

Unit Context



SRE is lifelong learning about ourselves. It includes learning about emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place at home, at school and other places in the community. SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE, and teachers must carefully consider learning needs, family circumstances, race, culture, religion, gender and sexuality. SRE is most effective when provided in a wider context of social and emotional development. In school, successful SRE is firmly rooted in PSHE. SRE must enable children to gain information, develop and transfer skills and explore attitudes and values, in order to make informed choices. In order to ensure that SRE is delivered in a supportive and positive environment, schools should take great care to develop and review their SRE policy involving the views of children, staff, parents and governors. Before teaching any unit of SRE, teachers should check they are familiar with the school's SRE policy. There are also links with the policies regarding Safeguarding and Child Protection, Inclusion, Behaviour Management and Anti-Bullying.

While there are obvious science curriculum links to be exploited, Sex and Relationships Education is embedded within the PSHE framework, reflecting the importance of the personal and social aspects of this work. This unit of work is supported and complemented by the Unit of Work SR 1 which focuses on body knowledge and hygiene. The content of this unit is consistent with the **DfEE Sex and Relationship Education Guidance 2000**. There is also new national guidance **Sex and Relationship Education for the 21st Century**. Further support can be found in the **Cambridgeshire PSHE Service SRE Toolkit** which is referenced and accessed through the Primary Personal Development Programme Planner through the resources menu.

Unit Description

Children will consolidate their understanding of how babies develop into children and then into adults and their own physical development. They will think about their responsibilities and how these have changed. They will

then consider what babies and young children need to stay healthy and safe. The themes covered in this unit are 'the human life cycle', growing up', personal responsibilities' and 'parents, carers and families'.

Notes for Staff

When teaching Sex and Relationships Education it is advisable to establish 'ground rules' with the children such as using appropriate language or not asking personal questions. You should also encourage an atmosphere of acceptable questioning, where children are encouraged to ask if they are unsure. This helps to create a safe environment in which teachers and children are not anxious about unintended or unexpected questions or comments. Distancing techniques such as role-play and case studies with invented characters help to de-personalise discussions. (Refer to the **Cambridgeshire PSHE Service SRE Toolkit Teaching Methodologies in SRE** for further guidance.)

During discussions about the human lifecycle, some children might display knowledge about 'how babies are made'. Acknowledge this and refer to the **Cambridgeshire PSHE Service SRE Toolkit Answering SRE Related Questions in the Primary School**.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment.

Activity 1.2 Use this activity to assess whether the children are able to identify the different stages of growth in humans.

Activity 2.3 Use this timeline activity to assess children's understanding of the developments in their physical capabilities since they were babies.

Out of School Learning

In support of Learning Objective 1, ask parents to share photographs of themselves as they were growing up. Encourage parents to talk about the ways they changed, both physically and emotionally, as they grew up.

Learning Expectations

At the end of this unit most pupils will:

- be able to recognise babies, children and adults of different ages and put them into age order.
- understand that human babies grow inside their mothers.
- be able to describe the main physical developments which take place in early childhood.
- be able to describe some of the changes in responsibilities and expectations during early childhood.
- understand the basic needs of babies.
- understand how dependent a baby is on parents to provide its basic needs.

Some pupils will not have made so much progress and will:

- be able to recognise most stages of the human life cycle and put them in order with support.
- understand that humans and animals produce offspring of the same type.
- be able to name a few physical developments which take place in early childhood.
- be able to name some new responsibilities they have.
- have a basic understanding of the needs of babies and their reliance on their parents.

Some pupils will have progressed further and will:

- have a clear understanding that babies grow into children and then into adults.
- understand basic life cycles of some animals.
- have a clear understanding that babies grow inside their mother and that they are born.
- may also understand that some groups or animals reproduce differently e.g. birds, reptiles
- have a good understanding of the physical developments which occur during early childhood and may have knowledge of physical development beyond childhood into adulthood and old age.
- be able to describe a broad range of responsibilities they now have and will be able to describe a little of how these might change again in the future.
- be able to describe, with examples, the needs of babies and understand how demanding a young baby is to look after.

In preparation for Learning Objective 3, parents might be encouraged to talk to their children about the sort of things the children did as a baby and perhaps look through some photos.



Sensitive Issues

Sensitive issues to be aware of are marked in the notes column with this symbol.

There may be children in the class who no longer live with their birth parents or whose family structure has changed since they were little. Show particular sensitivity to these children and enable all children to see that all families are different.

There may be children who already have some knowledge about sexual intercourse. They may have been given some basic information by parents using either scientific or colloquial language. Teaching about sexual intercourse is covered in Unit SR 6 Sex and Relationships Education, however you should acknowledge and confirm children's existing knowledge where appropriate. This is best done on an individual or small group basis rather than as a whole class. Refer to [Answering Children's Questions Relating to SRE](#). If you are concerned about the level of children's knowledge or feel that it might be the result of exposure to inappropriate sexual experience or imagery you must refer to your school's Safeguarding and Child Protection Policy and discuss it with your school's designated teacher.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on [Circle Time](#) and using the [Draw and Write](#) technique.

A full list of resources is included at the end of this guide.

Linked Units

SR 1 Sex and Relationships

MC 1/2 Managing Change

PS 1/2 Personal Safety

HL 1/2 Healthy Lifestyles



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5. To understand what they have learned and be able to share it with others.


Section A – The Human Life Cycle

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>1. To know that humans produce babies that grow into children and then into adults.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> describe what babies children and adults can do at different ages recognise baby animals and their parents show understanding that my parents were once children 	<p>1.1 As a class, talk about families and how humans have babies that grow into children and then into adults. Read My Dog, My Cat, My Mum and Me. In Circle Time, ask the children to share stories they have about babies of all sorts, <i>e.g. When my little sister was born she was very sleepy. We found a bird's egg shell in the wood and heard a baby bird cheeping, Our hamster had babies</i>. Remind the children that there are all sorts of ways to be a family. They might have one mum, or one dad, one mum and one dad, two mums, two dads, a granny or an aunty, a grandpa or an uncle. Families might be different but what makes all families special is that they love and care for the all the people in the family- whoever those people are.</p> <p>1.2 Provide the children with a set of cards showing pictures of babies, toddlers, older children and adults and ask the children to sequence the pictures. Alternatively, ask the children to draw pictures of members of their family and then place them in order of age to make a time line representing how people grow and change. A</p> <p>1.3 Read The World is Full of Babies. Focus on how amazing babies are. Ask the children in pairs or small groups to write the names of as many pairs of baby and adult animals as they can <i>e.g. calf/ cow, piglet/pig</i>. They might also illustrate these. Use a children's encyclopaedia or web-based source to confirm the children's ideas.</p>	<ul style="list-style-type: none"> There are links with this activity and the science curriculum and human and animal life cycles. There are many books which look at the issue of where babies come from, many are designed for children who are going to have a new sibling. The focus here is where babies come from rather than how babies are made. Teaching about sexual intercourse is covered in Unit SR 6 Sex and Relationships. Some children might already know some information about sexual intercourse. Acknowledge their correct knowledge, refer to Cambridgeshire SRE Toolkit Answering Children's Questions Relating to SRE. Refer to FF1/2 Use Resource 1 Babies to Adults or find pictures of people of different ages in magazines/newspapers. Choose pictures of clothed people. Refer to The World is Full of Babies or alternatively Monkey Puzzle.

Section B – Growing Up

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>2. To consider the ways they have changed physically since they were born.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> describe some things I can do now that I couldn't do when I was a baby describe some ways my body will change as I get older 	<p>2.1 Ask the children to think about how they have changed since they were born. In Circle Time, ask the children to complete the sentence stem <i>One thing I can do now that I couldn't do when I was a baby is...</i> You might also read Just like You Did which looks at the development of a baby and the theme of jealousy at the arrival of a new sibling.</p> <p>2.2 Read the story, I Want My Tooth. Ask the children to explain why they think children's teeth become loose and fall out. Through questioning help the children to understand how the teeth we have when we are babies fall out as our bodies grow and we become older. This is one way in which our body changes as we grow up. Discuss how the children's milk teeth will be replaced by adult teeth. Encourage the children to share stories about how their own teeth may have fallen out, including what happened and what they think will happen next. Make a list of other ways that our bodies change as we grow and become older, <i>e.g. legs and arms grow longer, our hair grows thicker and changes colour</i>. Ask the children why not everyone's teeth start to fall out the same time. Ensure they understand that everyone's body is different and grows at a different rate. Make sure that all the children know that they will all lose their teeth before they are grown up and should not worry if they have not started to lose their teeth yet.</p> <p>2.3 Ask the children to bring in photographs of themselves as babies and another recent photograph. Help the children to make a time line by mounting the photographs at either end of a strip of paper and drawing a line in between. Alternatively, use the Timeline template. Ask the children to draw and label the developments that have taken place in their physical capabilities since they were babies and place them on the time line, <i>e.g. crawling, walking, running, using a skipping rope, swimming 5 metres, 10 metres</i>. Encourage the children to share and talk about their timelines. A</p>	<ul style="list-style-type: none"> Information about Circle Time can be found in the Teaching Guidance.  Some children may have experienced physical changes to their genitalia since birth. Male circumcision is legal and may be carried out for medical or non-medical reasons. However, any alteration to female genitalia for non-medical reasons is illegal, due to the long term physical and emotional harm it causes. All staff have a responsibility to be aware of the warning signs and symptoms that a girl (usually aged between 0-15 years) may be at risk of female genital mutilation (FGM) and must report a concern that a girl is at risk. Male circumcision is often openly celebrated, where as FGM is usually secretive, further connecting it with abuse. Learning scientific names for body parts and building confidence in talking about them is a widely recognised protective factor. Visit www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/ for more information. Draw awareness to the fact that people grow and develop at different rates and that we are all special and unique. See Sources of Information and Support for information about the Oral Health Promotion Service. If the children are unable to bring in photographs they can draw pictures of themselves as a baby and as they are now. This work could be used in a class display on growing and changing. See Teaching Guidance for Timeline.

Section C – Personal Responsibilities

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>3. To consider their responsibilities now and compare these with when they were younger.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • explain some things I did when I was a baby • describe some responsibilities I have now • explain some ways I can help other people now I am older 	<p>3.1 Ask the children to draw a picture of themselves as a baby and label it with as many things as they can remember or have been told about themselves e.g. 'I cried a lot', 'My favourite toy was...' 'My first word was...'. In Circle Time, ask the children to complete the sentence stem <i>One thing I remember from when I was much younger is...</i></p> <p>3.2 Explain to the children that as we grow we learn to do more things and there are more ways we are able to look after ourselves. In pairs, ask the children to discuss something that they can do now to help themselves that they could not do as a baby e.g. <i>feed myself, brush my own hair, go to the toilet on my own</i>. The children can take it in turns to introduce each other and describe to the rest of the class a new responsibility that their partner has for looking after themselves.</p> <p>3.3 As a class, make a list of all the things that the children can do to help themselves and their families e.g. <i>getting dressed, getting our own breakfast</i>. In Circle Time, play the game <i>Changes places if...</i> by asking all children to stand and change places with someone if they e.g. <i>help to lay the table at home</i>. Or ask children to mime different responsible jobs they do to help at home. Ask the children if they have always been able to do these things and ensure that they understand that they can do these things now because they have grown older and learnt new skills.</p> <p>3.4 Read Mog and the Baby and stop the story at various points to discuss the difference between the baby and Nicky in terms of what they can do to look after themselves and other people.</p> <p>3.5 Ask the children to draw a self-portrait on a piece of paper. Ask them to think of all the ways they help others at home, in class and in the playground and to draw and label pictures of these activities around their self-portrait. Alternatively, ask the children to interview each other about their responsibilities at home. You may record these and display them using an interactive display.</p>	<ul style="list-style-type: none"> • You might ask the children to prepare for this activity by having a conversation at home about what they did when they were a baby. •  Be aware of those children who are unable to have this conversation due to changed family circumstances. • You may want to discuss with the children ways of increasing their responsibilities in the classroom, e.g. <i>tidying up, looking after the books, sharpening the pencils</i>. • Ensure that the children take time to examine the pictures as they reveal more of Nicky's growing responsibilities. • Or use Bye Bye Baby to consider the range of skills this unusual baby has already mastered. • For Interactive Display, see the Teaching Guidance

Section D – Parents Carers Families

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>4. To understand the needs of babies and young children.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • describe some things a parent has to do for a baby • explain some things a baby needs to stay happy and healthy 	<p>4.1 Read The Truth About Babies. Make a list of all the things that babies cannot do for themselves and the ways in which they have to be looked after. As a class, make a list of questions to ask a parent about what a baby can do and what a baby needs in order to be happy and help them grow. Invite a parent with a new baby to come to school to talk to the children about everything a parent has to do for a baby.</p> <p>4.2 Share the book The Baby's Catalogue. Alternatively use a baby store paper catalogue or website. Ask the children to identify those items that a baby needs to keep healthy and happy and those which a baby might like. You may use the IWB to display and sort images from an online catalogue. Ask the children whether a baby needs toys, for example, and gather the children's views.</p>	<ul style="list-style-type: none"> • Ensure that the visitor is aware of the school's SRE policy and references to the role of visitors. Refer to Working with Visitors in SRE – a Checklist for Discussion. • Use Bye Bye Baby to explore a baby's need for a carer. You might discuss adoption or alternative family structures.

Section E – Processing the Learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
5. To understand what they have learned and be able to share it with others.	To be able to: <ul style="list-style-type: none">• discuss my feelings about being a baby and being older	5.1 In Circle Time, ask the children to think for a few moments independently about their responses to the following statements and then share their ideas with the person sitting next to them. Ask them to think of reasons they are glad they are not a baby any more and things they are looking forward to about getting older. Once all the children have had a chance to think and talk to a partner, share some ideas from the children. These could be collated into a prose poem or rhyme to share with children from other classes.	

Resources to Support this Unit

When choosing and using any resource for SRE, you must ensure that the resource is in line with your own school's SRE policy. You may refer to [Checklist for Selecting Resources](#), part of the Cambridgeshire SRE Toolkit.

The following resources are included in the SR2 Resource Pack linked to this Unit:

1. Babies to Adults

These resources are directly referenced within this unit

I Want My Tooth Tony Ross

My, Dog, My Cat, My Mum and Me Nigel Gray

Monkey Puzzle Julia Donaldson

BBC Science Matching activity for adults and babies
http://www.bbc.co.uk/schools/digger/5_7entry/9.shtml

Bye Bye Baby Janet and Allan Ahlberg

These may also support work on this unit:

My Wobbly Tooth must not ever fall out (Charlie and Lola) Lauren Child

What's in your tummy, Mummy? Sam Lloyd

What's inside your tummy, Mummy? Abby Cocovini

There's a house inside my mummy Giles Andreae

Let's Talk about where babies come from Robie H Harris

Just Like you Did Marjorie Newman

Star Baby Ian Whybrow

The Baby India Knight

The Usbourne Book of Baby Animals Susan Mayes

The Big Book of Baby Animals Nancy Jones

Sources of Information and Support

Cambridgeshire PSHE Service SRE Toolkit

In this toolkit you will find a full range of documents to support teaching, working with parents, policy development and resourcing for SRE. The toolkit can be accessed at relevant points throughout the unit or through the PD Planner in the Resource menu.

Cambridgeshire Healthy Schools Programme

The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact.

For Cambridgeshire schools contact the PSHE Service.

Sex Education Forum www.sexeducationforum.org.uk

An invaluable support for all teachers and schools delivering SRE and developing policy and practice. Look here for up-to-date resource lists for Primary SRE.

ChildLine www.childline.org.uk

A free, confidential helpline for children and young people. Trained volunteers are on hand to provide advice and support by phone and online, 24 hours a day. Children and young people can call ChildLine on 0800 1111. The website offers help, support and guidance for all children about things they worry about or scare them.

Cambridgeshire Community Services

Dental service, Oral Health Department, or your local **Oral Health Promotion Service**. This service offers 'Teeth Matter', a free educational programme for foundation stage and Key Stage 1 and 2 children. Oral Health Educators use a range of teaching methodologies and props to teach important messages about dental care and diet. Tel 01223 723128

Schools World TV

Visit <http://www.proteachersvideo.com> Programmes of particular interest include **Talking Points - Sex Education** and **School matters - Early Sex Education** <http://www.proteachersvideo.com/Programme/401/early-sex-education>

Laying the Foundations: Sex and Relationships Education in the Primary School A. Martinez

This resource will support schools in developing SRE policy and practice and includes sample lesson plans and how to deliver specific topics.

The Primary School Sex Education Pack: a whole school approach to sex education Healthwise/HIT Cohen, J www.hit.org.uk

Comprehensive sex education pack including: staff training workshops; curriculum guidance and planning; pupil activities for KS1 and KS2; guidance on managing pastoral incidents; working with parents and governors workshop materials; and policy guidance.

Teaching SRE with confidence in primary schools

Christopher Winter Project <http://cwpresources.co.uk/>

Comprehensive and inclusive resource for teachers and others working in a primary school setting. The CD ROM provides a spiral curriculum for sex and relationships education, and schemes of work and lesson plans using a range of teaching approaches and materials.

Cambridgeshire Primary Personal Development Programme

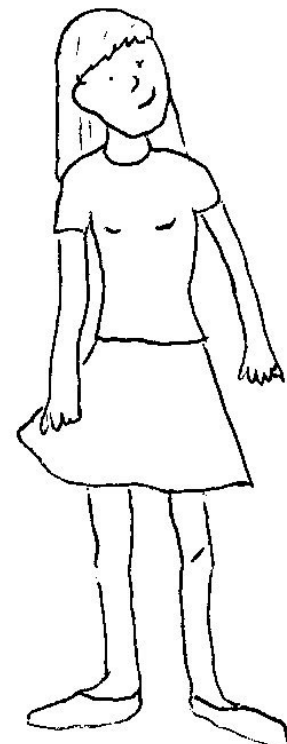
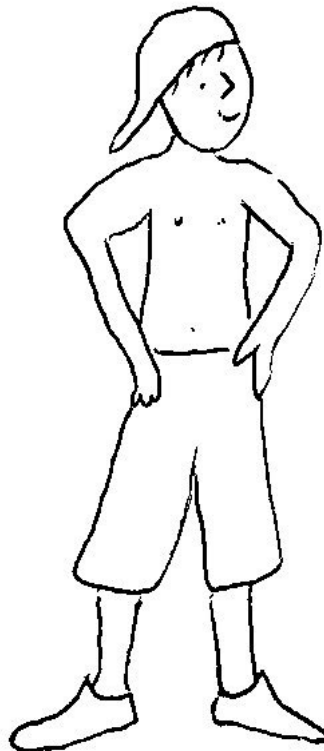
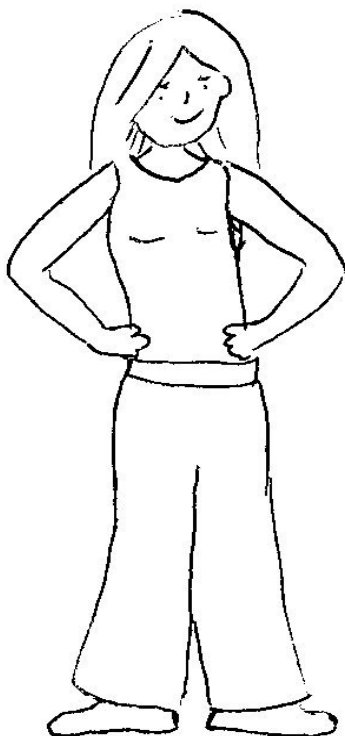
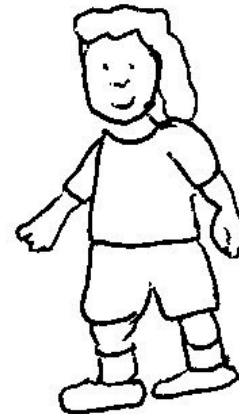
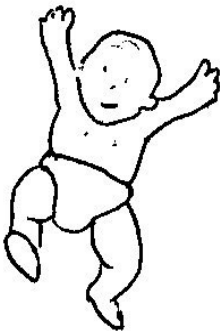
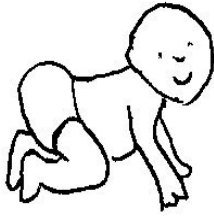
Healthy and Safer Lifestyles 10 • SR 2 Sex and Relationships

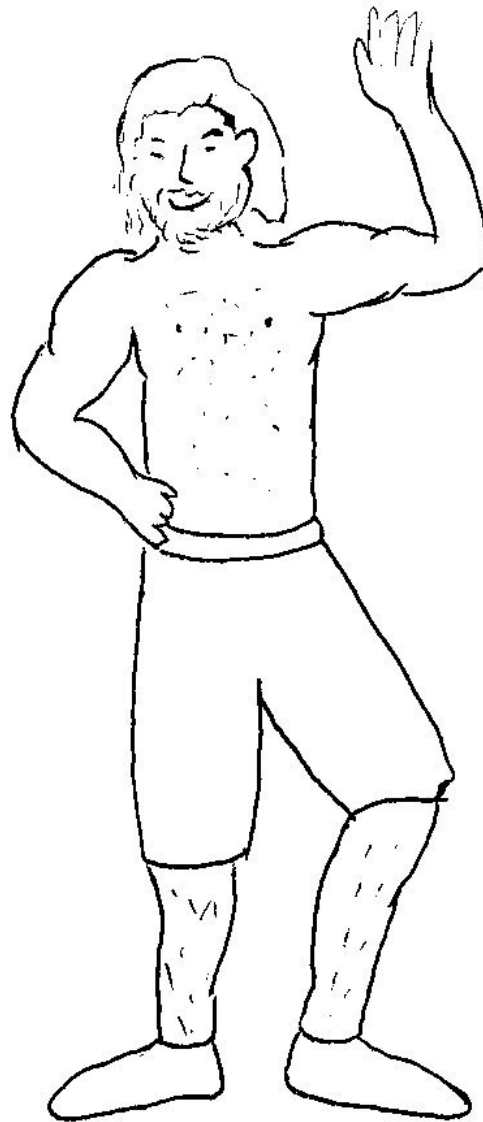
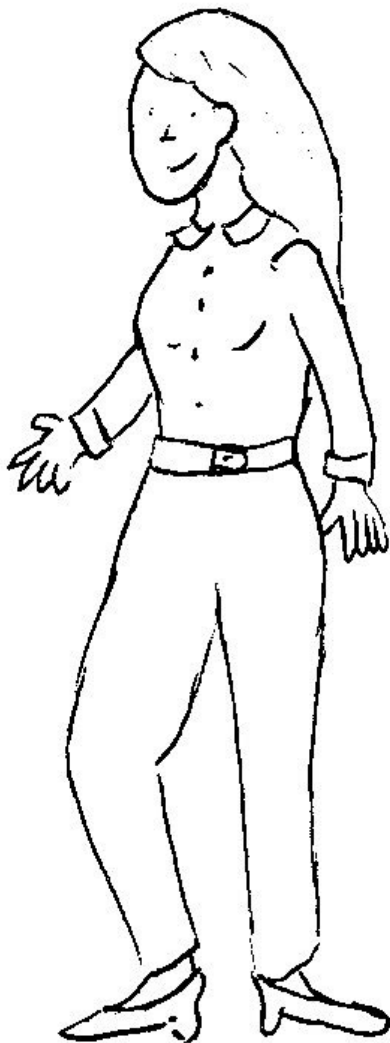
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Click on the title of the resource you require.

Resource 1 - Babies to Adults





Teacher:

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