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| ? One impact of puberty : attraction. How do people have sex? |
| Learning Objectives | Learning Activities, Ideas and Resources | Learning Outcomes |
| * To understand why after puberty people may start to feel attracted to someone
* To understand how people have sex
* To understand what happens in sexual intercourse between a man and a woman
* To be able to name the body parts involved in sex
* To understand that it is unlawful to have sex until you are 16 (British Values)

**Key Words** Attraction, desire, love, sexual intercourse, vagina, vulva, penis, testes, sperm, uterus **Key Values**, Compassion, Thankfulness, Trust, Generosity, Truthfulness, Forgiveness **Theological Drivers** Creation (Created and creating), Incarnation (Worthy) | *This lesson links to Puberty which is taught in Health Education and Science* 1. **Recap -** What happens to human bodies at puberty? List the changes to bodies and emotions.

 **What is the biological purpose of puberty?**(So reproduction can occur)  'Explain that puberty involves an increase in hormones and people can start feeling attracted to other people.'1. **Feeling attracted to someone else**

(Depending on your context and cohort it can be good to explore being attracted to someone - these materials could just as easily be taught in Relationships Education.) <https://rshp.scot/second-level/#loveandrelationships>In the ‘Being attracted to someone’ slides, it might be appropriate to skip slide 3: it seems quite specific to Scotland and Scottish culture. I would also make a priority of pre-watching the film link on slide 4: ‘In a Heartbeat’ to ensure it is appropriate to your context and cohort. Slide 5 - the end including discussing the scenarios given (Prop). This lesson reinforces a previous lesson’s content about consent (in Relationships Education).**How do people have Sex?**<https://rshp.scot/second-level/#sex> The slides and activity plan are very helpful and inclusive.The activity plan also gives a list of FAQs from pupils and how to answer them wisely. **Extension Question / Summary** Why is choosing to have sex with someone a very big decision? Give 5 reasons. | *These activities will help pupils to**work towards achieving the following**expected outcomes:*Emerging * Name the key parts of the body involved in sex
* Be able to tell someone what the legal age for sex is in the UK

Expected * Explain some of the feelings of attraction that people can start to feel for someone else after puberty
* Describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby

Exceeding * Explain why choosing to have a sexual relationship with someone might be a very big decision
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| The impact of sexual intercourse on people’s emotional, spiritual and mental wellbeing  |
| Learning Objectives  | Learning Activities ideas and resources | Learning Outcomes  |
| * To understand that sex can be incredibly delightful and a spiritual union between two people, and how this ultimate closeness can affect people physically, mentally and emotionally
* To recognise that some people believe the best context for this level of closeness is in a long-term faithful relationship, such as marriage

**Key words** intimacy, union, couple, single**Key Values** Compassion Trust, Thankfulness **Theological Drivers** Created (Creation) Incarnation (worthy) | **Recap from last lesson: “How do people have sex?”*** Name 4 body parts involved in sex
* How old do you need to be to have sex legally in the UK and how old does the person you are having sex with need to be?

: 1. **What is Sex for and who is sex for?**

*Love and Sex Matters materials KS2 Lesson 6 Worksheets/PowerPoint 6.1 Sex is for … (found on this website …).*1) What is Sex for? In groups, discuss the statements and put them under the True and False column - add two comments, one for each column. Feedback to the whole class.2) Who is Sex For? Again, place the statements under the True / False columns and add two comments, one for each column. Feedback to class and discuss - are there any questions ?1. **When should you have sex? (RE)**

*Love and Sex Matters materials KS2 Lesson 6.2a or 6.2b and 6.3 Great Expectations … (found on this website …).*Recap: we have already learnt that the law in the UK says it is illegal until 16.Explain that different people have different opinions about when you should have sex .This can depend on their religious and cultural beliefs. Explain that on the following sheets there are examples of different individual people’s beliefs; emphasise that they are just their own beliefs and they do not represent the beliefs of all the people of their religion or worldview. Read either sheet 6.2a or 6.2b.Fill in the grid on sheet 6.3 (or, if being paper-light, ask them to put the initials and belief of the person under Yes - sex before marriage or No – no sex before marriage. List some of the reasons given for whether to have sex before marriage or not.This lesson can be simplified by cutting down the numbers of characters offering their beliefs.1. **How does sex affect a person?**

*Love and Sex Matters Materials KS2 6.4 which can be found on this website here …*Place the words from the ideas bank on the diagram (some may go in more than one place) and add three ideas of your own.Feedback to the whole class. | *These activities will help pupils to**work towards achieving the following expected outcomes:* Emerging * Describe how sexual intercourse may affect someone (emotionally, mentally and spiritually).

Expected * Explain the impact of sex on someone’s whole person (spiritual, mental and emotional aspects not just physical).
* Describe why some people argue that the best time for such closeness is within a long-term faithful, committed relationship such as marriage (RE)

Exceeding What are the positive and negative impacts of sex on the spiritual, emotional and physical aspect of someone’s life? How might this effect someone’s relationships and their health and well being? |

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| Conception, Gestation and the Responsibility of a baby  |
| Lesson Objectives  | Learning Activities, Ideas and Resources  | Lesson Outcomes  |
| * To understand what happens at conception/ fertilisation
* To understand what happens between conception and birth (gestation Science)
* To recognise that having a baby can be a wonderful event in people’s life and is a huge responsibility

**Key Words** Conception, fertilisation, miracle, sacred, , gestation, pregnancy, embryo, baby, parenthood**Key Values** Courage, service, thankfulness, trust **Theological Drivers** Creation (Created and creating), Gospel (Included) Kingdom of God (faithful) | The learning outcomes can be met by selecting learning opportunities from these activity plans and slides from rshp Scotland <https://rshp.scot/second-level/#humanlife> and <https://rshp.scot/second-level/#parentcarer> Some Christians and others may regard the conception of a baby, its gestation and birth as a **miracle** and that each human life is a gift from God.They may be defining a miracle as “an extraordinary and welcome event that cannot be explained by natural or scientific laws and is therefore seen to be an act of God or divine power” or “an amazing **sacred** and overwhelming event that feels beyond human understanding and gives great joy”.To what extent can a human birth be seen as a miracle? Can modern medicine that helps people have babies be seen as a miracle?If parents regard their baby as a miracle, as sacred and as a gift from God, how might they feel at the birth of their child?What difference might it make to how they try to be parents? **Extension question**If parenthood is such an amazing gift and responsibility, describe two situations where it might not be a good idea for people to have a baby.  | *These activities will help pupils to**work towards achieving the following**expected outcomes:*Emerging * Pupils can describe what happens at conception/fertilisation.

Expected * Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth (gestation Science).
* Pupils can talk about why having a baby is wonderful but a huge responsibility.

Exceeding* Pupils can outline contexts where it would be inadvisable to become pregnant and explain why.
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