

Rules for all sessions

These rules and guidance will be discussed with the children before each session commences.

- It will be embarrassing and laughing is OK as long as we are not laughing at someone or each other.
- The content of the lesson must not be discussed with other children from the school or on the playground.
- Normal expectations around behaviour will apply. If behaviour becomes a distraction then you will be removed from the sessions.
- Any questions can be asked. If you feel uncomfortable asking them there will be a box where questions can be put and they will be answered in the following session.

Session 1	Changes	<p>Warm up activity – What do we call it? Explain to the children that throughout these sessions children will be expected to use the correct terminology for all parts of the anatomy. As an ice breaker children will be asked to share the “nicknames” that they may have for different parts of the body.</p> <p>CHANGES How have you changed since you were small? What changes do you know / think will happen as you continue to grow? Which changes can we control and which can't we control?</p> <p>Explain to the children that they are going to watch a DVD that will talk about the physical changes that take place as they grow from children to adults.</p> <p>DVD Programme 4 – Changes</p> <p>Activity Give the children an outline of a male and female and ask them to work in pairs to label / create a fact file about male and female bodies including names and functions of the various sex organs.</p> <p>Why are these differences important? Book 2 : Activity Sheet 1 – Changes Book 2 : Activity Sheet 4 – Sort the changes Book 2 : Activity Sheet 6 – Big words, little words</p>
Session 2	Boy Talk Girl Talk	<p>Warm up activity – What can you remember? Recollection of correct terminology learned in Session 1 – matching names to description. Explain to the children that they will be completing a session called “Boy Talk” and a session called “Girl Talk”</p> <p>Why is it important that we learn about each others bodies and the changes that we will go through?</p> <p>DVD Programme 5 – Girl Talk DVD Programme 6 – Boy Talk</p> <p>NB : After viewing the programmes the class will then be split into boys and girls. This is the only session where</p>

		<p>this will happen but hopefully by having single sex groups it will allow the children to talk more openly about their worries and concerns.</p> <p>BOYS Complete the following sentence “A man is ...” Use this as a starting point to discuss</p> <ul style="list-style-type: none"> • Positive and negative images and stereotypes of men • Pressures on boys / men to behave in certain ways <p>Book 3 : Activity Sheet 9 – Check out the changes, boys! Book 3 : Activity Sheet 12 – The problem with boys ... Book 3 : Activity Sheet 13 – Boys <i>do</i> cry!</p> <p>GIRLS Complete the following sentence “A woman is ...” Use this as a starting point to discuss</p> <ul style="list-style-type: none"> • Positive and negative images and stereotypes of women • Pressures on girls / women to behave in certain ways <p>What is a period? What happens? Why do they happen? Book 3 : Activity Sheet 1 – Check out the changes, girls! Book 3 : Activity Sheet 2 – Menstruation Book 3 : Activity Sheet 4 – Girl talk</p> <p>During this session girls will also look at and handle various sanitary products and discuss what to do when periods start etc.</p>
Session 3	How babies are made	<p>Warm up activity # 1 – Myth or reality? Looking back over the session that have been covered read a statement out to children about puberty and developing and ask them to state whether it is a myth or reality. Book 3 : Activity Sheet 7 – Girl facts can be used as a basis / starting point for ideas</p> <p>Warm up activity # 2 – Where do babies come from? Again, as an ice breaker ask children to share some of the explanations that they have heard about where babies come from. This can then be referred back to at the end of the session.</p> <p>Why do children become adults? What is a life cycle and what part do you / will you play in it? Explain to the children that as they get older they may decide to have children of their own to continue the human life cycle and that they are going to watch a DVD which will explain and examine how this happens. DVD Programme 7 – How babies are made Book 2 : Activity Sheet 11 – How does a baby start?</p> <p>Children could use this to create a storyboard to explain what happens before and after an egg is fertilised.</p> <p>What is love?</p>

		<p>Ask the children to think about the special people in their lives and think about why they are special. Share some of the children's responses. Ask them to think about the word love and how it is used and who uses to each other and determine whether we ca love people in different ways.</p> <p>Book 2 : Activity Sheet 17 – Love is...</p> <p>From previous experience some children may take this session further as they may state that loving someone can meaning having sex / having a baby. The teacher should then lead this into a point that sex is a physical expression of love that takes place within an adult relationship. Children may also raise their understanding of the age of consent and this allows again to reinforce that sex and reproduction is an adult stage of the life cycle. Book 3 : Activity Sheet 21 – Love and marriage could support with this</p> <p>NB: Discussions with KS2 children will not involve talking about contraception</p>
Session 4	Pregnancy and Birth	<p>Before the session ask children to bring in a picture of themselves as a baby or toddler. Number these and display them around the classroom to be used during the warm up activity. Also ask the children to find out how much they weighed and how long they were when they were born</p> <p>Warm up activity #1 – Who's who? Give children a class list and ask them to go round looking at pictures and putting the photograph number on the class register of who they think it is.</p> <p>Warm up activity #2 – Weighing up Ask children to stand in order of birth weight / birth length. Have a discussion about whether that is represented now.</p> <p>How do babies grow from a tiny egg? Ask the children for their ideas / knowledge about how a baby develops and grows during pregnancy. Record and refer back to them at the end of the session.</p> <p>DVD Programme 8 – How babies are born</p> <p>Book 2 : Activity Sheet 23 – How is a baby born?</p> <p>NB: Some children may know / mention that they were born by c-section. If this is raised discuss in its simplest form.</p> <p>Is it right to say that mum is a baby's life support system? Explain. Discuss the importance of staying healthy in pregnancy to ensure that both mother and baby are as safe as possible during that time.</p> <p>How long is a foetus at ... weeks? Discuss with the children that a pregnancy lasts approximately forty weeks. Ask them to show / estimate how long they think the foetus is at certain points of the pregnancy. Explain the rate of growth of a foetus. Children could show this through a graph, comparative lines etc</p> <p>Book 2 : Activity Sheet 20 – Healthy mum and healthy baby</p> <p>Book 2 : Activity Sheet 22 – What a big baby!</p>

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