

Week	Learning Objectives	Activities	Resources	Differentiation
1	<p>I know the ground rules associated with SRE.</p> <p>I know how people change as they go through puberty.</p>	<p><i>This could be a fairly short lesson. Lesson 2 is much longer so make sure you allow adequate time.</i></p> <p>Set SRE ground rules - see information sheet.</p> <p>Explain that this module will begin with revision - they'll see a programme they've seen before.</p> <p>Watch the programme & allow ch to discuss in pairs.</p>	<p>DVD: Living and Growing Unit 2 Programme 4: Changes</p>	<p>SEN should know the basic physical changes</p> <p>ABLE should understand mental and emotional changes</p>
2	<p>I know the ground rules associated with SRE.</p> <p>I know how babies are conceived.</p> <p>I know what ingredients are important for family life.</p>	<p>Revise last week's SRE ground rules - see information sheet.</p> <p>Explain that the DVD will show how babies are made.</p> <p>Watch DVD & allow ch to discuss in pairs. They may be embarrassed so allow them time to have private discussions before talking together as a class.</p> <p>Discuss conception as a class, answer the children's questions and correct any misconceptions. Explain that your sperm/egg holds your own personal DNA, making it very special and therefore something not to be shared with just anyone.</p> <p>Use sheet 11 to order the events concerning conception. Discuss as a class. Try to make SEN children & those with low self-esteem grasp key concepts - they are the most likely to become teenage parents.</p> <p>Explain that couples generally try to make a baby when they have decided they are seriously committed to one another and that most people prefer to wait until they are married. Briefly explain that having a baby is such a huge responsibility and that it changes the parents lives so dramatically that couples usually think very carefully before deciding to have a child. Explain that the law states that a girl may not have sex under the age of sixteen.</p> <p>Use sheet 14 to record things a baby will need, such as parents that love each other, parents who have enough money, grandparents/friends to support the new family etc.</p>	<p>DVD: Living and Growing Unit 2 Programme 5: How babies are made</p> <p>Sheets: 11 How does a baby start? 14 Building for baby</p>	<p>SEN - make sure they grasp key concepts - the aim is to encourage them to delay sexual activity and pregnancy until they are really ready.</p> <p>ABLE - should have the most challenging questions directed at them.</p>

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3	<p>I know how babies are born.</p> <p>I know how parents can help their baby to be healthy and happy.</p>	<p>Explain that they're about to watch a film of a baby being born. They do not have to watch it and my close their eyes if feeling uncomfortable.</p> <p>Watch programme 6 & allow ch to discuss in pairs. Then discuss as a class.</p> <p>Explain that parents' responsibilities begin even before conception. They both need to live healthy lifestyles so that the sperm, egg and woman's body are all in good condition to give the baby a good start in life.</p> <p>Use sheet 20 - healthy mum & healthy baby to discuss how pregnant women need to behave.</p> <p>Revise all the things that parents need to have in order to provide a good home for their baby. Emphasise that once you become a parent there is no going back so everything need to be right before you make the decision to start a family.</p>	<p>DVD: Living and Growing Unit 2 Programme 6: How babies are born</p> <p>Sheets: 20: healthy mum & healthy baby</p>	
4	<p>I know about the changes that happen to girls during puberty.</p>	<p>Before the lesson: watch the DVD and get some sanitary towels and tampons.</p> <p>Explain that you're now going to leave the subject of babies and turn your attention to the changes that happen during puberty.</p> <p>Watch DVD programme 7 & allow ch to discuss in pairs.</p> <p>As a class discuss the changes that happen to girls as they go through puberty. Explain further about periods and sanitary protection. Show examples of sanitary towels and tampons. You could also mention mooncups.</p> <p>If time, record key changes that happen to girls in books.</p>	<p>DVD: Living and Growing Unit 3 Programme 7: Girl Talk</p> <p>Sanitary towels and tampons</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>

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5	I know the changes that happen to boys during puberty.	<p>Watch DVD programme 8 & allow ch to discuss in pairs.</p> <p>As a class discuss the changes that happen to boys as they go through puberty.</p> <p>If time, record changes that happen to boys. Compare with those that happen to girls - which one are common to both sexes?</p>	DVD: Living and Growing Unit 3 Programme 8: Boy Talk	<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>
6		<p>Separate boys/girls question and answer session.</p> <p>Answer questions openly and honestly, with due regard to their age and maturity. 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>		