

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Moving house	<ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives.</li> <li>Explain how the Learning Line can be used as a tool to help them manage change more easily.</li> <li>Suggest people who may be able to help them deal with change.</li> </ul>	<p>Describe changes that have happen. Discuss how sometimes we don't choose changes and how some changes can be more challenging. Look at the Learning Line.</p> <p>Activity- Complete a version with something they learnt e.g. starting a new skill, learning how to use something. Discuss how to deal with change in their lives and who can support them.</p>	Learning line practice
2	My feelings are all over the place!	<ul style="list-style-type: none"> <li>Name some positive and negative feelings.</li> <li>Understand how the onset of puberty can have emotional as well as physical impact.</li> <li>Suggest reasons why young people sometimes fall out with their parents.</li> <li>Take part in a role play practising how to compromise.</li> </ul>	<p>Play a game to discuss positive and negative feelings e.g. sad/ surprised/ angry/ happy. Talk about puberty as a time when bodies and feelings change. Talk about the sorts of things teenagers and family could fall out over.</p> <p>Activity- Role-play different conflicts and how to change responses from argumentative to compromise.</p>	Compromise Hormones Puberty
3	All change!	<ul style="list-style-type: none"> <li>Identify parts of the body that males and females have in common and those that are different.</li> <li>Know the correct terminology for their genitalia.</li> <li>Understand and explain why puberty happens.</li> </ul>	<p>Explain why we have both males and females on Planet Earth. Explain we need both a male and a female to create another human being/ baby. On the outline of a male and female body, draw/write the body parts that men and women have in common, and the differences. Puberty will be defined as both physical and emotional changes.</p> <p>Activity- Look at different animals and place in age order as to when they have eggs or babies. E.g. butterflies 3-4 hours. Discuss why most people wait until they are a lot older to have children.</p>	Puberty Pubic hair Eggs Sperm Penis Testicles Breasts Ovaries Womb Vagina Vulva

4	Preparing for changes at puberty	<ul style="list-style-type: none"> <li>Know the key facts of the menstrual cycle.</li> <li>Understand that periods are a normal part of puberty for girls.</li> <li>Identify some of the ways to cope better with periods.</li> </ul>	<p>Ask the children what they know happens to a boy's body when he starts puberty? What happens to a girl's body when she starts puberty? Explain that we are going to learn more about periods, and how they can be managed.</p> <p>Activity 1 - What happens with periods? Show the clip of menstruation - <a href="https://kidshealth.org/en/teens/menstruation.html">https://kidshealth.org/en/teens/menstruation.html</a> Using images of period products, ask what a girl or woman could use to protect her clothes when she is having a period?</p> <p>Explain the importance of changing period products frequently.</p> <p>Activity 2 – Period quiz: true or false? Working in pairs, complete the <i>Period Quiz: true or false?</i> activity sheet.</p>	Puberty Menstrual cycle Eggs Periods Menstruation Sanitary pads Tampons Menstruation cup Vagina Uterus Ovaries Fallopian tubes Bleed Shed
5	Secret or surprise?	<ul style="list-style-type: none"> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</li> <li>Recognise how different surprises and secrets might make them feel.</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>	<p>Define the difference between 'Secret', 'Surprise' and 'Not Sure'. Discuss how secrets can make us feel safe and happy, or unsafe and uncomfortable. Describe how people feel when they are safe and unsafe. Look at scenarios to respond to and discuss what they could do. Make a list of the sort of people at school and at home they could talk to if they felt they had been told an 'unsafe' secret.</p> <p>Activity- Listen to Harold's story: are they secrets or surprises, safe or unsafe. Discuss.</p>	Secret Surprise Uncomfortable Feelings
6	Together	<ul style="list-style-type: none"> <li>Understand that marriage is a commitment to be entered into freely and not against someone's will.</li> </ul>	<p>Talk about well-known stories which end in marriage e.g. Sleeping Beauty, Cinderella. Discuss types of partnerships e.g. couples who choose not to get married, same gender/sex couples and civil partnerships. Explain who can get</p>	Marriage Live together Civil partnership Forced marriage

	<ul style="list-style-type: none"><li>● Recognise that marriage includes same sex and opposite sex partners.</li><li>● Know the legal age for marriage in England or Scotland.</li><li>● Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li></ul>	<p>married by law in England and Scotland. Discuss that marriage is about choice.</p> <p>Activity- think of things that are better done together and things which are better to do on their own.</p>	
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