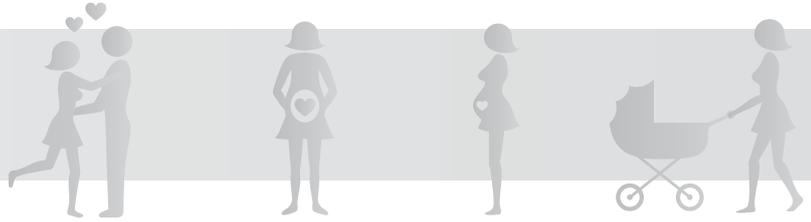




Growing up

Sex and relationships

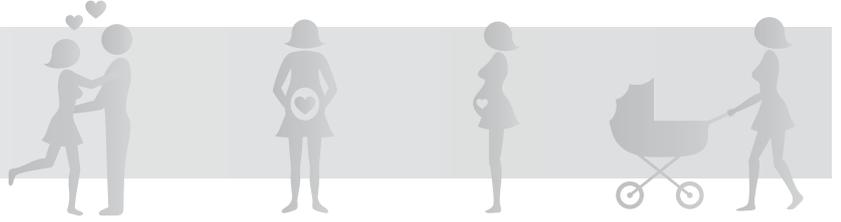
A unit for children
aged 9-12 years



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Introduction

This is a unit of the International Primary Curriculum

The IPC has been developed to provide support to teachers so that four main aims can be achieved. They are:

- To help children learn the subject knowledge, skills and understandings they need to become aware of the world around them
- To help children develop the personal skills they need to take an active part in the world throughout their lives
- To help children develop an international mindset alongside their awareness of their own nationality
- To do each of these in ways which take into account up-to-date research into how children learn and how they can be encouraged to be life-long learners

The IPC has a simple but comprehensive structure

Everything is based on clearly defined learning goals which lay out the subject, personal and international knowledge, skills and understandings children need at different stages of their primary school life:

✓ Learning Goal

A specific statement of what children should 'know', 'be able to do' or develop an 'understanding' of at different mileposts. The IPC contains learning goals for each subject of the curriculum, for personal development and for 'international mindedness'.

See Section 6 of the teaching and implementation file for a full list of all the learning goals.

✓ Learning Target

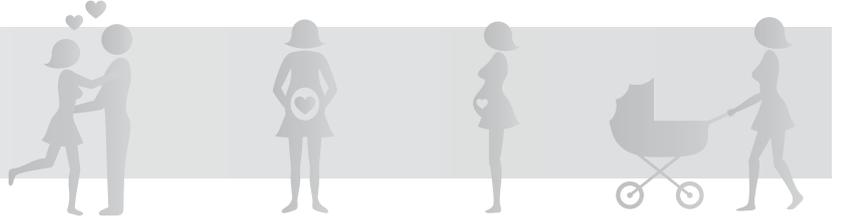
An IPC learning target is a refined learning goal specifically related, where appropriate, to the content of each unit of work.

✓ A Process of Learning

The units of work provide practical activities which teachers can use in the classroom plus a wealth of other supportive information. Each unit is structured to make sure that children's learning experiences are as stimulating as possible.

All the units follow the same process of learning as described below (see page 1 of 'Teaching the IPC' for a full description of IPC units of work, available via the Members' Lounge).





✓ **Entry Point**

The entry point is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the appropriateness of the activity.

✓ **Knowledge Harvest**

The knowledge harvest takes place in the early stages of each unit and provides an opportunity for children to reveal what they already know about the themes they are studying. This bank of knowledge can then be added to, developed and even challenged by the teacher, throughout the course of the unit.

✓ **Explain The Theme**

This activity involves the teacher helping the children to see the 'big idea' of the unit of work before embarking on the subject learning.

✓ **Big Picture**

The big picture provides teachers with subject-based background information to the issues contained within the unit.

✓ **Research Activity**

Each IPC unit has a research activity and a recording activity. Research activities always precede the recording activities. During research activities, children use a variety of methods and work in different group sizes to find out a range of information.

✓ **Recording Activity**

During the recording activities, children interpret the learning they have researched and have the opportunity to explain it in ways which feature their multiple intelligences.

✓ **Exit Point**

The exit point has two main purposes. First, to help children pull together their learning from the unit and second, to celebrate the learning that has taken place.

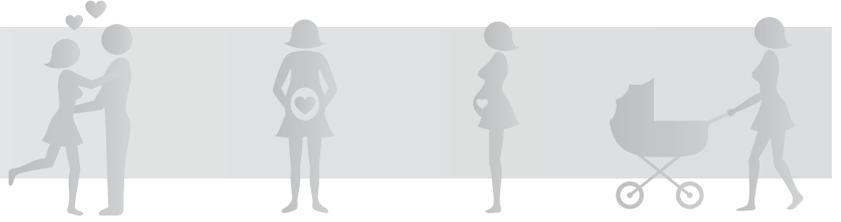
Disclaimer

The IPC is not responsible for the content of websites or videos listed in this unit. We cannot guarantee nor accept any liability for the content or links of any websites or videos featured in this unit. We strongly recommend that the websites and videos are checked before being used in the classroom.

The websites and videos listed in this unit are not under the control of the IPC. We have no control over the nature, content and availability of those websites and videos. The inclusion of links to any websites or videos does not imply a recommendation of, or endorse the views expressed within, those websites and videos.

The IPC takes no responsibility for, and will not be liable for, any website or video becoming unavailable.





Basic Information

This section details the time allocation for this unit of work, links to other subjects and Assessment for Learning opportunities.

Timings

This unit of work is intended to last about 6 weeks.

The following suggested timings are approximate guides and are dependent on each school's individual context.

	Approx no. of hours	Approx no. of weeks
Entry Point, Knowledge Harvest, Explain the Theme	6	$\frac{3}{4}$
Science	24	3
Society	12	$1\frac{1}{2}$
International	4	$\frac{1}{2}$
Exit Point	4	$\frac{1}{2}$

Links to other IPC subjects

ICT learning goals are included in the above subject learning.

Language Arts and Mathematics links

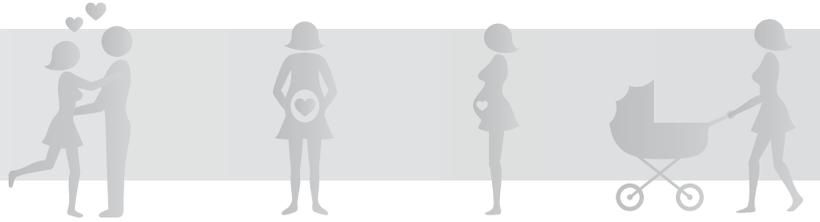
Suggestions of how to include links to Language Arts and Mathematics are provided where appropriate at the end of each learning task.

Assessment for Learning opportunities

Opportunities to assess your children's skills progress exist throughout the unit. Wherever you see the  symbol, you can use the teachers' and children's rubrics in the IPC Assessment for Learning Programme.

Each task also highlights possible Assessment for Learning opportunities.





Learning Targets

Science Learning Targets

Children will:

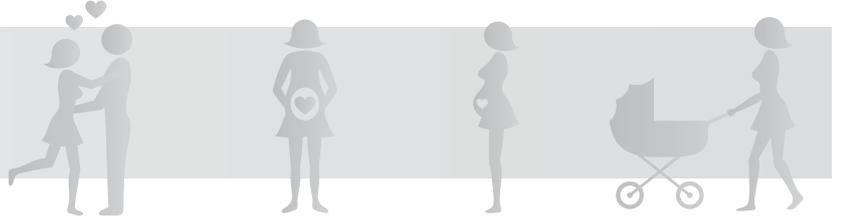
- 3.3 Be able to gather evidence from a variety of sources
- 3.4 Be able to discriminate between evidence and opinion
- 3.14 Understand the relationship between living things and the environment in which they live
- 3.15 Know about the structure of the human body
- 3.16 Know the functions of the major internal and external parts of the human body
- 3.17 Know about similarities and differences between humans and other creatures
- 3.20 Know about the ways in which humans and other animals reproduce
- 3.21 Know that some characteristics of humans and other animals are inherited from their parents

Society Learning Targets

Children will:

- 3.1 Know that the study of society is concerned with learning about living as members of groups
- 3.5 Understand their own responsibilities in the groups to which they belong
- 3.6 Understand the responsibilities of others in those groups and in the wider community
- 3.7 Understand that the way in which people fulfil their responsibilities affects the lives of others
- 3.8 Understand that the behaviour of individuals has an effect on the lives of others





International Learning Targets

Children will:

- 3.1 Know about the key features related to the lives of people in their home country and, where appropriate, their parents' home countries
- 3.2 Know about the key features related to the lives of people in the host country and/or, where appropriate, other countries in which they have lived
- 3.3 Know about ways in which the lives of people in the countries they have studied affect each other
- 3.4 Know about similarities and differences between the lives of people in different countries
-  **3.5 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups**
- 3.7 Understand that there is value both in the similarities and the differences between different countries

ICT: Opportunities for ICT Learning Goals

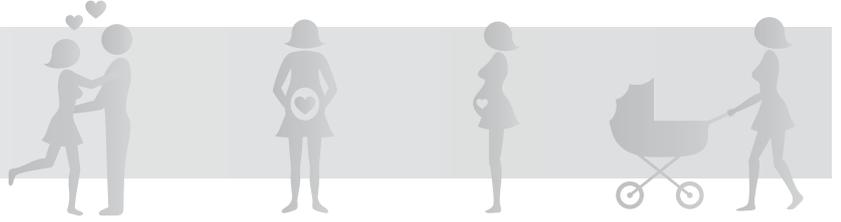
Children will:

- 3.1 Know that the study of ICT is concerned with applying technology to gather, use and exchange information
- 3.2 Know about an increasing number of applications of ICT for leisure, communication and work
-  **3.4 Be able to interpret their findings**
-  **3.7 Be able to use ICT to present information in a variety of forms**
- 3.8 Be able to exchange information and ideas in a number of different ways

The above ICT Learning Goals can be covered in the following tasks:

Task	ICT Learning Goals
Science Task 3	3.1
Science Task 4	3.1, 3.2, 3.4, 3.7, 3.8
Science Task 5	3.1
Science Task 6	3.1, 3.2, 3.4, 3.7, 3.8



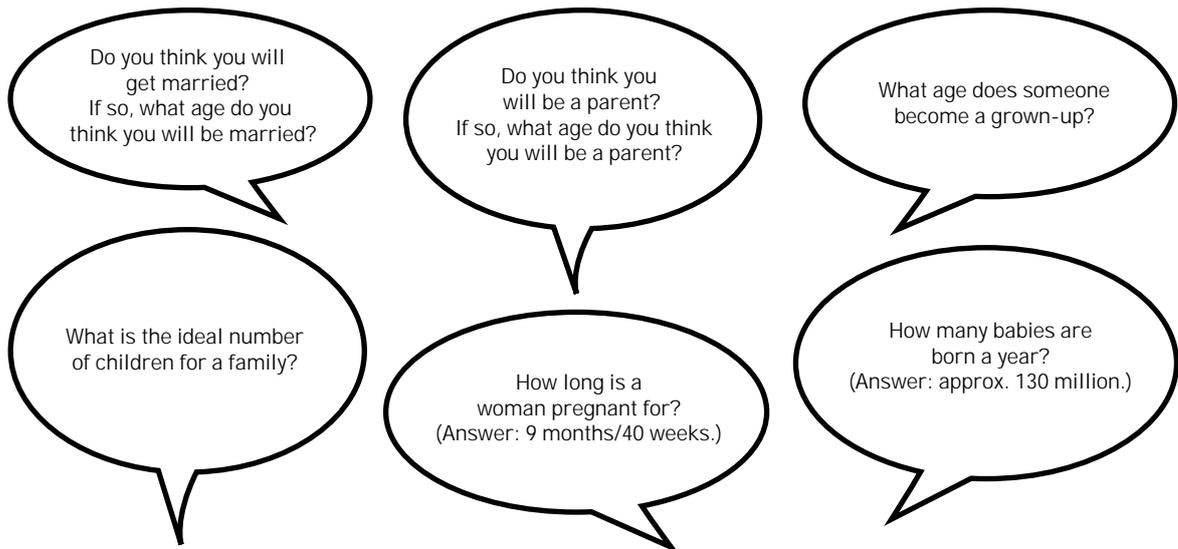


The Entry Point

Note: before beginning this unit you should consult your school's sex education policy and consider contacting parents to ensure they are fully aware of what this unit entails. This unit should be approached with a clear understanding of the sensitivities of different nationalities and cultures as well as individual children and their parents' wishes.

Begin by creating a set of questions to display around the classroom. These could be written on coloured card and cut out to look like speech bubbles.

Speech bubble questions might include:

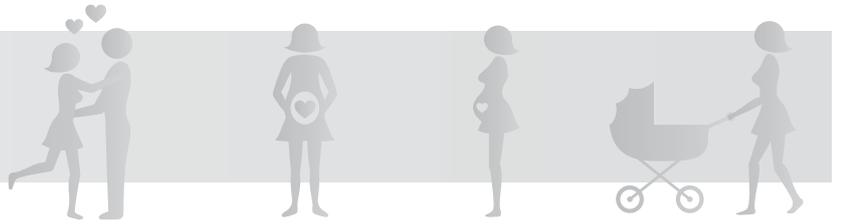


Arrange these questions around the classroom. Next to each question, have some notepaper, pens and pencils and a box for children to 'post' their answers.

Start your session by asking the children to visit each question and to write down their answer on a piece of paper. These can then be folded up and posted in each box. Try and encourage the children to respond to each question without discussing it with others in the classroom (there will be plenty of time for class discussion and debate later). Once all the children have answered the questions, ask them to return to their seats.

(Note: while you perform the next section, a classroom assistant/staff member can remove the children's answers from each box and display these around each question, for discussion later.)





Rules for discussion and debate and might include:

1. No one (teacher or pupil) will have to answer a personal question
2. No one will be forced to take part in a discussion
3. Only the correct names for body parts will be used
4. Meanings of words will be explained in a sensible and factual way

Add other rules as necessary.

Remind the class about the work that you have previously done on life cycles. Explain that all species must reproduce in order for that species to survive – reproduction is a fundamental aspect of nature. Explain that some of the things that the class will be learning about over the next few weeks are sensitive and that some people may find some of the issues difficult.

Suggest that, as a class, you agree a set of rules – in order that the children can consider the topic in a sensible manner and to ensure that everyone can take part in an impersonal way. These rules will provide boundaries for discussion and debate.

Once these are agreed by the whole class you might want to write them up and display them in the classroom.

Revisit the questions that the children answered earlier. (The children's answers should be displayed, anonymously, around each question.) As

a whole class, talk about the responses and allow volunteers to voice their opinions. To some questions, there are no right or wrong answers – these are open to debate. Remind children that they should listen to and be respectful of others' views. Were any of the children surprised by the answers that were given?

If possible, end the session by watching a video showing the birth of a baby (any children who are a bit squeamish may have to be excused from this).

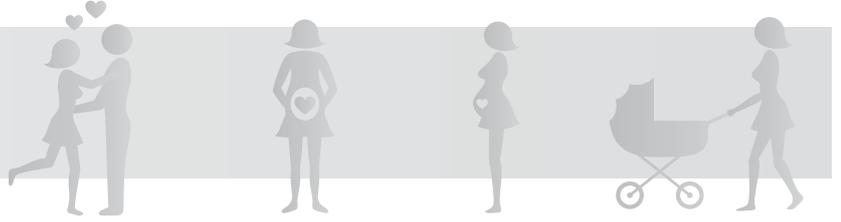
There are several DVDs available that you may be able to loan or buy that show a baby being born. These include:

1. BBC Active: Sex and Relationship Education (www.whiteboardactive.com)
2. Living and Growing - Alternative DVD (<https://shop.channel4learning.com/?page=shop&cid=12&pid=26651>)

You will probably want to view the DVD first and decide at which points to pause to explain to the class what is happening and to answer any questions. (You may also want to organise a session beforehand, to allow parents to view and approve the DVDs.)

Alternatively, you could have one of the children's parents or a teacher with children to come into the class and talk about their experiences of giving birth.





Knowledge Harvest

It is important that children feel positive about their physical appearance and that they are not embarrassed or ashamed about sexual differences. It is necessary that boys and girls recognise the similarities and differences between their bodies and also that small differences that exist between children of the same gender are normal.

For this activity you need to decide whether to separate boys and girls or to do it as a mixed session. It may also be sensible to establish ground rules for these sessions – emphasising the need to respect other people’s opinions, not to make negative remarks about people and to be sensible.

Divide the class into small groups of mixed pupils. Give each group two large sheets of paper and some felt tipped pens. Ask the children to draw a life-size outline of a boy and a girl. Then ask the girls to write on as many parts of the boy’s body as possible including the sex organs. Ask the boys to do the same for the girl’s picture.

Encourage the children to help each other and, where possible, to use the correct terms for sex organs. When they have finished, ask them to compare pictures with each other. Ask them to underline those things that are the same in red and those things that are different in blue.

Display the body outlines around the classroom. Ask the class to identify those things that are the same and those that are different between boys and girls. Write these on the board and where necessary substitute the correct word.

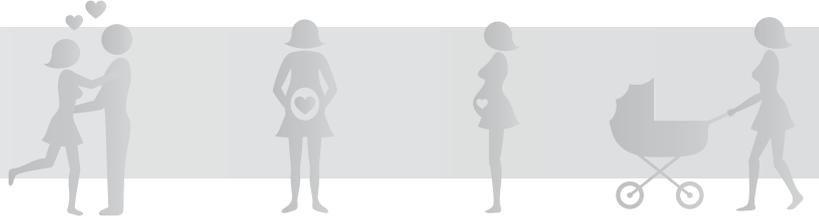
Emphasise that we are all unique as individuals but that many similarities exist. Sometimes the differences may only exist on the surface – physical appearances may vary – but what is inside, our personalities, is what makes us who we are as individual human beings.

Explain to the class that this unit will explore the changes that take place as we become teenagers – puberty – and what this will mean for us.

Give each child a piece of paper. If there is a particular question that a child would like to have answered during the unit, suggest that they might write this question confidentially on the paper. Only questions that are sensible will be considered. Ask them to fold the paper and to place it in a ‘Q&A box’ on the desk.

Tell the class that you will look at these questions and, where possible, you will try to answer all of them through the course of the unit.





Explaining The Theme

The big idea

As we grow-up, we need to understand our bodies and the changes that will happen, both on the inside and the outside, as we prepare to enter into adulthood.

In Science, we'll be finding out:

- How male and female bodies grow and develop
- About the changes that take place during puberty for boys and girls
- How humans reproduce
- How a baby develops inside its mother
- About different methods of contraception

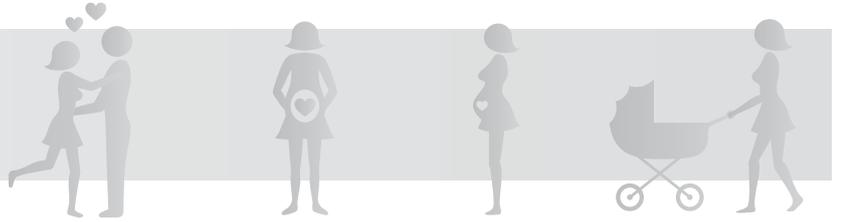
In Society, we'll be finding out:

- About different types of relationship
- About the personal and social factors that can influence our lifestyle decisions
- About love and what it means to different relationships

In International, we'll be finding out:

- About different views that some cultures and countries have about growing up





The Big Picture

Sex and relationships education involves learning about sex, sexuality, emotions, relationships and sexual health.

Sex and relationships education is about life and as such it should be a completely natural topic to teach pupils in school but often it gets overlooked or reduced to a minimal session taken by an external visitor who does not know the children and whom the children do not know. Nothing could be more natural than for children to learn about life from the person who teaches them about everything else – someone who knows them, someone that the children trust – their teacher!

Sometimes it is our own inhibitions, embarrassment or lack of confidence to tackle sensitive issues that determines how we approach sex and relationships education. But if we are in any way uncomfortable with the topic, this will be transmitted to the children who will themselves then start to wonder what is different or unusual about sex and relationships education. If we are not careful, we could find ourselves passing on our inhibitions to the children, which would completely undermine what we are trying to achieve.

With careful planning and consideration you can provide effective sex and relationships education to your class and this unit will help you to do it.

A useful starting point is to establish a set of ground rules that will help you to create a safe environment in which you do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules were established during the entry point and you might want to have these written up and on display in the class.

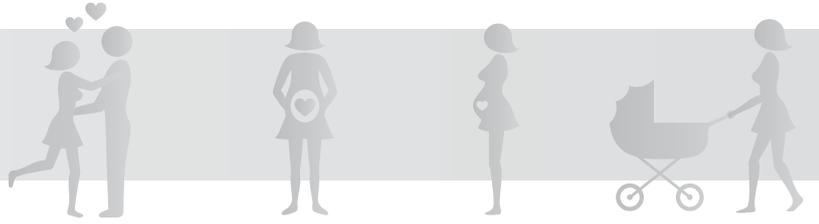
Teachers can avoid embarrassment and protect children's privacy by always de-personalising discussions and by making clear what is appropriate and inappropriate in a whole-class setting. If a question is too personal, you could remind the child of the ground rules. If a child needs further support, you may be able to refer him or her to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service.

If you do not know the answer to a question, it is important to acknowledge this, and to suggest that the child, yourself or both of you research the question later. Many of the websites outlined in this unit will provide helpful information. Alternatively, your local health centre, sex clinic or community centre should have leaflets and advice, as well as advisors who can provide help and support.

If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, you should acknowledge the question and explain that you will address it later on an individual basis. In this way, the child will feel they have been treated with respect, but the rest of the class will not have to listen to personal experiences or inappropriate information.



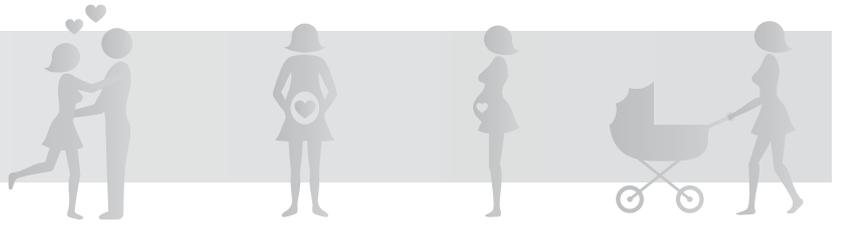
GROWING UP



Very rarely, a disclosure from a child might take place at an inappropriate place or time. If this happens, you should talk again to the child before the end of the school day. You should raise this with a senior colleague referring to the school's confidentiality policy.

Be confident, have fun and learn with your class about sex and relationships - they will be eternally grateful to you!



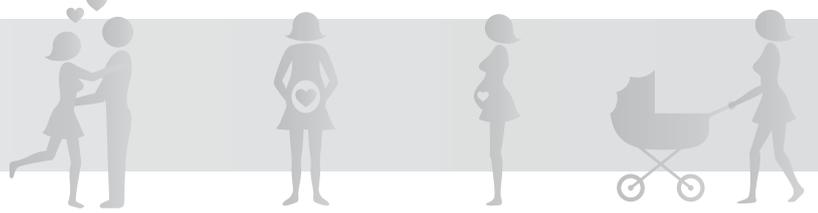


Science Learning Targets

Children will:

- 3.3 Be able to gather evidence from a variety of sources
- 3.4 Be able to discriminate between evidence and opinion
- 3.14 Understand the relationship between living things and the environment in which they live
- 3.15 Know about the structure of the human body
- 3.16 Know the functions of the major internal and external parts of the human body
- 3.17 Know about similarities and differences between humans and other creatures
- 3.20 Know about the ways in which humans and other animals reproduce
- 3.21 Know that some characteristics of humans and other animals are inherited from their parents





Science Task 1

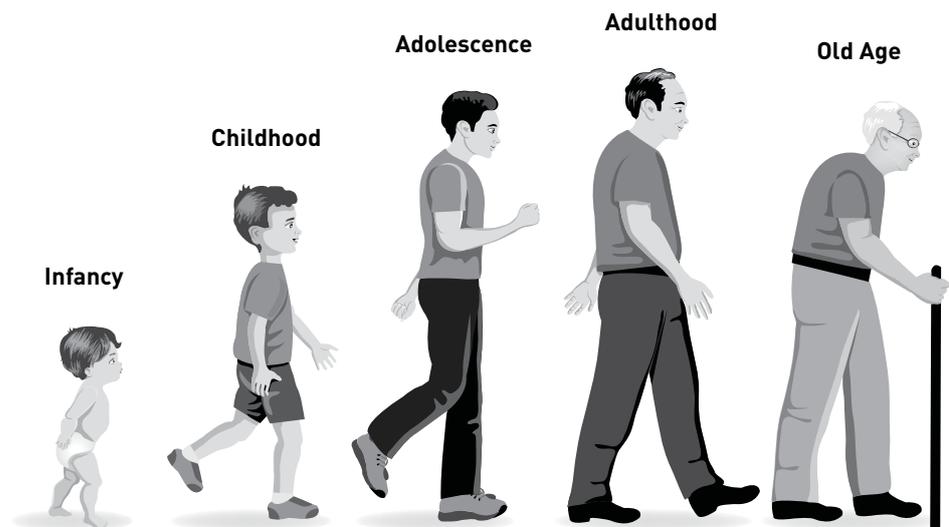
Learning Targets 3, 4, 14, 15



Research activity

Start the session by providing groups with a collection of pictures and photos, showing people of different ages and backgrounds. Ask the class to sort out the pictures to develop a lifeline that shows all the stages, from birth through to old age. Ask groups to discuss and identify the stages during which people are 'growing up' and the stages during which people are 'grown-up'.

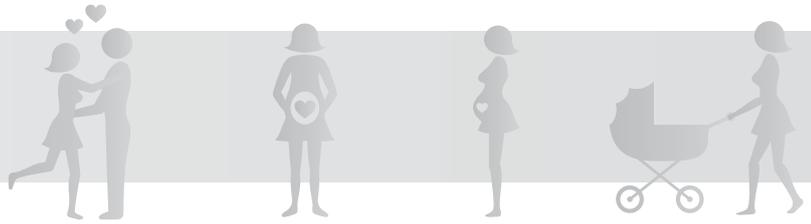
Make sure the children identify the following life 'stages'.



Discuss some of these choices as a whole class. Refer back to the question from the entry point (what age does someone become a grown-up?). Ask the children if they can put an age on the pictures in each group. What age range is appropriate for each life stage? Where would they place themselves on their lifeline?

Ask the children: in what ways have you changed since you were a baby? Invite the children to make suggestions. Can you predict how you will change as you grow older? The children might say they will: grow taller, stronger, reach maturity, have babies, get older, have grandchildren, and so on. You can compare the changes in humans to the life cycle of other animals including mammals. What happens to our bodies in old age? Consider not only external changes (such as wrinkling skin, greying/loss of





hair) but internal changes too. For example, bones become thinner and they shrink a little too so we get shorter as we age. Ask the children to research other life cycle changes affecting humans into old age. The following website is useful for research:

 <http://www.sciencemuseum.org.uk/WhoAmI/FindOutMore/Yourbody/Whatisageing/Whathappensasyouage.aspx>

Science Museum website has information about how the body ages.



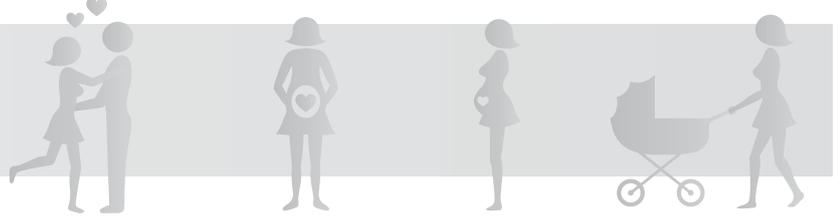
Recording activity

Ask the children to choose one picture from each life stage. Using sticky notes, ask them to label/describe the physical characteristics of the subject in the photograph. Talk about some of these choices as a whole class. Do they think that all these physical characteristics are common to the life stage? What characteristics are likely to vary? (Eye colour, hair colour, height, skin colour and so on.)

Collate a selection of photographs and accompanying annotations to create a human life cycle timeline and add this to the knowledge harvest.

[Logical-Mathematical, Interpersonal Intelligences]





Science Task 2

Learning Targets 3, 4, 14, 15



Research activity

Prior to the session, ask the children to source photographs of themselves growing up. Ideally, these should include a photograph of themselves as:

- A baby
- Toddler (1-3 year old)
- 5-6 year old
- 7-9 year old
- Their current age

Ensure parents are aware of the task and that all photographs will be returned afterwards.

Begin by displaying the children's toddler photographs. Number each photograph and challenge the children to see if they can guess which photograph belongs to which class member.

When the children have completed the quiz, reveal the answers. Invite the children to talk about any clues in the photographs that helped them to guess the class member. Prompt them to think about the variation in the children's physical characteristics and how these have changed/developed.

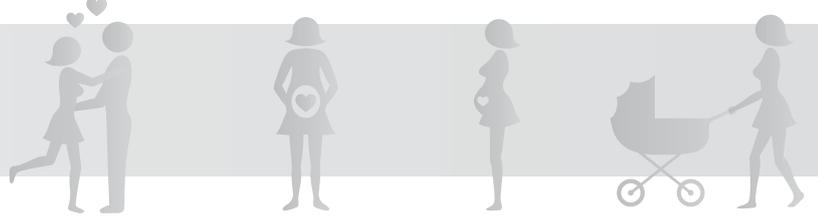
Provide each child with an envelope containing the remaining photographs for another child in the class. Ask the children to look at the photographs that they have been given and identify the class member.

Using the photographs as a prompt, ask the children to consider the speed at which we grow and the many variations to this. Invite them to think about the time of greatest change for them.

Look at, and talk about the range of body sizes and shapes in the class (be aware of any class members who may be sensitive about their body shape). Children at this age can differ widely in their rate of growth and development. Some may be approaching puberty while others may not seem to be changing much. This can be a cause of concern for some children and it is important to reassure them that such differences are normal.

Ask the children to exchange their envelopes, so they end up with their own set of photographs.





Recording activity

Using their photographs, challenge the children to create a personal time line of their development. Each photo should be placed at the centre of a sheet of paper. Around the photo, each child should record the key aspects of each stage. They may want to organise their ideas under the following headings:

- Appearance
- Personality
- Achievements
- Interests

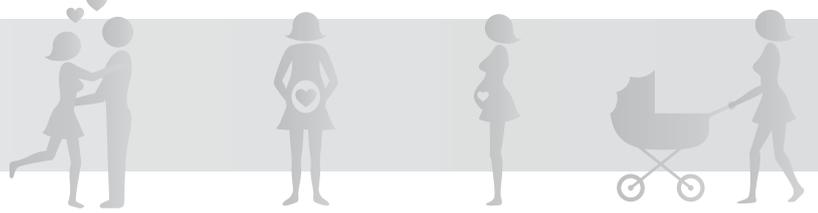
Children may want to complete some sections of their time line at home, where they can talk to parents about any interesting or funny stories they remember, or achievements such as the child's first word or when they took their first steps.

More confident children may want to scan photographs into a computer package such as PowerPoint or Photo Story and create a multimedia 'My Life' presentation by adding music, video, text and other effects.

 **Mathematics link:** children can pair up and make a series of body measurements of each other (height, shoe size, etc.). Collate these results as a whole class. These measurements can then be used for maths activities, such as calculating means, medians, and modes from the data. Explore different ways of presenting and comparing the information.

[Logical-Mathematical, Interpersonal, Intrapersonal, Naturalist Intelligences]





Science Task 3

Learning Targets , 3, 4, 6, 14, 15, 16



Research activity

Recap the work from the previous session. Discuss with the class some of the physical changes that have happened, or are about to happen, as boys and girls move towards adulthood.

Why might these changes be occurring?

What is causing our bodies to change?

Write the word puberty on the whiteboard. Ask the children to share their thoughts about what they already know about puberty. If you wish, you could use an application such as Wordle to create a word cloud, displaying the children's ideas:

 <http://www.wordle.net/create>

At this stage, do not correct any misconceptions. Allow time for the children to discuss and challenge each others' ideas. Keep the completed word cloud/mind map on display.

Divide the class into groups and ask them to use books and the Internet to find out more about puberty.

The following websites provide a good source of accessible information:

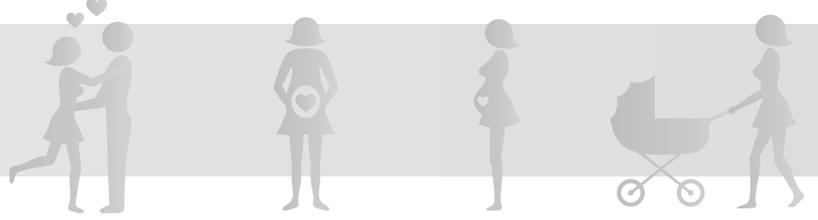
 www.livestrong.com/article/12450-puberty/#
Livestrong is a health, fitness and lifestyle destination. It has a number of informative articles exploring aspects of sex education and relationships.

 www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/
BBC Science has a useful interactive tool, allowing children to click on areas of the body to find out more about how they are affected by puberty.

Areas to research puberty will include:

- The physical growth and changes for girls
- The physical growth and changes for boys
- The effects of puberty on skin, body and hair
- The hormones that cause these changes
- How these changes relate to the ability to reproduce
- Other changes that may occur at this time (emotional and psychological)





http://kidshealth.org/kid/grow/body_stuff/puberty.html

Kids Health provides a simple overview of puberty and the key physical changes that affect boys and girls.



Recording activity

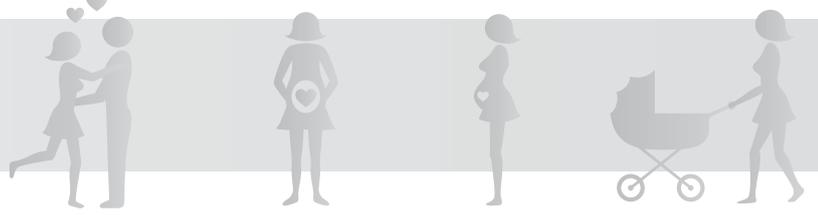
Ask the groups to share their findings. Make a list of the physical changes that have been identified. Focus on why these changes happen to the body and the role of hormones (testosterone and oestrogen) in causing these changes. Also spend time talking about the emotional and psychological effects of puberty. For some, it can be a stressful and uncertain time.

Draw up two character profiles. Explore why someone might feel awkward and have low self esteem as a result of these changes, and contrast this with someone who may feel confident about the changes that they are experiencing. Come to an understanding that it is okay to have mixed feelings about puberty – sometimes you may feel awkward and unsure, at other times you may feel good about yourself. Most people will experience different feelings and emotions as they go through puberty.

End the session by revisiting the mind map/word cloud that you created earlier. Add and amend this as necessary, to ensure the information is accurate. Discuss any misconceptions that arose during the session.

[Logical-Mathematical, Interpersonal, Intrapersonal, Naturalist Intelligences]





Science Task 4

Learning Target 3, 4, 6, 14, 15, 16



Research activity

Display an unlabelled diagram of the male reproductive organs (internal and external). Display the names of the various parts. Work together to label these correctly, providing explanations as necessary to help with their location.

If you are doing this exercise on an interactive whiteboard, children can drag labels to the correct sections. Use this as an opportunity to discuss what children already know about the male reproductive system. Talk about the role of each part in the process of reproduction, addressing any questions and/or misconceptions.

Repeat the exercise with the female reproductive system.

The following website provides a good source of information:

 <http://kidshealth.org/parent/general/>
Kids Health has interactive diagrams of the male and female reproductive organs. Click on *Body basics* to access these sections.

(If you wish, children could do the labelling exercise in groups – writing their own definitions based on what they think each organ does. The diagrams and definitions can then be shared as a whole class.)

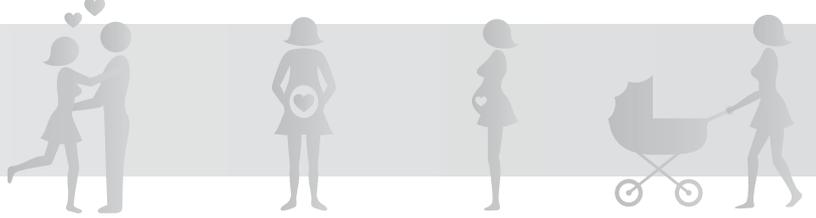
Male reproductive organ labels should include:

- Penis
- Scrotum
- Testicle
- Urethra
- Epididymis
- Vas Deferens
- Prostate gland

Female reproductive organ labels should include:

- Ovary
- Cervix
- Vagina
- Uterus
- Fallopian tubes





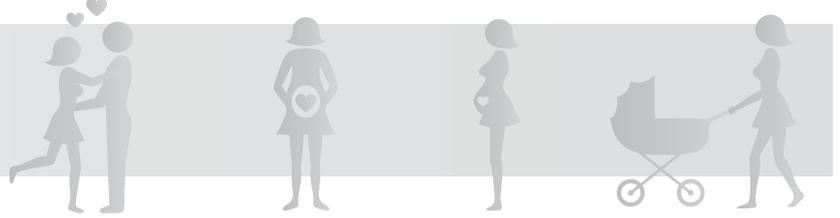
Recording activity

Ask the children to work in groups to design and create their own interactive encyclopaedia pages, explaining the male and female reproductive organs. Children can use a program such as PowerPoint or Prezi (www.prezi.com) to arrange diagrams, labels and explanatory text. Other features could also be explored, such as adding interactive hotspots (PowerPoint) or camera/zoom effects (Prezi).

View and evaluate the children's pages.

[Logical-Mathematical, Interpersonal, Visual-Spatial, Naturalist Intelligences]





Science Task 5

Learning Targets 3, 6, 15, 16, 17, 20



Research activity

In groups or as a whole class, ask the children to mind map what they already know or think they know about menstruation. Use this as a starting point to discuss the cycle. Menstruation is part of the female reproductive cycle. It starts at the time of puberty, which can vary between individuals (usually between the ages of 9 and 13).

During a menstrual period, a woman bleeds from her uterus via the vagina. The woman loses around three tablespoons of blood from each period, which can last anything from three to seven days. Each period commences approximately every twenty-eight days if the woman does not become pregnant during her cycle.

Ask the children to use books, leaflets and the Internet to find out more about the menstrual cycle. Some useful websites include:

- 
www.netdoctor.co.uk/health_advice/facts/menstruation_cycle.htm
 NetDoctor provides accessible but detailed information on a number of medical topics. Please note that this site does contain some advertising.
- 
www.livestrong.com/article/12455-menstrual-cycle-what-happens-during/
 Livestrong is a health, fitness and lifestyle destination. It has a number of informative articles including an accessible explanation of menstruation.

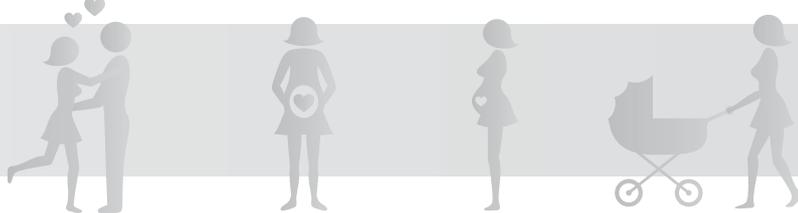


Recording activity

Ask the children to communicate their findings using diagrams and words to explain what happens during a cycle. If you wish, children could use presentation software such as PowerPoint or Prezi to make their presentations more interactive. Share these as a whole class and evaluate the communication of knowledge and learning.

[Logical-Mathematical, Interpersonal, Naturalist Intelligences]





Science Task 6

Learning Targets 3, 4, 14, 15, 16, 17, 20, 21



Research activity

Explain that all species must reproduce in order for that species to survive – reproduction is a fundamental aspect of nature. For mammals, including humans, reproduction is achieved through sexual intercourse.

Explain to the class that they will shortly be watching a DVD showing sexual intercourse (some children may have to be excused from this if their parents have asked for them to be withdrawn). There are several DVDs available that you may be able to loan or buy. These include:

1. BBC Active: Sex and Relationship Education (www.whiteboardactive.com)
2. Living and Growing (www.4learningshop.co.uk/C4Shop/)

You will probably want to view the DVD first and decide at which points to pause to explain to the class what is happening. Children may have questions that can be answered or these can be posted in the Q&A box (see Knowledge Harvest) to be tackled during a later session.



Recording activity

Tell the children that they are going to be writing about the journey of a sperm. If possible, view the following clip from the opening credits of Look Who's Talking (1989, TriStar Pictures):

 www.youtube.com/watch?v=65BV5dXXzM

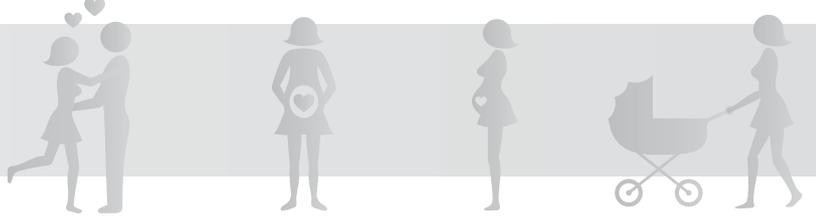
YouTube hosts the opening credit sequence from the comedy, Look Who's Talking. In this sequence, we see the sperm swimming through the womb and into the fallopian tubes, where one lucky sperm fertilises the egg.

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on 'Safety mode: Off', then select the 'On' option)*

The clip is written as a comedy piece, exploring reproduction/intercourse from the perspective of a sperm. It shows what happens internally at the moment of conception.

Allow access to books and the Internet for the children to plan and write their own journey of a sperm. While they might want to add elements of



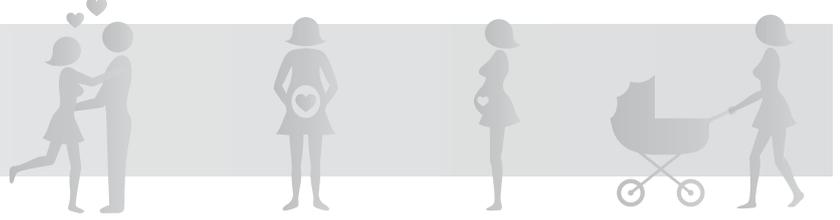


humour, remind them that their piece should also provide an accurate scientific explanation of what is happening. Their journey should end with the sperm reaching the woman's egg.

 **ICT link:** children could create their story as a comic strip, using Comic Life (<http://plasq.com/products/comiclife/>). This is an easy-to-use program that allows children to import drawings and images and arrange them into a template. Speech and thought bubbles can then be added by clicking and dragging them to the relevant panels.

[Logical-Mathematical, Visual-Spatial, Verbal-Linguistic, Naturalist Intelligences]





Science Task 7

Learning Targets 3, 6, 15, 16, 17, 20, 21



Research activity

Remind the class about the video that they watched of a birth taking place. Remind them also that we learned how a male sperm fertilises a female egg. From this point to the birth of a child takes approximately 40 weeks (the 'gestation' period). Explain that during this time the baby (foetus) is growing inside his or her mother and that each week marks a significant progress for the foetus.

Put the children into small groups. Explain that each group will be responsible for researching and presenting its findings on one stage of the 40-week gestation period.

Allocate a stage to each group.

Ask each group to use books, DVDs and the Internet to research the changes that both mother and foetus undergo during the gestation period that the group has been given. For example, the children will find that by the end of the twelfth week of gestation, the foetus has developed all of its organs and major body structures. They will find that during the final three months of pregnancy, a woman's growing uterus takes up a huge space, her spine curves with the extra weight, her abdominal organs and lungs are pushed out of place and her heart works harder and grows larger.

The following websites may be useful:



www.pregnancyguideonline.com

Pregnancy Guide Online provides a week-by-week guide to a baby's development.



www.bbc.co.uk/health/physical_health/pregnancy/pregnancy_index.shtml

BBC Health website has a useful section on pregnancy, including an annotated pregnancy calendar.

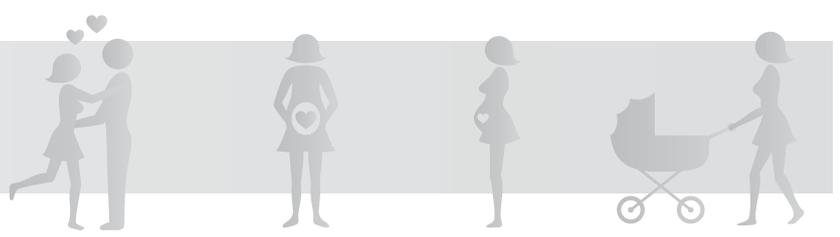


Recording activity

Ask the groups to create a presentation to communicate their findings to the rest of the class. These should detail the changes that occur in both foetus and mother during the groups' gestation period. Encourage the groups to include diagrams where possible.



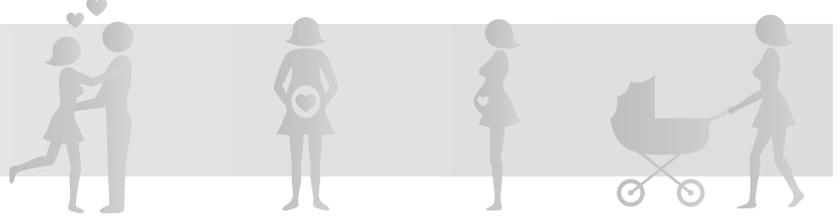
GROWING UP



When all the groups' work is complete, compile the presentations into an illustrated time line of foetal development.

[Logical-Mathematical, Interpersonal, Naturalist Intelligences]





Science Optional Extension Task

Learning Targets 3, 4, 6, 15, 20

NOTE: Given the content of the task, the below activity needs to be considered carefully in line with your school's sex education policy before using in your classroom.

Remind the class about how the male sperm fertilises the female egg. Explain that, in order to prevent this from happening, contraception may be used. Contraception is, in effect, some form of barrier that stops the sperm from reaching the egg or interrupts the production of eggs or sperm.

Ask the children if they can name any methods of contraception. Invite them to share what they already know about these methods. Write their initial comments and ideas on the whiteboard. Then, in groups, provide the children with access to leaflets and websites to find out more about the different types of contraception that are available for men and women.

Useful websites include:

-  www.netdoctor.co.uk/sex_relationships/facts/contraception_which.htm
 NetDoctor provides accessible but detailed information on a number of medical topics. Note that this site does contain some advertising.
-  www.fpa.org.uk/helpandadvice/contraception/guidetocontraceptionmethods
 The Family Planning Association has an excellent guide to contraception methods, which can also be downloaded and viewed as a PDF.
-  www.nhs.uk/video/pages/medialibrary.aspx?Uri=video/2008/September/Pages/Typesofcontraception.aspx
 The National Health Service (NHS) website hosts an informative video explaining the different categories of contraception.

Ask the groups to present their findings. Talk about each method and group these under two different headings:

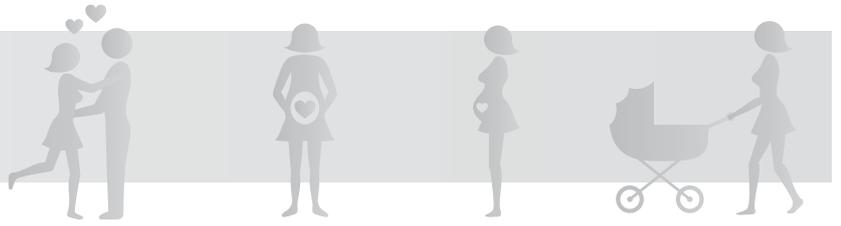
- Methods with user failure
- Methods with no user failure

Talk about the pros and cons of each. Discuss why couples would decide to use contraception.

If you have examples from your local health centre or sex clinic, then allow time for the children to look at and handle these.

[Logical-Mathematical, Interpersonal Intelligences]



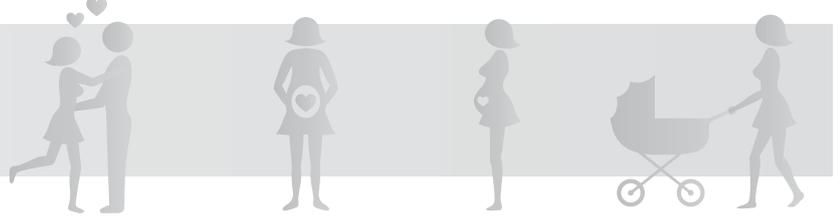


Society Learning Targets

Children will:

- 3.1 Know that the study of society is concerned with learning about living as members of groups
- 3.5 Understand their own responsibilities in the groups to which they belong
- 3.6 Understand the responsibilities of others in those groups and in the wider community
- 3.7 Understand that the way in which people fulfil their responsibilities affects the lives of others
- 3.8 Understand that the behaviour of individuals has an effect on the lives of others





Society Task 1

Learning Targets 1, 5, 6, 7, 8



Research activity

Show some photos of different couples and families, as well as photos depicting other relationships, for example, children talking/playing as friends, team members participating in a game, a teacher helping a child in the classroom and so on.

Explain to the class that there are different types of relationships and that at any one time, we might be involved in several types of relationship, for example, as a friend or team mate.

Ask the class to view each picture and consider the following questions:

- How might the people in the photograph know each other?
- What might they do to show that they care for each other?
- In what ways are the relationships different?

Ask the children to think of other types of relationships, for example, uncle, aunt, grandparents, neighbours, pen pals and so on.

Ask the class to think about:

- How we relate to these people
- What we do to sustain the relationship



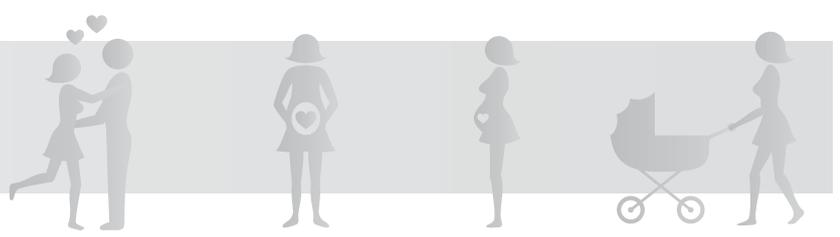
Recording activity

Ask the children to select one particular relationship that they have with someone. Ask them to write the name of the person in the middle of a piece of paper. (Alternatively, children could use mind mapping software, such as Prezi.) Then, around their chosen person, ask the children to record their thoughts and feelings about this relationship, for example:

- What do they give and take from the relationship?
- What do they learn from the relationship?



GROWING UP

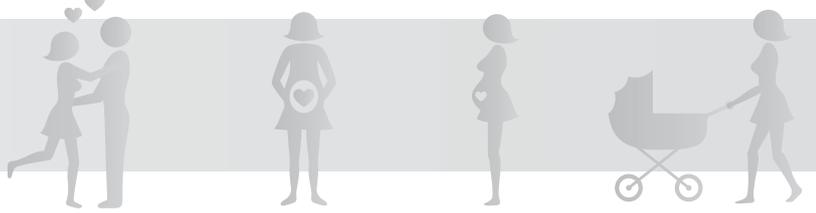


- Does the relationship have drawbacks/disadvantages?
- What are the strengths and weaknesses of the relationship?

Invite volunteers to share some of their work. (Be sensitive to those children who may not want to share their mind maps with the whole class.)

[Intrapersonal, Interpersonal Intelligences]





Society Task 2

Learning Targets 1, 5, 6, 7, 8



Research activity

Remind the class of the previous activity considering the different types of relationships that we have with different people. Explain that there are people in our lives who care for us and help us and there are people in our lives who love us. Also, there are people in our lives who we care about and help and there are people who we love.

Discuss with the class what these relationships mean for us – to be cared for, to be loved, to care for and to love. What are the features of these types of relationship?



Recording activity

Explain to the class that we will now be looking at these different relationships in closer detail. Give each child a sheet with a circle on it. Ask the children to choose a selection of people that they know. These could be parents, brothers, sisters, other relatives, friends, teacher and so on.

Ask the children to write their own name in the middle of the circle and then write the names of the other people that they have selected around the outside.

Then ask them to:

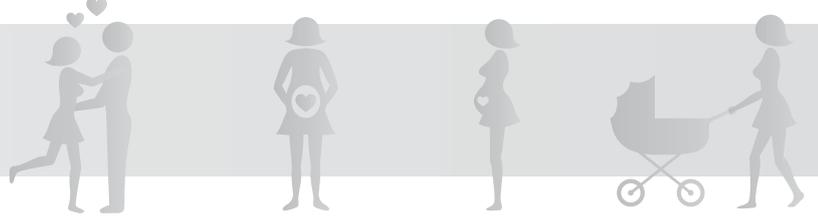
- Draw a dotted line to their friends
- Draw a solid line to their family members
- Draw a wavy line to people who know them a little
- Draw a red line to all the people who care for them
- Draw a pink line to the people they love
- Draw a green line to the people they care for
- Draw a blue line to the people who love them

Ask the children to compare their relationship webs with other children. What similarities and differences can they identify?

 **ICT link:** children can create their relationship webs using mind mapping software such as Prezi (www.prezi.com) or iMindMap (www.mind-mapping.co.uk).

[Interpersonal, Intrapersonal, Visual-Spatial Intelligences]





Society Task 3

Learning Targets 1, 5, 6, 7, 8



Research activity

In groups, ask the children to consider the factors (both positive and negative) that would influence someone to have sexual intercourse.

Ask the groups to share their views. Examine the factors that have been identified. Positive factors might include loving someone and/or wanting a family. Negative factors might include peer pressure, bullying, the influence of the media, alcohol and so on. Some factors might sit between the two, having both positive and negative aspects.

Consider the situations where some of these factors might come into play. What should someone do in that situation? What might be the consequences?



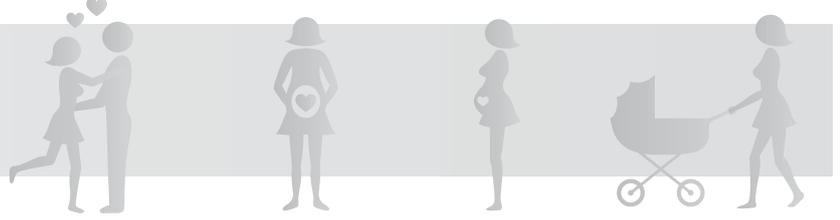
Recording activity

In groups, ask the children to create a story/scenario to sensitively explore some of the issues that you have talked about. Comic Life is ideal for this task. Children can create and photograph scenes, which can then be imported into a template and arranged to create a storyboard. Thought and speech bubbles can then be added to explore the feelings of the characters.

Allow time for children to present their work. Re-examine the issues that have been explored, addressing strategies for dealing with negative influences.

[Interpersonal, Intrapersonal, Visual-Spatial Intelligences]





Society Task 4

Learning Targets 5, 7, 8



Research activity

Draw a heart on the whiteboard. Pose the question: *What is love?*

In groups, ask the children to mind map their ideas and work together to come up with a definition (or definitions) of what love is. Prompt them to think about how people might act towards someone they are in love with. Does it change depending on who it is? For example, we can love a family member and we can love our pets.



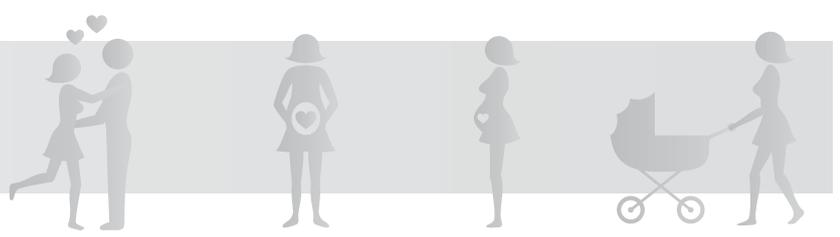
Recording activity

Ask the children to share their views/definitions. Consider whether it is possible to define something as complicated as love. Poets, musicians and writers throughout the ages have certainly tried!

 **Language Arts link:** challenge the children to write a poem or short description entitled *Love is...* Prompt them to think about the ideas that they explored during the research session. This also presents an excellent opportunity to explore metaphors, similes and alliteration.

[Interpersonal, Intrapersonal, Verbal-Linguistic Intelligences]





Society Extension Task

Learning Targets 1, 5, 8

Revisit the question from your Entry Point: *What age does someone become a grown-up?* Explore some of the children's original answers to this. Invite them to think about who or what determines if we are a grown up. Is it physical change, such as puberty? Is it an emotional change? Is it how other people view us?

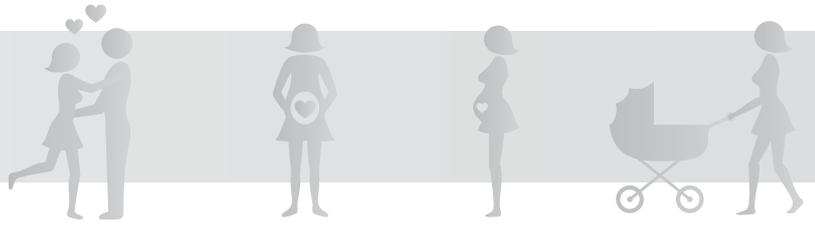
Ask groups to map out their thoughts and ideas. Prompt them to think about the media, parents and the community, and how these factors influence our sense of being 'grown-up'.

Display the following statement: *Each new generation is growing up faster.* What do the children think this means? Explore some of the factors that might influence this, such as technology and the media.

End the session by asking each individual child to come up with their own quote/statement about growing up for a birthday card. For example: *Don't worry about tomorrow. Live young and seize the day!* Their words could be laid out in a computer package/art program, with images/icons added. These could then be printed out to make their gift cards.

[Interpersonal, Intrapersonal Intelligences]



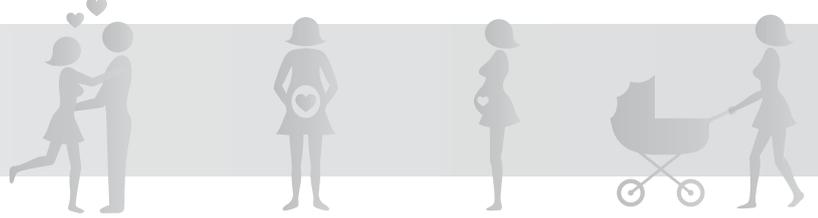


International Learning Targets

Children will:

- 3.1 Know about the key features related to the lives of people in their home country and, where appropriate, their parents' home countries
- 3.2 Know about the key features related to the lives of people in the host country and/or, where appropriate, other countries in which they have lived
- 3.3 Know about ways in which the lives of people in the countries they have studied affect each other
- 3.4 Know about similarities and differences between the lives of people in different countries
-  **3.5 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups**
- 3.7 Understand that there is value both in the similarities and the differences between different countries





International Task 1

Learning Targets 1, 2, 3, 4, 5, 7



Assessment for Learning Opportunity

3.5 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups



Research activity

Explain to the class that in many cultures there are 'rites of passage' – rituals and customs to celebrate a person's change from being a boy or a girl to being a man or a woman.

Describe one or two common rites of passage in your community, and ask the class to suggest others. Examples might include established religious rites of passage such as a confirmation and bar mitzvah, and school milestones such as graduation, prom night and so on.

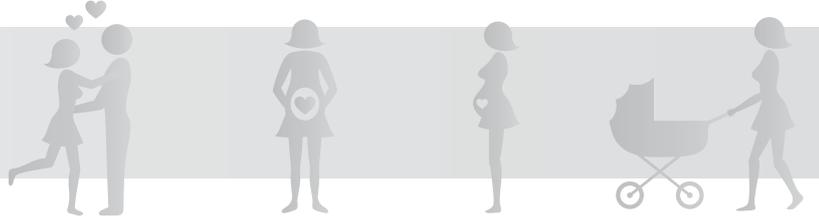
For each example, ask the class to list the skills, knowledge or achievements a person must have to complete the rite of passage. Discuss with the class how different people, religions and cultures celebrate the transition into adolescence.

Examples of transition into adolescence might include:

- **Walkabout.** The Australian Aborigines and some tribes in Africa (such as the Massai) send their adolescent boys out into the wilderness to fend for themselves. For the Massai tribe, the walkabout can last for two years – for the Aborigines it is six months. During this time boys will hunt and survive alone, and visit the important sites of their ancestors. It is considered their journey into adulthood.
- **Vision quest.** This is a Native American rite of passage. When the child is old enough, they are sent into the wilderness on a personal, spiritual journey. Often they will be expected to fast for this period of time. The Native Americans believe that a guardian animal will come to them in a vision or dream to guide them on their life's journey.

Ask the children to choose one celebration to research in more detail. If it is one that is relevant to their own or a friend's religion/culture then family members may be able to contribute to the child's learning.



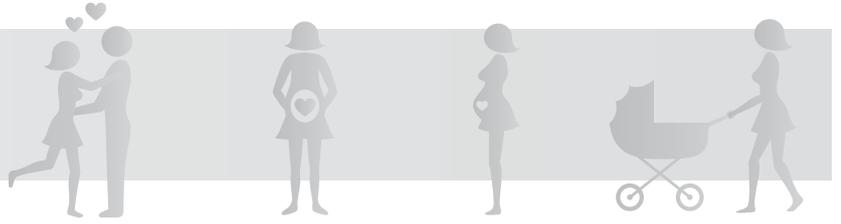


Recording activity

Ask the children to write a first person account of their chosen coming of age celebration. It could be from the point of view of the child, a parent or one of the guests. Encourage them to use their research to give depth to their stories.

[Interpersonal, Intrapersonal Intelligences]





International Extension Task

Learning Targets 1, 2, 3, 4, 5, 7

Different countries around the world have varying ages at which people of different sexualities can legally have sex. Look together at the legal ages in the host country and compare these with the children's different home countries.

The following website provides the legal age of consent for countries around the world:

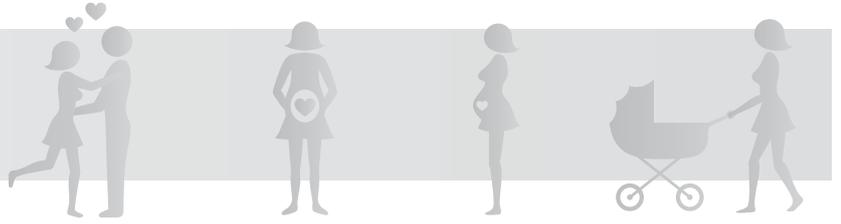
 www.avert.org/age-of-consent.htm

AVERT is a community programme that supports organisations that are working to directly avert the spread of HIV & AIDS.

Discuss these as a whole class. Which do the children agree with? In some countries, the legal age varies between men and women. Is this fair? What about same sex couples? Ask the children to debate what age they think someone is responsible enough to have sex.

[Interpersonal, Intrapersonal Intelligences]





The Exit Point

Tell the children that they are going to become 'Agony Aunt' writers for a magazine. Look together at some appropriate Agony Aunt columns in newspapers and magazines. Talk about the Q&A format and the issues that are explored.

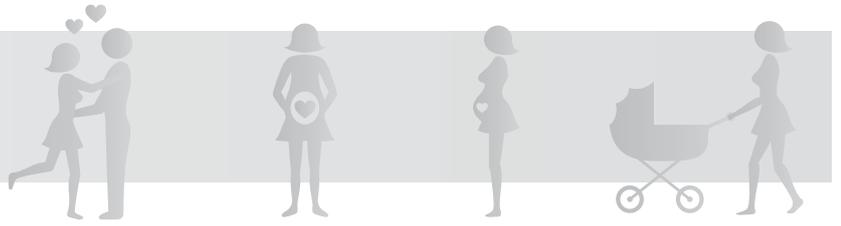
Children will be working in pairs. Provide each pair with a 'letter' from a reader. (You can prepare a number of these beforehand and photocopy. Write the letters as if you were a reader, stating a problem or issue that you want help with. Select themes and issues that you have explored throughout the course of this unit.)

The children should read their letter and then respond to it, using their knowledge and learning. Provide access to desk-top publishing software for the children to type out and edit the original letter and provide their response. If you wish, you could provide a ready-made template for children to use.

Hold a 'press meeting' for children to share their letters and answers. Talk about the advice that has been given in each case. Is there anything that could have been added or worded differently? Celebrate those that give plenty of detail and demonstrate the learning that has taken place over the course of the unit.

End the session with some refreshments to celebrate meeting your magazine deadlines!





Assessment

Assessment is possible throughout the theme. The learning targets could be made into a class record sheet on which you can record evidence of success as and when you see it. You may decide to record by exception, i.e. assuming that the majority of the class attains the specified learning targets then you could just record evidence of those children who exceed or don't reach the target. This will allow you a more specific focus next time the class engages in new activities related to those targets.

Knowledge – the 'know about' learning targets – can be assessed at the end of each subject component.

Skills – the 'be able to' learning targets – can be observed and assessed whilst the children are doing them. The Rubrics in the IPC Assessment for Learning programme are an excellent resource for this.

Understanding – the 'understand' learning targets – can be evaluated by a judgement of observations carried out through the unit.

Ask the children to carry out their own assessment at the end of the unit. They should use the following headings to list/make notes on their newly acquired knowledge, skills and understanding – 'new things I **know** about communication', 'new things that I can **do**' and 'new things I am beginning to **understand**'.

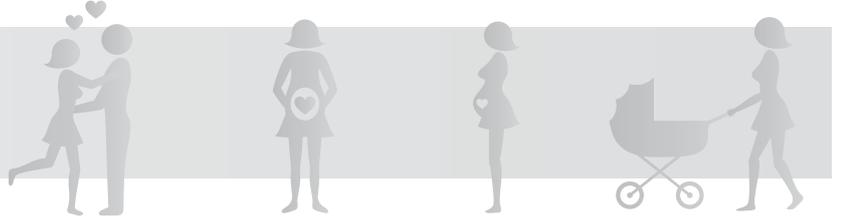
Ask the children to evaluate their learning – what did they do well, what could they do better, what did they find most/least interesting?

How did they prefer to learn – as an individual/in pairs/small groups/large groups/as a whole class?

What was their preferred style of recording their findings – illustrating/writing/talking/making, etc?

This evaluation aspect will also support the development of the personal goals.





Resources

For this unit, you will need some, but not necessarily all, of the following:



Equipment

- Speech bubble statements (see entry point)
- Sex education DVDs (see entry point)
- Q&A box (see knowledge harvest)
- Art materials (large sheets of paper, coloured pens, pencils, etc)
- Reference books/leaflets on family planning, pregnancy and sexual health
- Pictures and photos showing people of different ages and backgrounds
- UV gel and UV lamp/flash light
- Computers with Internet access
- Digital cameras
- Agony Aunt letters (see exit point)
- Desktop publishing software, such as Microsoft Publisher (www.microsoft.com), PagePlus (www.serif.com) or Adobe Page Maker (www.adobe.com)
- Presentation software, such as Microsoft PowerPoint, Photo Story (www.microsoft.com), Comic Life (<http://plasq.com>) or Prezi (www.prezi.com)



Websites

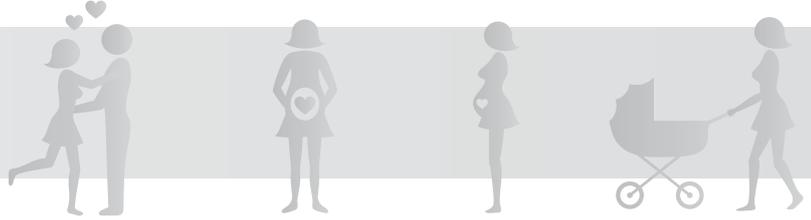
www.livestrong.com/article/12450-puberty/#

Livestrong is a health, fitness and lifestyle destination. It has a number of informative articles exploring aspects of sex education and relationships.

www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/

BBC Science has a useful interactive tool allowing children to click on areas of the body to find out more about how they are affected by puberty.





http://kidshealth.org/kid/grow/body_stuff/puberty.html

Kids Health provides a simple overview of puberty and the key physical changes that affect boys and girls.

www.netdoctor.co.uk/sex_relationships/facts/contraception_which.htm

NetDoctor provides accessible but detailed information on a number of medical topics. Note that this site does contain some advertising.

www.fpa.org.uk/helpandadvice/contraception/guidetocontraceptionmethods

The Family Planning Association has an excellent guide to contraception methods, which can also be downloaded and viewed as a PDF.

www.pregnancyguideonline.com

Pregnancy Guide Online provides a week-by-week guide to a baby's development.

www.bbc.co.uk/health/physical_health/pregnancy/pregnancy_index.shtml

BBC Health website has a useful section on pregnancy, including an annotated pregnancy calendar.

www.avert.org/age-of-consent.htm

AVERT is a community programme that supports organisations that are working to directly avert the spread of HIV & AIDS.



Videos

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on 'Safety mode: **Off**', then select the '**On**' option)*

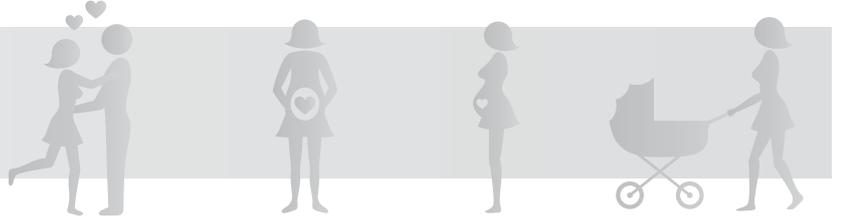
www.nhs.uk/video/pages/medialibrary.aspx?Uri=video/2008/September/Pages/Typesofcontraception.aspx

The National Health Service (NHS) website hosts an informative video explaining the different categories of contraception.

www.youtube.com/watch?v=65BV5dXXzM

YouTube hosts the opening credit sequence from the comedy, Look Who's Talking. In this sequence, we see the sperm swimming through the womb and into the fallopian tubes, where one lucky sperm fertilises the egg.





Draft Letter To Parents

This letter is only for guidance. Please amend it to suit your own preferred style but, if you do, please include the same information.

Dear Parents,

Over the next ____ weeks those of us in Class ____ will be following a unit of work on a theme that focuses on 'Sex and relationships'.

This unit of work is part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

1. The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child's own country. In many cases, the learning goals are more challenging.
2. Personal development – the characteristics which will help children become more responsible, independent learners.
3. International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

During this unit we will be focusing on Geography, Science and International.

In Science, we'll be finding out:

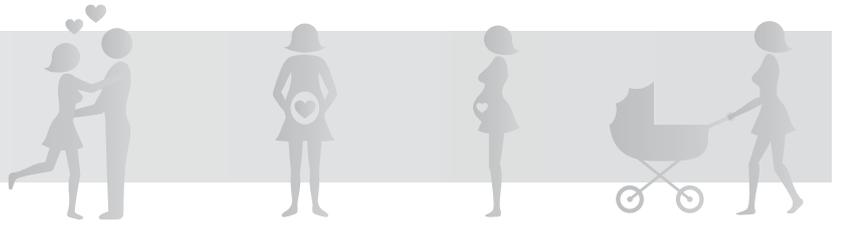
- How male and female bodies grow and develop
- About the changes that take place during puberty for boys and girls
- How humans reproduce
- How a baby develops inside its mother
- About different methods of contraception

In Society, we'll be finding out:

- About different types of relationship
- About the personal and social factors that can influence our lifestyle decisions
- About love and what it means to different relationships



GROWING UP



In International, we'll be finding out:

- About different views that some cultures and countries have about growing up

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work, perhaps to you.

We already know the interest you take in your child's work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you.

If your child has some work to research, please help them, but without actually doing the work. If you have the chance to further their interest in the ideas of this theme please take it, but your enthusiasm and interest is most important.

By the end of the unit, we hope your child has achieved all of the learning targets. We hope they have had an enjoyable time in the classroom. And we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch.

