This is a summary of the scheme of work used at New Longton All Saints’ C of E Primary School.

Each year, the scheme is modified slightly to accommodate the specific needs of the individual children. However, we have found that this outline of work does embrace the main teaching points we wish to cover and seems suited to the general level of understanding of the children in Years 5 and 6.

The staff concerned will continue to review and update the scheme each year.
Sex and relationship education usually takes place during the last half of the Summer Term.

Before beginning the lessons, a detailed letter is sent to parents explaining that sex and relationship education will be part of the curriculum at a future date. No specific dates are given. The parents are invited to come into school and the staff involved explain the content of the scheme of work and show parents the resources, including videos which the children will be seeing. Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wished their child to be withdrawn from Sex education lessons, they should discuss this with the head teacher and make it clear which aspects of the programme they do not wish their child to participate in. Parents are not allowed to withdraw children from those parts of the statutory National Curriculum. See below:

National Curriculum Science

KEY STAGE 1

1.  b) that animals including humans, move, feed, grow, use their senses and reproduce
2.  a) to recognise and compare the main external parts of the bodies of humans
    f) that humans and animals can produce offspring and these grow into adults
4.  a) to recognise similarities and differences between themselves and others and treat others with sensitivity

KEY STAGE 2

1.  a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2.  f) about the main stages of the human life cycle.

At the beginning of the first session on sex education, an explanation is given to the whole class about:

- What we mean by SRE
- Why and how we are going to approach it in school

WHY DO WE NEED TO TALK ABOUT SRE IN SCHOOL?

The following ideas are used to guide the discussion:-

- The children are used to learning about their bodies and how they work, in Science and PSHE. Now it is time to talk about the more private parts of their body and what happens during puberty – changing from a child to an adult.
- It is difficult and embarrassing for some adults to talk to children about these matters, especially if some parents did not have parents who spoke to them. Sometimes it is easier for an adult outside the family to talk to children about these matters instead.
Some parents have no difficulty at all. The teachers at school only wish to support parents who talk openly to their children.

Talking about parts of our body that are private is not ‘rude’.

We can avoid misconceptions and wrong stories from others – especially in the early days of secondary school – if we know the truth.

We advise pupils that if they find it difficult talking about these issues with their parents then there are always adults who work in school to talk to. If information is given in an open and honest way, people are far more likely to treat themselves and others in a caring, respectful way.

There must be an awareness of pornography – books, videos etc. Children may see these things and they need to be able to ‘deal’ with these in a way that does not upset or disturb them. Most people are curious at some stage in their lives and look at pornographic materials. Some people look at these materials every day. People have free choice, as long as their choices do not hurt or harm other people.

Perhaps our children will talk openly to their own children so that puberty will be regarded as a ‘normal’ part of life.

HOW ARE WE GOING TO TALK ABOUT SEX AND RELATIONSHIP EDUCATION?

The children are split into two groups – boys and girls. Year 5 have one split lesson and one lesson together. Year 6 have one split lesson and two lessons together.

Subsequent lessons are as a whole class (Year 6)

The children are told that they will see charts, books and videos. There are times when they will be expected to sit quietly and listen, and times when they can speak and ask questions.

For the first lesson, each group settles informally around a central place where the charts/resources are situated. (A horseshoe formation is ideal for this lesson). The boys/girls are in separate rooms for this first lesson. The discussion focuses around charts which are displayed and discussed. (Two sets of identical charts are available.)

The two groups work through the charts using the same notes for discussion.

A break occurs approximately halfway through and the children have a break in the yard together. This is timed so that children are alone in the yard and not with the rest of the school.

After the break the children continue looking at the rest of the charts.

One set of charts is mounted on the classroom wall for a few days if required. The Year 5 children will be provided with the opportunity to ask further questions shortly after this session via a question box. This enables children to consider the information given to them. Year 6 questions take place in the final session via a question box.

Some embarrassment and giggling occurs at the beginning of this first section, which we acknowledge as a natural reaction.
As we grow we learn to do more and more things – to read/write/play games etc., but as we grow our bodies change too.

Changes we can begin to notice between ages of 8 – 16

Suddenly grow a lot and shape of body changes – this is puberty.

This happens when the body is ready. You can’t decide when the body is ready. You can’t stop it or hurry it.

The timing is different for everyone – girls usually develop earlier than boys.

It helps if you understand what happening. If you know what to expect you will have no need to worry.

We all go through these changes, but at different ages.

These changes are normal, and a sign that our bodies are working properly.

Description of boy’s body – penis/two testicles.

Hormones, (chemicals), make changes occur, any time from eight onwards, usually around twelve years.

Happens slightly later for boys than girls.

Compare sizes of bodies in their class – perhaps feelings and attitudes are different. Boys catch up later.

Body bigger and stronger.

Penis and testicles grow bigger – one usually hangs lower than other.

Pubic hair grows around penis.

Hair under arms in arm pits.

Hair around face and perhaps chest, legs. Some men have lots of hair, others have little.

Voice breaks or becomes deeper.

Sweats more. Needs to wash more regularly.
Skin may become greasy and he may get spots.

Becomes interested in girls – feelings towards girls become stronger.

**CHART 4: BOYS REACH PUBERTY AT DIFFERENT AGES**
*(Year 5 and Year 6)*

Two boys with different sizes and shapes. Everyone is different and reaches puberty when their own body is ready.

**CHART 5: INSIDE A MAN’S BODY**
*(Year 6 only)*

Explanation of diagram. Why testicles are on the outside of the body – for coolness.

Description of production of sperm. Size and number and shape for moving.

Semen – medium for carrying sperm.

Erections – why and how they happen – for entry into woman’s body – (more details later)

Release of semen from penis, containing sperm. Wet dreams.

What is masturbation – ‘harmful’ associations – rubbing to make pleasant feelings.

Puberty means ability to become a father of own children. (POSSIBLE BREAK HERE)

**CHART 6: THIS IS WHAT A GIRL’S BODY LOOKS LIKE**
*(Year 5 and Year 6)*

Description of girl’s body – folds of skin called vulva.

Explanation of three openings on girl’s body – position and use.

Vagina – in centre, related to puberty and having babies. The vagina can stretch like an elastic band – explain.

**CHART 7: HOW A GIRL’S BODY CHANGES INTO A WOMAN’S BODY**
*(Year 5 and Year 6)*

Mention of hormones again.

Changes to breasts – grow fuller and perhaps have fine hairs around the nipples. Need to wear a bra.

Pubic hair

Sweating
Interest in boys

Spots

Onset of periods – age can certainly vary. (Brief explanation for Year 5 boys)

**CHART 8: INSIDE A WOMAN’S BODY**
*(Year 5 and 6)*

Description of reproductive organs

Ovary, womb, vagina. Discuss position, size and function of each part with the onset of puberty.

**CHART 9: WHAT IS A PERIOD?**
*(Year 5 and Year 6)*

Explanation of egg – its journey down tube to womb. How womb prepares for possibility of making a baby.

How egg is shed and a fresh one is produced – alternate ovaries.
Release of egg and lining each month – shown as blood.

Amount of blood can vary – about half a cup full.

Question of pain and pre-menstrual symptoms – briefly describe ‘off’ days for some people – not an illness.

No one can tell if having a period – Need to keep clean.

Old wives tale – e.g. hairwashing etc. Now considered silly.

Discuss irregularity of periods being quite normal.

Sign of ability to have children.

Blood loss caught in sanitary towel or tampon- show examples.

Everyone has periods until approximately fifty years old.

Periods stop if you become pregnant – explain.

Show absorption of fluid by tampon by placing in water.

Toxic shock syndrome. What is it? Explain why it is mentioned on the packet of tampons.

- Use low absorbency tampons
- Take out at night and use sanitary towels
- Preferably do not use before age of fifteen
Always remove last tampon at the end of period. Quite often people forget to remove the last tampon.

TSS is very rare.

**CHART 10: MAKING LOVE**  
(Year 6 only)

Reason for puberty is to grow up and have own children.

Brief description of sexual intercourse

Called making love because it is a way of showing love and closeness to another person; you want to be together and have children.

Christian’s view – a sexual relationship is a lifelong commitment which takes place inside marriage. The idea of ‘family’ is discussed. Many of the children are now living with parents and their partners, and the ‘traditional’ family does not apply in many cases. Children are a gift from God. Babies need love, care and commitment from adults. Parents still love their children even when they do not choose to live together any more.

Sex without love – but both people should want to make love. No one should make love or have sexual intercourse, because someone else forces them to.

Mention peer group pressure – have control over their own bodies to say NO.

Risk of pregnancy – every time have sexual intercourse – some girls do not realise this.

Children told that there are methods of birth control – one of which is the use of condoms.

**CHART 11: GROWING UP**  
(Year 5 – discussion only – Year 6 to include poster)

Expect to feel moody or grumpy, depressed etc. All quite normal.

Need to be independent from parents but still may need a grown up to talk to.

Clothes, music, friends and quarrels

Understand what really happens to your body and be able to look after it and care for it.

List the words you need to know the full meanings of.

After the charts have been discussed with Year 5, the girls will watch a video entitled ‘A TIME FOR ANSWERS’– Obtained from Tampax

This video provides quite a lot of detail about menstruation.
Year 6 Children will be given a booklet on puberty published by NHS South Tyne & Wear ([http://www.resourcesorg.co.uk/assets/pdfs/Growing%20Up.pdf](http://www.resourcesorg.co.uk/assets/pdfs/Growing%20Up.pdf)) which has information and questions and answers to help them.

**SESSION 2**

After the initial lesson, the Y6 children are given the opportunity to watch some programmes on video which deal with some issues covered by the large charts. The information is presented in a slightly different way in each video.

**‘Girl Talk’ and ‘Boy Talk’ (Channel 4).** Year 6 boys and girls watch these programmes together which cover puberty, health and personal relationships.

The children have the opportunity to ask questions at the end of the programmes.

**Birth**

**Year 6 only**

We then deal with the development and birth of a baby.

Sexual intercourse is briefly explained again.

The following main points are explained:-

- If the sperm meets the ovum a baby is begun
- Conception usually occurs in the fallopian tube.
- The lining of the womb prepares to receive the fertilised egg
- The body prepares for the developing baby – breasts, placenta, amniotic fluid, umbilical cord, need for rest, careful diet, dangers of smoking, drugs etc.
- Medical care – doctors, nurses, midwives etc.
- How a baby is born – home/hospital deliveries.
- How twins develop – identical/non identical twins, shared or separate placenta.

All these points are illustrated:

1. How a foetus changes shape.
2. Midwife takes care of the mother.
3. How a baby grows to full size inside the womb.
5. How a baby is born head first.
7. Babies who are not born head first.
9. People who may want to have sexual intercourse but not have a baby (leading to the idea of contraception).

Children are shown photos and read text from ‘Being Born’ by Sheila Kitzinger.
At the end of the discussion, the children are shown part of the Channel 4 video ‘How babies are born’, which shows the actual birth of a baby. Following the programme, we stress that babies require a great deal of care and we emphasise the responsibilities and demands of parenthood.

The children find this section of the work interesting and very enjoyable. They love to tell stories about their own birth.

The work outlined here is covered in approximately one whole session, but the children find it so interesting that it could be extended into classroom work with the class teacher or into PSHE work.

To reinforce the additional responsibility of parenthood, children will be given a Flour Baby to look after and keep safe for a week. “Parents” will take it home at night and look after it, ensuring it is kept safe. The difficulty is the extra demands on time and the issues it flags up in terms of independence.

**SESSION 3 – AIDS AND GENERAL QUESTIONS**

**Year 6 only**

**Part One**

‘Come and Sit by Me’ Contains a very good summary for KS2 children on the subject of AIDS and discusses many of the misconceptions often held.

This section of the sex education programme is definitely the most difficult and demanding one for the teacher. However, it is during this lesson that it becomes apparent that many of the children are far more sexually aware than adults realise. They welcome the opportunity to sort out some of their confused ideas.

Inform children of the four ways a person can be infected with HIV
a) Sexual intercourse
b) Sharing needles
c) Babies born to infected mothers
d) Blood transfusions

Inform the children of how they can protect themselves
a) Safe sex (use of condoms – briefly explained)
b) Never share needles

**Part Two**

This is predominantly a question and answer time for Year 6 when all the ideas and images they have seen are pulled together. A questions box will be placed at the back of class for any questions that they feel they want answers to. These will be read through by the class teacher and any questions that need addressing after the class have volunteered their own will be answered sympathetically.

Any unanswered questions are dealt with during this lesson.

Some children do ask questions which require complicated answers, and which may not be suitable for the level of knowledge and understanding suited to this age group. They
are either answered separately afterwards, or the child is reassured that his/her questions will be developed and explained during SRE at Secondary School.

The teachers aim to guide questions and answers so that information discussed remains as relevant as possible to the age and maturity of the children involved.

However, questioning has tended to follow a similar pattern each year. Some of the regular questions are as follows.

- What is a Caesarean birth?
- Can tampons get lost inside the woman’s body?
- How often do adults make love?
- What is the pill and how does it work?
- Why are lesbian and homosexuals mentioned often in the media?
- Why do some people live together and have children without getting married?
- Can we catch AIDS?

It is obvious from discussion with the children, that they have sometimes begun to pick up messages from the media and their peers etc, which we at school may wish to challenge.

As a Church of England school, we attempt to answer all their questions honestly and openly whilst at the same time attempting to present the children with the Christian view of sexual relationships and their place in lifelong commitment and marriage: even though this is perhaps not what they may sometimes see in the world around them.

The idea of ‘family’ is discussed. Many of the children are now living with parents and their partners, and the ‘traditional’ family does not apply in many cases. Children are a gift from God. Babies need love, care and commitment from adults. Parents still love their children even when they do not choose to live together any more.

**CONCLUDING THE SRE SCHEME OF WORK**

To conclude the ‘formal’ lessons on SRE, the children are given access to a range of books dealing with the issues covered. See resources list in SRE Policy.

They sign for these books on a lending system and are responsible for the book in their care. These books are available for the rest of term if necessary. The children are also told that staff will be available to answer questions until the end of term.

The children are made aware that staff members are available to be supportive and helpful whenever they may feel worried or anxious about anything.