

EARLY LEVEL - SEXUAL HEALTH

HWB o-47a I recognise that we all have similarities and difference but are all unique.

HWB o-47b I am aware of my growing body and I am learning the correct names for its different parts and how they work.

HWB o-50a I am learning about where living things come from and about how they grow, develop and are nurtured.

Intended Learning:

Learners should:

- be aware that there are visible differences in various animal life cycles, including growth changes
- be aware that all external body parts have names and the basic differences between male and female
- be aware that there are visible differences and similarities between individuals
- be aware that we all possess non physical similarities and differences that make us unique
- begin to relate their learning to their own development and growth

Suggested Success Criteria:

Success criteria should be negotiated with learners however, suggested success criterion could include:

Learners can:

- sequence the life cycle of specific animals
- collect and organise and present data on the differences and similarities between individuals using appropriate vocabulary
- retell the story of their own development using pictures

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – Team Games Tournament identifying and naming the external parts of the body
- **ICT** – research stages of life of different kinds of animals including humans
- **Various DVD/books/resources to support learning** – see resource list
- **Small Group Work** – pupils discuss physical and non physical differences, life cycles, the body and personal development.
- **Partner Links** – eg School Health Nurse, parent with a baby
- **Role Play** – puppetry
- **Independent** – print making using fingerprints

Resources:

- Living and Growing
- Body Boards

Evaluate Learning:

- learning logs
- staff evaluation
- pupil evaluation
- partner evaluation
- learning conversations
- profiling

Assessment Approaches/Evidence

It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **SAY, MAKE, WRITE** and **DO** in a range of school and life contexts for example:

SAY discuss similarities and differences

MAKE display matching fingerprints to photos

WRITE words related to a basic life cycles

DO ask questions and gather information on similarities and differences

Teachers should consider skills development throughout all planned learning experiences. The relevance of skill development should be shared with learners.

SUGGESTED VOCABULARY

- | | |
|--------------|--------------------|
| • difference | • body part |
| • male | • same |
| • boy | • life cycle |
| • female | • baby |
| • girl | • parent |
| • birth | • family |
| • child | • adult |
| • grow | • support networks |

COMMENTS

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FIRST LEVEL - SEXUAL HEALTH

HWB 1-47a I recognise that we have similarities and differences but we are all unique.

HWB 1-47b I am aware of my growing body and I am learning the correct names for its different parts and how they work.

HWB 1-50a I am learning about where living things come from and about how they grow, develop and are nurtured.

Intended Learning:

Learners should:

- recognise that we all possess non physical differences and similarities which make us unique
- know that bodies change as they grow and how they change
- know that all humans go through the life cycle which has different stages
- know that all animals are made when a sperm (from a male) and an egg (from a female) meet
- know all the external body parts have names and know the differences between male and female

Suggested Success Criteria:

Success criteria should be negotiated with learners however, suggested success criterion could include:

Learners can:

- identify the non physical similarities and differences between male and female
- retell the life cycle of humans
- sequence their own personal development
- investigate factors affecting the growth of living things
- name and identify the external body parts belonging to men and women

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – cooperative teams design a life cycle game then test out and peer assess each others games
- **ICT** – investigate essential requirements of different living things for growth and development.
- **Various DVD/books and resources** – see resource list
- **Small Group Work** – investigate the effects of depriving essential requirements for growth on a plant. Relate this to their own personal development and needs for healthy growth, identifying our basic needs to thrive
- **Partner Links** – science links
- **Role Play** – pupils improvise a scene depicting themselves at different life stages
- **Independent** – create a profile of themselves and a friend, listing height, weight, talents etc. Highlighting any similarities and differences

Resources:

- Living and Growing Programme
- Healthy/Unhealthy Organs Tunic

Evaluate Learning:

- learning logs
- staff evaluation
- pupil evaluation
- partner evaluation
- learning conversations
- profiling

Assessment Approaches/Evidence

It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **SAY, MAKE, WRITE** and **DO** in a range of school and life contexts for example:

SAY discuss similarities and differences

MAKE life cycle game

WRITE pupil profiles

DO plant experiment

Teachers should consider skills development throughout all learning experiences. The relevance of skill development should be shared with learners.

SUGGESTED VOCABULARY

- | | |
|----------|-------------------|
| • sperm | • pregnant |
| • male | • womb |
| • boy | • egg |
| • man | • penis |
| • female | • testicles |
| • girl | • vagina |
| • woman | • breast |
| • change | • support network |
| • growth | |

COMMENTS

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SECOND LEVEL - SEXUAL HEALTH

HWB 2-47a I recognise that how my body changes can affect how I feel about myself and how I may behave.

HWB 2-48a I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.

HWB 2-50a I am able to describe how human life begins and how a baby is born.

Intended Learning:

Learners should:

- know that as they approach puberty, physical and emotional changes take place
- understand that each person's body changes at different rates during puberty
- know and use the correct terminology for parts of the body
- know about and be able to describe the changes which occur during puberty for boys and girls
- understand about the process of menstruation – **(NHS recommend no later than primary 5)**
- be able to make the link between menstruation, pregnancy and birth
- know about the process of sexual intercourse.
- understand the process of birth/labour as involving contractions with the uterus and movement of baby down the vagina
- know about the process of fertilisation involving sperm and egg and be able to describe conception at a basic level

Suggested Success Criteria:

Success criteria should be negotiated with learners however, suggested success criterion could include:

Learners can:

- organise a flowchart of the process of menstruation
- devise a board game based around changes which occur during puberty for boys and girls
- suggest solutions to scenarios relating to the emotional and physical changes that take place during puberty
- sequence the process of childbirth from conception to birth

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – challenge cooperative teams to create a puberty flowchart highlighting differences, menstruation, sexual intercourse, fertilisation and pregnancy (stage appropriate)
- **ICT** – research growing physical and non physical changes which occur during puberty.
- **Various DVD/books/resources** – see resource list below
- **Small Group Work** – design adverts for their own personal hygiene products
- **Partner Links** – eg School Health Nurse, parent
- **Role Play** – explore how to cope with feelings related to puberty and growing up
- **Independent** – pupils make use of an 'Askit Basket' in the class

Resources:

- Living and Growing
- selection of sanitary products
- BBC Sex and Relationships Interactive resource
- 4boys/4Girls Resource
- media exercise from SRE Education in the Primary School NHS staff training resource

Evaluate Learning:

- learning logs
- staff evaluation
- pupil evaluation
- partner evaluation
- learning conversations
- profiling

Assessment Approaches/Evidence

It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **SAY, MAKE, WRITE** and **DO** in a range of school and life contexts for example:

SAY class discussion on various topics relating to puberty

MAKE puberty flowchart

WRITE Agony Aunt exercise

DO role play a game show

Teachers should consider skills development throughout all learning experiences. The relevance of skill development should be shared with learners.

SUGGESTED VOCABULARY

- | | |
|-------------------|----------------------|
| • tampon | • sexual intercourse |
| • sanitary towel | • conception |
| • pubic hair | • love |
| • period | • crush |
| • discharge | • hormone |
| • clitoris | • labour |
| • scrotum | • spots |
| • foetus | • gender |
| • contraction | • menstruation |
| • sweat | • body odour |
| • facial hair | • masturbation |
| • hygiene | • erection |
| • safety networks | • wet dreams |

COMMENTS

THIRD/FOURTH LEVELS - SEXUAL HEALTH

HWB 3/4-47a I understand my own body's uniqueness, my developing sexuality and that of others.

HWB 3/4- 47b Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others sexual health and wellbeing.

HWB 3/4-48a I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law.

HWB 3/4-49a I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour.

Intended Learning:

Learners should:

- understand the physical and be aware of the emotional changes that both girls and boys will experience during puberty
- have understanding of the meanings of the key phrases related to puberty and developing sexuality
- learn to value and be understanding of the differences between each other in relation to their body
- be aware of the basic facts, signs and symptoms of pregnancy
- be aware of the different types of contraceptives, their effectiveness and the pros and cons of each
- learn how to make responsible and informed decisions to protect their own sexual health
- be aware of the signs and symptoms of STIs and understand how they are treated
- be aware of the differences between, HIV, AIDS and other blood borne viruses
- know where and how to access confidential advice and support in their local area
- be aware of rights and responsibilities in relation to sexual health, including those under the law

Suggested Success Criteria:

Success criteria should be negotiated with learners however, suggested success criterion could include:

Learners can:

- recognise the need to take responsibility for their own behaviour.
- accept the role of planning in keeping safe sexually
- identify risk factors in relationships and articulate them effectively.
- contribute to group/class discussion and are able to articulate their opinions.
- reflect on their own and others' views
- effectively record (learning journals/profiles) the above

Suggested Learning Experiences:

- **Cooperative Learning** – pupils design and lead a lesson around anatomy, puberty, relationships, body image, responsibilities, the law, STIs, access to services and parenting (skills, issues)
- **ICT** – PowerPoint/Prezi presentations on aspects of sex and the law
- **Various DVD/Books/Resources** – see resource list
- **Small Group Work** – investigate the inter-relationships between BBV viruses, HIV and AIDS
- **Partner Links** – NHS Health Drama and associated workshops

Suggested Learning Experiences: (continued)

- **Role Play** – further explore issues covered in the NHS Health Drama tour
- **Independent** - reflecting personal feelings in learning journals

Resources:

- SHARE
- Always DVD/Video.
- You, Your body and Sex DVD
- You, Your Body and Puberty DVD
- Date Rape DVD
- What is Love What is Sex? DVD
- Life as a Teen Mum DVD
- Story of a Teenage Pregnancy Channel 4 program
- BBC Underage and pregnant
- NHS Nurse STI talks
- A-Z of Love & Sex Channel 4 DVD
- Wrappy Meets Marc and Julia dvd (Cartoon)
- Johnny Condom DVD and Supporting materials

Evaluate Learning:

- learning logs
- staff evaluation
- pupil evaluation
- partner evaluation
- learning conversations
- profiling

Assessment Approaches/Evidence

It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **SAY, MAKE, WRITE** and **DO** in a range of school and life contexts for example:

SAY discuss and deliver presentation/talk on various related topics

MAKE ICT presentation

WRITE personal learning journal

DO deliver lessons on various learning topics

Teachers should consider skills development throughout all learning experiences. The relevance of skill development should be shared with learners.

SUGGESTED VOCABULARY

- | | | |
|--------------------------------|-------------------------|---|
| • puberty | • professionals | • homophobia |
| • rights | • confidentiality | • communication |
| • hormones | • The Law | • NHS |
| • feelings , emotions | • body language | • safety networks |
| • respect | • confidence | • peer pressure |
| • rape | • assertiveness | • contraception |
| • relationships | • aggressive | • responsibility |
| • love | • passive | • consent |
| • sex | • saying 'no' | • professionals |
| • teenage pregnancy | • pressure | • genitals (male and female – terminology) |
| • STIs | • condoms | |
| • abortion - stage appropriate | • verbal and non verbal | |

COMMENTS

SENIOR PHASE - SEXUAL HEALTH

Intended Learning:

Learners should:

- be aware of different strategies they can apply when making decisions about contraception, relationships and sexual behaviour
- apply appropriate strategies to support their decision making
- continue to develop the confidence to apply appropriate strategies in challenging or difficult situations
- be aware of the signs and symptoms of STIs
- understand how to effectively treat STIs
- be aware of the effects of STIs on their health and wellbeing
- learn how to make responsible and informed decisions to protect their own sexual health

Suggested Success Criteria:

Success criteria should be negotiated with learners however, suggested success criterion could include:

Learners can:

- devise several different strategies to apply when making decisions about contraception, relationships and sexual behaviour
- formulate informed decisions using a variety of strategies with regards to sexual relationships
- display increasing confidence to identify and apply appropriate strategies in challenging or difficult situations
- identify symptoms that may be indicative of a wide range of STIs
- confidently demonstrate knowledge of where to seek treatment for a range of STIs
- predict the long and short term effects of STIs on their health and wellbeing
- apply their knowledge of STIs to make responsible and informed decisions to protect their own sexual health

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – placemat activity “Top Tips for Good Sexual Health”
- **ICT** – research short and long term effects of STIs
- **Various DVD/books/resources** – see resource list
- **Small Group Work** – devise a peer led approach to appropriate aspects of health and wellbeing
- **Partner Links** – eg School Health Nurse
- **Role Play** – making informed decisions
- **Independent** – persuasive writing on a topic eg STIs are the most important issue in regards to a young person’s Health and Wellbeing

Resources:

- BBC classroom clips – Eastenders E20
- Channel 4 – Sex and Relationships DVD
- HIV Always Hear Resource
- BBC – How Sex Works

Evaluate Learning:

- learning logs
- staff evaluation
- pupil evaluation
- partner evaluation
- learning conversations
- profiling

Assessment Approaches/Evidence

It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **SAY, MAKE, WRITE** and **DO** in a range of school and life contexts for example:

SAY talk with School Health Nurse

MAKE information leaflet on STIs

WRITE short essay

Do peer led model

Teachers should consider skills development throughout all learning experiences. The relevance of skill development should be shared with learners.

SUGGESTED VOCABULARY

- | | |
|--------------------|---------------------------|
| • HPV | • Contraception |
| • Thrush | • Flirting |
| • Cervical Cancer | • LARC |
| • Barrier method | • Condoms |
| • Infertility | • Contraceptive Pill |
| • Terminal illness | • Diaphragm |
| • Anti-viral drugs | • IUD |
| • Virus | • GUM Clinic |
| • Anti-biotics | • Emergency Contraception |
| • Anti-fungal | |
| • Promiscuous | • Abstinence |
| • Heterosexual | • STI's |
| • Homosexual | • Monogamous |
| • Bisexual | • Partner |
| • Casual | • Safety Networks |
| • Consensual | |

COMMENTS

SEXUAL HEALTH

Sexual Health	Possible links with other Curricular Areas
<p>HWB 0-47a / 1-47a I recognise that we have similarities and differences but are all unique.</p>	<p>HWB 0-010a / 4-10a I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</p>
<p>HWB 2-47a I recognise that how my body changes can affect how I feel about myself and how I may behave.</p>	<p>HWB 0-01a / 4-01a I am aware of and able to express my feelings and am developing the ability to talk about them.</p>
<p>HWB 3-47a I understand my own body's uniqueness, my developing sexuality, and that of others.</p>	<p>HWB 0-15a / 4-15a I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health</p> <p>HWB 0-09a / 4-09a As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</p>
<p>HWB 0-47b / 1-47b I am aware of my growing body and I am learning the correct names for its different parts and how they work.</p>	<p>SCN 1-12a By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy.</p> <p>HWB 0-21a I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p>SCN 1-14a I am learning By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited.</p> <p>HWB 0-28a I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.</p>
<p>HWB 3-47b / 4-47b Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing.</p>	<p>HWB 0-04a / 4-04a I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</p> <p>HWB 0-01a / 4-01a I am aware of and able to express my feelings and am developing the ability to talk about them.</p> <p>HWB 0-15a / 4-15a I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</p>

Sexual Health	Possible links with other Curricular Areas
<p>HWB 0-50a / 1-50a I am learning about where living things come from and about how they grow, develop and are nurtured.</p>	<p>SCN 0-01a I have observed living things in the environment over time and am becoming aware of how they depend on each other.</p> <p>SOC 0-08a I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.</p> <p>SCN 1-14a By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited.</p>
<p>HWB 2-50a I am able to describe how human life begins and how a baby is born.</p>	<p>SCN 2-12a By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.</p>

BIBLIOGRAPHY

Books to support Sexual Health Education

TITLE	ISBN	AUTHOR	LEVEL
Hair in Funny Places	978-0-099-26626-6	Babette Cole	First / Second
Questions Children Ask	978-0751333336	Miriam Stoppard	First / Second
The Period Book	978-0749917050	Karen Gravelle et al	Second
What's Happening to Me? (Girl's edition)	978-0746069950	Susan Meredith	Second
What's Happening to Me? (Boy's edition)	978-0746076637	Alex Firth	Second
Growing Up	978-0746031421	Susan Meredith	Second
Living With a Willy	978-0330332484	Nick Fisher	Second
Let's Talk About Sex -Growing Up, Changing Bodies, Sex and Sexual Health	978-1-84428-174-9	Robie H. Harris	Second
Let's Talk About Where Babies Come From	978-1-84428-173-2	Robie H. Harris	Second
Speakeasy: Talking with Your Children About Growing Up	978-1-905506-637	Family Planning Association (FPA)	Second

RESOURCES

Resources to support Sexual Health Education

TITLE	SUPPLIER/LINK	COST	LEVEL
Primary Health and Values	www.prim-ed.com/uk/	Yes	Early / First / Second
BBC SRE Whiteboard Active Pack (ages 9 – 11)	www.pearsonschoolsandfecolleges.co.uk Search for ISBN: 9781406644661	Yes	Second
You, Your Body and Puberty (DVD)	www.hrmvideo.com	Yes	Second/ Third
Always (DVD)	http://www.always.com/en-us/whats-new/infinity-radiant-teen-sanitary-pads.aspx#		Third / Fourth
HIV Always Hear	www.hivalwayshear.org/resources/curriculum-for-excellence	No	Third / Fourth
Love, Life and HIV	International Planned Parenthood Foundation www.ippf.org	No	Third / Fourth
What is Love? What is Sex? (DVD)	Human Relations Media www.hrmvideo.com/	Yes	Third / Fourth
Johnny Condom (DVD)	www.johnnycondom.com	Yes	Third / Fourth
Landed – HIV/AIDS awareness (DVD)	chloe@landed.info or telephone: 01698 269872	Yes	Third / Fourth
Date Rape (DVD)	www.impactpublications.com	Yes	Third / Fourth
Life as a Teenage Mum (DVD)	www.viewtech.co.uk	Yes	Third / Fourth
Hepatitis C – Teaching Guidance and Educational Support Materials	http://www.healthscotland.com/uploads/documents/15488-hep_C_mainstream_schools_web.pdf	No	Fourth/ Senior
BBC – How Sex Works (Clips)	www.bbc.co.uk/programmes/bo19hg1l	No	Senior

RESOURCES Available for loan from Public Health

NHS Tayside Health Promotion Library contains a specialised collection of materials to support the population of Tayside in Health Improvement. There is no charge to use the service. Up to four resources can be borrowed at one time. Leaflets and posters are yours to keep. A maximum of 20 of most leaflet titles and 5 of most posters can be ordered with no limit on the number of titles per order. Please allow one week for us to process your order. Dundee clients collect orders from Kings Cross. For Angus and Perth & Kinross we can deliver your order to a selection of NHS premises.

It is necessary to register to use our service. **Register at: www.tayhp.com** then order what you require

Telephone: **01382 424097** or **01382 424040**. Email: **Tay-UHB.libraryservices@nhs.net**

Resources to support Sexual Health Education

TITLE	SUPPLIER/LINK	ORDER	LEVEL
Story Books for Sexual Health Education: Early / First Level	Various	R6110	Early / First
Living and Growing (inc. Revised DVD – 2013)	Channel 4	R2982	Early / First / Second
Healthy / Unhealthy Organs Tunic	Health EdcoUK	R5238	First/Second
Working with Parents on Sex and Relationships Education (includes story books)	Various	R5140	First/Second/Third
Story Books for Sexual Health Education: Second Level	Various	R6111	Second
Some of Your Bits Ain't Nice (DVD)	Concord Media	D05250	Second
Busy Bodies (DVD)	Classroom Video	D5050	Second
Male and Female Reproductive Organs Display	Active Designs	R5349	Second/Third
4 Boys 4Girls	FPA / Comic Company	R4255	Second /Third/ Fourth
Body Boards	Tracy Marshall Tel:0161 3740680 / 0751 0761074	R4402 / R4942 / R4943	Second /Third/ Fourth
Beliefs, Values and Attitudes: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6102	Second/Third/ Fourth

Resources to support Sexual Health Education

TITLE	SUPPLIER/LINK	ORDER	LEVEL
Body Image: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6103	Second/Third/ Fourth
Family, Friends and Relationships: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6104	Second/Third/ Fourth
Risk-Taking: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6105	Second/Third/ Fourth
Active Learning: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6106	Second/Third/ Fourth
Decision-Making & Communication: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6107	Second/Third/ Fourth
Knowing When to Say 'No'	Boulton-Hawker Films	D5095	Third
Safe and Sound	Healthwise	R2984 / R3184 / R3185	Third / Fourth
Boys R Us	Centre for HIV and Sexual Health	R5330	Third/Fourth
Girls Allowed	Centre for HIV and Sexual Health	R5329	Third/Fourth
Sex and Relationships (DVD)	Channel 4	D5089	Third / Fourth
Wrappy Meets Marc and Julia (DVD)	Classroom Video	D05084/ D05088	Third / Fourth
Body Boards	Tracy Marshall Tel:0161 3740680 / 0751 0761074	R4402 / R4942 / R4943	Third/Fourth
Safer Sex Box	D&Wp	R4769	Third/Fourth
SHARE Resource	Health Scotland	R5346	Third/Fourth / Senior
Man's World – A Game for Young Men	The B-Team	R2980	Fourth
Health, Protection and Informed Decision Making – (DVD)	Classroom Video	D5048	Fourth /Senior
The A – Z of Love and Sex (DVD)	Channel 4	D05090/ D05091	Fourth /Senior

Resources to support Sexual Health Education

TITLE	SUPPLIER/LINK	ORDER	LEVEL
Sexually Transmitted Infections (DVD)	Classroom Video	D5047	Fourth /Senior
Understanding HIV and Aids (DVD)	Classroom Video	D6030	Fourth /Senior
What are Your Chances of Spotting Hep C?	hepcscotland.co.uk	R6009	Fourth /Senior

ASN Resources

TITLE	SUPPLIER/LINK	ORDER	LEVEL
Chance to Choose (CD)	www.bodysense.org.uk	R4847 / R4848	First/ Second/ Third/ Fourth
SHARE Special (YP with ASN)	Centre for HIV and Sexual Health	R5345	Third / Fourth
You, Your Body and Sex (DVD)	Life Support Productions	R4739	Third / Fourth
Sex (Book)	British Institute of Learning Disabilities	R3145 / R3146	Third / Fourth
Janet's Got Her Period (DVD)	Boulton-Hawker Films Ltd	R2617	Third / Fourth
Becoming a Woman	Pavilion	R3380	Third / Fourth
Talking Together About Sex and Relationships	F.P.A.	R3863 / R4565	Third / Fourth
Talking Together... About Contraception	F.P.A.	R5044	Third / Fourth
Let's Plan It – A Guide to SRE for Young People with Learning Disabilities	Image in Action	R4856/	Third / Fourth/ Senior
Sex and The Three R's	Pavilion	R4767	Fourth / Senior
Let's Do It – Creative Activities for Sex Education for Young People with Learning Disabilities	Image in Action	R4854/ R4855	Fourth / Senior
Signalong Sexual Health Resource Pack	The Signalong Group	R4857	Fourth/Senior