Did you know your school can get access to free period products?

The Department for Education have implemented a period product provision scheme which will ensure free products are available to students across state-maintained schools and colleges in England. To ensure your students have the support they need and access to free period products, get in touch with PHS who are supporting the scheme, by calling 01827 255500 (option 3) or drop an email to [periodproducts@phs.co.uk](mailto:periodproducts@phs.co.uk). Lil-Lets are thrilled to be also supporting this scheme and our period products make up a wide selection of the product offering too!

PUBERTY **Anatomy & Reproduction Lesson Plan**

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| **Time** | 50-60 minutes |
| **Suitable for:** | Young people from years 5-6 |
| **Aim** | To ensure the group have a greater knowledge of the internal reproductive organs and external genitalia, understanding how they link to reproduction. |

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| **Outcomes:** | **By the end of this activity, participants will be able to:**   * Correctly name parts of the **internal reproductive organs** * Understand that everyone’s bodies are **different, and we should respect this.** * Can describe key facts about **reproduction and pregnancy.** * Know where to **ask for help** with questions about their bodies.   This session links to KS2 government statutory guidance & PSHE Association guidance. |

# **Resources required:**

# Label the body images and facilitator prompt sheet

# Where do babies come from – sort cards (*cards will need to be cut up and made into packs ahead of the lesson)*

# Anatomy & Reproduction PowerPoint (if using)

# Post it notes / sticky notes (if using)

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| **Activity** | **Description & key messages** | **Timing** |
|  | **Introduction – creating a safe space & lesson aims.**  **Activity**   * Explain that we are going to talk about our bodies and reproduction. * Create a safe space with the children, ensure that pupils understand that the classroom is a confidential space and free from judgement. * Please communicate the session aims with the group. | **5 minutes** |
|  | **What do we call…?**  **Method**   * Facilitator asks the group to think of all the words and names they have heard the area in between someone’s legs called. You may need to state no swear words/ offensive terms for particular groups. * Facilitator can choose to ask the group to anonymously write these on stick it notes, then stick them on a wall or just call them out. * Facilitator debriefs, explaining that we are allowed to have different words for our own bodies but it’s important to know the correct names too. We also shouldn’t use offensive words for parts of the body.   **Key Questions**   * What is the name for the area between a person’s legs? * Is it rude to know about your body? * Does it feel awkward talking about genitals?   **Key Messages**   * 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. In this lesson, we are going to talk about people’s bodies, not genders. * 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 so we can tell someone if we need help or have questions. * 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. * Everyone’s bodies, including genitals, are slightly different. We should respect other people – not tease or laugh at those who are different to us. * Genitals are broadly split into two types – girls, and those with a vulva, and boys, and those who have a penis and testicles. | **5 minutes** |
|  | **Label the body**  **Method**   * Facilitator explains that we are going to think about genitals in more detail and understand the correct words for different parts and what they are for. This is linked to reproduction which we are going to think about later in the lesson. * Facilitator shows images of the internal reproductive system, first one then the other on a presentation. Facilitator may choose to have the areas unnamed to see if anyone in the group knows the names, before revealing the answers. * Using the facilitator debrief sheet, questions and keys messages, facilitator explains the names and functions of each element of the internal reproductive system.   **Questions:**   * Is everyone’s body the same? * What is the name for the area between a person’s legs? * How can we keep our genitals clean?   **Key Messages**   * Everyone’s bodies, including genitals, are slightly different. We should respect other people & do not tease or laugh at those who are different to us. * Genitals are broadly split into two types; girls, and those with a vulva, and boys, and those who have a penis and testicles. * These genitalia on the outside of a person’s body connect to the internal reproductive system on the inside of a person’s body. * 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 the penis) wash gently under it to stop it getting smelly, itchy or sore. | **15 minutes** |
|  | **Why do we have reproductive organs?**  **Method**   * Facilitator explains that in the last activity we spoke a lot about sperm and eggs and the reproductive organs, but why do we have these parts of our bodies? * Debrief using questions & key messages.   **Key Questions**   * What does reproduction mean? * How does a sperm meet an egg? * What’s the scientific term for when the sperm meets the egg?   **Key Messages**   * Reproduction means creating new life - for humans that is growing babies. Reproductive organs and genitals can play an important part in reproduction and pregnancy. * In order for someone to get pregnant (start growing a baby inside them) a sperm, from a person’s testicles, needs to meet another person’s egg, released from an ovary. The fertilised egg then travels to the womb and starts growing a baby. * 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. | **5 minutes** |
|  | **Where do babies come from sort cards.**    **Method**   * Facilitator explains we are going to think a bit more about sex and pregnancy. * Facilitator hands out ‘where babies come from sort cards’ and ask the class to get into small groups. * Facilitator allows time for the groups to put the cards in order, and then brings the class back together to check their answers and debrief using questions and key messages.   **Key Questions**   * How does a sperm meet an egg? * For how long does a baby usually grow in the womb? * Is making a baby the only reason for people to have sex? * Are there different types of families?   **Key Messages**   * In order for someone to get pregnant (start growing a baby inside them) a sperm, from a person’s testicles, needs to meet another person’s egg, released from an ovary. The fertilised egg then travels to the womb and starts growing a baby. * 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. * 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 and as a way to express their feelings for someone they are very close to. They can use something called contraception to stop pregnancy happening. Remember that families come in all different shapes and sizes. Some people might have two mums, two dads, a single parent, live with their wider family, or foster parents. * The baby grows for nine months in the person’s womb until they are born. * 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. * People don’t start making sperm or releasing eggs until puberty. | **15 minutes** |
|  | **Summary.**   * Facilitators answer any questions carefully. * Provide a short summary of today’s learning. * Ensure young people can identify someone they can talk to if this lesson raises any concerns. * Signpost to reputable organisations and the school’s mentor or counsellor. | **5 minutes** |
| **Relevant differentiation to support or challenge pupils** | | |
| **Consolidation:**   * When discussing genitals, revisit prior knowledge learned about our private areas. * 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:**   * 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 ‘Ask Basket’ giving children a scenario and asking for their supportive answer. | | |
| **Further resources to support and extend learning** | | |
| **For the facilitator’s knowledge:**   * **Information on vulvas and vaginas**   <https://www.brook.org.uk/your-life/vaginas-and-vulvas/>   * **Information on penises and testicles**   <https://www.brook.org.uk/your-life/penises-and-testicles/>   * **Adoption**   <https://www.adoptionuk.org/>  **Videos that could support the session.**  **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=OejdOS4IqeE> | | |