

### Primary SRE

	Year 1	Activities you might use
<p><b>PHSE Framework</b> 1c to recognise, name and deal with their feeling in a positive way</p> <p>2c to recognise choices they can make, and recognise the difference between right and wrong</p> <p>3b to maintain personal hygiene</p> <p>3d about the process of growing from young to old and how people’s needs change</p> <p>3e name the main body parts</p> <p>4c to identify and respect differences and similarities between people</p> <p>4d that family and friends should care for each other</p> <p><b>National Curriculum Science</b> 2a to recognise and compare the main external parts of the bodies of humans and other animals</p> <p>2f that humans and other animals can produce offspring and that they offspring grow into adults</p>	<p>To recognise that they have choices they can make – develop assertiveness skills Know the importance of valuing themselves.</p>	<ul style="list-style-type: none"> <li>• Children to think of decisions when they need to say ‘yes’ or ‘no’</li> <li>• You could use puppets to practice the skills <i>‘Not now Bernard’ by David McKee– ask the children what they would do if they were Bernard.</i></li> </ul>
	<p>To develop strategies to stay safe. Develop skills for dealing with unwanted physical contact.</p>	<ul style="list-style-type: none"> <li>• Healthy Schools – Protective Behaviour</li> <li>• How do our bodies feel when we are scared?</li> <li>• Identify risky behaviour – what do we do, shout, yell etc.</li> <li>• Tell an adult you trust</li> <li>• <i>Body Boards – Lincolnshire Knowledge and Resource Centre</i> <i>Counting Kisses – Karen Katz – a book about good touches and affection.</i></li> </ul>
	<p>To understand what friendship is. Be aware that their feelings and actions have an impact on others.</p>	<ul style="list-style-type: none"> <li>• What is a good friend?</li> <li>• How can you be a good friend?</li> <li>• Invent a recipe for friendship – SEAL programme <i>Making Friends (Growing Up) – Janine Amos</i> <i>Together – Jane Simmons</i></li> </ul>
	<p>To understand basic hygiene principles.</p>	<ul style="list-style-type: none"> <li>• Talking object – keeping clean pictures</li> <li>• Story bag containing toothbrush, soap and sponge <i>Christopher Winter DVD – hygiene photographs</i> <i>Lincolnshire Knowledge and Resource Centre have a UV light box to demonstrate effective hand washing. Schools can loan this resource.</i></li> </ul>
	<p>To introduce the concept of growing and changing.</p>	<ul style="list-style-type: none"> <li>• Ask the children to bring in pictures of themselves as babies</li> <li>• Can they remember stories of when they first walked, talked etc. what learning can they remember?</li> <li>• Timeline activity – baby to old age</li> <li>• Look at growing and changing in pupil’s pets <i>Christopher Winter DVD - Lifecycle cards</i></li> </ul>
	<p>To know that there are different types of families and that family are special.</p>	<ul style="list-style-type: none"> <li>• Ask the children to identify different sorts of families –discuss who they include (be prepared to handle sensitive discussion around family change) <i>Happy Families, Allan Ahlberg</i> <i>Orange Pear Apple Bear, Emily Gravett</i> <i>The Family Book – Todd Carr</i></li> </ul>

2g about senses that enable humans and other animals to be aware of the world around them.		<i>This is Our House – Michael Rosen</i>
	Male and Female	<ul style="list-style-type: none"> <li>• Ask the class to think of all the ways that you can tell if someone is a boy or girl. Collect the answers which may include, hair, clothes first names. Discuss with the group the effectiveness of these attributes in determining gender</li> <li>• Complete Activity Worksheet 2 from <i>Living and Growing</i> resource</li> </ul>
	Understand that babies have special needs.	<ul style="list-style-type: none"> <li>• How can we understand how a baby is feeling?</li> <li>• What might parents look for? Clothes too tight? Difference between material needs and emotional needs. Babies needing cuddles, etc.</li> <li>• Ask a parent to bring in a baby</li> <li>• Include boy's role as fathers</li> </ul>
	To identify and respect differences and similarities in people.	<p>Challenging Homophobia in Primary Schools, an Early Years Resource. Written by Andrew Moffat. Lesson plans based on books appropriate to the year group.</p> <p><a href="http://www.birmingham.gov.uk/cs/Satellite?c=Page&amp;childpagename=SystemAdmin%2FCFPageLayout&amp;cid=1223336569886&amp;packedargs=website%3D4&amp;pagename=BCC%2FCommon%2FWrapper%2FCFWrapper&amp;endermode=live">http://www.birmingham.gov.uk/cs/Satellite?c=Page&amp;childpagename=SystemAdmin%2FCFPageLayout&amp;cid=1223336569886&amp;packedargs=website%3D4&amp;pagename=BCC%2FCommon%2FWrapper%2FCFWrapper&amp;endermode=live</a></p> <p><i>'Welcome to Lizard Lounge'</i> by Laura Hambleton  <i>'Who Are You, Stripy Horse?'</i> by Tim Helmore and Karen Wall  <i>The Other Ark'</i> by Lynley Dodd  <i>'Picnic in the Park'</i> Joe Griffiths and Tony Pilgrim</p>
<b>Year 2</b>		<b>Activities you might use</b>
	Understand the difference between a 'good' secret and a 'bad' secret.	<ul style="list-style-type: none"> <li>• What is a good secret? A birthday surprise?</li> <li>• What is a bad secret? Someone asking not to tell if they have taken something from someone's purse?</li> <li>• Ask pupils to think of what might be a good and bad secret</li> </ul>

		<ul style="list-style-type: none"> <li>• Devise some good and bad secret cards and ask the children to sort</li> </ul>
	Develop respect for elderly people and other generations.	<ul style="list-style-type: none"> <li>• Ask a senior citizen Grandma/Grandad, to come into school. Ask them how technology has changed over their life time. Make a display representing age groups and generations. May be ask an elderly person to come in to school to talk about how their lives/lifestyles Ask the children to create their own timeline adding perceived land marks/aspirations etc.</li> </ul>
	Understand that everyone needs caring for, and the importance of families.	<ul style="list-style-type: none"> <li>• Discuss how families care for one another</li> <li>• Discuss how families support each other and share time together</li> <li>• Choose family photographs from magazines to depict different family members in different situations i.e. cooking, playing in the park as the children to use speech bubbles/still statues to indicate how the characters are feeling. Discuss how families help and support each other and share activities. NB There needs to be sensitivity for children who are not part of a traditional family unit.</li> </ul>
	Name the main parts of the body including sexual parts.	<p>Resources - Living and Growing. Christopher Winter Project – hoop labels.</p> <ul style="list-style-type: none"> <li>• Body parts worksheet or ask the children to draw a picture of a body and ask them to label the parts that they have drawn</li> <li>• Discuss that different families have different names for parts of the body. Re-iterate terms that are used by everyone</li> <li>• Explain that some body parts are private and we don't show to just anyone</li> <li>• Can use the body boards or puppets</li> </ul> <p><i>Living and Growing Unit 1. Christopher Winter Lesson plan for Yr 2</i>  <i>Christopher Winter DVD –match the labels to the correct body parts.</i>  <i>Body Boards with anatomical packs (available from LKRS)</i>  <i>Let's Grow with Nisha and Joe booklet available from LKRS</i></p>
	Explore their perceptions around gender stereotypes.	<ul style="list-style-type: none"> <li>• We can see if someone is a girl or boy from their body parts – are there other ways?</li> <li>• Ask them to draw a fire fighter/dancer – discuss</li> <li>• Sort statements into three piles – Boys can.. Girls can.... Boys and Girls can. Discuss the children's ideas</li> <li>• Resource – Mrs Plug the Plumber by Allan Allberg</li> </ul>

		<p><i>Living and Growing – Unit 1</i> <i>Crusher is Coming – Bob Graham – Challenging gender stereotypes</i></p>
	<p>Growing and Changing – How have I grown and changed? Reflect that our bodies and skills develop at different rates.</p>	<ul style="list-style-type: none"> <li>• Make a timeline of their own lives. Ask pupils to bring in photos of themselves (be sensitive of those children who may not have access to family photos)</li> <li>• Ask children to stand in a line eldest/tallest is the eldest person the tallest person? How big are their hands/feet? (<a href="#">cross curricular links to maths and science</a>)</li> </ul> <p><i>Living and Growing Unit 1, Programme 3, Growing Up</i></p>
	<p>Understand that it is always the female that gives birth.</p>	<ul style="list-style-type: none"> <li>• Have any children seen their pets give birth?</li> <li>• Research the names for adult and baby animals</li> </ul> <p><i>Living and Growing video – Unit 1 Programme 2 How did I get here? Your Mummy ate my Football’ –Lynwen Jones, Sandra Passmore and Jess Mikhall</i></p>
	<p>Understanding our sensuality.</p>	<ul style="list-style-type: none"> <li>• Think about our senses. What do we like to feel, taste, smell, and listen to? How does music make us feel?</li> </ul> <p>NB Research suggests that children are making and maintaining relationships ‘on line’ and often don’t acknowledge their senses. This can have a detrimental effect in adolescence when they are establishing relationships.</p> <p><a href="#">(Cross curricular links to music and drama)</a></p>

	<p>To identify and respect differences and similarities in people.</p>	<p>Challenging Homophobia in Primary Schools, an Early Years Resource. Written by Andrew Moffat. Lesson plans based on books appropriate to the year group.  <a href="http://www.birmingham.gov.uk/cs/Satellite?c=Page&amp;childpagename=SystemAdmin%2FCFPageLayout&amp;cid=1223336569886&amp;packedargs=website%3D4&amp;pagename=BCC%2FCommon%2FWrapper%2FCFWrapper&amp;endermode=live">http://www.birmingham.gov.uk/cs/Satellite?c=Page&amp;childpagename=SystemAdmin%2FCFPageLayout&amp;cid=1223336569886&amp;packedargs=website%3D4&amp;pagename=BCC%2FCommon%2FWrapper%2FCFWrapper&amp;endermode=live</a>  <i>'Mister Seahorse'</i> by Eric Carle  <i>'Tyrannosaurus Drip'</i> By Julia Donaldson and David Roberts  <i>'And Tango Makes Three'</i> by Justin Richardson and Peter Parnell  <i>'King and King'</i> by Linda de Haan and Stern Nijland</p>
<p><b>Key Stage 2</b>  <b>End of key stage statements</b>            1b To recognise their worth as individuals.</p> <p>1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p> <p>3c about the body changes as they approach to puberty</p> <p>3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and</p>	<p><b>Year 3</b></p> <p>Re-visit the naming of body parts including sexual body parts and the differences between male and female</p>	<p><b>Activities you might use</b></p> <ul style="list-style-type: none"> <li>• Baby picture cards, clothed and unclothed – <i>Christopher Winter</i></li> <li>• Body Parts picture cards and worksheet – <i>Christopher Winter</i>. Year 3</li> <li>• Living and Growing DVD – Differences</li> <li>• Use the Living and Growing Venn diagram (Unit1) sorting body parts into male/and or/female</li> <li>• Parts of the body worksheet number 13 – Living and Growing</li> </ul>
	<p>To identify who they could go to for help and support.</p>	<ul style="list-style-type: none"> <li>• Identify the people who they can go to for help. How would they ask for help? What if the first person didn't take them seriously? Encourage persistence. Reassure the children that no problem is too small to ask for help if you are worried</li> </ul> <p><i>Christopher Winter Programme have an exercise regarding personal space for Year 3</i></p>
	<p>To consider touch and to know that people have a right to say what they like and don't like.</p>	<p><i>Christopher Winter DVD.</i></p> <ul style="list-style-type: none"> <li>• Consider what sort of touches the children like/dislike. Does it depend on who is touching them and why?</li> <li>• Consider 'Protective Behaviour Programme' for more details contact the Healthy Schools team</li> </ul>

<p>judging what kind of physical contact is acceptable or unacceptable.</p> <p>3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>4e to recognise and challenge stereotypes</p> <p>National Curriculum Science 1a that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p> <p>2f about the main stages of the human lifecycle</p>		<ul style="list-style-type: none"> <li>• Look at Oh-Oh Feelings – when do you/could you get an Oh-Oh feeling. Draw a picture of yourself. How does an Oh-Oh feeling make your body react?</li> <li>• Problem Pages from the Christopher Winter DVD – read the problem to the class and ask them in groups to consider their reactions and how they might deal with the issue</li> </ul>
	<p>Identify different sorts of families. Understand that families are different and may have different members. Families are special whatever their makeup.</p>	<p><i>Christopher Winter DVD – pictures of families</i></p> <ul style="list-style-type: none"> <li>• Explore the concept that families can be very different – explore equality and diversity – ‘<i>The Family Book</i>’ by Todd Parr. ‘<i>And Tango Makes Three</i>’ by Justin Richardson and Peter Parnell. ‘<i>Picnic in the Park</i>’ by Jo Griffiths and Tony Pilgrim ‘<i>Nutmeg gets a little sister</i>’ by Judith Foxon’</li> <li>• Discuss the different types of family that exist:             <ul style="list-style-type: none"> <li>○ Families with mum, dad and children</li> <li>○ Single parent families</li> <li>○ Families and adopted and fostered children</li> <li>○ Families and grandparents living with them</li> <li>○ Families with stepdad, mum, brother or sister</li> <li>○ Single gender parents</li> </ul> </li> </ul>
	<p>Relationships/types of love for family, friends, pets, places or possessions.</p>	<ul style="list-style-type: none"> <li>• Reflect on different types of love. Who or what do they love? What is love?</li> </ul> <p><i>Living and Growing: Unit 2 Programme 3 activity sheets ‘Love is...’</i></p>
	<p>Identify different types of relationships and begin to identify how to develop skills to be effective in relationships.</p>	<ul style="list-style-type: none"> <li>• Identify the sorts of people that the children may have a relationship with i.e. mother, father, stepparents, siblings, friends etc. What helps us to maintain/improve these relationships? What could put a strain on them?</li> </ul>

	<p>Understand the needs of a new baby.</p>	<ul style="list-style-type: none"> <li>• Read 'My Mummy ate a football' by Babette Cole. Draw and label things that a new baby might need, including those things that don't cost any money like love and time</li> </ul> <p><i>Living and Growing Unit 2 p29</i>  <i>BBC Active, Unit 2: Cycle of Life: Birth: How do you care for a new born baby?</i></p>
<b>Year 4</b>		<b>Activities you might use</b>
	<p>Develop a positive attitude to personal body image.</p>	<ul style="list-style-type: none"> <li>• Ask children to cut out pictures from magazine adverts and talk about how people look. Does it really matter how people look. Think of the positive qualities of their family and friends not related to physical appearance. Help children to identify their own personal qualities</li> <li>• <i>BBC Active Unit 1: Growing Up: Physical Changes: Emotional changes</i></li> </ul> <p><i>Dove beauty products have a video on YouTube which shows how a model is transformed for an advertisement.</i></p>
	<p>Resisting peer pressure and developing assertiveness</p>	<ul style="list-style-type: none"> <li>• Explore the difference between aggressive and assertive</li> <li>• Practice ways that they can say no in different situations</li> <li>• Explore what is meant by 'peer pressure' and how we can resist it</li> </ul>
	<p>Begin to learn about the physical changes that happen during puberty</p>	<ul style="list-style-type: none"> <li>• Know that during puberty the body changes from that of a child to a young adult.</li> <li>• <i>Puberty Quiz – Sex and Relationships Education 9-11 by Molly Potter</i></li> <li>• To know that people experience puberty differently</li> </ul> <p><i>Living and Growing Unit 2 Programme 1 Changes</i>  <i>BBC Active Unit 1: Growing Up: Physical Changes: How does my body change at puberty?</i>  <i>BBC Active Unit 1: Growing Up: Physical Changes: What changes do boys and girls go through at puberty?</i>  <i>Hair in Funny Place: Babette Cole</i></p>

		<i>Mummy Laid an Egg: Babette Cole</i>
	Begin to learn about the practical and emotional changes that someone may encounter during puberty – feeling moody, being picked on	<ul style="list-style-type: none"> <li>• Ask the children who they might go to for support</li> <li>• How would they deal with the situation without being confrontational?</li> </ul>
	Reproduction and lifecycles.	<ul style="list-style-type: none"> <li>• What do the children think a lifecycle is? Use the human life cycle as an example. Explore the notion of adults having babies which then grow into adults and have babies of their own. Discuss the idea that without life cycles and reproduction any species including mankind would die out</li> </ul> <p><i>'Living and Growing' Unit 1, Programme 2</i> <i>Christopher Winter DVD – Lesson Plans for Year 4</i></p>
	To identify some basic facts about reproduction and pregnancy.	<ul style="list-style-type: none"> <li>• Use <i>Living and Growing DVD: How did I get here: Unit 1.</i></li> <li>• Explore the links between puberty, pregnancy and the human lifecycle</li> <li>• Discuss where babies grow, how they eat and what they can do whilst inside the female</li> </ul>
	Re-visit the importance of keeping clean particularly in relation to puberty	<ul style="list-style-type: none"> <li>• Sort hygiene products into basic, nice to have and luxury. Discuss which products are necessary and why. Explain what is happening to their bodies that make hygiene regimes more important</li> </ul> <p><i>Christopher Winter – hygiene card game (Kim's card game)</i></p>
	<b>Year 5</b>	<b>Activities you might use</b>
	Understand how girls and boys bodies change in puberty.	<ul style="list-style-type: none"> <li>• Review understanding of puberty using a questionnaire (everything I need to know about puberty) or a quiz</li> <li>• Male and female changes worksheet – Christopher Winter DVD. <i>Sex and Relationships Education ages 7 – 9, Molly Potter: exercise, Explain puberty to an alien.</i></li> </ul> <p><i>BBC Active Unit 1: Growing Up: physical changes: How does my body change at puberty?</i> <i>BBC Active Unit 1: Growing Up: physical changes: what changes do boys and girls go through at puberty?</i></p>

		<p><i>BBC Active Unit 1: Growing Up: physical changes: Men and women's bodies.</i>  <i>BBC Active Unit 1: Growing Up: emotional changes: Crushes Living and Growing: Unit 3, Programme 8, Boy Talk. Chapter 2 Programme 7, Girl Talk Chapter 3</i>  <i>Bounty DVD</i>  <i>Christopher Winter DVD: Puberty Changes Teacher Guide. Anonymous questions template.</i>            Leaflets available from LKRS to support this topic – see on line catalogue</p>
	<p>Menstruation –have a basic knowledge about periods.</p> <p>Basic information delivered to both genders.</p>	<ul style="list-style-type: none"> <li>• Have a range of sanitary products available for demonstration</li> <li>• Play fact and myth game – what you can and can't do during a period</li> </ul> <p><i>Living and Growing: Unit 2, Programme 1: Periods – what do you know quiz.</i>  <i>Christopher Winter DVD: What is a menstrual cycle card and whiteboard summary. Menstruation card game for girls with answers. Body boards with puberty pack.</i>  <i>BBC Active Unit 1: Growing Up: Physical Changes: What is a period</i>  <i>BBC Active Unit 1: Growing Up: Physical Changes: Talking about periods</i>            Leaflets available from LKRS to support this topic – see on line catalogue</p>
	<p>How to deal with physical changes e.g. Wet dreams, shaving, body hair etc.</p>	<ul style="list-style-type: none"> <li>• It is important that boys and girls understand the changes that will happen to each other. Deliver the lesson to the whole class whilst offering single gender groups to discuss the more sensitive issues associated with changes and provide an opportunity to ask questions</li> </ul> <p><i>BBC Active Unit 1: Growing Up: Physical Changes: Talking about wet dreams.</i>  <i>BBC Active Unit 1: Growing Up: Physical Changes: What is a wet dream?</i>  <i>BBC Active Unit 1: Growing Up: Physical Changes: Keeping Clean</i>  <i>Living and Growing: Unit 3: Programme 1 – Girl Talk</i>  <i>Living and Growing: Unit 3: Programme 2 – Boy Talk</i>  <i>Bounty DVD</i></p>

	<p>Understand the emotional changes that happen during puberty. Both for boys and girls. Are they the same; or are some different depending on your gender?</p>	<ul style="list-style-type: none"> <li>The body boards are a good resource to use for this exercise. You can request an emotions pack to use with the boards which includes a range of different facial expressions and the effects of different emotions on the body</li> <li>Ask the pupils to develop a problem page of anxieties over body changes and puberty. How do we deal with the emotions associated with puberty? Good negotiation skills with adults and peer group</li> </ul> <p><i>Living and Growing: Unit 3: Programme 1 – Girl Talk</i> <i>Living and Growing: Unit 3: Programme 2 – Boy Talk</i> <i>Living and Growing Activity Sheet 13: Boy Talk: Boys Do Cry</i></p>
	<p>Consider the need for love and trust in a range of relationships.</p>	<ul style="list-style-type: none"> <li>Ask the children – What is love? Who or what do we love? In groups make a list of all the things they love e.g. friends, pets, football etc. <i>Living and Growing: Unit 2 Book Activity Sheet 17.</i> Discuss – How do we show love? E.g. giving cuddles, holding hands, doing something good for someone, caring about their feelings etc. Why do we need love and trust in a relationship?</li> </ul>
	<p>Understand how different behaviours/qualities impact on friendships/relationships.</p>	<ul style="list-style-type: none"> <li>Review the different qualities that make up a friendship. Quiz; what makes a good friend? What would make you an even better friend?</li> </ul> <p><i>BBC Active Unit 3: Feelings: I have feelings.</i></p>
<p>To identify and respect differences and similarities in people.</p> <p><b>Year 5 and 6</b></p>		<p>Challenging Homophobia in Primary Schools, an Early Years Resource. Written by Andrew Moffat. Lesson plans based on books appropriate to the year group.</p> <p><a href="http://www.birmingham.gov.uk/cs/Satellite?c=Page&amp;childpagename=SystemAdmin%2FCFPageLayout&amp;cid=1223336569886&amp;packedargs=website%3D4&amp;pagename=BCC%2FCommon%2FWrapper%2FCFWrapper&amp;rendermode=live">http://www.birmingham.gov.uk/cs/Satellite?c=Page&amp;childpagename=SystemAdmin%2FCFPageLayout&amp;cid=1223336569886&amp;packedargs=website%3D4&amp;pagename=BCC%2FCommon%2FWrapper%2FCFWrapper&amp;rendermode=live</a></p> <p><i>'William's Doll' by Charlotte Zolotow</i> <i>'The Whisperer' by Nick Butterworth</i></p>
	<p><b>Year 6</b></p>	<p><b>Activities you might use</b></p>

	Revise and develop their understanding of puberty.	<ul style="list-style-type: none"> <li>• Watch videos – <i>Living and Growing Unit 3 Boy talk, Girl Talk</i></li> </ul>
	Understand that the pressure to conform to gender stereotypes comes from the media and their peers.	<ul style="list-style-type: none"> <li>• Cut out male and female images from magazines. Discuss body images – are they realistic. Does everyone look like this?</li> <li>• There are images on the internet which show a model being transformed and how the images are airbrushed</li> <li>• There are also websites which show the differences between celebrities before and after makeup and airbrushing</li> </ul>
	Recognise the difference between healthy and unhealthy friendships and relationships and understand their right to physical boundaries.	<ul style="list-style-type: none"> <li>• In groups undertake Diamond 9 exercise on qualities that make a relationship work – <i>Living and Growing Unit 2 Activity Sheet 20</i></li> </ul>
	<p>Understand how to keep safe using the internet and other technology.</p> <p>NB emphasis on internet safety and keeping children safe on-line in Ofsted Guidance.</p>	<ul style="list-style-type: none"> <li>• The CEOP ThinkUknow website has videos, interactive games and quizzes for children aged for all key stages. The site also contains downloadable lesson plans and curriculum guidance for teachers</li> </ul> <p>Lincolnshire Safeguarding Board have an e Safety Officer who will visit schools to deliver sessions to the children. Contact details <a href="mailto:dan.hawbrook@lincolnshire.gov.uk">dan.hawbrook@lincolnshire.gov.uk</a></p>
	Understand the influence of the media when forming views on sex and relationships.	<ul style="list-style-type: none"> <li>• List qualities needed for a good relationship. <i>Living and Growing Unit 3 p 39</i></li> <li>• Consider adverts and pop songs. How do the lyrics/messages portray love and relationships?</li> </ul>
	Consider why some people get married or have marriage or stable relationships and how this is important for family life.	<ul style="list-style-type: none"> <li>• List reasons why people get married or have a civil partnership. E.g. to have a party</li> </ul> <p><i>Living and Growing Unit 3 page 40.</i> <i>BBC Active Unit 4: Family life: Celebrating events: marriage celebrations</i></p>
	Understand how a baby is conceived.	<ul style="list-style-type: none"> <li>• Prior to watching the Living and Growing video regarding conception, discuss with the class about different sorts of adult relationships, (<i>you could use the Christopher Winter relationships pictures</i>). Do you think the pictures depict a positive relationship? Additional photos can be found in magazines or from the <i>Getting Started with SEAL</i> photo cards</li> <li>• Watch the video 'How Babies are Made' Living and Growing Unit 2. This shows sexual intercourse in a cartoon format. Prior to showing</li> </ul>

		<p>the film, explain the content and explore with the class how this might make them feel and develop strategies for dealing with the feelings and any questions following the film</p> <ul style="list-style-type: none"> <li>• In groups order the sequence of how a baby is conceived <i>Living and Growing, Unit 2, page 26</i>. Discuss those qualities the couples described that were important in their relationships. Consider all the qualities that a relationship would need before they consider having sexual activity</li> <li>• Relationship Timeline (<i>Christopher Winter</i>) Explain to the class that they are going to create a timeline which describes the different stages in a relationship that could lead to having a baby</li> </ul>
	<p>Understand how babies are born.</p>	<ul style="list-style-type: none"> <li>• Watch video 'How babies are born' <i>Living and Growing Unit 2, Programme 6</i></li> <li>• Make a simple timeline of the development of a foetus in the womb. What features has the foetus developed in 6 weeks, 3 months, 6 months, 9 months</li> <li>• Make a leaflet explaining how a pregnant woman could keep healthy during pregnancy</li> </ul> <p><i>BBC Active Unit 2: Cycle of Life: Sexual Reproduction: How a baby grows: the inside story.</i>  <i>BBC Active Unit 2: Cycle of Life: Sexual Reproduction: Reproduction Quiz</i>  <i>BBC Active Unit 2: Cycle of Life: Birth: Having a baby</i>  <i>BBC Active Unit 2: Cycle of Life: Birth Writing focus: The journey</i></p>
	<p>Consider when an adult might be ready for parenthood.</p>	<ul style="list-style-type: none"> <li>• Ask children to draw and write when they think they will be a parent. What age will they be? Where will they be living and who with? What skills would they need?</li> <li>• Consider inviting a parent in to talk about their preparations for a new baby. How has their life changed?</li> <li>• What choices/sacrifices did they make to be a parent?</li> </ul> <p>Read <i>Flour Babies</i> by Anne Fine</p>
<p>Year 6/7 Optional</p>		

	<p>Understand that adults need to protect their health during sexual relationships.</p>	<p>Discuss the need for hygiene during puberty. Draw an outline of two people and label with all the illnesses and infections that the children can think of. Discuss all the ways they can be passed on between two people.</p>
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