

Growing Up: Let's Talk about Sex

<p>Aim: To learn about human reproduction.</p> <p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>I understand what a sexual relationship is and who can have a sexual relationship.</p>	<p>The Big Questions: What is a sexual relationship and who can have one?</p> <p>What is an STI and how can they be prevented?</p> <p>What type of physical contact is unacceptable and how should we respond?</p>	<p>Resources: Lesson Pack</p> <p>It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.</p>
<p>Success Criteria: I can describe the terms 'sexual relationship' and 'sexual intercourse'.</p> <p>I can explain who can have a sexual relationship, according to the law.</p> <p>I can explain what an STI is and I know how these can be prevented.</p> <p>I can judge when physical contact is unacceptable and I know how to respond.</p>	<p>Key/New Words: Sex, sexual, sexually transmitted infection, intercourse, reproduction, heterosexual, bisexual, homosexual, penis, vagina, egg, sperm, safe sex, consent, conceive, conception, condom, contraception, contraceptive pill, rape, incest, legal, illegal, crush, fancy, physical, contact.</p>	<p>Preparation: Let's Talk about Sex Activity Sheet – one per child.</p> <p>Let's Talk about Sex Multiple-Choice Activity Sheet – as required</p> <p>Sticky notes.</p> <p>Question Box – a box into which children can put questions they have, confidentially, to be answered by the teacher at a later date.</p>







Prior Learning

It would be beneficial if the children are already aware of the names for male and female body parts. It would also be useful for the children to have covered lessons on relationships and human reproduction.





Special Considerations

Children may have a range of prior knowledge of misconceptions around the topic of sex, possibly from programmes or films they have watched or from conversations they have overheard. Adhere to the lesson content and use the question box so that conversations are not taken in an inappropriate direction.

Learning Sequence

	<p>Reconnecting: Relationships: Ask children to quietly reflect on the Big Questions and to write down any questions of their own, related to today's lesson on sticky notes. Next, ask children to think back to the last lesson about relationships and ask them to think about the different kinds of relationships that exist.</p>	
	<p>Exploring: Let's Talk about Sex: Work through the Lesson Presentation with the class. Start by clearly explaining the dictionary definition of sexual intercourse. Children may well find this topic funny or embarrassing, but remind them that they are hearing the scientific and correct vocabulary and that sexual relationships are normal and natural, and that there is no need for anyone to feel uncomfortable in this lesson.</p> <p>Go on to discuss the legal age of consent and that both people must consent, otherwise it is rape and that is illegal. Ask children why they think there is a law against having sex under the age of 16 and why it is illegal to force another person to have sexual intercourse.</p> <p>Highlight the fact that it is normal to have sexual feelings or be attracted to someone, but that this does not mean that you want to or have to have sex with that person.</p> <p>Move on to talk about sexual intercourse as being an important part of human reproduction. Hopefully, the children will have covered the topic of human reproduction in previous PSHE or Science lessons, in previous year groups. Explain that a way of preventing a baby being made is to use something called contraception. Mention both condoms and the contraceptive pill, and how they both work.</p>	
	<p>Exploring: Staying Safe and Healthy: Explain that condoms also protect against sexually transmitted infections and explain what these are. Introduce the term safe sex. Explain to children that safe sex also means making sensible decisions, such as getting to know a person well and trusting them before having a sexual relationship with them. It is also about being able to say 'no' if they do not want to do something.</p>	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	Consolidating: Take the Quiz: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Ask children to read through the questions carefully using the Let's Talk about Sex Activity Sheet and consider their answers in light of their learning. Encourage them to use accurate vocabulary in their responses and allow dictionaries to be used to help them with spellings and definitions, if needed.
	Supporting: Provide children with the Let's Talk about Sex Multiple-Choice Activity Sheet .
	Extending: Ask pupils to work with a partner to compare their answers having completed the quiz. Did they agree and can they upgrade or improve their answers, to make them as clear and accurate as possible?
	Developing: Using the children's questions, the class could create a factual question and answer book, all about sex and growing up. Children could work in small groups to devise accurate and useful answers to the most frequently asked questions in this topic, considering what information they think other children their age would want to know and would find helpful. You may wish to borrow the following book from the library to share with your class, <i>Asking About Sex and Growing Up: A Question and Answer Book for Kids</i> by Joanna Cole.

Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

Policies:	If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
Rules:	Remind children of the class agreement or ground rules for discussion.
Expect:	Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
Procedures:	Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
Ask:	Encourage children to ask any questions they may have, before, during or after the lesson, and provide a question box for children to submit questions anonymously if they prefer.
Respond:	Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
Enable:	Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.