

Sex Education SOW

Roman Road Scheme of Work Overview for Sex Education February 2024

	Overview Sex Education
Year 1	LO: I can tell you how I've changed since being a baby
Year 2	LO: To recognise physical differences between boys and girls
Year 3	LO: To know how bodies change inside and outside as they grow up.
Year 4	LO To discuss choices about having babies
Year 5	LO To discuss male and female puberty
Year 6	LO To discuss puberty - changes in and outside the body. Boy Talk/Girl Talk

Sex Education Overview Scheme

Year 1

Overview	UnitTerm 4
	Sex Education
To talk about	I can tell you how I've changed since being a baby
SC	To know that every time I learn something new I change a little bit.
Resources	<p>Pictures of development from baby to infant</p> <p>Jkigsaw- CM. 1-6. PG 58.</p>
Vocab	Baby/nappies/belly button/male/walk/talk/learn/new/grow/change
Teaching and learning	<p>Activities</p> <p>What do other living things look like at the beginning of their life cycle? How much have we all changed since we were babies? How have our bodies changed? How have our abilities changed? How long does it take to grow up? Do we all grow at the same rate? What have you learnt to do that you couldn't do when you were a baby?</p> <p>Through discussion images ie baby crawling Link with male and female animals Picture card ie sequencing.</p> <p>Establish the learning that we are all changing all the time. We are still 'us', I am still me, even though my body grows and changes every day. In pairs, talk about all the ways they can think of that they have changed since they were babies. Share round the circle the ideas they have come up with. Can they think of a change in their body as well as another change e.g. abilities, personality etc. Write their ideas on the whiteboard in two columns labelled 'Body changes' e.g. I grew taller and 'Other changes'.</p>

Overview Year 2

Overview	Unit Term 4
	Sex Education
LO/To talk about	To recognise physical differences between boys and girls.
SC	I can use the correct names for parts of the body. I can appreciate some parts of my body are private
Resources	Jigsaw sheet/Puzzle 6 piece 4
Vocab	Male/female/public/ private
Teaching and learning	<p>See Unit Puzzle 6 Changing me.</p> <p>Activities:</p> <p>Discuss body parts and difference between male and female Draw around and label male/female body parts There are some body parts we can't see which makes boys and girls different.</p> <p>On two pieces of flipchart paper, draw an outline of 2 child-sized people from the class. From the outlines, ask if we can we tell whether they are boys or girls? Not really. Use the body parts cards and invite children, one at a time, to place them as appropriate on the outlines (you will need duplicates of all the cards that are common to both genders). Now we can tell which is which, because the bodies are different - but we don't normally see people like that! Explain that most boys are born with male body parts, and most girls with female parts (you don't need to expand on this). Take a laundry basket or similar with a full set of girls' and boys' clothes, including underwear. Produce one item at a time and ask a child to place it where it</p>

	<p>belongs on one of the two figures. As you do this you may want to distinguish three possible functions of clothes - to keep warm, to look nice and to keep private parts private - and identify which one or more of these functions each item fulfils.</p> <p>Discuss how clothes can sometimes help us to see from the outside the difference between boys and girls (though they can often be quite similar). From earlier ask what ideas the children had about other differences in what boys and girls do and how they behave? Gently question and challenge, to establish that none of these differences applies to all boys and girls. Challenge gender stereotypes and establish that private body parts is one way you can differentiate boys from girls.</p>
Questions	See Unit Puzzle 6 Changing me

Overview Year 3

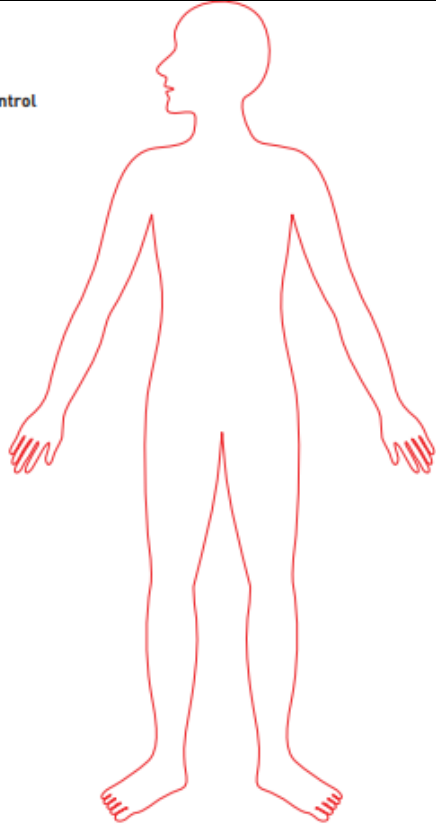
Overview	Unit Term 5
	Sex Education
To talk about	To know how bodies change inside and outside as they grow up
Resources	<p>Sheet</p> <p>Changing me piece 6.</p> <p>Changing me page 67 Outside body changes Piece 3</p> <p>Resources Page 69</p>

	I will grow taller	I will develop pubic hair between my legs
	Hair will grow under my arms	Hair will grow on my legs
	I will grow hair on my face	My hips will widen
	My chest and shoulders will get broader	My voice will get deeper
	My breasts will grow	My penis and testicles will grow larger
	My feet will get bigger	My skin will get less smooth

Vocab Puberty/male/female/vagina/penis/testicles /public/ private/change/control

Teaching and Learning Activity:
 Introduce the word puberty
 Discuss - it refers to the collection of changes that will gradually change their bodies from a child's body to an adults body
 Sort into what you can and can't control see sheet Changing me page 67 Outside body changes Piece 3
 Resources Page 69
 Other changes ie sweating, body hair.

Changes I can't control



Changes I can control

Slides 1-2: Say to the children that you are really looking forward to them showing you how mature and grown up they can be in this next part of the lesson. Lay a large outline figure of a body on the floor in the centre of the group. One by one, read out the Body Change Cards.

Ask the children to think if each change applies to a girl. Ask the children to place the cards that apply on the figure. Remove all the cards and then repeat the activity, but this time focussing on changes for boys. Enjoy any humour this process generates! If some of the children do giggle, acknowledge this and ask why people giggle when we talk about some body parts. Explain this is because these body parts are private and we don't normally talk about them. This can make some people feel embarrassed which is why they giggle. Re-emphasise the importance of learning about how their body will change, so that they will not be worried when it happens to them.

Give each child a copy of the resource sheet 'My Life, My Changes'. In pairs, children discuss this and agree which changes should go in the 'can control' and 'can't control' categories. Then each complete their own sheet by writing the words in the appropriate spaces. Ask the children to write down one thing they are looking forward to about growing up, and one thing that they are

	worried about on the resource sheet. How do children feel about any of the changes they cannot control? Reassurance may be needed here.
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Overview Year 4

Overview	Unit Term 4
	Sex Education
To talk about	Choices about having babies.
Resources	CM 8-9. Changing Me puzzle piece 1. Pictures for PowerPoint on pg 56.
Vocab	choices pros con
Teaching and learning.	Ask chn why people have babies. Does everyone need to have a baby? Why do people have babies? What are the pros of having a baby? What are the cons? partner talk- discuss pros and cons

Can you create a table with one list of pros and one list of cons?

which list is longer?

what do you notice?

Note- this is not about how babies are made, instead it is to consider reasons behind having babies. Societal pressure, wanting a family, expectation, etc.

Overview Year 5

Overview	Unit Term 4
	Sex Education
To talk about	LO: How bodies change during puberty. Taught separately. Menstruation- girls. Puberty- boys.
Resources	Scenario cards- FOR GIRLS. Changing me. Piece 2. Pg.67

	<p>My Mum has told me what to expect when my periods start, but I'm worried what will happen if they start while I am at school. I won't know who to talk to or how to get the stuff I need, and it could be really embarrassing.</p>	<p>I am a really keen swimmer and I also do a lot of dancing and other sports. It bothers me that when my periods start they'll interfere with all my activities and I won't be able to do what I want when I want.</p>
	<p>Help! I've been told that when your periods start they go on until you are in your fifties. Am I really going to be bleeding for all that time?</p>	<p>Some of my friends say they would rather use tampons than pads or towels when their periods start. But I don't like the idea of putting something inside myself - and doesn't it mean that you're not a virgin any more?</p>
	<p>I'm scared about my period starting because my big sister gets bad period pains and they make her really grumpy. Is there anything I can do to make sure I don't have the same kind of problems?</p>	<p>I hate the idea of my periods starting because it all sounds so yucky and messy. I think it'll be embarrassing because everyone will know I've got my period.</p>
	<p>I think I could cope with having a period at home, but at school... where would I put the used tampons as I don't see any bins in the girls toilets for our year group?</p>	<p>What if I need to change a sanitary pad/towel during a lesson? Won't everyone know that's why I am going to the toilet? I would feel embarrassed.</p>
<p>Vocab</p>	<p>Boys- BOYS</p> <p>Act VOCAB- Puberty Sperm Semen</p>	

	<p>Testicles/Testes</p> <p>Erection</p> <p>Ejaculation</p> <p>Wet dream</p> <p>Larynx</p> <p>Facial hair</p> <p>Growth spurt</p> <p>Hormones</p> <p>GIRLS:</p> <p>Puberty</p> <p>Menstruation</p> <p>Periods</p> <p>Sanitary towels</p> <p>Sanitary pads</p> <p>Tampons</p> <p>Ovary/ Ovaries</p> <p>Vagina</p> <p>Oestrogen</p> <p>Vulva</p> <p>Womb/Uterus</p>
Teaching and learning.	<p>GIRLS</p> <p>What makes you feel embarrassed?</p> <p>How do you respond to embarrassment?</p> <p>How can you cope with embarrassment?</p> <p>Why might changes to your body at puberty make you feel embarrassed?</p> <p>Take the chance to reassure the children and remind them that the changes and the feelings they experience are completely natural and part of a life cycle that affects everyone: the changes are natural, and a little bit of worrying is natural too.</p>

A suggested script follows:

- *When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.*
- *Once a month, the woman's oestrogen levels rise in her ovaries and one of the tiny eggs (ova) stored there is released. It passes into the fallopian tube and then into the womb/ uterus. Oestrogen is a hormone (chemical) in the woman's ovaries. The oestrogen also causes the womb/uterus lining to thicken getting it ready with an extra supply of blood in case the woman becomes pregnant with a baby.*

If the egg (ovum) meets a sperm, the egg will be fertilised and a baby will start to grow. This is called conception. The baby at this point is called an embryo.

- *If an egg is fertilised it settles into this soft lining of the womb/uterus and the embryo develops into a baby.*
- *If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'.*
- *Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/ woman's body is working as it should.*
- *The same cycle (the menstrual cycle) repeats itself once a month. The exact number of days between periods is different for every woman, but it is usually between 21 and 35 days.*
- *Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in*

Can you remember the facts about menstruation?

Do you know what sanitary products look like and how they are used?

What questions or worries do you think girls a bit younger than you might have when they think about puberty?

their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly.

- *The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop.*

Activity-

- Menstruation Worries: children to write responses to the worries on the cards.
- Exploration of sanitary products and writing any questions they have about puberty.
- Groups move around after 10-15 minutes per activity.

BOYS

A suggested script is below:

- *When a boy reaches puberty, his testicles start making more of a hormone called testosterone. This hormone is responsible for the changes to the boy's body at puberty. Puberty usually starts around the age of 12, but for some boys it can be earlier and for some much later. Whatever is the right time for that boy's body.*
- *At puberty the boy's testicles grow in size and start making sperm. The boy's penis may also get bigger. Body changes on the outside include growing facial hair, and thicker hair (pubic) on the body (under the arms, around the testicles), and sometimes on the chest, arms and legs. Boys may also get taller; their voice will get deeper because of changes in their Adam's apple (larynx) and they will become more muscular. Like the rest of puberty, these changes are individual, and not all boys develop in the same way at the same time, so we should try not to compare ourselves with what is happening to friends.*

The boy's testes are held in bags of skin called the scrotum. Inside the testes there are many tiny tubes which make the sperm. At puberty the testes start to make millions of sperm every day. These sperm carry the messages (genes) about his characteristics and are necessary to fertilise an egg to create a baby.

- *It is quite normal for boys and men to get 'wet dreams' at night where a tiny amount of the sperm and semen stored in the epididymis leaks out. This can also be another sign that puberty has started and is nothing to worry about.*

Activity-

Can you identify the correct words to describe changes that happen to boys during puberty ?

When it comes to puberty, boys have less to worry about than girls

It's better to be an early starter on puberty than a late starter

If you have a worry about how your body is changing, it's easier to talk to your friends than your parents or carers

Age 10 is too young for boys and girls to start going out together

The thought of having babies when I'm older is very scary

If there's something you want to know but are embarrassed to ask about, you can always get reliable information on the internet

It's normal to start fancying people as you get older

When boys grow up they have to learn to be less emotional than girls

Boys to sort the above statements into agree and disagree, gather in a circle and have a discussion about what they think and why.

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Overview Year 6

Overview	Unit Term 4
w	Sex Education
LO/To talk about	Puberty- changes in and outside the body.
Resources	Scenario cards- can be taught separately. See below-

Changing Me

Puberty - Truth or Myth - Ages 10-11 - Piece 2

If you get spots during puberty it's because you have a bad diet.

Myth! The changes in hormone levels in your blood mean you're more liable to spots - but you can help by eating well and washing and cleansing your skin thoroughly.

Girls get hairy legs, just like boys do.

Truth! Girls and women do grow hair on their legs, though probably not so much as boys. You might not realise it, since they often shave their legs because they think they look better without hair.

A girl should avoid having baths when she has a period.

Myth! Keeping clean is more important than ever when you have a period, so bathing and hair washing are the right thing to do - and swimming and other forms of exercise are fine too.

Most boys have wet dreams at some time during puberty.

Truth! Wet dreams are a very common part of the way the body adjusts to new feelings and to changes like starting to produce semen. It usually settles down after a while - there's nothing wrong with it.

Boys can always control when they get erections.

Myth! As your system starts to respond in new ways, erections can happen at strange times and for no particular reason. It can be embarrassing but most people understand it's quite normal.

Boys usually start puberty later than girls.

Truth! There are huge differences between one person and another in the age at which puberty starts, but on the whole the age for boys is later than for girls. Of course some boys can start early and some girls can start late - but everyone gets there in the end.

A girl can't get pregnant before she starts her periods.

Myth! The release of the egg from the ovary (ovulation) happens before she has a period, so it is possible there could be an egg in the fallopian tube to be fertilised just before she has her first period. If that was the case she wouldn't know about it.

There is an age limit for people to have sex.

Truth! There are laws to protect young people from being pressured or being taken advantage of. It doesn't mean that as soon as you reach the age-limit, you'll be ready to have sex.

You can't expect adults to understand what it feels like, going through puberty.

Myth! There isn't an adult alive who hasn't been through puberty themselves, so parents, carers, teachers, uncles and aunts all probably remember very well what it felt like for them...

It's normal to have rapid changes of mood during puberty.

Truth! The hormones that cause the changes at puberty can have a big effect on your moods: up one minute and down the next. It can feel a bit out of control but it will settle down after a while. Do try to talk to the adults around you about your feelings.

NOTE-

Talking about LGBT

Depending on what is raised by the children in response to the 'gay' question, most teachers may just need to give a simple explanation such as the one in italics below. The further information below, or parts of the information, **depending on what is appropriate for the group** (and teachers will know this from the questions asked) could be shared if the children ask more probing questions.

Simple explanation age appropriate: **Being gay means that you may have feelings for or be attracted to someone of the same gender. These feelings don't go away after puberty. If somebody is gay it means that is the way their body works and it is nothing to be ashamed about. We shouldn't make fun of gay people or use the word 'gay' as an insult. Everyone is different and we all fancy who we fancy, it's just a natural part of who we are. It is against the law to make fun of or harm LGBT people in the UK because of the Equality Act.**

Questions about how gay people have sex-

At an older age the context changes: see below. This script has been suggested by Jigsaw which is verified by DFE.

A simple and straightforward explanation such as this, is appropriate, and should suffice. "Just like straight people, gay people enjoy sex in different ways. Sex is part of their private and loving relationship."

If children 'push' on this question for more details simply repeat the phrase and say they will learn more about this in secondary school when they are ready to learn about it. In primary school it's important they know about puberty and where babies come from. More information will come later. **It is not appropriate to give details**, which also may be stereotyped, about gay sexual relationships.

Vocab

Teaching
and
Learning:

Part 1) Truth or Myth Cards

Organise the children into groups of about 4-6.

Give each group a shuffled pile of the Puberty Truth or Myth cards, to be placed face down in the middle of the table.

One child takes a card from the top of the pile and reads out the main statement to the person on their left. That person must say whether they think it is truth or myth: if they are right, they keep the card; if they are wrong, the questioner keeps the card - whoever ends up with the card should read out the explanation to the whole group.

The game continues with the responder taking the next card from the pile and posing that statement to the next person on their left, and so on round the group. The aim is to see who ends up with the most cards at the end of the game. Bring the class into a circle again and invite them to comment on anything that was new to them or surprised them about what they learned from the Truth or Myth game. Allow any immediate questions to emerge and be dealt with.

Part 2) 'Girl Talk' / 'Boy Talk'

Note: you will need to have 2 members of staff available for this section of the lesson. Ideally a male and female member, if possible.

Give each child one or more slips of paper and ask everyone to write - privately and anonymously - at least one question they have in their mind concerning puberty and growing up: these might be factual questions, things that confuse or puzzle them, or things they may be worried or concerned about. Explain that these questions will be the basis of the next part of the lesson, but that no-one will know who has asked which question. Ask them to drop their questions into A Private Post Box (or similar, pre-existing receptacle), which, hopefully, they are all aware of in the classroom.

While you and your colleague are collating the children's, questions divide the children into same gender groups. Give the male groups a set of the 'Boy worries' cards and the female groups the 'Girl worries' cards. Ask the groups to discuss the questions and the advice they would give. Ask them to note down the advice for each question.

While the children are engaged in this activity, sort the questions from Jigsaw Jem's post box. These will be questions you have identified as being

relevant to a particular gender group and if needs be to take out any questions that you judge to be completely inappropriate or simply not serious

Part 3) Boy/Girl Worries

Bring the whole group together and say to the children that this is an important opportunity to talk about things that specifically affect their gender without any embarrassment that might come from having the other gender present.

Split the class into gender groups and start by discussing the answers and advice that the children gave to the 'Boy worries' or 'Girl worries' cards.

There is a teacher note page with suggested ways to answer these questions.

Then go through the relevant questions with the group.

When all the questions have been covered, give the children a few minutes in pairs to talk about whether they have any other questions or uncertainties that haven't been dealt with and that they would like to raise while there is the chance in the single gender group. Remind them again of the importance of trust, respect and consideration when we are sharing things we feel unsure about, and stress that there is no such thing as a silly question.