Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Strategies and resources to understand and manage the physical mental/emotional, and social changes and transitions associated with puberty.

International technical guidance on sexuality education

Key concept 61: Sexual and reproductive anatomy and physiology

- Everyone's body has parts involved in one's sexual health and reproduction, and it is common for children to have questions about them.
- Women's bodies can release eggs during the menstrual cycle, and men's bodies may make and ejaculate sperm, both of which are needed for reproduction

Materials

- 'Goodie bag' made up of assorted craft and/or reusable objects e.g. glue, sticky tape, plastic cup, blu tack, balloons, plastic spoon, straws, pop sticks, bottle tops, etc (one per group)
- Large pieces of poster paper or butcher's paper (1 per group)
- Room preparation: space for small groups to work with large poster paper (e.g. desks pushed to the side for clear floor space)
- Teaching resource: male or female reproductive system labelled diagrams (one per group - electronic or hard copy)
- Optional: *Puberty* booklets;
- Optional: Magno-mate kit from SHQ

Before you get started

- Read Educator notes: Puberty, Reproductive and sexual anatomy - Females and Reproductive and sexual anatomy - Males.
- Protective interrupting - All staff in the room need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.

- Managing disclosures - All staff in the room must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Room preparation - This lesson requires space for students to work in groups - either on the floor or at desks. Desks can be pushed to the sides of the classroom or a music room/hall/art room/etc can be used. Ensure the chosen room has sufficient privacy. Students may feel self-conscious and disengage if other students or teachers are able to see inside the room or enter the room unexpectedly.
- Be aware many students have likely begun puberty are seeing the physical changes occurring. Ensure to promote positive messages about the diversities of bodies.

Learning activities

Group agreement

5 mins

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read Essential Tool: Establishing a group agreement for tips on how to create one and what to include.

1. Revise or create the class group agreement.

Energiser: Shoe line up

10 mins

Teaching tip: Relationships and sexuality may be an exciting and interesting topic for some students; for others it may be embarrassing, uncomfortable or scary. Introducing each lesson with fun energisers that promote safe touch and group collaboration can help students to feel more comfortable.

2. Shoe line up (external link): Challenge students to line up in the order of their shoe size without talking. Avoid giving further instructions as part of the challenge is for students to determine which order the line is going in and the different ways of communicating their show size without talking.
3. Once the students have lined themselves in order have them call out their shoe size as you move down the line to see if they ordered themselves correctly.
4. Ask:

   What methods worked well?

   What methods did not work so well?

5. Divide the line into groups of 4-6 for the next activity.

'Goodie bag' models - revision

25 mins

6. Say

   "Most of this lesson will be revising what you may have covered in Year 5. It is important to revise this information to see how much you remember and how much you have learned since then before we move on to other topics in RSE."

7. Ask:

   What are 3 ways that male and female bodies are the same?

   (*both usually have legs, arms, eyes, nipples, toes, hair, etc. Both can usually talk, dance, eat, etc)*

   What are 3 ways that they are different?

   (m*ales usually have a penis, females usually have a vulva, females usually have larger breasts than males (and females can usually produce milk to feed babies), males usually have more facial hair than females, females usually have a uterus, males usually have testicles, etc).*

Teaching tip: This is a good opportunity to remind students of the diversity of bodies. Some people have disabilities, injuries or illnesses that mean their bodies may look or function in different ways. Everyone has a unique body that deserves respect. Using inclusive language such as 'usually' and 'may' is a simple way to help make all people feel more included. Avoid using words like 'normally' and 'always' as it can make any other variation seem abnormal and negative.

8. Ask:

   "Both male and female reproductive systems play an important role in reproduction. What does reproduction mean?"

   (*Reproduce means to make more of, to multiply, make babies)*

9. "Many of the differences between male and female bodies are to do with their reproductive organs/system. These are the parts of the body that are needed to create a baby. Today we are going to look at the parts of the male and female reproductive system and what their functions.
10. Ask:

    What does function mean?

    *(Function means '*what they do*' or '*their job*').*

11. Provide each group with a large piece of poster paper and a 'goodie bag'.

Teaching tip: If students have completed this activity in Year 5 and would like to try something different, you can create mini plasticine models instead (or offer groups the choice).

12. Instruct half of the groups to create the 'male reproductive system' and the other half to create the 'female reproductive system' using the items in the bag.
13. They do not need to use everything in the bag and they can label the parts using coloured markers. If they are using plasticine to create models, they can use cut up paper or sticky notes and pipecleaners to create labels and arrows.

Teaching tip: This activity can be a formative assessment activity, and you may wish to take photographs of the models to record prior knowledge before moving on to the next step.

14. Invite students to do a 'walk around' to see all of the models. Ask volunteers to share a description of their model so far.

Teaching tip: In RSE it is important to avoid calling upon specific students for contributions. Alway ask for volunteers and remind students of their 'right to pass' as part of the group agreement.

15. Provide each group with a copy of the *Teacher resource: male/female reproductive system* labelled diagrams and/or copies of *Puberty* so that they can add/make corrections to their models.

Teaching tip: The focus of this activity should not be on labelling the more complex parts and knowing their detailed medical functions. Whilst it is important that students know the correct names for body parts such as the penis, testicles, vulva, vagina, uterus/womb and clitoris, it is not important for students to know all of the reproductive organ technical terms for every reproductive part. For example, knowing that sperm travels through tubes that run from the testicles to the tip of the penis and out of the body is more important than labelling the epididymis and vas deferens. Understanding that there are glands that add fluid to the semen is more important than being able to spell the names of the different glands. This activity is to help students to understand how the parts are connected and the basic functions to help understand future concepts of puberty, menstruation and conception.

15. Invite volunteers to share their learnings and additions to their models.

Everyone is unique

20 mins

16. Invite volunteers from the class to use the magno-mate or drawings of the reproductive systems to describe the parts of the reproductive system. Clarify any misconceptions and fill any gaps not covered by the student explanations.

    For female reproductive system say:

    "The ovaries are where the eggs are made and stored. They also make hormones. Most females are born with all of the (immature) eggs that they will ever have. These tubes (fallopian tubes) carry the eggs from the ovaries to the uterus. The uterus is where a baby grows during pregnancy. The vagina is the passageway from the uterus to the outside of the body. It is where the baby comes out and the penis goes in during sexual intercourse. The vulva is the name for the outside sexual parts - the inner lips, outer lips and the clitoris. The clitoris has lots of nerve endings, like the penis and is very sensitive. The outer lips usually become covered in hair during puberty. Both the inner and outer lips come in many different shapes, sizes and colours. This is the bladder, where urine (wee) collects. This tube (urethra) carries urine out of the body from the bladder. The opening is just in front of the opening of the vagina. This is the anus, where faeces (poo) comes out.

    For male reproductive system say:

"The scrotum is the sack that holds the testicles. This is where the sperm are made. Millions of sperm are made every day. The testicles also make hormones. This is the penis, it comes in a range of sizes, shapes and colours. It has lots of nerve endings and is very sensitive. The penis has spongey tissue that can fill with blood and make the penis go hard (erection). These are the tubes that carry sperm from each of the testicles to the outside of the body through the tip of the penis. These glands make fluid that make part of the semen (which carries the sperm). This tube (urethra) runs from the bladder to the opening in the tip of the penis. It carries urine (wee) and semen out of the body. The bladder is where urine collects. The fold of skin that covers the head of the penis is called the foreskin. Some people have part or all of this skin removed (often as a baby) - this is called being circumcised. This is the anus, where faeces (poo) comes out. During puberty, hair may grow around the pubic area."

17. Say:

"Everyone's body is different. Just as people have different height and hair colour, people also have differences in their reproductive organs. Penises, breasts and vulvas all come in different shapes, sizes and colours (despite what we see in the media). Some people are born with natural variations in reproductive organs (and hormones and chromosomes) that don't fit into the typical medical definitions for male and female bodies that we have looked at today. This is called intersex. Our bodies change over time. Puberty is the time when the body changes from a child to an adult. The changes to the reproductive organs are what makes it possible for people to have babies. We will be looking at these changes over the next few lessons. The most important thing to remember is that everyone has a unique body that deserves respect."

3-2-1 Reflection

Question box

5 mins

Teaching tip: Establishing a question box when starting any RSE program is useful to allow students to ask questions anonymously and have them answered in a safe environment. Read Essential information: Question box guide for how to set up the system and how to answer tricky questions.

18. Provide students with time to write questions for the question box.
19. If the question box is already set up, you may like to choose some questions related to the reproductive systems to answer.

Health promoting schools

Background teacher note: Health promoting schools framework.

Education

Learning

- Ensure any biology or science classes also promote the use of proper terminology for reproductive parts of all organisms and promotes and celebrates the diversity of living organisms.

Partnerships

School nurse

- Invite the school nurse to your class to answer some of the question box questions. This serves two purposes - they may be able to answer some of the questions you are unsure of and helps to build a relationships between the students and the nurse.

Family

- Talk Soon. Talk Often: a guide for parents talking to their kids about sex is a free hardcopy resource that can be bulk ordered by schools and website. Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. (How to order hard copies.) Provide the link to parents on school websites and social media.
- Order copies of *Puberty* and *Relationships, sex and other stuff* to be sent home for parents. Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.



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