

LifeFull Schools

Year 6 Sex Education Lesson Plans (with Scripts)

Overview of what will be covered during these lessons

- Learn in more detail about the physical and emotional changes during puberty
 - Know it's OK that we are all different - puberty happens at different times for different people.
 - Discuss periods (menstruation), erections, and wet dreams sensitively and factually.
 - Be introduced to the basic facts of human reproduction, including how a sperm and an egg join to form a baby (parents can choose to withdraw their child from this lesson)
 - Gestation and giving birth
 - Understand how puberty and growing up can affect relationships and emotions.
 - Learn ways to look after themselves physically and emotionally as they grow.
 - Revisit the importance of privacy, personal boundaries, and consent.
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Lesson 1: Recapping Puberty and Changes

Learning Objectives:

- To understand the changes that happen during puberty for males and females.
- To recognise that changes happen at different times for everyone.

Key Vocabulary:

Puberty, menstruation, periods, erections, hormones, wet dreams, body odour, mood changes, emotional changes, physical changes.

Teacher Script:

“Today, we’re going to be thinking about the changes that happen as our bodies grow and develop. Some of these changes happen on the outside and some inside our bodies. This stage is called *puberty*. It usually starts between ages 8 and 14 and can be a little different for everyone — and that’s okay!

Slide 1 – Welcome & Ground Rules

Slide Content:

- Title: *Understanding Puberty*
- Ground Rules:

- Respect others
- No personal questions or comments
- You don't have to share anything personal
- It's okay to giggle, but we must stay kind and mature

Teacher Script:

"Today we're going to learn about something that happens to *everyone* – puberty. We'll be respectful and listen carefully. This is a safe space to learn and ask questions. Remember: no personal questions and no laughing at others."

Slide 2 – What is Puberty?

Slide Content:

- Puberty is the time when a child's body begins to develop and change into an adult body.
- Usually starts between ages 8 and 14.
- Controlled by *hormones*.

Teacher Script:

"Puberty is when your body starts to change so you can become an adult. Everyone goes through it – just at different times. These changes are caused by hormones – special chemicals your body makes. We'll talk about changes like growing taller, getting spots, mood changes, body hair, and things like periods for girls and erections for boys. If anything feels confusing or you're worried, you can always ask a trusted adult, or use our question box if you prefer."

Slide 3 – Key Vocabulary

Teacher Script:

"Here are some words we'll hear today. Don't worry – we'll explain them together and it's okay if some of them feel new or strange."

"Which ones do you already remember from Y5?"

Activity: matching activity of statements and definitions

Slide Content:

Word	Meaning
Hormones	Chemicals that control changes in the body
Puberty	The process of growing from a child into an adult
Menstruation	A monthly process in females where blood leaves the body from the womb
Erections	When the penis becomes hard
Wet dreams	When semen comes out during sleep
Body odour	A smell caused by sweat and bacteria
Mood changes	Feelings that can go up and down
Emotional changes	Feeling more sensitive or emotional
Physical changes	Changes to your body you can see

Slide 4 – Physical Changes in Puberty (Male & Female)

Slide Content:

- Girls: Breasts grow, hips widen, menstruation begins
- Boys: Voice deepens, muscles grow, facial hair appears

- Both: Height increase, body hair, skin changes, body odour

Teacher Script:

"Boys and girls both go through changes, and some changes are shared. For example, everyone will grow taller, and body hair will appear. Girls might start their periods, and boys might notice their voice gets deeper."

Slide 5 – Emotional & Mood Changes

Slide Content:

- Mood swings are normal
- Feelings can become stronger or more confusing
- It's important to talk to someone you trust

Teacher Script:

"Puberty doesn't just affect your body – it affects your feelings too. You might feel upset, happy, or angry without knowing why. That's normal, but it helps to talk to someone – a parent, carer, or teacher."

Slide 6 – Everyone Grows at Their Own Pace

Slide Content:

- Everyone starts puberty at a different time
- No one is 'late' or 'early' – just different
- All bodies are normal

Teacher Script:

"Some people start changing earlier, and some later. That's completely normal. There's no perfect time to start puberty – your body knows what it's doing."

Slide 7 – Managing Puberty

Slide Content:

- Use deodorant to manage body odour
- Shower regularly

- Ask trusted adults questions
- Learn how to use sanitary products (for girls)

Teacher Script:

"With changes come responsibilities. Washing daily and using deodorant can help with body odour. Girls might need to start using sanitary pads or tampons – and adults at home or school can help explain how."

 **Slide 8 – Common Questions (Myth-busting)**

Slide Content:

- "Is it weird if I haven't started puberty yet?" → No – everyone's different.
- "Do all girls have periods?" → Yes, eventually.
- "Can boys have mood swings too?" → Yes!
- "Are wet dreams normal?" → Yes, for boys.

Teacher Script:

"Let's go over some questions many people wonder about. Remember, whatever your experience is, it's probably more common than you think."

 **Slide 9 – Reflect & Recap**

Slide Content:

- One thing I learned today is...
- One question I still have is...

Teacher Script:

"Take a quiet moment to think – what did you learn today? Is there anything you'd still like to ask or know more about?"

 **Slide 10 – Anonymous Question Box**

Slide Content:

- Write any question you have about puberty

- No names needed – drop it in the box

Teacher Script:

"If you still have questions but don't want to ask out loud, you can write them down and we'll go over them next time – no names needed."

Additional Notes for Teachers

- Ensure **language is inclusive**, clear, and non-judgmental.
- Emphasise that all changes are **normal and healthy**.
- Prepare a **Q&A session** using real or anticipated questions.
- Offer reassurance and normalisation at every stage.

Suggested Activities:

- Recap activity: what do we remember about puberty? Matching statements and definitions (slide 3) and discussion/write a list on mini WBs.
- Matching activity: match changes to body parts and whether they happen to boys, girls or both.
- Agony aunt letter task.
- Anonymous question box time.

Resources:

Scarf units:

- Y6 - Growing and Changing: [Is this normal?](#) (true or false statements, agony aunt letters - both of these are on the following flipchart from last year.
 - Y5 - Growing and Changing: [Growing up and Changing Bodies](#) (resources are good for images of how the body changes, and for human reproductive diagram); and [Changing Bodies and Feelings](#)
 - **Previous planning**
 - Question box - explain how and when pupils can use this.
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Lesson 2: Menstrual Cycle, Erections, Wet Dreams and Hygiene

Learning Objectives:

- To understand how to manage periods, erections, and wet dreams.
- To learn the importance of personal hygiene during puberty.

Key Vocabulary:

Menstruation, menstrual cycle, periods, sanitary products, erections, wet dreams, hygiene, deodorant, semen, masturbation, penis, clitoris, vagina

Slide 1 – Welcome & Ground Rules

Slide Content:

- Title: *Managing Changes in Puberty*
- Ground Rules:
 - Respect each other
 - No personal questions or sharing
 - It's okay to feel awkward
 - What we learn is important for everyone

Teacher Script:

"In today's lesson, we'll talk about how to manage some of the changes that happen during puberty. We'll also look at hygiene – how to keep your body clean and healthy. Let's stick to our ground rules so we can all feel safe and respected."

 **Slide 2 – What is Menstruation?**

Slide Content:

- Also called a **period**
- Part of the **menstrual cycle**
- The body sheds blood and tissue from the womb each month through the vagina
- Starts during puberty, usually between ages 9–14

Teacher Script:

"Menstruation is something that happens to older girls and women. It's part of a natural monthly cycle. Blood and tissue leaves the body through the vagina. It can feel different for everyone – some people have cramps or feel tired."

 **Slide 3 – Managing Periods**

Slide Content:

- Use **sanitary products** like pads, tampons, or menstrual cups

- Change products regularly (every 4–6 hours)
- Talk to a trusted adult if you're unsure

Teacher Script:

"There are different products to help manage periods. Period pants collect the blood and tissue and can be washed and reused. They look like normal underwear and are a very popular method and environmentally friendly. Pads stick to underwear, tampons go inside the body, and menstrual cups collect the blood. Whatever method you use, changing these regularly helps prevent leaks and keeps things clean."

 **Slide 4 – What is an Erection?**

Slide Content:

- When the **penis** becomes hard due to blood flow
- Can happen without any reason
- Not something to be embarrassed about
- Happens more during puberty

Teacher Script:

"Erections are completely normal. They happen when blood flows to the penis, and sometimes they happen when you're not expecting them – even in class or while sleeping. That's okay and nothing to worry about."

 **Slide 5 – What is a Wet Dream?**

Slide Content:

- When **semen** comes out of the penis during sleep
- Usually happens without waking up
- It's the body's way of practising for something when you are older
- Completely normal

Teacher Script:

"Wet dreams can feel strange or confusing, but they're a normal part of growing up. It's just the body's way of adjusting to new changes. It's private and nothing to be ashamed of."

Slide 6 – Masturbation

Slide Content:

- When someone touches their own body, often their private parts, for pleasure
- Private and personal
- Not something to do in public
- Everyone makes different choices

Teacher Script:

"Some people choose to explore their own bodies. Masturbation is when someone touches their own private parts because it feels nice. Some people do it, some people don't — both are okay. It is normal for both men and women to masturbate. Men will usually touch their penis and women usually touch a small organ called the clitoris that is at the top of the vulva. It's private and not something done in public. It's okay to have questions – but always speak to a trusted adult if you're unsure."

Slide 7 – Hygiene During Puberty

Slide Content:

- Shower or bathe every day
- Use deodorant to manage body odour
- Wear clean clothes and underwear
- Wash after sweating or exercise
- Change sanitary products regularly

Teacher Script:

"Because of hormones, our bodies start to sweat more during puberty, and sweat can smell. That's normal, but keeping clean helps. A daily wash and using deodorant can make a big difference."

Suggested Activities:

- Recap puberty changes - short definitive answers in a multiple choice format to be answered on mini WBs.
- Labeling female reproductive organs: womb, womb lining, vagina etc
- True or false activity re. Changes during puberty, masturbation, wet dreams etc
- [Scenarios to discuss](#) in groups or pairs.
- Hygiene checklist activity.
- Question box time.

Resources:

Scarf units:

- Y6 - Growing and Changing: [Is this normal?](#) (true or false statements, agony aunt letters - both of these are on the following flipchart from last year.
 - Y5 - Growing and Changing: [Growing up and Changing Bodies](#) (resources are good for images of how the body changes, and for human reproductive diagram); and [Changing Bodies and Feelings](#)
 - **Previous planning**
 - Question box - explain how and when pupils can use this.
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Lesson 3: Human Reproduction

Learning Objectives:

- To understand how a baby is made in simple, factual terms.
- To know the male and female reproductive organs involved in reproduction.

Key Vocabulary:

reproduction, conception, sperm, egg, penis, vagina, uterus, testicles, ovulation.

Slide 1 – Welcome & Ground Rules

Slide Content:

- *Human Reproduction*
- Ground Rules:
 - Respect each other's questions
 - No personal sharing or comments
 - All bodies are normal and different
 - This is a science and health topic

Teacher Script:

"Today we're learning about how human reproduction works — how babies are made. We'll use correct scientific vocabulary and answer questions respectfully.

This is a learning space, and all questions are welcome as long as they follow our rules."

■ Slide 2 – What is Reproduction?

Slide Content:

- Reproduction means making a new life.
- Humans need male sperm and a female egg to create a baby.
- A baby grows inside the female's body.

Teacher Script:

"Reproduction is how living things make more of themselves. In humans, it takes a sperm from a male and an egg from a female. The baby then grows inside the woman's body in the womb."

■ Slide 3 – Reproductive Organs: Male

Slide Content (Diagrams):

Male Reproductive Organs:

- Penis – the organ that releases sperm
- Testicles – make sperm and hormones
- Scrotum – holds the testicles

Teacher Script:

"These are the parts of the male reproductive system. The penis is the part that releases sperm. Sperm is made in the testicles, which are held in the scrotum."

■ Slide 4 – Reproductive Organs: Female

Slide Content (Diagrams):

Female Reproductive Organs:

- **Vagina** – the part sperm enters
- **Uterus (womb)** – where a baby grows
- **Ovaries** – release eggs

- **Fallopian tubes** – where sperm and egg meet

Teacher Script:

"These are the main female reproductive parts. The vagina is the entrance. Inside the body, the ovaries release eggs, and if an egg meets a sperm, it can start growing in the womb."

Slide 6 – How the Baby Grows

Slide Content:

- The baby grows in the **uterus** for about 9 months.
- It gets food and oxygen through the **umbilical cord**.
- The baby is born through the **vagina** when it is ready.

Teacher Script:

"After fertilisation, the baby stays in the womb and grows. The umbilical cord brings food and oxygen from the mother. When it's ready, the baby is born through the vagina."

Slide 7 – Key Vocabulary Review

Teacher Script:

"Let's review the key words we've used today. Using the correct scientific terms helps us understand and talk clearly about our bodies."

Word	Meaning
Sperm	Male reproductive cell
Egg (ovum)	Female reproductive cell
Penis	Male organ that releases sperm

Vagina	Female opening where sperm enters
Uterus	Where a baby grows
Fertilisation	When sperm and egg join
Ovulation	when an egg is released from one of the ovaries. This usually happens about once a month and it's part of the body getting ready for a possible pregnancy

Suggested Activities:

- Matching activity - key words and definitions
- Appropriate animation of sexual reproduction in humans on SCARF materials
- Label a diagram of male and female reproductive activity
- Myths and facts quick quiz
- Question box time.

Resources:

- Male and female reproductive diagrams for labelling.
- <https://www.bbc.co.uk/bitesize/guides/znxnscw/revision/6>
- [NHS Live well slides](#) - good for some images
- Y6 Scarf unit: [Making babies](#)
- Scarf video: [Human Reproduction Animation Version 2](#)

Lesson 4: Gestation and Being Born

Learning Objectives

- To understand what happens after a baby is made, including how it grows inside the womb.
- To know how a baby is born.

NB: Use the book [Being Born](#) for these lessons.

Key Vocabulary:

Gestation, womb (uterus), embryo, foetus, birth, contractions, labour.

Slide 1: Lesson Title Slide

Title: *Gestation and Being Born*

Teacher says:

“Today, we’re going to learn about what happens after a baby is made. We’ve already talked about how a sperm and an egg join together to start a new life, and now we’re going to find out how a baby grows and is born. Remember — you can ask any questions using our question box if you’d rather not ask out loud.”

Slide 2: What is Gestation?

Content:

- Definition of *gestation*: the time when a baby grows inside the womb before being born.
- Lasts about 9 months (40 weeks).

Teacher says:

“Once a sperm joins with an egg, a tiny ball of cells forms, called an *embryo*. It grows inside a special place in the woman’s body called the *womb*, also known as the *uterus*. This time is called *gestation*. It takes about 9 months — or 40 weeks — for a baby to grow big enough to be born.”

Slide 3: How a Baby Grows (Simple Timeline)

Content:

- Week 4: Tiny heart starts beating.
- Week 12: All body parts formed.
- Week 20: Baby can move and hear sounds.
- Week 37 - 40: Ready to be born.

Teacher says:

“Let’s look at what happens as the baby grows. At about 4 weeks, the tiny embryo’s heart

starts beating. By 12 weeks, it has all the body parts it will need. At 20 weeks, it can move and even hear sounds from outside the womb. By 40 weeks, the baby is ready to be born.”

Slide 4: How is a Baby Born?

Content

- Birth usually starts when the woman’s body has *contractions* — squeezing movements of the womb.
- The baby moves down through the *vagina* to be born.

Teacher says:

“When the baby is ready to be born, the woman’s body starts having *contractions*. These are strong, squeezing feelings in the womb that help push the baby out. Most babies are born through a part of the body called the *vagina*, sometimes called the birth canal.”

Slide 5: What Happens Next?

Content:

- Baby takes first breaths.
- The umbilical cord is cut (it was how the baby got food and oxygen).
- Baby is usually placed with the mother.

Teacher says:

“After the baby is born, it takes its first breaths. The *umbilical cord*, which connected the baby to its mother, is cut because the baby can now breathe and eat on its own. The baby is then cared for and kept warm, usually held by the mother or another trusted adult.”

Slide 6: Recap and Questions

Content:

- Gestation lasts about 9 months.
- Baby grows from an embryo into a fully formed baby.
- Contractions help to push the baby out.

- Baby breathes on its own after birth.

Teacher says:

“Let’s recap what we’ve learned: Gestation takes about 9 months. A baby grows inside the womb from a tiny embryo to a fully formed baby. When the baby is ready, the mother’s body has contractions to help the baby be born. Afterwards, the baby starts breathing and living outside the womb.”

Slide 7: Question Box Reminder

Content:

- Reminder about the anonymous question box.

Teacher says:

“If you’ve got any questions about what we talked about today, or anything else from our lessons, you can write them down and pop them in our question box. Remember, no question is silly — it’s always good to ask.”

Suggested activities:

- Sequencing Activity: "From Cell to Baby" Pupils cut out or rearrange a set of cards showing key stages of pregnancy and birth
 - Pupils label a diagram showing: Approximate baby size at 1 month, 3 months, 6 months, 9 months and the changes in body parts (e.g., heartbeat, arms/legs, moving, opening eyes)
 - Use fruits as size comparisons (e.g., grape, lemon, melon)
 - Ask the Midwife" Hot Seating. Roleplay: the teacher acts as a midwife and pupils ask questions about pregnancy and birth.
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 **Resources:**

- Book [Being Born](#)
 - Question box
 - Scarf video: [Human Reproduction Animation Version 2](#)
 - Y6 Scarf unit: [Making babies](#)
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 **Lesson 5: Relationships, Boundaries and Consent**

Learning Objectives:

- To understand personal boundaries and the importance of consent.
- To know how to stay safe and seek help if needed.

Key Vocabulary:

Consent, personal space, trusted adult, privacy, boundaries, sexual harassment.

Teacher Script:

“Sometimes people want to give us a hug, play rough games or hold hands — and it’s really important that we feel able to say ‘yes’ or ‘no’ depending on how we feel. This is called *consent*.

Today we’ll talk about what consent means in everyday life. We’ll practise saying ‘no’ politely but firmly and think about who we can talk to if something happens that makes us feel uncomfortable.”

 **Slide 1 – Welcome & Ground Rules**

Slide Content:

- *Topic: Personal Boundaries, Consent & Staying Safe*
- Ground Rules:
 - Listen respectfully
 - No personal stories
 - Kindness and no judgement
 - Questions are welcome and safe

Teacher Script:

"Today, we’re learning how to keep ourselves and others safe by understanding personal boundaries and consent — both in real life and online. We’re also learning who we can talk to if we feel uncomfortable or unsure."

 **Slide 2 – What Are Personal Boundaries?**

Slide Content:

- *Personal boundaries* are the rules we set about how we are treated by others.
- They help us feel **safe, respected, and in control**.
- Everyone’s boundaries can be different – and that’s OK.

Teacher Script:

"Boundaries are like invisible lines around us. They help us feel safe and respected. Some people might feel okay with a hug, and others might not. What matters is asking and listening."

Slide 3 – What Is Consent?

Slide Content:

- **Consent** means **giving permission** for something to happen.
- It must be:
 - **Make you feel safe**
 - **Clear**
 - **Freely given**
 - **Reversible** (you can change your mind)
- You should **never feel pressured** to say yes.

Teacher Script:

"Consent is about giving permission. If someone asks, 'Can I...?' and you say yes, that's consent. But you can always change your mind. Consent is needed for things like hugs, sharing photos, or being in someone's space."

Slide 4 – Online Consent: Sharing Images

Slide Content:

- Never share a photo or video of **yourself or others** without permission.
- Once shared online, images can be:
 - Copied
 - Shared again
 - Difficult to delete
- Always ask: **Would I be okay if everyone saw this?**

Teacher Script:

"Before you share any image online, ask yourself: do I have the person's permission? Would I want this shared if it was of me? Do I feel safe sharing this? It's really important to stop and think — once it's online, it can spread fast. It is important you know that sharing an image of someone else naked or semi-naked is a crime even if you are below 16. It is also a crime to create a fake naked image or video of someone else using AI. You must be careful about what you put online or send to other people because technology is developing very fast and people can do things with your photo or video that you do not want them to. You should never send a naked or semi-naked photo or video of yourself to someone else. If someone asks you to do this, or you do this, then you must tell a trusted adult who can help you - even if you are scared."

Activity - should you share this? Yes, no, maybe (it depends). What are the risks? See Scarf unit: Y6 Keeping Safe - [To Share or not to Share?](#) For ideas.

Slide 5 – Scenario Discussion

Slide Content (Example):

Lena takes a funny photo of her friend asleep during a sleepover. She thinks it's hilarious and wants to post it online. Her friend says she doesn't like it and wants it deleted.

Think-Pair-Share:

- What should Lena do?
- How might her friend feel?
- Why is consent important here?

Teacher Script:

"Let's talk about what's happening in this story. What do you think Lena should do? Is it okay to share pictures just because you think it's funny?"

Slide 6 – Saying “No” and Listening to “No”

Slide Content:

- You can say “no” to:
 - Hugs
 - Being touched
 - Taking or sharing photos

- Talking about something that feels uncomfortable or unsafe
- If someone says “no”, you must **listen and stop**.

Teacher Script:

"It's okay to say 'no' – and it's important to listen when someone else says it. We all have the right to feel safe and comfortable."

 **Slide 7 – Who Can Help?**

Slide Content:

- Trusted adults you can talk to:
 - Parents/carers
 - Teachers
 - School counsellor
 - Childline (0800 1111)

Teacher Script:

"If something feels wrong or makes you uncomfortable, always tell someone you trust. You can also call Childline anytime – they're there to help children feel safe."

 **Slide 8 – Review & Key Messages**

Slide Content:

- ✓ Everyone has personal boundaries
- ✓ Everyone has a right to feel safe and be kept safe
- ✓ Consent means permission – and it can change
- ✓ Never share photos without checking
- ✓ It's okay to say no
- ✓ Always ask for help if you feel unsure

Teacher Script:

"Let's take a moment to remember what we've learned. These are really important rules for staying safe and respecting others."

 **Slide 9 – Reflection Questions (Optional)**

Slide Content:

- When have you used a boundary to feel safe?
- What would you do if a friend shared your photo without asking?
- Who would you talk to if something online made you feel uncomfortable?

Suggested activities:

- [Consent scenarios discussion](#)/practising assertive refusal
- Online Safety Poster – pupils design slogans for a poster on asking permission before posting images or videos online.
- Trusted Adults Map – pupils list or draw people they can talk to
- Question box time.

Resources:

- Scarf unit: Y6 Keeping Safe - [To Share or not to Share?](#)
 - **NSPCC video:** [I saw your Willy](#)
 - [Scenario cards.](#)
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