





| Sex Education for KS2 | | |
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| What should we know? | Connections | What should we be able to do? |
| <ul style="list-style-type: none"> • How people choose to have babies and how to choose the right time. • How most babies are made. • What happens in sexual intercourse between a man and a woman? • The names of the body parts involved in sexual intercourse. • Sexual intercourse can be a delightful and spiritual union between two people. This ultimate closeness can affect people physically and emotionally. • What the law is on the age of consent for sex. • Some people believe the best context for this level of closeness is in a long-term, faithful relationship such as marriage. • Some people prefer to be celibate (not have sexual intercourse with anyone). • What happens at conception? • What happens between conception and birth? (Science) • Having a baby can be a wonderful event in people's life and is a huge responsibility. | <p style="text-align: center;">  Sexual intercourse </p> <p style="text-align: center;">  Conception </p> <p style="text-align: center;">  Gestation (pregnancy) </p> <p style="text-align: center;">  Babies </p> | <p>I can...</p> <ul style="list-style-type: none"> • Explain what happens in sexual intercourse between a man and a woman. • Name the key parts of the body involved in sexual intercourse. • Explain how intimate relationships might affect people physically, emotionally and spiritually. • Describe why some people think that the best time for such closeness is within a long-term, faithful, committed relationship such as marriage. • Explain why it is important to only do this when you are at least 16 (British values/ Citizenship) and when I know it is right because both people will cherish each other. (In some beliefs or cultures the only right time is within marriage.) • Explain what happens at conception and be able to explain the journey from pregnancy to birth. (Science) • Explain that some people make a positive choice for themselves not to have sex with anyone. • Talk about why having a baby is wonderful but a huge responsibility. |

| Vocabulary | Definition |
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| Vagina | The passage in a woman that leads from the uterus to the outside opening of the female sex organs |
| Uterus | Also called the womb - the place a baby grows |
| Penis | The male sex organ – it has a channel through which sperm leave the body. It is also used to discharge urine from the body. |
| Sperm | A cell made by a male that can fertilise an egg made by a female, so that they can reproduce |
| Sexual intercourse | Heterosexual intercourse involves the penetration or insertion of the penis into the vagina . |
| Celibate | The state of voluntarily choosing not to have sex |
| Conception | The event of a sperm entering an egg and a new life beginning |
| Gestation | The process of a baby growing inside the womb from the time of conception until birth |
| Pregnancy | The state of having one or more babies growing in the womb |
| Parent | A mother or a father |
| Theological vocabulary | Definition |
| Created | All people have been created by God, in the image of God, and deserve to be observed and cherished as image-bearers of God. We are privileged to be given the power to create life and have the duty of using that power wisely and to take on the responsibility for the nurture of new life as parents. |
| Worthy | We are worthy of being protected and careful with ourselves and of being delighted in |
| Faithful | Staying true to someone and sticking by them; being loyal and constant even when it is difficult; going through life with someone and not giving up (unless there is a risk they will harm you or someone else). |

Progression Outcome Statements

These will be used by staff to assess learning and plan future steps as they move from class to class. The KS3/4 outcomes have been included so that the progression throughout statutory education can be appreciated.

| Topic | Key Stage 2 outcomes | Key Stage 3 outcomes | Key Stage 4 outcomes |
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| Status: | NON-MANDATORY | MANDATORY | MANDATORY |
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| Schools may decide to teach these units in different Key Stages at secondary level, as long as outcomes are met by the end of Key Stage 4. Sex education has frequent overlap with relationships education and they should not be seen as distinct. Sex education also overlaps with health education and science so connections should be made. | | | |
| The right to withdraw | At Key Stage 1 there is no sex education. At Key Stage 2 each school will decide for themselves whether they think it is appropriate to teach any elements of sex education in their context. Parents have the right to withdraw their child. | Parents have the right to withdraw their child (<i>see sample policy</i>). | Parents have the right to withdraw their child from up-to-and-until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. |
| Sexual intercourse | <ul style="list-style-type: none"> • Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby. • Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually. • Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible time. • Pupils can explain why some people argue that the best time for such closeness is within a | <p><i>Sex education is non-mandatory at primary schools so teaching, re-capping or reinforcing the Key Stage 2 outcomes is an important starting point.</i></p> <ul style="list-style-type: none"> • Pupils can describe the characteristics of a long-term, positive and healthy intimate relationship; the factors that mean that an intimate relationship is most likely to last over time; why this might be a good context in which to raise children. • Pupils can explain how both negative and positive choices we make around sex can affect our mental physical, | <ul style="list-style-type: none"> • Pupils can explain the ways in which sex can cause harm and discuss what boundaries may keep people safe. |

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| | <p>long-term, faithful and committed relationships such as marriage.</p> <ul style="list-style-type: none"> • Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice. | <p>emotional, spiritual and financial wellbeing.</p> <ul style="list-style-type: none"> • Pupils can consider why delaying sexual activity might be a wise choice; why some people believe it is right to wait for marriage (or a long-term committed relationship) to have sex; why some people may make a positive choice to abstain from ever having sex. | |
| <p>Sex and the Law</p> | <ul style="list-style-type: none"> • Pupils can show that they know that in the UK it is unlawful to have sex until you are 16. (Law, British Values, Citizenship) | <p>n/a</p> | <ul style="list-style-type: none"> • Pupils can explain the laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, honour-based violence and FGM, and how these can affect current and future relationships. • Pupils can define what constitutes sexual harassment and sexual violence and why these are always unacceptable (give reference to Equalities Act (2010)). (Citizenship) • Pupils can explain that some types of behaviour within relationships are criminal. (Citizenship) |

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| <p>Gestation , pregnancy , birth and parenthood</p> | <ul style="list-style-type: none"> • Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth. (Science) • Pupils can talk about why having a baby is wonderful but a huge responsibility. | <p>n/a</p> | <ul style="list-style-type: none"> • Pupils can talk about reproductive health and pregnancy; describe what happens in pregnancy (and the possibility and frequency of miscarriage). • Pupils can describe the choices surrounding pregnancy (keeping the baby, adoption, abortion). • Pupils can explain where someone can go to get help. • Pupils can discuss and evaluate different religious and non-religious beliefs surrounding pregnancy and the options available (particularly with regard to abortion). (RE) <p><i>Parenthood as a strand is covered more fully in Key Stage 4 relationships education</i></p> |
| <p>The media, self-esteem , advertising, online file and image sharing. and the impact and use of pornography</p> | <p>n/a</p> | <ul style="list-style-type: none"> • Pupils can give examples of how the media and advertising can create a context where it is hard to feel attractive and have good self-esteem. • Pupils can describe some strategies, beliefs, campaigns or role models that can be used to counter competitive and unrealistic images. (Media, mental health and wellbeing) | <ul style="list-style-type: none"> • Pupils can explain what pornography is and the forms it can take. • Pupils can describe how it can give a distorted picture of sexual behaviours and appearance. • Pupils can explain why some people enjoy pornography and how it might affect their behaviour towards their sexual partner. |

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| | | <ul style="list-style-type: none"> • Pupils can explain the potential pitfalls surrounding sharing materials and images online. • Pupils can explain how they can protect themselves from viewing harmful content. (Safeguarding, Media) | <ul style="list-style-type: none"> • Pupils can evaluate the impact of pornography and make good boundaries for their wellbeing. • Pupils can describe the law about the sharing of indecent images of children and the severe penalties given. • Pupils can describe how data is generated, collected and shared online; how that can affect people and what measures people can take to protect themselves. |
| <p>Keeping safe from peer-pressure, unplanned conception and sexually transmitted diseases</p> | <p>n/a</p> | <ul style="list-style-type: none"> • Pupils can give examples of how peer-pressure can operate with regard to speaking about sex. • Pupils can explain the motivation of people who might want to pressure their peers and why it can seem tempting to give into peer-pressure. • Pupils can describe strategies for handling peer pressure. • Pupils can explain what contraception is and know the facts concerning the full range of contraceptive choices - how they work, what they prevent, whose responsibility it is and how effective they are. (RE) • Pupils can describe how to tell someone else where they can go for support or to report a concern. | <ul style="list-style-type: none"> • Pupils can describe what consent is, how it can be communicated well and how to recognise it; can explain how and when it can be withdrawn in all contexts (including online). • Pupils can list the different sexually transmitted diseases that exist and how they can affect health (including fertility); how people reduce the transmission of these diseases, how people can practise safe sex and how testing works. • Pupils can explain why the use of alcohol or drugs can lead to risky sexual behaviour. (Health) |

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| <p>Key theology</p> | <ul style="list-style-type: none"> • Pupils can explain that most Christians believe that God loves all people with a love that is stronger and purer than the love of a husband, wife or partner; that Christians believe (as do people of other faiths) that love never dies or fails. • Pupils can explain that most Christians believe that humans are beautifully created; can explain that this means in a one-to-one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time. • Pupils can explain that Christians believe that humans are fallen – they can make mistakes and hurt people on purpose or unintentionally. • Pupils can explain how the Christian idea of forgiveness can help to keep intimate relationships going over time. • Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help | <ul style="list-style-type: none"> • Pupils can explain how the Christian belief that humans are created in the image of God may help people hold good self-esteem in the face of social media, advertising and peer pressure. • Pupils can explain how the Christian belief in the Incarnation means that they are worthy of God dwelling in them, why this may mean that Christians have a good argument to withstand coercion and grooming and not allow manipulation or diminishment as they are worthy and of huge value. • Pupils can explain how the Christian belief in the Fall can explain why people make mistakes and take risky choices in their intimate relationships; can give other explanations for human failings from other belief systems. • Pupils can discuss and evaluate the possible benefits of holding and practising the Christian beliefs about temptation, repentance, forgiveness, restorative justice and faithfulness in long-term, committed, intimate relationships. | <ul style="list-style-type: none"> • Pupils will be able to evaluate the extent to which the Christian belief that all people are sacred and made in the image of God is a good antidote to the pressures of objectification inherent in social media, advertising and pornography • Pupils can offer explanations as to why people might not practise safe sex and evaluate as to whether the mainstream Christian concept of the fall is helpful in this context. • Pupils can draw on Christian and other worldviews' opinions when offering constructive advice to a person who is tempted to make a risky choice regarding their sexual health or the wellbeing of others. • Pupils can give examples of long-term relationships that are characterised by a contented cherishing of the other person despite life's ups and downs. • They can explain what it is that makes an intimate relationship work over many years and can evaluate whether any of the Christian ideals of honouring the other's uniqueness through |
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| | keep marriages and other long-term committed relationships going over time. | | faithfulness and forgiveness have been sustaining factors. <ul style="list-style-type: none">• Pupils can articulate what constitutes good parenting and can make reference to beliefs concerning sacrifice, faithfulness and commitment. |
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