

Week	Learning Objectives	Activities	Resources	Differentiation
1	<p>I know the ground rules associated with SRE.</p> <p>I know the changes that happen to girls during puberty.</p>	<p><b>Before the lesson:</b> watch the DVD and get some sanitary towels and tampons.</p> <p>Set SRE ground rules - see information sheet.</p> <p>Explain that this module will begin with revision - they'll see programmes they've seen before.</p> <p>Watch DVD &amp; allow ch to discuss in pairs.</p> <p>As a class discuss the changes that happen to girls as they go through puberty. Revise periods and sanitary protection. Show examples of sanitary towels and tampons. You could also mention mooncups.</p> <p>You could use sheet 8 to record the changes that happen to girls.</p>	<p><b>DVD:</b> Living and Growing Unit 3 Programme 7: Girl Talk</p> <p><b>Sheet:</b> 8 Diagram of a girl's body which is to be labelled with the changes that happen during puberty.</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>
2	<p>I know the ground rules associated with SRE.</p> <p>I know the changes that happen to boys during puberty.</p>	<p>Revise last week's SRE ground rules - see information sheet.</p> <p>Watch DVD &amp; 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>You could use sheet 8 to record the changes that happen to boys and compare with the girls' changes.</p>	<p><b>DVD:</b> Living and Growing Unit 3 Programme 8: Boy Talk</p> <p><b>Sheet:</b> 16 Diagram of a boy's body which is to be labelled with the changes that happen during puberty.</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>
3		<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>		

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4	<p>I know the differences between friendships and romantic relationships.</p> <p>I know that relationships end and this often causes strong feelings.</p> <p>I know about the physical aspects of romantic relationships.</p>	<p>Romantic relationships</p> <p>Ask the children to discuss or write, in pairs or groups, a list of ways in which romantic relationships differ from other friendships or relationships with family members. <i>If the issue of homosexuality arises it is important to explain that a gay man, for example, will have romantic relationships with other men, but will also have ordinary friendships with men too. Just as a straight man does not fancy every woman he meets or is friends with, a gay man will not fancy all of his male friends. Being friends with someone who is gay does not mean that you are, or that they will fancy you.</i></p> <p>Get the children to feed back to the rest of the class any of their ideas that they are happy to share with the rest of the class. <i>Emphasise what a positive experience being in a good relationship is.</i></p> <p>Then brainstorm words and phrases that describe how people might feel when a relationship ends. <i>These may include positive feelings, which is fine as getting out of an unhappy relationship can be a good thing. Discuss the importance of friends and family in supporting people who have just been hurt by the end of a relationship. Help the children to realise that it is important to maintain a wide range of friendships even when in a relationship in order to keep the relationship healthy and so that there will be people to support you if the relationship ends.</i></p> <p>Physical aspects of romantic relationships</p> <p>Discuss the progression that occurs in physical relationships showing an acknowledgement of the range of physical experiences that may come between holding hands and having intercourse. <i>(Surveys show that children usually do not have full sex, on average, for about three to four years after they have their first proper kiss.) Children need to realise that generally, people do not have sex as soon as they enter a relationship and that the different physical stages will need to be negotiated with their partner(s). Stress that there are no right answers here and that individuals have very different views about the order in which they are comfortable to do things. For example, some people would not want to have sex before marriage, some people would definitely want to live with someone before marrying them, some people would be happy to kiss someone even if they were not "going out" with them. What is important is both people feeling comfortable with what they are doing and making sure that no-one gets hurt in any way.</i></p> <p>Emphasise to the children that there are many different physical aspects of relationships, only one of which is sex. They should realise that couples enjoy kissing, touching and fondling each other and many are happy to do this for a long time before deciding to have full sex. Explain that some couples will begin physical relationships but wait until they are seriously committed to one another or married before they decide to have sex. <b>Remind that the law states that a girl may not have sex under the age of sixteen.</b></p> <p>Discuss where children can get help and advice from, e.g. Childline 0800 1111</p>		

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5	<p>I know some basic facts about sex and contraception.</p> <p>I know that it is important to avoid unwanted pregnancy and STIs.</p>	<p>Recap ground rules if you feel it's appropriate.</p> <p>Watch DVD &amp; allow ch to discuss in pairs.</p> <p>Discuss the issues that arise. Guide the children towards an understanding that it is wise to wait until they are in a committed loving relationship before starting to have sex.</p> <p>Discuss abstinence - refraining from sex altogether. Explain that this is the only way to avoid unwanted pregnancy and STIs. Then discuss the two most common types of contraception: the condom and the pill.</p> <p>In books, record some basic facts about contraception, such as:</p> <ul style="list-style-type: none"> <li>○ abstinence is the only way guaranteed to avoid unwanted pregnancy and transmission of STIs</li> <li>○ condoms protect against pregnancy and STIs, but are only about 99% effective</li> <li>○ the pill protects against unwanted pregnancies, but provides no protection against STIs</li> </ul> <p>Do not refer to oral sex, but get across the idea that bodily fluids can carry disease and can transfer diseases between people, e.g. fluid on the hands can transfer Thrush to the eye.</p>	<p>DVD: Living and Growing Unit 3 Programme 9: Let's talk about sex</p>	
6	<p>I can discuss issues relating to sex and relationships openly and ask for help and clarification when necessary.</p> <p>I can resist pressure from friends and others.</p> <p>I can negotiate problems/issues that arise in or because of relationships.</p>	<p>Discuss the types of issues that might arise in relation to puberty, sex and relationships. Remind children about the techniques they learnt about to solve problems and resist pressure in other modules (e.g. smoking and drugs). Discuss the need to stay calm in difficult situations and to give sensible, thoughtful advice.</p> <p>Use the problem page sheets and allow children to talk about the issues raised in pairs. Ask them to write sensible, helpful responses. Then share good examples as a class and discuss the responses provided - would everyone tackle the problems in the same way? Are they providing sensible, safe, legal advice?</p> <p>If the children are sensible enough, some of these issues could then be shown as role plays or improvisations to demonstrate how good negotiation skills can be used to solve problems or resist pressure. Discuss afterwards to highlight key strategies or discuss alternative approaches.</p> <p>Finally, answer any appropriate questions about matters relating to SRE.</p>	<p>Problem page sheets</p>	<p>SEN - allocate simpler roles related to children their own age and pair them with a more mature child.</p> <p>Able - give more challenging rolls where they have to imagine how older people might feel and where a wider range of issues need to be taken into consideration.</p>