

# SEX & RELATIONSHIPS EDUCATION – DOVE BANK SCHEME OF WORK/MEDIUM TERM PLAN

(Based on Leicestershire Healthy Schools Scheme 2010)

EYFS & Key Stage 1

YEAR A (2013-14)

Autumn Term 1		Topic: About Me & My Friends		Summer Term 2	Discrete SRE Lessons	Summer 2 PSHE/SEAL
LESSON TITLE	LESSON TITLE	LESSON TITLE	LESSON TITLE	LESSON TITLE	LESSON TITLE	LESSON TITLE
<b>Growing and Changing</b>	<b>Parts of the Body (taken from Male &amp; Female)</b>	<b>Friends</b>	<b>Male and Female</b>	<b>Changes</b>		
EYFS  LO: Understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults.  (Creative Curriculum Topic Planning).	EYFS & Year 1 & 2  LO: To be able to name the main external parts of the body.  (Creative Curriculum Topic Planning – Science Programmes of Study).	EYFS  LO: Be able to make a friend, talk with them and share feelings. Understand how their feelings and actions have an impact on other people.  (Creative Curriculum Topic Planning).	EYFS  LO: Understand the difference between male and female, and learn the agreed names of the sexual parts.  <b><u>Watch Living and Growing Unit 1 Programme 1 (Differences Part 2)</u></b>  Brainstorm/list and discuss all the things girls and boys have in common and can do irrespective of their gender. Use examples from the programme to help. Can they identify things that only girls or boys can do? Explain that only girls can grow into women and have babies and that only boys can grow into men. Explain that males and females have special parts of the body that help them to make a baby. Introduce pupils to the names of these parts (penis; vagina).	EYFS & Year 1 & 2  SEAL Theme: Changes Blue Set Y1 (Making Change Happen).		

<p style="text-align: center;">YEAR 1 &amp; 2</p> <p>LO: To understand that we grow and change, as do all living things.</p> <p>Discuss things that children couldn't do as babies but can do not.</p> <p>Discuss the things that the children feel that they are still too young to do by themselves.</p> <p>What can't pupils do now that they would like to?</p> <p>Discuss the things that can only be done by adults. Why is this?</p> <p>What are pupils looking forward to being able to do when they are 'grown up'? What are their hopes and dreams for when they become 'grown ups'? (Job, family etc.)</p>		<p style="text-align: center;">Year 1 &amp; 2</p> <p>LO: Understand different types of friendships.</p> <p>Discuss the qualities of a good friend and mind-map the attributes that make a friendship special.</p> <p>Link to PSHE/Creative Curriculum Topic Planning.</p>	<p style="text-align: center;">Year 1 &amp; 2</p> <p>LO: Understand the differences and similarities between people; Understand the physical characteristics of men and women.</p> <p>Brainstorm/list and discuss all the things that people have in common and those features that make individuals unique and special, especially physical characteristics.</p> <p>Ask pupils to describe the physical differences between boys and girls, men/males and women/females. Write down key words under the heading 'male' and 'female'.</p> <p>Explain that animals are either male or female and that the sex parts of both are necessary for making babies.</p> <p>Provide an outline of a boy and a girl on a large sheet of paper. Draw on/label the main parts of the body, including the sex parts, using agreed vocabulary e.g. penis, vagina. Display these, emphasis the similarities and differences.</p> <p><u>Revise the name of the sexual parts.</u></p> <p style="text-align: center;"><b><u>Living and Growing Unit 1</u></b> <b><u>Programme 1 (Differences Part 2)</u></b></p>	
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## YEAR B (2014-15)

Spring Term 1 Topic: People Who Help Us	Summer Term 2 Topic: Pirates – Link SRE Lessons		Summer Term 2 SEAL
LESSON TITLE	LESSON TITLE	LESSON TITLE	LESSON TITLE
<b>Families of All Kinds</b>	<b>Gender; Male and Female</b>	<b>Gender Stereotypes</b>	<b>Changes</b>
EYFS	EYFS	EYFS & Year 1&2	EYFS & Year 1 & 2
<p>LO: Know and understand why families are special for caring and sharing.</p> <p>Talk about the importance of family, and how people in a family love and care for one another.</p> <p>Use circle time for each child to choose a member of their family and say why that person is important to them, things they share together and how they show that family member that they are special to them (hugs, kisses, going for days out together)etc.</p>	<p>LO: Recall the physical differences between boys and girls. Understand the difference between male and female, and learn the agreed names of the sexual parts.</p> <p><b><u>Watch Living and Growing Unit 1 Programme 1 (Differences Part 2)</u></b></p> <p>Brainstorm/list and discuss all the things girls and boys have in common and can do irrespective of their gender. Use examples from the programme to help. Can they identify things that only girls or boys can do? Explain that only girls can grow into women and have babies and that only boys can grow into men. Explain that males and females have special parts of the body that help them to make a baby. Introduce pupils to the names of these parts (penis; vagina).</p>	<p>LO: Be able to think about other differences between boys and girls and where these stereotypes come from.</p> <p>Explain that boys and girls are often treated differently, based on a belief that girls like and are 'good' at some things and boys like or at 'good' at other things.</p> <p>Share extracts from stories which illustrate stereotypes.</p> <p>Investigate: Do pupils at Dove Bank conform to stereotypes?</p> <p>Complete a class survey of gender characteristics using a data handling task/survey, with pupils expressing their likes/dislikes against certain activities. E.g. dressing-up; climbing trees; having a hug from mum/dad; painting; playing football, singing etc.</p>	<p>Changes Blue Set Y2 Making Change Happen.</p> <p>Changes Blue Set Y2 Changing Our Behaviour.</p>
Year 1 & 2	Year 1 & 2		
<p>LO: Understand how special people show that they care and love us.</p> <p>How do we show that we care about our</p>	<p>LO: To recall the physical differences between boys and girls/men and women.</p> <p>Ask pupils to explain the similarities and</p>	<p>What do the results tell us about similarities and differences between boys and girls in our own school?</p>	

<p>special people? Use circle time for each child to choose a member of their family and say (and then mind-map) why that person is important to them, things they share together and how they show that family member that they are special to them (hugs, kisses, buying presents)etc.</p> <p>Discuss how other non-family members can also be 'special' e.g. a favourite teacher, a nurse who helps you to feel better, a sporting coach, a friend. How do these people 'care' for you?</p>	<p>differences between males and females, <u>revising the name of the sexual parts in context.</u></p> <p>Explain that there are other similarities and differences between males and females which relate to our likes and dislikes, and how we feel about things.</p> <p>Think about other differences between what boys and girls like/dislike, how they are treated, how they behave etc. and where these stereotypes come from.</p> <p>Begin to question whether children have to conform to stereotypes.</p>	<p>Lay the foundations for pupils to challenge gender stereotypes and expectations, and introduce positive, diverse perspectives on gender roles, hopes and aspirations. E.g. A girl wanting to become a fire-fighter.</p>	
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## YEAR C (2015-16)

Summer Term 1 Topic: Mini-beasts	
LESSON TITLE	LESSON TITLE
<p><b>Male &amp; Female</b></p> <p>EYFS</p> <p>LO: Understand that all babies, human and animal, have a mother and a father.</p> <p style="text-align: center;"><b><u>Watch Living and Growing Unit 1 Programme 1 (Differences Part 1)</u></b></p> <p>What pets do the children have? Have their pets ever had babies? Talk about the names that are given to the offspring of different animals, birds and amphibians e.g. cat-kitten; dog-puppy; frog-tadpole; duck-duckling.</p> <p style="text-align: center;">Explain that every living thing has a mother and a father.</p> <p>Talk about how the mothers of different creatures feed their young and how human babies are fed.</p>	<p><b>(Life Cycles)</b></p> <p>LO: To introduce children to life cycles.</p> <p>Introduce the children to the notion of life cycles, Butterfly; Frog; Chicken, and the concept that all living things reproduce to continue the cycle of life.</p> <p>Revise concepts from Year A's Growing and Changing Unit – how living things change and grow as they become 'adults'. Talk about how their grandparents are the mother and father of their parents, and that one day, when the children are older, they too may have children, and eventually their own children might have children.</p> <p>Look at the human life cycle. Using picture, make a display showing the generations within a life cycle.</p>
<p>Year 1 &amp; 2</p> <p>LO: Understand that all babies, human and animal, have a mother and a father.</p> <p>Recap on the term 'female' and 'male'. Explain that every living thing has a mother and a father. Look at the off-spring of different animals, birds and amphibians to explore characteristics/features that are 'inherited'. Discuss different personalities and characteristics between people/family members.</p> <p style="text-align: center;"><b><u>Living and Growing Unit 1</u></b> <b><u>Programme 2 (Where Did I Come From? Parts 1, 2 &amp; 3)</u></b></p>	

## Key Stage 2

### YEAR A (2013-14) & YEAR C (2015-16)

Summer Term 1				
Discrete SRE Lessons within Topic: Keeping Healthy				
LESSON TITLE	LESSON TITLE	LESSON TITLE	LESSON TITLE	LESSON TITLE
<b>Changes</b>	<b>Growing and Changing/ Personal Hygiene /Puberty</b>	<b>Male &amp; Female/Puberty</b>	<b>Babies/Human Reproduction</b>	<b>Babies/Human Reproduction</b>
Y3/4	Y3/4	Y3/4	Y3/4	Y3/4
<p>LO: Recognise there are some changes we can choose and some we can't / accepting the ones we can't choose.</p> <p>List areas of life that children can control – choice of TV programme, food, clothes etc and ones they can't at the moment – where they live, go to school, the weather etc.</p> <p>Ask pupils to think of one thing they have taken responsibility for as they have grown older e.g. choosing their own clothes, making decision, about what to eat and who to be friends with etc.</p> <p>Ask the children to compose a group poem entitled 'I'm in charge'.</p> <p>Explain that as children grow up, there will be some changes</p>	<p>LO: To recognise that we grow and change, as do all living things, and that change is a part of 'growing up'.</p> <p>As a class, talk about the significance of birthdays and how we celebrate them. Use drawings to make own personal time line recounting important events since babyhood in order to illustrate how the changes that have occurred between birthdays. What has changed? Which changes were difficult? Easy?</p> <p style="text-align: center;"><b><u>Living and Growing Unit 1 Programme 3 (Growing Up)</u></b></p> <p>'Growing Up'. What changes will occur as the children get older? (secondary school, friendships, favourite bands etc., physical appearance ...)</p>	<p>LO: To distinguish male organs from female. To learn and use the correct terms for sexual body parts.</p> <p>As a class, talk about how the children have changed since they were small. As well as the more obvious changes, like being taller or being able to walk, talk about the activities they enjoyed when they were small and what they enjoy now. Ask pupils what changes they expect to take place as they grow older. Include physical changes but also talk about other things.</p> <p>Tell the children the programme Changes is about the physical changes that occur as they grow from children to adults. Explain that this is called puberty.</p>	<p>LO: To relate babies to the human life cycle and consider their experience before birth.</p> <p>Ask pupils where they think they came from. Review the differences between males and females and why these are important in understanding where babies really come from.</p> <p>Explore the notion of adults having babies, explaining that this is the first stage in the human life cycle. Tell pupils that rather like plants and trees growing from seeds, babies result from a little part of the father, and a little part of the mother.</p> <p style="text-align: center;"><b><u>Watch Living and Growing Unit 1 Programme 2 (How Did I Get Here? Recap from Y1/2 - watch whole programme.)</u></b></p>	<p>LO: Understand the needs of a new baby.</p> <p>Focus on caring for a baby, recognising that babies take a lot of looking after.</p> <p>Pupils suggest the things that a new baby will need. Record suggestions on a large sheet. Remember to include things that don't cost money such as time and love.</p> <p>Use baby catalogues to 'prepare' for baby's arrival. Give children a budget to stick to. Estimate the amount of money spent on nappies for a month. Consider environmental impact of disposing of them – research options.</p>

<p>that occur that happen naturally and they have no control over them. Explain that these changes occur in 'puberty' and that over the next few sessions they will learn about what this means.</p>	<p>What changes are pupils looking forward to? What changes are they worried about?</p> <p>Each child writes a note 'When I am older I want to ...'. Display the cards on a washing line.</p>	<p><b><u>Living &amp; Growing Unit 2 Programme 4 (Changes – watch Part 1 - introduces 'change' - and up to 6.59 in Part 2 which explains the sexual parts).</u></b></p> <p>Revise the correct names for the sexual parts and agree as part of the ground rules to use these terms from now on for the sexual organs.</p> <p>Ask children to imagine that they have been visited by a group of aliens from the far reaches of space. The aliens want to know what males and females are.</p> <p>Working in pairs, pupils should prepare a fact-file using the correct vocabulary to explain the differences between male and female, and why these differences are important.</p> <p>What questions would they ask about males and females if they were an alien? Can children answer any of these questions?</p>	<p>The programme shows pupils how a baby develops from an egg and a sperm inside the mother's tummy, or womb.</p> <p>Discuss how the baby grows in the mother's tummy in a special place called the womb. Explore pupils' ideas about pregnancy and investigate how the foetus functions inside the mother – how does it eat, breath, move, can it see, how long does pregnancy last etc?</p> <p>In groups sort statements about what will / will not be harmful for an unborn baby's mother to do, e.g. smoking, running a marathon, staying up late, travelling by plane etc., discuss with them what they could do to help a pregnant relative to stay healthy.</p> <p>Write a leaflet for a pregnant woman to suggest how she might keep healthy.</p>	
<p>Y5/6</p> <p>LO: Recognise that change is a part of growing up. To consider the physical and emotional changes that take place during puberty.</p>	<p>Y5/6</p> <p>LO: Know about the physical and emotional changes during puberty. To address the concerns and worries of young women. To make boys more aware of the changes that occur</p>	<p>Y5/6</p> <p>LO: Know about the physical and emotional changes during puberty. To address the concerns and worries of young men. To make girls more aware of the changes that occur as</p>	<p>Y5/6</p> <p>LO: To understand how babies are conceived and born. To explore the idea of relationships, including friendships, parent-child and family relationships and adult</p>	<p>Y5/6</p> <p>LO: To explain how a baby develops in the womb during pregnancy and how babies are born. To appreciate that not all family units are the same. To enable children to reflect on</p>

<p>How will pupils change as they grow up? Physically? Emotionally?</p> <p><b><u>Watch Living &amp; Growing Unit 2 Programme 4 (Changes – Watch from part 2 to the end of the programme which explains the sexual parts and how a body changes in puberty)</u></b></p> <p>In groups, pupils should produce a mind-map to record some of the changes that their bodies will go through during puberty.</p> <p>What do pupils think will be the positive and negative aspects about ‘growing up’?</p> <p>Recognising and dealing with feelings. Consider some of the practical and emotional difficulties a young person may encounter as they grow up/during puberty e.g. feeling moody, being picked on. Develop strategies for coping, including asking for help. Who can they turn to for help- friends, teachers, school nurse, parents, Childline etc.?</p>	<p>and girls become young women. For girls to become aware of hygienic practices and products that support them.</p> <p>Discuss the importance of personal hygiene. Sort hygiene products into 3 groups- essential, nice, luxury. Discuss why products are necessary.</p> <p>Rollercoaster Card game-match word to definition.</p> <p><b><u>Living and Growing Unit 2 Programme 5 (Girl Talk)</u></b></p> <p>Watch DVD together but then split into separate boy/girl groups for Q and A session.</p> <p>Girls’ group to research the different products available for menstruation, size, cost range etc. Talk about how to deal with having a period e.g. how to carry sanitary protection in school, where to put used towels, who to go to if you start your period at school.</p>	<p>boys become young men.</p> <p>Watch DVD together but then split into separate boy/girl groups for Q and A session.</p> <p><b><u>Living and Growing Unit 2 Programme 6 (Boy Talk)</u></b></p> <p>Boys – General discussion re: changes during puberty, stereotyping, conforming to an ‘image’, responding to peer pressure.</p> <p>Girls – Discuss the above then develop further understanding of the female monthly cycle from previous session. Order the sequence of the menstrual cycle to clarify understanding.</p> <p>Girls to discuss issues raised in ‘Boy Talk’ in the latter part of the Q and A session.</p>	<p>sexual relationships.</p> <p>What is a life cycle? What life cycles are the children familiar with? Discuss the purpose of life cycles and the idea that if a species were unable to reproduce it would not survive.</p> <p>Ask pupils about the human life cycles and where in the cycle they are at the moment. Tell them that one day they may decide to have children of their own and to continue the human life cycle – explain that the programme examines how this happens. Introduce the term ‘Sexual Intercourse’ - talk about laws relating to sexual intercourse within the general context.</p> <p><b><u>Living &amp; Growing Unit 3 Programme 7 (How Babies Are Made)</u></b></p> <p>Assess pupils’ understanding of the programme by completing a class a mind map ‘How is a baby made?’</p> <p>Can pupils order the conception process, before and after an egg is fertilised by a sperm and develops into an embryo? (Use description cards).</p> <p>What else do pupils know about</p>	<p>roles and relationships in the family.</p> <p>Consider when an adult may be ready for parenthood.</p> <p><b><u>Watch Living &amp; Growing Unit 3 Programme 8 (How Babies Are Born)</u></b></p> <p>Parenting: responsibilities and caring for a baby/child - ask children at what age they expect to become parents. What skills will they need? (Discuss how it is important to share responsibility, with partners helping one another after the baby is born, thereby challenging any gender stereotypical ideas/expectations the children might have e.g. both genders undertaking chores around the house, food shopping, cooking.</p> <p>Record a typical day in the life of a parent caring for a small baby. Discuss the choices and sacrifices a parent makes.</p> <p>Families: Discuss the different types of families in the class. NB: Same sex couples not to be introduced specifically, but questions should be answered in a matter of fact way by teacher. Explain that all members in a family can</p>
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			pregnancy and giving birth? Correct misconceptions. Explain that some people choose to have intercourse and do not want to conceive. Parenthood is a responsible choice.	support oneanother.
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## Key Stage 2

### YEAR B (2014-15) & YEAR D (2016-17)

Summer Term 2 Discrete SRE Lessons				
LESSON TITLE	LESSON TITLE	LESSON TITLE	LESSON TITLE	LESSON TITLE
<b>Changes</b>	<b>Changes/Male &amp; Female/Puberty</b>	<b>Changes/Puberty</b>	<b>Relationships &amp; Love</b>	<b>Human Reproduction/Contraception</b>
Y3/4	Y3/4	Y3/4	Y3/4	Y3/4
<p>LO: To develop a positive attitude to change.</p> <p>Recap 'Changes' from Year A.</p> <p>List choices they may have to make in the future. Discuss how they can influence those choices now. E.g. Healthy Eating; Getting a Good Education.</p> <p>Y4 - Multi choice dilemma game.</p> <p><b><u>Y3 Watch Living &amp; Growing Unit 1 Programme 3 (Growing Up)</u></b></p>	<p>LO: To recognise that change is a part of growing up.</p> <p>Talk through things that change in a person's life. From the start of school, what changes have pupils experienced? Review changes in our bodies as we grow older. E.g. Hair going grey, skin going wrinkly, bones getting stiffer, growing a beard etc. Match descriptions of changes to relevant body outlines of different age groups e.g. young child, adolescent, adult.</p> <p>What is puberty? Pupils discuss in groups what they know about puberty already and what they think the physical changes will be. Describe to pupils changes during puberty at a <u>basic</u> level this lesson. In groups, list changes for boys and changes for girls – Which overlap?</p>	<p>LO: To know about the physical and emotional changes during puberty.</p> <p>Brainstorm all the common and slang names for external body parts / female and male sex organs. Introduce correct names and agree as part of the ground rules to use these terms from now on.</p> <p><b><u>Living &amp; Growing Unit 2 Programme 4 (Changes – Watch from Part 2 to the end of the programme which explains the sexual parts and introduces basic changes during puberty).</u></b></p> <p>Discuss in greater depth the changes that will occur during puberty, referring to information in the DVD.</p> <p>True or False puberty games/</p>	<p>LO: To understand the definition of love. To explore the characteristics of a loving and caring relationships (leading to the idea of human conception happening within a loving relationship).</p> <p>Who or what do pupils love?</p> <p>Use circle time for each child to choose a member of their family and say why that person is important to them, things they share together etc.</p> <p>Hugs and kisses from people you know and trust. Discuss how people in families show affection for each other- goodnight kiss, hugs, etc.</p> <p>Within this context, explain 'good' touches and 'bad' touches. Teach pupils to understand that their body</p>	<p>LO: To explain how a baby develops in the womb during pregnancy and how babies are born. To enable children to reflect on roles and relationships in the family.</p> <p>Ask the children if they know of any members of their own family or friends who are expecting a baby. Do they know the word used to describe a woman who is expecting a baby?</p> <p>Talk about how a baby grows inside its mother's tummy, how it gets its nourishment. Talk about how the womb provides warmth and protection for the growing baby and how oxygen and food pass from the mother through the blood supply of the umbilical cord. Recap how it is important for the mother to eat a healthy diet, exercise well and</p>

		<p>Puberty quiz.</p> <p>Provide a question box so that children can ask questions / voice concerns anonymously.</p>	<p>belongs to them (a key aspect to safeguarding) and that there are 'boundaries'. Discuss ways to deal with unwanted physical contact and where to seek help.</p> <p>What about love between two people? Ask pupils to consider the characteristics of a good friend e.g. caring, supportive, kind, funny etc. (In a group, pupils draw an outline of a person and list these attributes around the drawing). As a class, invite each group to offer one attribute at a time and record their suggestions on the whiteboard. When they have made all of their suggestions, ask them which three attributes they consider to be the most important. Discuss how the attributes of a good friend would also be important in a relationship where two people, partners, or husbands and wives, love and care for one another.</p>	<p>avoid smoking. What food should a pregnant mum eat? What exercise would be beneficial for her and the baby? What things should she avoid?</p> <p>Ask pupils to explain how they think babies are born.</p> <p>Discuss the huge impact new baby has on family. Focus on how a baby's arrival might affect a sibling. Discuss that all feeling responses are ok, it's how to deal with them that's important. Balance negatives with positives.</p>
<p>Y5/6</p> <p>LO: Recognising that change is a part of growing up. To deal with change in a positive way</p> <p>Produce a 'fact file' from start of school to document the changes they have experienced.</p>	<p>Y5/6</p> <p>LO: Consolidate understanding of physical and emotional changes during puberty.</p> <p>Revise the changes that occur during puberty for <u>girls</u>.</p> <p>Watch the DVD together but</p>	<p>Y5/6</p> <p>LO: To understand that different rates of growth are perfectly normal. To help pupils to develop a positive attitude to personal body image</p> <p>Explain that during puberty, people develop at different</p>	<p>Y5/6</p> <p>LO: Learn how a baby is conceived. Consider the special qualities in an adult relationship</p> <p>Discuss the qualities of an adult loving relationship in which making love takes place. Within the context of talking about</p>	<p>Y5/6</p> <p>LO: To understand the importance of staying safe, especially in relation to using technology. To become aware that adults need to protect their health during sexual relationships. To learn about contraception.</p>

<p><b><u>Living &amp; Growing Unit 2 Programme 4 (watch from Part 2 to recap changes during puberty and the names of sexual parts).</u></b></p> <p>Revise the changes that occur during puberty for <u>boys</u>.</p> <p>Watch the episodes from the DVD together.</p> <p><b><u>Living &amp; Growing Unit 2 Programme 6 (Boy Talk)</u></b></p> <p>Split into separate boy/girl groups for Q and A session.</p>	<p>then split into separate boy/girl groups for Q and A session.</p> <p><b><u>Living &amp; Growing Unit 2 Programme 5 (Girl Talk)</u></b></p> <p>Boys – Discussion of general changes in both sexes during puberty.</p> <p>Girls - Understanding the female monthly cycle. Play ‘fact or myth’ game e.g. a woman cannot go swimming during her period. Research the different products available for menstruation. Talk about how to deal with having a period e.g. how to carry sanitary protection in school, where to put used towels, who to go to if you start your period at school.</p>	<p>rates. Illustrate by asking for ten volunteers to order themselves in terms of age and note their positions. Repeat according to height. Are the oldest necessarily the tallest?</p> <p>Discuss scenarios e.g. child is bullied because he is not ‘macho’ yet, he doesn’t have a six pack etc. Discuss attitudes and behaviour of others towards him. Examine attitudes/ stereotypes. Complete agree/disagree continuum using gender statements e.g. boys don’t cry.</p> <p>Examine pictures of male and female ‘celebrities’ in the media. What attributes are favoured? Discuss why these images are considered by some as ‘attractive’ and the effect on young people (such images don’t reflect ‘real-life’ and can therefore be worrying or confusing). Compare with other successful people who don’t conform to these images. Help pupils to understand that the media often shows a distorted image of men and women with ‘perfect’ faces and bodies. Explain that many images are routinely edited and ‘photoshopped’. Talk about how ‘normal’ people look. Reassure children, difference is good.</p>	<p>positive and stable relationships, talk about marriage, but also talk about strong and mutually supportive relationships outside marriage.</p> <p>Explain how a baby is made.</p> <p><b><u>Living &amp; Growing Unit 3 Programme 7 (How Babies Are Made)</u></b></p> <p>Discuss any questions children may have about context of sexual love, legal age limit, health risks of teenage pregnancy and how to resist pressure. Pupils match labels to pictures of important organs. In groups order the sequence of how a baby is conceived</p> <p>What do pupils know about pregnancy and giving birth?</p> <p><b><u>Programme 8 (How Babies Are Born).</u></b></p> <p>Link to Science Curriculum: Genetics/Inherited Characteristics. (Use Science programmes of study).</p>	<p>Ask the class how a couple who are having sex can prevent pregnancy. Explain at a basic level, types of contraception.</p> <p>Talk at a basic level about STIs and HIV and how it is important to protect your body from contracting diseases which can be spread through sexual contact.</p> <p>Emphasise the responsibility to behave safely with a partner and the need for assertiveness, self- respect and respect for others.</p> <p>Tie this concept in within the context of technology. Pupils should be encouraged to think about the need to stay safe when sending images or ‘selfies’ of themselves to others; emphasise the importance of privacy and not being influenced by peer pressure to post images or pass on images via a mobile phone that are of a sexual content (sexting). Explain that it is actually illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it’s a picture of themselves.</p>
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		In groups, children to write answers to typical 'problem page' worries. Compare group answers.		
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