. This is against the law and wrong. People may wish to have sex without getting pregnant because it feels nice. They can use something called contraception to stop pregnancy happening.</p>

5. The baby grows for nine months in the person's womb until they are born.
6. Some people can't get pregnant through having sex or do not want to have a family this way. They might choose to adopt a child (legally make a child a member of their family because they can't be looked after by their biological family). They also might choose to have help from doctors to become pregnant.
7. People don't start making sperm or releasing eggs until puberty, which we are going to learn more about in the next lesson.
8. If you have questions about bodies or reproduction please speak to an adult you trust.

### Ways to differentiate this resource

#### Consolidation:

- When discussing genitals, revisit prior knowledge learned about our private areas (reference to 'Pantosaurus' session). Discuss scientific names for genitals and state that it is ok for the children to have their own names for their 'privates', as they are theirs – giving further ownership and empowering them to feel they can say 'no' to inappropriate touch. Remind children that we do not need to discuss our own genitals specifically at this point, and if they have any personal questions they can discuss this with the facilitator privately.
- When using 'Where do babies come from sort cards', ensure we are talking about ratio and that the images are not to scale. For example; "it is an enlarged cartoon image of sperm, so that we have an idea of how it looks. It is not actually this size but much smaller".
- Discuss signposting, who the children can turn too if, for example, they want to discuss their gender identity more, or they feel that they are worried about something to do with their body.

#### Extension:

- Be aware of the 2 videos available for 'Why do we have reproductive organs?' and use the most appropriate resource for the class you are working with.
- Explore emotions around feeling unable to discuss concerns about our bodies with a trusted and appropriate adult. If a friend felt worried about something about their body, who would you advise they speak too? This could be done as an Agony Aunt experience, giving children a scenario and asking for their supportive answer.

### Links to government statutory guidance & PSHE Association guidance (The wording below is directly quoted from PSHE Association and Government guidance)

- **Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H30, H31, H32, H34)**
- **About menstrual wellbeing including the key facts about the menstrual cycle (H30, H31)**

• **Respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R33)**

- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup>
- H34. about where to get more information, help and advice about growing and changing, especially about puberty
- H35. about the new opportunities and responsibilities that increasing independence may bring
- H26. that for some people gender identity does not correspond with their biological sex
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

**Things to consider and linking to a whole school approach**

- We would recommend also completing puberty lesson 2 to cover the key outcomes, sitting this lesson in a wider PSHE curriculum including healthy relationships, consent and diverse families.
- Implement the key concepts within a trauma informed approach across the whole school. Namely working to ensure your school is a safe place for children and young people. This includes creating a safe learning environment for PSHE lessons, increasing empathy and emotional regulation prior to behaviour regulation and boundary setting, open communication, transparency and trustworthiness in teachers and adults within school.
- The structure of your pastoral/ student support services and how children can access help and support (Does your educational setting have a school mentor or counsellor the children are aware of?)
- Please be aware when discussing bodies and genitals the potential for disclosure about female genital mutilation (FGM) and teacher's legal duty to report suspected cases to the police. Please familiarise yourself with your schools policies and procedures.

**Complimentary and curated resources**

**Brook Resources**

- Lesson plan
- Label the body including prompt sheet for the facilitator
- Where do babies come from sort cards

**Videos**

**Amaze – where do babies come from**

- <https://www.youtube.com/watch?v=sOL8dbiRhpg>
- <https://www.youtube.com/watch?v=4uLqoSh55M8>

**Amaze – pregnancy and reproduction explained – stretch version**

<https://www.youtube.com/watch?v=OejdOS4lqeE>

