



Wainwright Primary Academy

Working Together, Perseverance, Achievement

Relationships & Sexual Education Policy & Scheme of Work

Reviewed April 2017

Sex and Relationships Education

What is sex and relationships education?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is sex and relationships education in schools important?

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the *Sexual Health Improvement Framework* (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

plays an important part in fulfilling the statutory duties all schools have to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

In the recent review of the National Curriculum, the government has made it clear that all state schools ‘should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. (*National Curriculum in England*, DfE, 2013) and that ‘sex and relationship education (SRE) is an important part of PSHE education’ (*Guidance – PSHE education*, DfE, 2013). In any school that provides SRE, parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from sex education in National Curriculum science) although very few choose to exercise that right.

What is high quality sex and relationships education?

The principles of high quality SRE in all schools are set out below.

Sex and relationships education:

- is a partnership between home and school
- ensures children and young people’s views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services

- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Why do children, young people and parents think SRE is important?

Children and young people

- want to learn about issues such as body confidence, love and sexual attraction, how to respond to peer pressure, and how to behave in a relationship

- have a right to feel safe and healthy, and a right to education that helps them learn and achieve⁷
- want parents and carers to talk to them about growing up and sex, and to learn about other people's views and opinions in school⁸
 - need help to understand the way their bodies and feelings change as they grow and develop, and to develop skills and confidence⁹

Does sex and relationships education sexualise children?

No. SRE is part of the solution to concerns about sexualisation. The evidence, as summarised here: http://www.ncb.org.uk/media/494585/sef_doessrework_2010.pdf shows that comprehensive SRE delays sexual activity for young people, and increases the likelihood of using contraception. The National Survey of Sexual Attitudes and Lifestyles (NATSAL, 2013) showed a link between school-based SRE and reductions in teenage pregnancy.

Children are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame.

Sex and relationships education addresses the questions and concerns raised by the biological facts – for example, exploring the feelings a new baby can bring, or the effect of puberty on friendships. It provides balance to sometimes distorted messages about sex and gender roles in the media, and helps protect children by explaining boundaries and safety, and developing the language and understanding needed to recognise abusive behaviour and seek help. It also helps pupils to develop respectful and consensual attitudes and behaviours.

Information about sex alone can never be enough and there are 3 key elements to good Sex and Relationships Education, all of which are closely related.

- 1) Acquiring relevant and age appropriate information.
- 2) Development of personal and social skills to enable emotional development, interaction with others, active participation in society and the making of positive healthy choices.
- 3) Development of attitudes and values that support self-esteem and are positive to health and well being.

An effective SRE curriculum includes 11 themes:

Male and female/body parts, reproduction and birth.

By the end of key stage 1

Children should be able to recognise: the main external body parts of the bodies of humans, that humans grow and reproduce, that humans can produce offspring and that these grow into adults; and recognise the differences between male and female humans and learn the agreed names of the sexual parts. They should also understand that babies, including animal babies, have mothers and fathers. (Note birth itself is not covered at Key Stage 1)

By the end of Key Stage 2

Children should: be able to identify parts of the reproductive system in males and females and describe their functions; have considered appropriate terminology for use in different contexts; know that life processes common to humans include growth and reproduction; know about the main stages of the human life cycle.

Early and accurate naming of body parts is vital. Inhibitions about correct vocabulary may cause children to be confused about their bodies. It is important to acknowledge there are lots of other words that are used but also to emphasise what the correct words are.

In years 3 to 6 children are approaching or entering puberty. The Science curriculum now requires teaching 'about the main stages of the human life cycle'. This involves an understanding of the beginning of fertility, and the process of contraception. This can be explained within a family context. Children will often have heard about contraception and may have seen contraception at home. Work on friendships, relationships and morality, peer pressure, influence and making choices are all part of developing the skills children will need as they grow up.

Growing and changing.

By the end of key Stage 1

Children should understand how they have grown and changed since they were babies, and that they will go on growing and changing as they become adults; have thought about what babies need from parents or carers; and understand that animals, including humans, grow and reproduce.

By the end of Key Stage 2

Children should have an understanding of puberty, reproduction and birth and have heard of contraception. They should understand that life processes common to humans and animals include growth and reproduction and about the main stages of the human life cycle.

All children need to be aware of, and have the skills to manage, both the physical and emotional changes relating to puberty (DfEE 2000)

Schools have a key role to play in supporting children with the anxieties and worries they have about their bodies. Teaching should include reassurance about how the normal onset of puberty varies and provide children with opportunities to discuss the emotional aspects for example mood swings, feelings of confusion, embarrassment and shyness.

Similarities and differences.

By the end of Key Stage 1

Children should be able to understand similarities and differences between us and about celebrating differences, treating others with respect and gender stereotyping.

By the end of Key Stage 2

Children should be able to understand similarities and differences, respect each other and different viewpoints, challenge stereotypes; consider the diversity of lifestyles in our society; consider why being different can provoke bullying and why this is unacceptable; and see things from other people points of view.

Living in a multicultural and multi faith society, schools can provide a role model by celebrating differences and teaching children about the importance of being an individual. We need to encourage children to understand other cultures and religions, and how attitudes and values relating to the family and sexual matters are similar or different to our own.

Feelings.

By the end of Key Stage 1

Children should be able to recognise, name and deal with feelings; share them with other people; and feel positive about themselves.

By the end of Key Stage 2

Children should be able to recognise changing emotions, develop confidence in facing new people and situations; feel positive about themselves; deal with stressful situations; and consider how their feelings and actions have an effect on other people.

A vital part of any emotional and social development is being able to name feelings and learning how to cope with them especially sadness and anger. By listening to stories and practising 'pretend' social situations, children will see both adults and their peers expressing feelings appropriately.

Keeping safe.

By the end of Key Stage 1

Children should be able to recognise safe and unsafe situations, and know rules for keeping safe.

By the end of Key Stage 2

Children should be able to recognise risks, including peer pressure, and develop a range of strategies to keep themselves safe.

Work will include recognising and identifying emotions such as feeling comfortable, uncomfortable, scared and unhappy, learning a familiar vocabulary for describing their bodies and being able to identify adults to turn to when in need, learning assertiveness skills and knowing about privacy.

Keeping yourself clean and healthy.

By the end of Key Stage 1

Children should know the basic rules for keeping themselves safe and healthy, and be able to recognise the importance of good hygiene.

By the end of Key Stage 2

Children should know about the importance of personal hygiene, especially at puberty, and safe routines to stop the spread of infections and viruses (including HIV).

Early work on personal cleanliness is vital as it will help prepare children for more in depth work on HIV and sexually transmitted infections in Key Stage 3 and 4.

Someone to talk to.

By the end of Key Stage 1

Children should be able to know who they can talk to if they have a problem, and have the skills and confidence to talk about what's happening to them.

By the end of Key Stage 2

Children should know who they can talk to, feel confident to talk about problems, and know how to be a good listener.

Discussions within class can help children identify the people they trust, maybe give information on local services and help lines and websites.

Friends.

By the end of Key Stage 1

Children should know about being a good friend, making friends, coping when friendships break down and dealing with bullying.

By the end of Key Stage 2

Children should be able to deal with conflict and bullying, know how to listen to and support friends, and manage friendship problems.

By allowing children the opportunities to understand what makes a good friend and why they may be attracted to some people rather than others, children are being provided with a solid basis for developing good sexual relationships in later life.

Families of all kinds.

By the end of Key Stage 1

Children should understand how families care for us; and know how to cope with changes such as a new baby, in the family, loss and bereavement.

By the end of Key Stage 2

Children should be able to understand that there are a wide range of family situations including marriage; why babies need families to love and care for them; about divorce and separation, loss and bereavement.

Children learn more about marriage and relationships from their own homes than they do from anywhere else (The National Society 2002) for some these will be positive and others confusing, painful or unpredictable.

SRE needs to reflect the realities of children's differing lives and show sensitivity to different experiences.

Choices and consequences.

By the end of Key Stage 1

Children should be able to understand that behaviour has consequences and that you can make choices; that feelings and actions have an impact on others.

By the end of Key Stage 2

Children should be able to understand that actions have consequences for themselves and other people, make good decisions and resist negative influences from peers and the media.

Children need much practice to make choices and decisions in order to develop the ability to weigh up information, consider and resist pressures and have confidence to put decisions into actions.

Gender stereotypes/ Gender and sexuality.

By the end of Key Stage 1

Children should be able to reflect of the differences between boys and girls and think about whether girls and boys have to conform to gender stereotypes.

By the end of Key Stage 2

Children should be able to challenge gender and sexual stereotypes.

FS & KS1



RSE

Scheme of Work

Relationship and Sex Education (<i>including Science orders italicised</i>) Relevant areas in PSHCE	Relationship and Sex Education (<i>including Science orders italicised</i>) Relevant areas in PSHCE
<p>Year 1</p> <ul style="list-style-type: none"> - <i>To know human bodies have similar parts</i> - <i>To know that animals and humans grow and change as they grow older</i> - <i>To know the names of the main parts of the body</i> 	<p>Taught throughout KS1 Yr 1/2</p> <ul style="list-style-type: none"> - To recognise what they like and dislike, what is fair and unfair, and what is right and wrong - To recognise, name and deal with their feelings in a positive way - To recognise how their behaviour affects other people - To listen to other people, and play and work cooperatively - To identify and respect the differences and similarities between people - That family and friends should care for each other - That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. - To recognise choices they can make, and recognise the difference between right and wrong - To know when to keep secrets and when to tell - To realise that people and other living things have needs, and that they have responsibilities to meet them
<p>Year 2</p> <ul style="list-style-type: none"> - <i>To know human bodies have similar parts</i> - <i>To know that animals, including humans, produce young and these grow into children and new adults</i> - <i>To know that we grow and change as do all living things</i> - To know that some changes are social as well as physical - To think about others as well as ourselves - To look at ideas of identity and self esteem and reinforce that we are all special - To know that there are different types of families <p>N.B. Families come in many forms including married couples, single parents, foster families, adopted families, extended families, dispersed families to name but a few. All these families have in common caring for each other and the children within them.</p>	

	Learning objectives	Suggested activities
<u>Male and Female</u>	<ul style="list-style-type: none"> * Be able to name the main external parts of the body * Understand the differences between male and female, and learn the agreed names of the sexual parts. * Understand that all babies, human and animal, have mothers and fathers. 	<p>On a large outline of a body ask the children to stick prepared labels on the appropriate body parts or use IWB moving labels to the correct parts. Children could also be asked if they know the names of any parts of the body that are inside for example lungs, heart and stomach.</p> <p>Collect children's home names for sexual body parts, for example willy, boobs and then ask them to match up to the correct names to check their level of understanding.</p> <p>Show pictures of babies with few or no clothes. Talk about what each baby is like and what they think the baby will be like as they grow up.</p> <p>Sing songs relating to body parts for example Heads and Shoulders and I've got a body a very busy body.</p> <p>Match pictures of animal babies and parents.</p>
<u>Growing and Changing</u>	<ul style="list-style-type: none"> * Understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults. <p>Suggested activities</p>	<p>Ask children to bring in a baby photo of themselves to talk about how they have changed.</p> <p>Sequence pictures of a person through different stages of their life.</p> <p>Invite a parent with a young baby in to talk about their child.</p> <p>Make a list of what children can do now which they couldn't do when they were babies.</p> <p>Create a time line from baby to toddler to Key Stage 1 child using pictures from catalogues showing developing skills.</p> <p>Compare clothes of babies and children.</p>
<u>Similarities and Differences</u>	Recognise similarities and differences between themselves and others.	<p>Suggested activities</p> <p>Play a circle game where children change places if they have long hair or are wearing trousers etc.</p>

	<p>Learn that their actions have an impact on other people. Be able to identify ways in which they are special.</p>	<p>Ask children to talk with a partner to find out two things that they have in common and two things that are different. Tell the rest of the group.</p> <p>Paint portraits of each other and then see if children can identify people from their portraits.</p> <p>Write a description of a friend can others guess who is being described.</p> <p>Read stories like 'Elmer' talk about how people would feel if people were nasty to them because they were different.</p> <p>Play circle game I'm special because.., or I like the person next to me because.., or I'm proud of being different because.</p>
<u>Feelings</u>	<p>Be able to recognise, name and deal with their feelings in a positive way. Be able to share their feelings with others and realise that others have similar feelings. Be able to think about them and recognise what they are good at.</p>	<p>Introduce circle of feelings – record children's feeling at different times of the day or week. At end of day or week discuss how feelings change.</p> <p>Choose feeling and invite children to talk about times they have felt this way for example I feel scared when....</p> <p>Using a puppet choose a feeling word and encourage children to describe what is making the puppet feel like that. Link to what makes the children feel that way.</p> <p>Using negative feelings ask children to suggest ways they could make the puppet feel better.</p>
<u>Keeping Safe</u>	<p>Be able to recognise safe and unsafe situations. Be able to recognise the physical signs of feeling unsafe. Know some basic rules for keeping themselves safe.</p>	<p>Ask children to draw themselves feeling and keeping safe. Talk about their pictures.</p> <p>Play circle game about being safe, getting the children to think about when they feel safest. Encourage them to complete the sentence I feel safe when...</p> <p>Repeat the above activity but for feeling scare making sure that real and imaginary dangers are highlighted.</p> <p>Using large body outline get children to think about what happens t their bodies when they know</p>

		<p>they are in an unsafe situation. (Give them a scenario e.g. someone being unkind, getting lost etc) Draw on the physical signs heart beating faster, butterflies in tummy, heavy feeling. Explain these are warning signs or lets get out of here signs and that they need to do something to keep themselves safe.</p> <p>Create a collage of people who can help keep us safe. Include family, friends etc.</p> <p>Link to work on changing from a baby and ask children to write a list now that they are older of all the ways to keep themselves safe e.g. ask a grown up, hold a grown ups hand, handling scissors and knives correctly.</p> <p>Main rule – Tell a trusted adult if anything is making you feel unwell.</p> <p>Talk about how people who love and care for us make us feel safe – with hugs and cuddles and kisses. Talk about people who we wouldn't be happy to hug and cuddle us – strangers, people we don't know well.</p> <p>Stress that nobody has the right to touch our bodies, especially the sexual private parts, even people we like and know if we don't want to; especially if we are getting warning signs that we are feeling unsafe. Ensure children know that if anyone (even someone they know) tries to touch them in a way that makes them feel unsafe they must tell another adult. At this time we will need to talk about how doctors and nurses may need to touch them to find out if anything is wrong.</p>
<p><u>Keeping Clean and Healthy</u></p>	<p>Know and understand basic rules fro keeping clean and healthy. Understand that they have some control over the choices they make about looking after their bodies.</p>	<p>Play Kim's game with objects that relate to keeping clean e.g. soap, toothbrush, hairbrush etc.</p> <p>Mystery bag game – children pull an object for keeping healthy out of a bag and say what we use it for.</p> <p>Brainstorm all things that go into our bodies and how they get in. Divide the suggestions into things good for our body and things bad for our body.</p> <p>Talk about germs getting into our bodies and causing illness. What can we do to prevent the bad things from getting in? Make rules around a body outline e.g. wash your hands, don't eat too</p>

		many sweets.
<u>Someone to talk to</u>	be able to identify and talk with someone they trust	<p>Play the trust game. Children stand in a circle and put 'obstacles' cushions in the middle. Blindfold a child and ask another child to lead them through the obstacles. Discuss how it feels to need help, to have someone help you and how you need to be able to trust them.</p> <p>Children to work in pairs to talk about ideas of things we need other peoples help with or why it's good to have someone to talk to. The pairs to then share their ideas with the class.</p> <p>Using a puppet explain that it wants to tell them something but are scared and do not know how to say it. Children to give encouragement to the puppet and ask questions to the puppet to help it tell them what the matter is. Then ask them to think of what they could do if the puppet asked them for help. Examples of problems the puppet could have are someone has been bullying them, they are worried about their sister or brother, that they don't understand their school work.</p> <p>Make helping hands, children draw around their hands and then write the name of an adult they can talk to on each finger.</p> <p>Create a worry box, that the children could write down their worries which you then set aside a time to answer their worries.</p>
<u>Friends</u>	Be able to make a friend, talk with them and share feelings. Understand how their feelings and actions have an impact on other people.	<p>Divide children into pairs (pairing children who do not usually work together) Ask them to find out three things about each other. They then have to introduce their partner to the rest of the class.</p> <p>Answer the question Why is it good to have friends?</p> <p>Discuss what makes a good friend.</p> <p>Create a 'Wanted' poster for a good friend.</p> <p>Use puppets to act out a situation where two friends fall out. Encourage children to think how they could become friends again (for example say sorry, do something kind for them).</p>

		<p>Ask children to create a frozen image of an argument between friends. Talk about their body language, thoughts and feelings.</p> <p>Make a list of words of what makes a good friend.</p>
<u>Families of all kinds</u>	<p>know and understand why families are special for caring and sharing</p> <p>Understand how their feelings and actions have an impact on other people.</p>	<p>Brainstorm who our special people are</p> <p>Ask children how our special people show they love and care for us? Children to illustrate their answers and write captions.</p> <p>Ask how we care for our special people</p> <p>Think about what we do to upset our special people. Talk about arguments, getting cross and why this happens. Explain all families quarrel Talk about how to make up and get on again (as with friends activities)</p> <p>Talk about how we feel if we can't see one of our special people for a while and how we can keep in touch with or remember them by phone email, text, sending cards.</p> <p>Play circle game – Something I'm going to do for one of my special people to show them I care is.....</p> <p>Make a thank you card for a special person for doing all that they do.</p>
<u>Choices and Consequences.</u>	<p>Be aware that their feelings and actions have an impact on others.</p> <p>Understand that they have some control over their actions.</p>	<p>Play fruit salad game – give each child the name of a fruit. When adult call the fruit name they swap places with the other children who were given the same name. When say fruit salad all children change places. Talk about what may happen when everyone stands up (pushing etc) encourage them to think about how they can prevent this. Can children then follow their own rules?</p> <p>Act out scenario where someone has been unkind by not letting the other person join in a game. Get children to talk about how feeling and then tell the child how they have made their friend feel</p>

		<p>and what they should do.</p> <p>Ask children to be honest and tell about a time when they were unkind. Praise honesty.</p> <p>Brainstorm a list of kind things that we can do to make others feel better when they are hurt.</p> <p>Create a list of times when children have felt angry. Talk about what it feels like inside when you are angry and what you feel like doing e.g. shouting, breaking something. What happens if you do that. Teach calming techniques e.g. counting to 10, taking deep breaths walking away.</p> <p>Complete sentences If you push and shove others... If you shout at other people... If you are rude to other people... If you fight other people... If you are kind to other people If you smile at other people...</p>
<u>Gender Stereotypes</u>	<p>Recall the physical differences between boys and girls.</p> <p>Be able to think about 'differences' between girls and boys and where these (stereotypes) come from.</p> <p>Begin to question whether children have to conform to gender stereotypes.</p>	<p>Using a picture of a baby whose gender is not obvious ask children to think of a name for the baby. If they ask if the baby is a girl or boy tell them that it is not known. If they simply suggest names, ask them why they are assuming that it is a boy or a girl. (Remember statements, may be able to use these later).</p> <p>Remind children about what they learnt in Male and female lesson.</p> <p>Encourage children to think about if there are other differences between girls and boys apart from the physical ones.</p> <p>Write down suggestions</p> <p>Lead a discussion on where young babies learn that boys and girls behave in certain ways and whether they have to be like that as they grow up. Challenge children's views by asking for</p>

		<p>example do all girls have to have long hair? Are boys ever scared?</p> <p>Get children to think about things both boys and girls have in common e.g. they both like watching television,</p> <p>Read stories that challenge gender stereotype e.g. Ahlbergs' Happy Families series Mrs Plumb the Plumber</p>
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KS2



RSE

Scheme of Work

Relationship and Sex Education (<i>including Science orders italicised</i>) Relevant areas in PSHCE	Relationship and Sex Education (<i>including Science orders italicised</i>) Relevant areas in PSHCE
<p>Year 3</p> <ul style="list-style-type: none"> - <i>To know the basic biology of human reproduction</i> - <i>To know how our bodies change as we grow</i> - <i>To know the correct terminology for parts of the body (including the differences between male and female)</i> - To know that they can have different types of relationships with different people, including marriage and those between family and friends. - For children to know who they can talk to if they have any worries - To consider the needs of babies before and after birth 	<ul style="list-style-type: none"> -To recognise their worth as individuals by identifying positive things about themselves - To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action - To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities - To resolve differences by looking at alternatives, making decisions and explaining choices - To developing good relationships and respecting the differences between people
<p>Year 4</p> <ul style="list-style-type: none"> - <i>To introduce the pupils to the physical and emotional changes that occur during puberty</i> - <i>To consider some of the changes over which we have no control and the choices we can make concerning those which we do have control</i> - <i>To know and be reassured that emotional changes are normal part of puberty</i> - To understand that families and friends should care for each other - To recognise the different risks in different situation and how to behave responsibly... judging what kind of physical contact is acceptable or unacceptable 	<ul style="list-style-type: none"> - That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view - To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help - To recognise and challenge stereotypes - That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability - To know where individuals, families and groups can get help and support.

Possible lesson plan outline: This module should be taught in-line with the Relationships module of SEAL.

<p>Year 3 Lesson 1</p>	<p>To know that they can have different types of relationships with different people, including marriage and those between family and friends.</p> <p>To set the ground rules for SRE</p>	<p>Explain the rules for SRE (to be repeated each week)</p> <ul style="list-style-type: none"> - That the classroom and this lesson are to be respected. - That what others say should be respected and not abused in or out of the classroom. - That we can ask questions no matter how silly they may feel. - That bullying/teasing will be taken very seriously. - That we should not discuss the lessons with younger children (including brothers and sister) because they will do these lessons when they are ready. <p>What is a relationship? (Teach as a part of SEAL)</p> <p>Mindmap the different kinds of relationships the children know. What do they mean to them?</p> <p>Why are the people in those relationships special?</p> <p>Categorise with the children different types of relationships using photo stories.</p>
<p>Year 3 Lesson 2</p>	<p>To consider the needs of babies before and after birth</p>	<p>What is caring?</p> <p>Explain that all relationships depend on caring for each other.</p> <p>What does that mean? Explore trust/respect/thoughtfulness/appropriate behaviour.</p> <p>Ask pupils to think of younger brothers/sisters. What kind of care does a tiny baby need and why?</p>
<p>Year 3 Lesson 3</p>	<p><i>To know how our bodies change as we grow</i></p> <p><i>To know the correct terminology for parts of the body (including the differences between male and female)</i></p>	<p>Caring for others and caring for ourselves.</p> <p>Explain that to care for others that we must also care for ourselves – what does this mean? (Pupils discuss/brainstorm). Cover key issues of self respect.</p> <p>Look at personal hygiene – washing and personal maintenance.</p> <p>Why do we need to be more aware of personal hygiene as we grow up – introduce body changes.</p> <p>Label parts of the body with correct terminology. Explain that in the next lesson we are going to discuss how the body changes.</p>
<p>Year 3 Lesson 4</p>	<p><i>To know how our bodies change as we grow</i></p> <p><i>To know the correct terminology for parts of the body (including the</i></p>	<p>Remind pupils that looking after ourselves is really important.</p> <p>Explain that body changes are normal and happen to everybody but they can happen at different times.</p> <p>Label a child and adolescent diagram. Talk about feelings and worries – set up a whole class anonymous question box.</p>

	<p><i>differences between male and female)</i></p> <p>For children to know who they can talk to if they have any worries</p>	<p>Explain that children can ask questions that are worrying them using the box and they will be answered with the whole class. Explain that children must also think about who they could discuss their worries with at home.</p>
<p>Year 3 Lesson 5</p>	<p><i>To know the basic biology of human reproduction</i></p>	<p>Recap understanding so far (specifically self respect and relationships). Explain that through loving, committed relationships adults can want to create something special – a baby of their own to care for. This is the reason that our bodies change – they are getting ready for that time when we are in a very special adult relationship and want to have a baby. Describe the process/ use appropriate and tasteful visuals to show where the eggs are made in a woman and the sperm in a man. Explain that the sperm must travel to the egg in the woman to create the baby.</p>
<p>Year 3 Lesson 6</p>	<p>For children to know who they can talk to if they have any worries</p>	<p>A question and answer session to explore feelings and to re-iterate the importance of being confident in talking about our bodies but that we need to respect those younger than us.</p>

Possible lesson plan outline: This module should be taught **in-line with the Relationships module of SEAL.**

<p>Year 4 Lesson 1</p>	<p>To set the ground rules for SRE To understand that families and friends should care for each other (Use SEAL In conjunction)</p>	<p>Explain the rules for SRE (to be repeated each week)</p> <ul style="list-style-type: none"> - That the classroom and this lesson are to be respected. - That what others say should be respected and not abused in or out of the classroom. - That we can ask questions no matter how silly they may feel. - That bullying/teasing will be taken very seriously. - That we should not discuss the lessons with younger children (including brothers and sister) because they will do these lessons when they are ready. <p>Explore with the children what they understand by ‘caring’? Mindmap their ideas. How do we show affection for each other – what do we do to help others? Explore how pupils would like to care for people but also how their emotions can sometimes get the better of them. Negative Vs Positive emotions. Explore negative and positive emotions and how they can help/hinder caring for others.</p>
<p>Year 4 Lesson 2</p>	<p><i>To introduce the pupils to the physical and emotional changes that occur during puberty</i></p>	<p>Remind pupils of the previous lesson where we discussed trying to control our emotions. Explain that body changes are an emotional time because special chemicals are released that tell our body to change. Remind pupils of the names of body parts and the changes that occur from child to adolescent. Remind pupils that these changes are to prepare our bodies for adult relationships where, when the time is right and we are in a committed loving relationship, we may want to have a baby (this should be done in detail – with an active labelling activity). Explain that because this is happening to us we can feel both negative and positive emotions – look at the word list generated from the previous session. Discuss embarrassment – ask children why they may feel embarrassed? Set up anonymous question box.</p>
<p>Year 4 Lesson 3</p>	<p><i>To consider some of the changes over which we have no control and the choices we can make concerning those which we do have control</i></p>	<p>Remind pupils of previous session – what happens to our bodies as we grow up and why? Explain the process of puberty with appropriate visual aids. Ask children how puberty makes them feel. Are girls and boys feeling differently? Explain that we are all different and body changes happen at different times. We can’t change the fact that everyone’s bodies will change – we can change the way that we try to control our behaviour and emotions – both our response to other’s changes and to our own. How?</p>

	<i>- To introduce the pupils to the physical and emotional changes that occur during puberty</i>	
Year 4 Lesson 4	For children to know who they can talk to if they have any worries To understand that families should care for each other.	In discussing puberty we need to make it clear that we are recognising change and the need to be more caring. When we are unsure of our emotions we need to be able to speak to someone that we can trust, someone we respect. That person maybe a teacher or someone at home. We must however be cautious about the things that we tell those that we do not trust. Pupils need to understand the threat of stranger danger and boasting about personal change and puberty with those that do not respect us and/or we don't trust. Pupils to discuss who they would want to be their entrusted person.
Year 4 Lesson 5	To recognise the different risks in different situation and how to behave responsibly... judging what kind of physical contact is acceptable or unacceptable.	Remind pupils that trust is very important when talking to peers, friends, family and adults. Sometimes people including adults will take advantage of children who are not self aware. Discuss how we feel comfortable with different kinds of physical contact – use a diagram of boy/girl bodies to colour code zones of confidence showing which part of the body we would be happy for different people to touch and how e.g. high five/touch with hands/hug Explain that nobody has a right to touch you unless you want them to. At any point when someone touches you and you are not happy then you must tell an adult you trust – this can include telling someone you trust in school.
Year 4 Lesson 6	To discuss our understanding and ask questions.	Question and answer session. Recap learning so far. Answer any new questions and remind pupils of whom they can talk to.

Relationship and Sex Education (<i>including Science orders italicised</i>) Relevant areas in PSHCE	Relationship and Sex Education (<i>including Science orders italicised</i>) Relevant areas in PSHCE
<p>Year 5</p> <ul style="list-style-type: none"> - To develop an understanding of sexual relationship as an expression of a couples affection in a committed relationship - <i>To know the basic biology of human reproduction</i> - <i>To know the correct names for the male and female reproductive organs</i> - <i>To know that it takes 9 months for a fertilised egg to develop into a baby</i> - <i>To be able to describe physical and emotional changes that takes place as boys and girls go through puberty</i> - To address concerns and worries of both sexes - To be aware of the skills needed for parenting and appreciate the responsibilities that the parents have for their baby, in that human young are dependent for a relatively long time. - To appreciate the affect a new baby has 	<p>As above.</p>
<p>Year 6</p> <ul style="list-style-type: none"> - To consider how sex is portrayed in the media and to consider sexual stereotyping - <i>To know and be reassured that emotional changes are a normal part of puberty</i> - <i>To understand what puberty involves and reassure pupils that they will all develop at different times and rates and this is normal</i> - <i>To make boys more aware of the changes that occur as girls become young women and make girls more aware of the changes that occur as boys become young men</i> - To look at the nature of friendship and how it can change at puberty - To understand the importance of making decisions for themselves and not succumbing to pressure from others. - To know it is possible to prevent fertilisation - To know that safe routines can protect their sexual health e.g. STI's including HIV and Chlamydia 	

Possible lesson plan outline: This module should be taught in-line with the Relationships & Changes module of SEAL.

	Objectives	Suggested activities
Year 5 Lesson 1	<p>To develop an understanding of sexual relationship as an expression of a couples affection in a committed relationship</p> <p>To set the ground rules for SRE</p>	<p>Explain the rules for SRE (to be repeated each week)</p> <ul style="list-style-type: none"> - That the classroom and this lesson are to be respected. - That what others say should be respected and not abused in or out of the classroom. - That we can ask questions no matter how silly they may feel. - That bullying/teasing will be taken very seriously. - That we should not discuss the lessons with younger children (including brothers and sister) because they will do these lessons when they are ready. <p>Brainstorm relationships – what do pupils believe makes a ‘relationship’. Explain that pupils can ask questions freely or through the anonymous question box. Pupils to identify to themselves someone from home that they could talk to.</p> <p>Discuss with pupils where they have read/seen information about sex (e.g. newspapers/ magazines/tv)</p> <p>What are pupil opinions of sex?</p> <p>Explore pupils understanding of why they think sex happens and in what relationships (caution possible CP cases).</p> <p>Explain that sex is something special that should happen between two people who are committed and in love with each other. Both adults must feel ready and happy about what they are doing.</p>
Year 5 Lesson 2	<p><i>To know the basic biology of human reproduction</i></p> <p><i>To know the correct names for the male and female reproductive organs</i></p>	<p>Remind pupils of the committed relationship that sex must take place in. Explain that this lesson will focus on re-visiting labelling body parts so that we are able to talk about them and to revisit the process and purpose of sex.</p> <p>Pupils use the IWB to label body parts. Teach the human reproduction as the process by which two people in a committed relationship may wish to make a baby.</p> <p>Discuss how having a baby is just one part of a sexual relationship.</p>
Year 5 Lesson 3	<p><i>To be able to describe physical and emotional changes that takes place as boys and girls go through puberty</i></p>	<p>Explain that in order for us to have sex our bodies must have developed and be ready.</p> <p>Discuss and explore the kinds of changes that pupils know of. Use their understanding as a starting point. Explain that in order to care for others we must also be aware of self and care for ourselves – include personal hygiene.</p>

		Explore how pupils feel about these body changes. Discuss what we can and can't control. Ask pupils to consider ways to control their emotions, but also to identify an appropriate someone to discuss their feelings with.
Year 5 Lesson 4	To develop an understanding of sexual relationship as an expression of a couples affection in a committed relationship	Discuss how different actions make us feel good. Pupils to think of the physical feelings that make them feel good and bad. Explain that sexual relations in a committed relationship are an extension of this. Adults will have sex for pleasure because they have built up a loving and trusting relationship with each other.
Year 5 Lesson 5	<i>To know that it takes 9 months for a fertilised egg to develop into a baby</i>	Explain that sex can result very easily in a baby. Explore what pupils know about having a baby – how long does it take from being a fertilized egg to a being a baby. Use visuals to show the gestation period and discuss the female physical and emotional changes for giving birth. Explore the needs of a baby – feeding, nappy changes. Emotional security, love and amusement.
Year 5 Lesson 6	To be aware of the skills needed for parenting and appreciate the responsibilities that the parents have for their baby, in that human young are dependent for a relatively long time. To appreciate the affect a new baby has.	Make flour babies and take an initial weigh ins. Pupils to look after them for one week and have regular weigh ins. Pupils must organise it so that no-one leaves the baby alone during the day and at night flour babies must be looked after carefully to ensure they don't lose weight/ get damaged. Explore how pupils think a new baby affects the home and the family that it comes into.
Year 5 Lesson 7	To address concerns and worries of both sexes	A question and answer session and to review the learning so far – dependent on pupil needs and understanding.

Possible lesson plan outline: This module should be taught **in-line with the Relationships and Changes modules of SEAL.**

	Lesson objectives	Suggested activities
Year 6 Lesson 1	<p>To develop an understanding of sexual relationship as an expression of a couples affection in a committed relationship</p> <p>To set the ground rules for SRE</p>	<p>Explain the rules for SRE (to be repeated each week)</p> <ul style="list-style-type: none"> - That the classroom and this lesson are to be respected. - That what others say should be respected and not abused in or out of the classroom. - That we can ask questions no matter how silly they may feel. - That bullying/teasing will be taken very seriously. - That we should not discuss the lessons with younger children (including brothers and sister) because they will do these lessons when they are ready. <p>Brainstorm relationships – what do pupils believe makes a ‘relationship’. Explain that pupils can ask questions freely or through the anonymous question box.</p> <p>Explore pupils understanding of why they think sex happens and in what relationships (caution possible CP cases).</p> <p>Explain that sex is something special that should happen between two people who are committed and in love with each other. Both adults must feel ready and happy about what they are doing.</p>
Year 6 Lesson 2	<p>To consider how sex is portrayed in the media and to consider sexual stereotyping</p>	<p>Discuss with pupils where they have read/seen information about sex (e.g. newspapers/magazines/tv)</p> <p>What are pupil opinions of sex?</p> <p>Use appropriate stereotypical images of men, women, boys and girls in the media to generate discussion – body image and hidden messages about the roles that men and women have in society.</p> <p>Label the images with pupil observations.</p>
Year 6 Lesson 3	<p><i>To know and be reassured that emotional changes are a normal part of puberty</i></p> <p><i>To understand what puberty involves and reassure pupils that they will all</i></p>	<p>Remind pupils of their learning from the previous week and how they responded to stereotypes.</p> <p>Remind them that puberty is a sensitive time where self image becomes a worry as we become more aware of our bodies. This lesson will focus on firstly what pupils know of puberty and the worries they have about it. Pupils then review the process of puberty.</p>

	<i>develop at different times and rates and this is normal</i>	
Year 6 Lesson 4	<i>To make boys more aware of the changes that occur as girls become young women and make girls more aware of the changes that occur as boys become young men</i>	(Possibility of a split lesson should teachers deem it appropriate boys/girls) Detailed lesson on how male and female bodies change and the emotional impact of those changes on girls and on boys – heightened sense of self awareness, interest in the opposite sex, emotional rollercoaster. For girls more detailed explanations on the menstrual cycle. For boys more detail can be given on erections and ejaculation.
Year 6 Lesson 5	To look at the nature of friendship and how it can change at puberty To understand the importance of making decisions for themselves and not succumbing to pressure from others.	Explore the way that adolescents may begin to be attracted to each other. Discuss how the media and peer pressure can force people into things that they are not ready for. Explain that sometimes these can be linked –we can be wrapped up in a relationship during the adolescence and believe that that relationship is stronger than all others, resulting in being pressured into sex. Re-iterate the special notion of sex through the commitment and trust required for sexual relations.
Year 6 Lesson 6	To know it is possible to prevent fertilisation To know that safe routines can protect their sexual health e.g. STI's including HIV and Chlamydia	Review our understanding of sexual relationships and the process of fertilisation. Explain that sexual relations for pleasure can result in unwanted pregnancies. Ask pupils if they would no how to prevent unwanted pregnancies. Pupils should offer avoiding sex until they are ready (which may include prioritising education/family/ commitments/ aspirations). Discuss the range of contraceptive devices available. Emphasise the dual action of contraception – prevention of pregnancy and of STIs. Discuss the range of diseases (where appropriate with visuals). Explain that all sexual acts should involve the use of contraception unless a committed couple are trying for a baby. Finish with the reminder that sexual relations are an intense form of caring for another person and using contraception is a way of caring for both yourself and the other person.
Year 6 Lesson 7	To discuss our understanding and ask questions.	A question and answer session and to review the learning so far – dependent on pupil needs and understanding.

Policy and curriculum planning

The programme meets the statutory requirements as set out in:

The education reform act 1988- the school must provide a broad and balanced curriculum to prepare pupils for adult life.

The education Act 19923- (OFSTED) The inspectors must comment on the provision of health education including Relationship and Sex Education

The education Act 1996

The National Curriculum KS1 and 2 (2014)

All SRE should be developed with a clear policy framework and a curriculum that is based on the particular needs of children within the school.

The following guidance and toolkits have helped in the development of this policy and our curriculum.

The PSHE Association has produced guidance on reviewing your school SRE policy: http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=497

And on producing a PSHE policy: http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=520

The Sex Education Forum has produced a web-based curriculum design tool for schools, and advice on involving children and young people in curriculum planning: <http://www.sexeducationforum.org.uk/resources/curriculum-design.aspx>

Let's get it right: A toolkit for involving primary school children in reviewing their sex and relationships education: <http://www.sexeducationforum.org.uk/schools/young-people-involved-in-design-and-development.aspx>

Are you getting it right? A toolkit for consulting young people on sex and relationships education: http://www.sexeducationforum.org.uk/media/2580/sef_audit_toolkit_2008.pdf

Relationship and Sex Education (DfEE 0116/2000)

SEN code of practice

Child protection and school (DfEE 11/95)

National healthy School Standard Guidance (DfEE 1999)

Personal , Social and Health Education and citizenship at KS1 and 2 (QCA 2000)

Appendices

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Appendix 1: Self Audit

Appendix 2: Letter to parents

Appendix: Teaching resources

Appendix 1

Dear Parents,

We are launching our new 'Relationships and Sex' lessons after half term, which meet the National Healthy Schools guidelines and the government recommendations.

We have shared the programme of lessons with teachers and governors and would now like to offer the opportunity to you to learn more about what is taught to your child in these essential lessons.

You are invited to a meeting to discuss the lesson programme and to ask questions on XXXXX.

The programme is taught with a strong moral ethos and the importance of trusting and committed relationships is discussed in every lesson.

The new programme will be taught to all pupils from Reception where differences and similarities are talked about, through Key Stage 1 where pupils are given the correct names for body parts and attention is drawn to the differences between boys and girls bodies.

By the end of Key Stage 2 pupils will have been taught about puberty and sexual relations, as well as the responsibility of having a baby.

We look forward to seeing you,

Claire Gledhill

Vice Principal

You can choose to stop your child attending Sexual Relations Education. If you wish to do this please sign the declaration below:

Child's Name:

I do not wish my child to be a part of Sexual Relations lessons.

Signed:

Date:

Appendix 3

Teacher's notes

Flour Babies

Anne Fine, the author of *Madame Doubtfire*, is one of Britain's finest children's writers. *Flour Babies*, published in 1992, confirmed her reputation by

winning the literary award, the Carnegie medal, in 1994. Anne Fine has the rare gift of being able to write stories about children and teenagers that are both wise and funny.

Flour Babies tells the story of huge Simon Martin, a boy from a broken home. His class of boys, Class 4C, are the worst students in the school, and Simon is the worst student of all. The class is given a science project: 'Three kilos of flour in a bag The boys must look after their flour babies for three weeks and write about what happens every day in a Baby Book. It teaches them about children, about being mothers and fathers

Simon and the class plot a 'flour explosion' - flour all over the class! But when Simon receives his flour baby, with its little hat and dark brown eyes, he starts to feel differently about it. He begins thinking about his father, who left when he was only six weeks old. He can't understand it and starts to feel very angry. He finds out from his mother that on the day his father left he was singing a song. He becomes determined to find out what the song was.

Meanwhile the class are learning about babies and how much work they are. A boy throws his baby into the river - Simon knows he'll never do that. He discovers the words of the song his father sang. He is puzzled by the meaning of the last line - 'My heart's a strong ship and strong winds are near' - until it is explained to him: 'Your heart tells you to go, and you must go.' This helps him to understand his father.

Soon it's time to return the flour babies. But Simon cries - he wants to keep his. The class is angry with Simon. He promised them a 'flour explosion' but the teacher won't allow it. They try to take Simon's flour baby from him - but he runs away. Later, he thinks, 'These babies are really hard work . . . I want to be a tall ship and sail away.' At last, he is able to forgive his father, and find happiness.

Anne Fine was born in England, the daughter of a post office engineer. She had four sisters, three of them triplets. She says she cannot remember a time when she could not read; from an early age she was a voracious reader. She was happy at secondary school, and went to

After leaving university, Anne worked as a teacher. She wrote her first novel, *The Summer House Loon*, after the birth of her first child; she and her husband had very little money, the weather was freezing, and she was suffering from post-natal depression. 'I was writing for myself,' she says, 'to cheer and warm myself up. It was finished in weeks. But I wasn't surprised when the book was turned down.' She later submitted the manuscript to a newspaper competition for an unpublished children's book. It didn't win, but was a runner-up. At the award party she met an agent who was keen to represent her, and the book was published in 1978.

Anne and her husband lived in Scotland, Canada and California. She continued writing children's novels. At first, although she was well reviewed, she made little money from them. Then, with books such as *The Granny Project* and *Bill's New Frock*, she began to achieve a wider popularity. However, Anne became tired of California - 'All that relentless blue and gold. I would wake up dreaming of a frosty morning ...' - and she returned to England alone, with her daughters.

She met her second husband, a botanist, on a train to Edinburgh. He had his two small children with him - 'I watched him all the way up and he was so nice to his kids'. It

was love at first sight for her. She gave him her telephone number but a year passed before they bumped into each other outside a supermarket. They married and now live in a beautiful house with a huge walled garden in County Durham in the north of England.

Anne Fine has now written about twenty-five books, mostly for children, but including three adult novels. Her children's books have won many prizes. In 1987 Anne Fine wrote *Madame Doubtfire*. It was quickly established as a children's classic. In 1993, 'Mrs Doubtfire', a film based on the book, and starring Robin Williams, was released. It achieved worldwide success and brought Anne Fine's books the fame that they richly deserve.

Critics describe Anne Fine's books as witty, stylish and thought provoking. Her stories are comical but nonetheless they deal with such contemporary issues as children from broken homes and bullying.

Teacher's notes

Anne backs her decision to write about children from broken homes with the following statement: 'Separation may be good for the parents, but it's one of the worst things you can do to your children. People of our generation were brought up with an overall sense that love was permanent; children growing up now learn that it is conditional Sometimes I wonder if in the past there was just as much pain but adults bore the brunt of it. Now it's the children.'

In *Flour Babies*, Anne Fine takes a difficult subject, a boy's pain about his father's desertion, and writes about it in a way that children can understand and relate to. The boys in Simon's class are typical of some of today's youngsters, being tough and boisterous. The story is amusing, the dialogue realistic. Much of the richness of the book lies in the tension between the comic theme - a baby made out of flour, that rough boys have to look after - and Simon's unhappiness. *Flour Babies* is a subtle blend of reality and fantasy. 'Could this really happen?' you ask yourself.

The answer is that Anne Fine works at the level of psychological truth. The story is about a boy growing up and becoming wiser. Through the medium of a song and a flour baby, Simon learns to understand, and finally forgive, his father.

Communicative activities

The following teacher-led activities cover the same sections of text as the exercises at the back of the reader, and supplement those exercises. For supplementary exercises covering shorter sections of the book, see the photocopiable Student's Activities pages of this Factsheet. These are primarily for use with class readers but, with the exception of discussion and pair/groupwork questions, can also be used by students working alone in a self-access centre.

ACTIVITIES BEFORE READING THE BOOK

- . 1 Read to students the information about Anne Fine at the front of the reader. Then put students into small groups and ask them to write down as much of the information as they can remember.
- . 2 Put students into pairs. Each pair chooses any picture in the book and describes this picture to another pair. The other pair has to say which picture they are describing. The second pair then describes the picture in more detail.

ACTIVITIES AFTER READING A SECTION

Chapters 1-3

Put students into pairs and ask them to discuss these questions:

- . (a) Why do you think Dr Feltham makes rules for the flour babies?
- . (b) Simon's father left his mother when Simon was a baby. How do you think Simon feels?

Chapters 4-7

Put students into small groups. They think about Simon. They make a life for him. Put the following questions on

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the blackboard to help them. Teach the word 'describe'.

- . (a) How old is Simon?
- . (b) Has he got any brothers or sisters? Describe them. Does he like them?
- . (c) Describe Simon's mother. Does she have a boyfriend?
- . (d) Is Simon usually unhappy or happy? Does he have friends?
- . (e) Simon isn't very clever at school. Why not? Is it because he is stupid? Or is there another reason?
- . (f) What are Simon's interests?

Chapters 8-10

In pairs, students write a letter from Simon to his father. He explains his feelings to his father and what he learnt from his flour baby.

ACTIVITIES AFTER READING THE BOOK

1

Put students into small groups. Give them the following quiz. (Decide whether they are allowed to look at the book!) The first group to finish is the winner.

- . (a) What is Gwynn's family name?
- . (b) How many kilos of flour are there in each flour baby?
- . (c) Where does Hyacinth Spicer live?

- . (d) On what day does Robin Foster kick his flour baby into the river?
- . (e) On what days will the teacher weigh the flour babies?
- . (f) What or who nearly eats Simon's flour baby?
- . (g) What colour does Wayne Driscoll's mum want everyone to be?
- . (h) How many kilos of flour are there in all the flour babies?
- . (i) Whose flour baby weighs only one-and-a-half kilos?
- . (j) What is the name of Simon's football teacher?

In small groups, students write a tune for the song 'Sail Away'. They then sing it to the other groups. Students vote for the best song.

Glossary

It will be useful for your students to know the following new words. They are practised in the 'Before You Read' sections of exercises at the back of the book. (Definitions are based on those in the Longman Active Study Dictionary.)

Chapters 1-3 **explosion** (n) this is when something breaks up; it goes everywhere and there is a loud noise **football** (n) a game with two 'teams' of people and a ball **huge** (adj) very big **look after** (v) to watch somebody or something, and see that they are away from danger **normal** (adj) usual **rule** (n) this tells you what you have to do or can't do **science** (n) the study of the world and how it is **teacher** (n) this person teaches children at school **weigh** (v) to see how heavy something is

Chapters 4-7 **real** (adj) really there; not a toy **sail** (v) to go in a boat with the wind pushing the boat

Chapters 8-10 **heart** (n) this is inside us; we love and hate with it

Student's activities

Photocopiable

Students can do these exercises alone or with one or more other students. Pair/group-only activities are marked.

. 1 Read the Introduction in your book. Answer these questions.

- . (a) How do you make a 'flour baby'?
- . (b) Where in the book is there a picture of a flour baby?
- . (c) What do the boys have to do with their flour babies?
- . (d) Who asks the boys to make the flour babies?

. 2 Talk with another student. Simon's father left him and his mother when Simon was a baby. Why do you think he left them? What are your ideas about this?

CHAPTERS 1-3

Chapter 1

1 Answer these questions.

- . (a) What is wrong with the students in class 4C?
- . (b) What is the name of their teacher?
- . (c) What things can they do for Science Day?
- . (d) Who is late for the class?
- . (e) How tall is Simon?
- . (f) What does the teacher want Simon to do?
- . (g) What does it say on the paper?

2 Do Day? Say why/why not.

1 These are Simon's mother's answers. Write Simon's questions.

- . (a) 'You were the most beautiful baby in the world.'
- . (b) 'Oh, Simon, he stayed for six weeks.'

- . (c) 'I didn't know he wanted to leave, Simon.'

2 Answer these questions.

- . (a) How does Simon's flour baby look?
- . (b) Why do you think Simon asks his mother questions about his father?
- . (c) Why doesn't he ask her more questions?
- . (d) Why does Simon take the flour baby to the football game?
- . (e) How does Simon feel about the flour baby?
- . (f) What problems could Simon have with the flour baby at the football game?

3 Work with another student. Make the conversation between Simon and his mother.

CHAPTERS 4-7

Chapter 4

- . 1 Finish these sentences.
 - . (a) Simon doesn't put his flour baby in the washrooms because
 - . (b) Simon looks at the tree a lot because
 - . (c) The football teacher shouts at Simon because
 - . (d) Simon is angry with his father because
- . 2 Write four sentences about Simon's fears about his flour baby. Begin the sentences with the word, 'Perhaps'. Example : Perhaps the other boys will find her.
- . 3 Work with another student. Talk about this question. What is Simon learning when he looks after the flour baby?

Chapter 5

1 Simon writes in his Baby Book every day. What does Dr Feltham say Simon is learning? Write down four things.

2 Answer these questions.

- . (a) Why does Simon have to stay after school?
- . (b) Why doesn't Miss Arnott want Simon in her class?

you think 'flour babies' is a good idea for Science

Chapter 3



Chapter 2

. 1 Answer these questions.

- . (a) Why does Dr Feltham want the boys to make flour babies?
- . (b) Why is Mr Cartright angry with Dr Feltham?
- . (c) Why does Simon smile when he hears about the flour babies?
- . (d) After he talks to the class, why does Mr Cartright say the class will make the flour babies?
- . (e) What do you think will happen with the flour babies?

. 2 Work with another student. *Student A:* You are Simon. Talk to your friend about the flour babies. *Student B:* You are in Class 4C. Talk to Simon about the flour babies.

Student's activities

(c) How is Simon different that afternoon?

- . (d) Simon asks his mother some questions about his father. What are they?
- . (e) Why does Simon want to know about the song?
- . (f) Why has Sajid got a huge box?

3 Work with another student. You are Miss Arnott and Dr Feltham. Have a conversation about Simon.

Chapter 6

. 1 Who says these things? What are they talking about?

. (a) 'Yeah.' 'Dead.' 'We won't see her again.'

. (b) 'I'll never do that to my baby.'

. (c) 'Mine's getting dirtier and dirtier . . .'

. (d) 'I gave my baby to Sajid to look after . . .'

. (e) 'Let's all kick our babies into the river . . .'

. (f) 'Think of the Flour Explosion.'

. 2 Work with another student. Talk about these questions.

. (a) Why does Simon think his father left him?

. (b) Do you think Simon is right about this?

. (c) Why do people get angry with babies, do you think?

Chapter 7

. 1 Answer these questions.

. (a) Who stayed away because he doesn't like his flour baby?

. (b) Who is black and has a white grandfather?

. (c) Who has twelve babies to look after?

. (d) What song does Mr Cartright say that Simon's father sang?

. (e) Do you think this is true?

. (f) Why do you think Mr Cartright says this?

. 2 Work with another student. Talk about these questions.

- . (a) How is Simon different from the other boys?
- . (b) What question does Gwynn ask?
- . (c) What is Wayne Driscoll's answer?
- . (d) What do you think about this? Say why you think this.

. 3 Work with another student. Talk about these questions. Do you want to have children when you are older? Say why/why not. At what age would you like to have a child?

CHAPTERS 8-10

Chapter 8

1 Answer these questions.

- . (a) Who are these people and why are they important? Hyacinth Spicer, a small clever boy
- . (b) What is the last line of 'Sail Away'?

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(c) What does the last line mean? (d) Why is Simon happy at the end of this chapter?

Work with another student. Describe Simon. Do you like him? Say why/why not.

Chapter 9

1 These sentences are wrong. Make them right.

- . (a) The boys give the flour babies back three days early.
- . (b) The boys have their Flour Explosion.

- . (c) The boys are pleased with Simon.
- . (d) Wayne Phillip's baby is the right weight.
- . (e) Simon cries because he wants to have a Flour Explosion.
- . (f) Mr Cartright keeps all the flour babies.
- . (g) Mr Cartright thinks Simon will be a bad father.

2 Talk to another student. What do you think happens in the last chapter?

Chapter 10

1

2

Answer these questions.

- . (a) Why do Mr Cartright and Mr Feltham tell Simon to stay after school?
- . (b) What things does Simon understand at the end of the story?

Put the words in the right places in the song.

friends, winds, day, tall, sail, blue, play, problems, near, sad

Open the sails, boys, so the can find me

Sailing the beautiful, , sunny sea -

I'm , but I'll throw all my away,

Not carry that weight - this is my new

I'll for the sun, where light and love is,

Goodbye, my , my new times are here.

Others can stay here and with their babies,

My heart's a ship, and strong winds are

- . 1 Work with another student. Write ten rules for looking after babies.
- . 2 Work with another student. You are Simon's mother and her friend Sue. Have a conversation. Simon's mother tells Sue that Simon is different and happier. She talks about her hopes for him. Published and distributed by Pearson Education Factsheet written by Mary Tomalin Factsheet series developed by Louise James