

Week	Learning Objectives	Activities	Resources	Differentiation
1	<p>I know the ground rules associated with SRE.</p> <p>I know how babies are conceived.</p> <p>I know about some of the changes that happen as people grow up.</p>	<p>Set SRE ground rules - see information sheet.</p> <p>Explain that this module will begin with revision - they'll see 2 programmes they've seen before.</p> <p>Watch programmes 2 & 3 & allow ch to discuss in pairs.</p> <p>Discuss the topics in the DVDs as a class.</p> <p>Use sheet 13 to record some basic information about body parts and how babies are made.</p>	<p>DVD: Living and Growing Unit 1 Programme 2: How did I get here? Programme 3: Growing up</p> <p>Sheets: 13 Parts of the body</p>	<p>SEN - should understand the basic concepts, but may not recall all factual info and new vocab</p> <p>ABLE - should understand all concepts and recall all technical vocab</p>
2	<p>I know the ground rules associated with SRE.</p> <p>I know about the changes that happen during puberty.</p>	<p>Revise last week's SRE ground rules - see information sheet.</p> <p>Explain that the DVD will explain the changes that happen to people's bodies during puberty.</p> <p>Watch programme 4 & allow ch to discuss in pairs.</p> <p>Discuss puberty as a class.</p> <p>Use sheet 1 to record some basic information about girls' and boys' bodies change during puberty.</p>	<p>DVD: Living and Growing Unit 2 Programme 4: Changes</p> <p>Sheets: 1 How do we change?</p>	
3	<p>I know about the changes that happen during puberty.</p>	<p>Recap last lesson on puberty.</p> <p>Discuss the emotional changes that happen during puberty. Use sheet 2 to explore changing feelings further.</p> <p>Revise body parts and functions using sheet 5.</p> <p>Extension: sheet 6</p>	<p>Sheets: 2 Make your choice 5 Inside our bodies</p> <p>6 big words, little words (ext)</p>	<p>SEN - should understand the basic concepts, but may not recall all factual info and new vocab</p> <p>ABLE - use extension sheet 6 to reinforce new vocab</p>

Week	Learning Objectives	Activities	Resources	Differentiation
4	I know what periods are and what protection is used.	<p>Before the lesson: watch the DVD and get some sanitary towels and tampons.</p> <p>Explain that you're going to find out more about periods. If you feel it's appropriate, watch programme 4 again.</p> <p>As a class discuss periods and sanitary protection. Recap what periods are and why girls have them. Show examples of sanitary towels and tampons. You could also mention mooncups.</p> <p><i>Show a variety of tampons and explain how they work. Demonstrate how an applicator pushes the tampon into place. Explain that as the tampon soaks up blood it expands slightly, helping to keep it in place. The vaginal muscles also help to keep it in place. Explain how important it is that tampons are changed regularly (to avoid Toxic Shock Syndrome). Explain that some cultures/religions believe girls and women should not use internal methods of protection.</i></p> <p><i>Show children the information leaflets that come with the sanitary protection and explain that they need to read them carefully when they begin using them. Explain that some sanitary protection can be flushed away down the toilet and that some has to be disposed of in sanitary bin - they can find out more from the leaflets.</i></p> <p><i>Explain that some girls get period pains and some get moody or emotional around the time of their period. Explain that changes in hormones are beyond their control and not their fault!</i></p> <p>Use sheet 7 as a basis for discussion. Correct any misconceptions and reassure the girls that they will be OK. Tell them that they will have a separate girls/boys session next.</p>	<p>Optional DVD: Living and Growing Unit 2 Programme 4: Changes</p> <p>Sheets: 7 Periods - what do you know?</p>	<p>SEN - should understand the basic physical changes</p> <p>Able - should appreciate the mental and emotional changes as well as the physical ones.</p>
5	Separate boys/girls question and answer session.	<p>Answer questions openly and honestly, with due regard to their age and maturity.</p> <p>You may have to ask some children to ask their parents or wait until secondary school if their questions are not suitable for this discussion.</p>		
6	I know about the emotional changes that may take place during puberty and the effects on family life. I know some strategies for negotiating difficult issues.	<p>Discuss the emotional changes that may happen during puberty - moodiness, insecurity etc. Discuss the types of issues that may cause arguments in families, such as what time children have to go to bed, how much freedom they have, boy/girlfriends, makeup, music.</p> <p>In groups, take one issue each and role play two versions of events - how the issue causes an argument and then how the issue is resolved amicably.</p> <p>Watch all role plays and discuss the key strategies involved for sorting out problems sensibly, e.g. staying calm, listening, compromising.</p>		