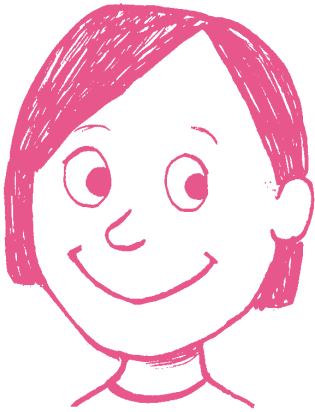




An Introduction to Lucinda & Godfrey

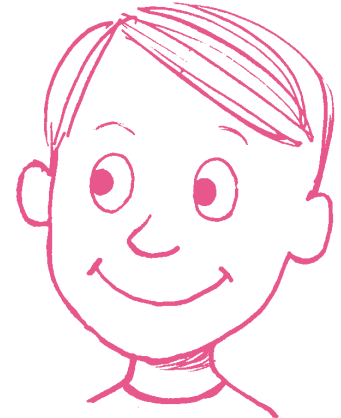


SEX AND RELATIONSHIPS



Acknowledgments

Many people have contributed to the development and production of the Lucinda and Godfrey Growing and Changing resource for Primary Schools. We would particularly like to thank the following people: Carolyn Dailey who wrote the stories and many of the activities; Liz Million, who illustrated and



brought to life the Lucinda & Godfrey story books and resource; Sandra Saint, Hartlepool Healthy Schools Co-ordinator who advised us on the content and structure. We would also like to thank the schools that have been involved: Ashtrees School, Oaktree Primary, Roseworth Primary and Tilery Primary in Stockton. We would especially like to thank the Governors, Staff, Parents and Pupils at West View Primary School, Hartlepool for their support and enthusiasm in piloting the resource.

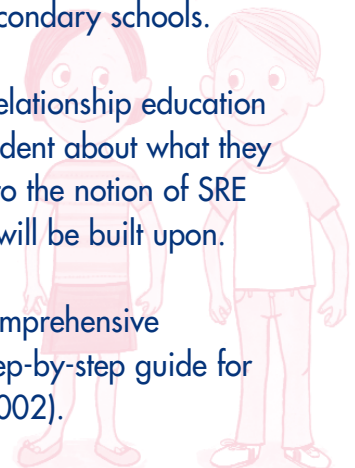
Foreword

The Lucinda and Godfrey resource is a Sex and Relationship whole school scheme of work for KS1 and KS2. It is based on two characters, Lucinda and Godfrey, who begin nursery school together. The scheme follows the characters through their primary school years growing and changing with them.

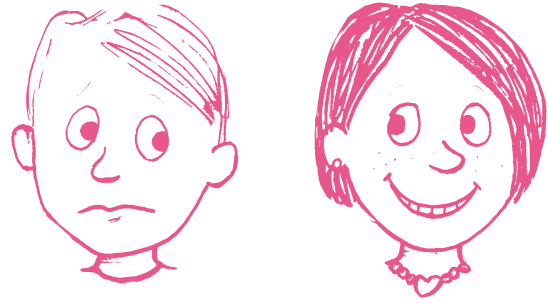
The Lucinda and Godfrey Growing and Changing resource was devised in response to requests from primary school teachers attending a Healthy Schools training day and further developed by our experiences of working in primary and secondary schools.

Primary schools vary in their approach to the teaching of sex and relationship education (SRE). It is the aim of this resource to ensure that teachers feel confident about what they are teaching. Also that children and young people are introduced to the notion of SRE from the early years and that each year this teaching and learning will be built upon.

The resource begins with a brief summary of relevant legislation, comprehensive information can be found in "Sex and Relationships Education, a step-by-step guide for teachers" by Simon Blake published by the Sex Education Forum (2002).



There is also a section describing the methodology used. All the activities contained within the resource are participative and involve children and young people in their own learning. The evidence strongly suggests that this is an effective way to teach personal, social and health education (PSHE).



The scheme has been designed to be age appropriate from Foundation through Key Stages 1 and 2, and reflects the parts of the National Curriculum for PSHE and Citizenship that relate to SRE. This is illustrated at the beginning of each activity. Some of the activities will cut across both key stages; furthermore many of the activities can be used with children and young people who have special needs.

The resource is to be used by teachers, however, the work involved in years 5 and 6 deals with some delicate and personal issues. Best practice would be to involve a number of adults, preferably a health professional or classroom assistant to enable the children to discuss, explore and question in a smaller more informal group environment.

Sex & Relationship Education

“Sex and relationship education (SRE) is an educational entitlement for children and young people and must build upon the best available evidence as to what works. It should support children and young people in managing puberty and adolescence and prepare them for adult life”. (Simon Blake, 2002)

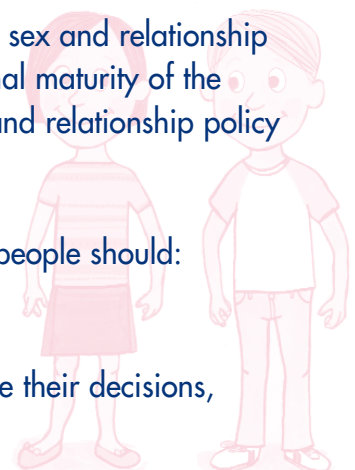
The DfEE Sex and Relationship Guidance for schools issued in 2000 states that:

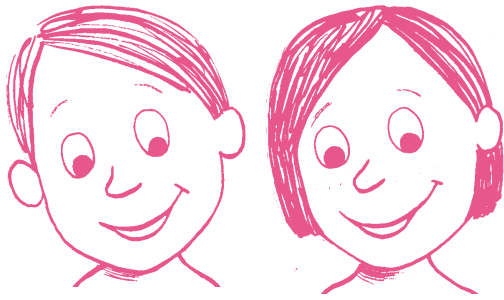
“Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives”.

The department recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children. In addition to this all primary schools should have a sex and relationship policy to support their SRE programme.

The Sex Education Forum (1999) suggests that children and young people should:

- ◆ Be aware of and enjoy their sexuality;
- ◆ Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;





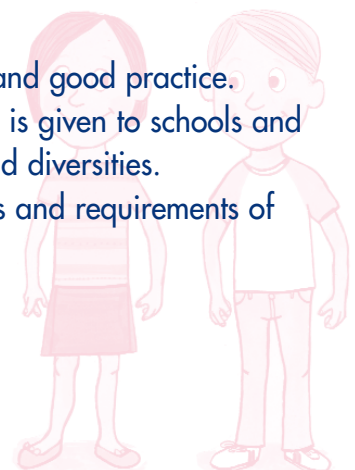
- ◆ Have the confidence and self-esteem to value themselves and others;
- ◆ Behave responsibly within sexual and personal relationships;
- ◆ Communicate effectively;
- ◆ Have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions and sexually transmitted infections including HIV;
- ◆ Neither exploits others nor is exploited.

The context for SRE has improved greatly in recent years. A raft of educational and health initiatives and plans have been developed which adds to the national and local infrastructure of SRE. These include:

- ◆ The framework and guidance for PSHE and Citizenship contains many learning objectives that are central to SRE;
- ◆ The national and local teenage pregnancy strategies, which set goals to reduce teenage conceptions by half among under 18s by 2010;
- ◆ The National Healthy Schools Standard includes SRE as one of its eight key themes;
- ◆ Standards funding has become available for training of teachers;
- ◆ OFSTED has been given a more prominent role in examining PSHE and SRE during inspections.

Respecting Faith and Culture

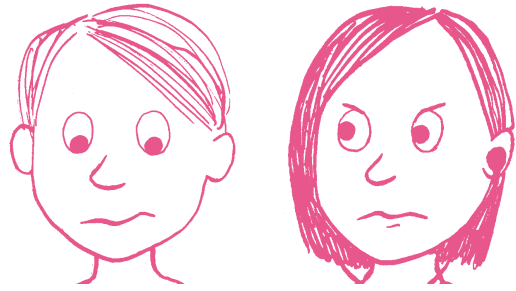
This resource has been produced with regard to current guidelines and good practice. However, it should be acknowledged that sensitivity and due regard is given to schools and their communities which have cultural and/or secular differences and diversities. Adaptations of the resource are to be encouraged to meet the needs and requirements of the individuals involved.



Methodology

A variety of methods have been used to develop the Lucinda and Godfrey Growing and Changing resource. The methods chosen are based on best practice as illustrated in the research, they include:

- ◆ Circle Time
- ◆ Story Boards
- ◆ Fiction
- ◆ Puppets
- ◆ Quizzes/Activity Sheets
- ◆ Ground Rules/Classroom Rules



Evaluation

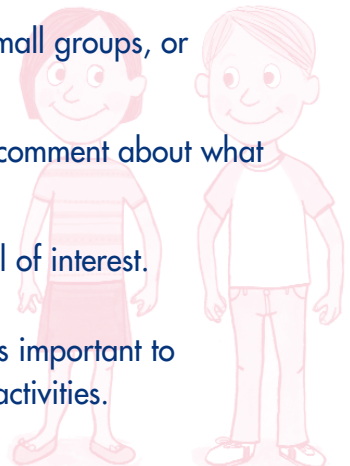
It is good practice to evaluate all personal, social and health education activity. It enables you to plan your future work. Generally you will need to explore the level of the young people's learning in three areas these are:

- ◆ Skills – what have you learnt...?
- ◆ Knowledge – what do you know...?
- ◆ Attitudes and values – what do you feel or think about ...?
what do you believe...?

There are a number of ways to evaluate, below are some suggestions.

- ◆ Devise your own class evaluation sheet.
- ◆ Ask for verbal feedback on the activity either in pairs, small groups, or whole class.
- ◆ Circle time activity – ask each young person to make a comment about what they learnt today.
- ◆ Observation of the young people's involvement and level of interest.

It is not necessary to evaluate after each piece of work, however, it is important to evaluate the process at the end of the topic or several co-ordinated activities.



Working with Parents Year 5 and 6

Before beginning work with the children in years 5 and 6, it's advisable to invite parents and carers into school to discuss the issues that are going to be explored. This sheet is a guide to support you at this meeting. It's best practice to work in partnership with your school nurse, as a support for the session. Never deliver the session alone, always seek support preferably a member of the senior management team.

There are parents leaflets and leaflets for the girls and boys to support the delivery of the Year 5 and Year 6 work.

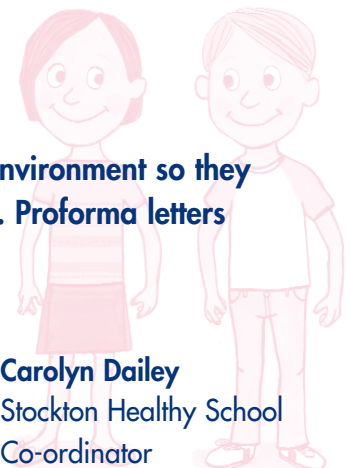
- ◆ Make the atmosphere as relaxed as possible try music in the background and offering tea and coffees.
- ◆ Keep the session brief and to the point.
- ◆ Be honest about what the school aims to achieve in the sessions and why.
- ◆ Make sure parents know you will be working very much with the children's ideas and all questions will be answered in an honest and age appropriate way.
- ◆ Emphasise that the work is seen very much as a partnership between home and school as a preparation for changes, feelings and choices that the children are rapidly approaching.
- ◆ You may want to ask the group to think about their own sex and relationships education what helped them? Who gave it to them? What they were left unsure of?
- ◆ Give the group an overview of each of the sessions and what you and the children are hoping to discuss and explore.
- ◆ Leave an opening for questions and concerns from the group, answer as honestly as you can and offer to find out if you are unsure.
- ◆ You may want to have all the books from this resource so that your parents and carers can see the progression.
- ◆ Have the parent leaflets available.

The aim of the work is to arm children with facts in a supportive environment so they are enabled to make informed choices as they experience puberty. Proforma letters have been provided for you to introduce the work on puberty.

Julie Corner
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Inspired by the inquisitive minds of children and young people of Teesside

Based on an original idea by Julie Corner
Written by Carolyn Dailey
Illustrated by Liz Million © 2003

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North Tees Primary Care Trust

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