



KEY Decisions



KEY DECISIONS

The option to teach some elements of the programme is left to the discretion of schools in consultation (agreement) with parents.

These areas are called 'Key Decisions' and cover the discussion of genitalia (KS1), puberty (LKS2) and sexual intimacy (UKS2).



HEY!

WE NEED YOUR
INPUT

As these optional units need to be agreed by parents and carers, we will:

- discuss some Key Decisions that the school must make
- with regard to the delivery of content
- seek the input and guidance of parents on these matters
- adjust the programme according to advice from parents



THE CHANGES TO THE STATUTORY CURRICULUM

In primary schools, the new statutory curriculum is called Relationships and Health Education.

You might like to note that the 'S' from RSE (which stands for sex) has been removed.

This means that Sex Education is not compulsory in primary schools. However, Relationships Education, Health Education and the Science Curriculum are compulsory.

Some primary schools may choose to teach aspects of 'Sex Education', which means teaching about sexual intimacy. This is a decision for us to make in consultation with you!

KS1 LESSON: GENITALIA

In Key Stage One, a decision must be made about whether to introduce names of genitalia to Years 1 and 2. We have produced 2 different versions of the same resource and leave this decision to the school in consultation with parents.

The case for introducing teaching about genitalia at this age is two-fold.

The first is that this is the stage at which we talk to children about the differences between boys and girls. Here, it is important not to uphold negative gender stereotypes and, in fact, the non-physical differences between boys and girls at this age are small and difficult to define.

The second is a safeguarding issue. The argument goes that if young children are better able to confidently articulate about private body parts, they are better equipped to identify experiences of feeling uncomfortable if any form of abuse takes place.

The argument against teaching about genitalia at Key Stage One is that it could engender an interest in private body parts that may be unhelpful at this age.

PRIVATE Body Parts

https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/me-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_me-my-body-my-health/s-2/girls-and-boys/



YEAR 4 LESSON: PUBERTY

In Life to the Full, we have placed the first teaching on puberty in the Lower Key Stage Two programme, but recommend that it is taught at Year 4.

Different schools will make different decisions about when the teaching on the physical changes of puberty is first taught. This includes teaching on the growth of genitals, hair growth and the first teaching about menstruation. Some schools, for example, may choose to teach some lessons with boys and girls in separate classes.

This is made up of 3 optional lessons...

OPTIONAL LESSON 1: WHAT IS PUBERTY?

Learning Objectives

Children will:

- Learn what the term 'puberty' means.
- Learn when they can expect puberty to take place.
- Understand that puberty is part of God's plan for our bodies.

Success Criteria

Children will:

- Be able to describe puberty as the process of change children go through to become adults.
- Take part in activities and discussions.

All children will understand what the term puberty means.

Most children will understand that 'puberty' is part of God's plan for our bodies, and when they can expect it to take place.

Some children will confidently identify key moments of change and growth in their lives so far, and demonstrate maturity and/or prior knowledge about puberty.

https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/lks2/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1-2_me-my-body-my-health/s-3/what-is-puberty/

OPTIONAL LESSON 2: CHANGING BODIES

Learning Objectives

Children will:

- Learn correct naming of genitalia
- Learn what changes will happen to boys during puberty
- Learn what changes will happen to girls during puberty

Success Criteria

Children will:

- Engage with the films and roleplays
- Demonstrate correct naming of genitalia
- Answer questions and have the opportunity to ask further questions

Progress Markers

- All children will have a basic understanding of what to expect during puberty.
- Most children will have an understanding of what to expect during puberty, and be able to correctly name genitalia.

https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/lks2/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1-2_me-my-body-my-health/s-4/changing-bodies/

FEMALE-ONLY GROUP DISCUSSION

- Where does pubic hair grow, and do you have to put deodorant on it like under your arms?
- If a girl is worried about starting her period unexpectedly, what is the best way she can prepare herself?
- During puberty, girls should never go swimming just in case their period starts. Is that true?
- What things would someone need to have to hand during their period? And if they forgot, what could they do?
- Does a girl HAVE to shave or get rid of her pubic hair?
- If one person grows and develops more quickly than someone else, does that matter? Why?
- If someone was worried about what they will end up looking like as an adult, what would you say to them?
- What should a girl do if she gets spots?
- How often should a girl put deodorant on? How often should a girl wash?
- Is there anything wrong with a girl whose period hasn't started yet?
- If someone felt embarrassed about sweating more, what would you say to them?
- Can girls grow hair on their upper lip?
- Hormone changes during puberty mean young people can experience mood swings. How might someone be able to cope with mood swings?
- Is it normal for a girl's breasts and hips to get larger during puberty? Is it normal for one breast be larger than the other?
- If you or a friend was worried about anything, including about puberty, what could they do?

MALE-ONLY GROUP DISCUSSION

- Where does pubic hair grow, and do you have to put deodorant on it like under your arms?
- Sometimes girls shave their underarm or pubic hair, but they don't have to. Do boys have to get rid of theirs?
- If a boy was feeling embarrassed about his voice cracking and breaking, what would you say to him?
- If one person grows and develops more quickly than someone else, does that matter? Why?
- If someone was worried about what they will end up looking like as an adult, what would you say to them?
- What should a boy do if he gets spots?
- How often should a boy put deodorant on? How often should a boy wash?
- Is it normal for a boy's penis and testicles to get larger during puberty? Is it normal for one testicle be bigger than other?
- If someone felt embarrassed about sweating more, what would you say to them?
- Is there anything wrong with a teenager whose beard hasn't started to grow?
- Hormone changes during puberty mean young people can experience mood swings. How might someone be able to cope with mood swings?
- If you or a friend was worried about anything, including about puberty, what could they do?



YEAR 6 LESSON: MAKING BABIES

In Life to the Full, there is one lesson in Year 6, which would be considered part of the 'Sex Education' curriculum.

In this lesson, children are taught about how pregnancy is the product of sexual union between a married Christian couple. The subject is sensitively handled for children in Year 6.

This is the last lesson, in a unit of 10 and can be left out for delivery at home or delivered in school.

WHAT IS DELIVERED IN THIS SESSION?

Previously in Paradise Street, Finn and Leyla asked questions about how babies are made and they learned about the different stages of life in the womb. At the end of the episode, Finn disarms his Dad with the question, "How did your sperm actually get inside Mum's body?" In this session, pupils will learn some key information and facts about sexual intercourse; the teaching is underpinned with the religious understanding that sexual intercourse is intended for married couples and has been designed by God.

What do children learn?

- Basic scientific facts about sexual intercourse between a man and woman
- The physical, emotional, moral and spiritual implications of sexual intercourse
- The Christian viewpoint that sexual intercourse should be saved for marriage

https://www.tentenresources.co.uk/parent-portal/life-to-the-full-primary/u-4/lfff-p_pp_uks2_1-4_life-cycles/#making_babies_part2



YEAR 6: SEEING STUFF ONLINE

In Year 6, there is another lesson called “Seeing Stuff Online” which addresses the risks that children face from seeing pornographic images and videos online.

On the one hand, this is very much a lesson about ‘internet safety’ and therefore falls under the statutory Health Education curriculum.

However, some schools and parents may also consider this to fall under the non-statutory Sex Education curriculum. Therefore, we need your input to make the right decision about this.

WHAT HAPPENS IN THIS SESSION?

This session explores the emotional and mental impact that videos and images of an adult nature can have on children and young people, particularly pornography. In the episode of Paradise Street, we explore the relationship that the characters have with their phone and online devices. Leyla and Siobhan rave about a vlogger they have discovered, whilst Finn secretly discovers a pornographic website. Initially shocked and scared by what he has seen, he becomes more and more drawn to it. When his Dad discovers what Finn has been looking at, he sits down with him for a chat to explain the effect that these videos and images will have on his young brain.

What do children learn?

- The difference between harmful and harmless videos and images
- The impact that harmful videos and images can have on young minds
- Ways to combat and deal with viewing harmful videos and images

<https://www.tentenresources.co.uk/videos/paradise-street-episode-8/>



WHY WOULD WE NEED TO TEACH THIS?

51% of 11-13 year olds have viewed porn online and this statistic is on the rise

<https://www.gov.uk/government/news/world-leading-measures-to-protect-children-from-accessing-pornography-online>



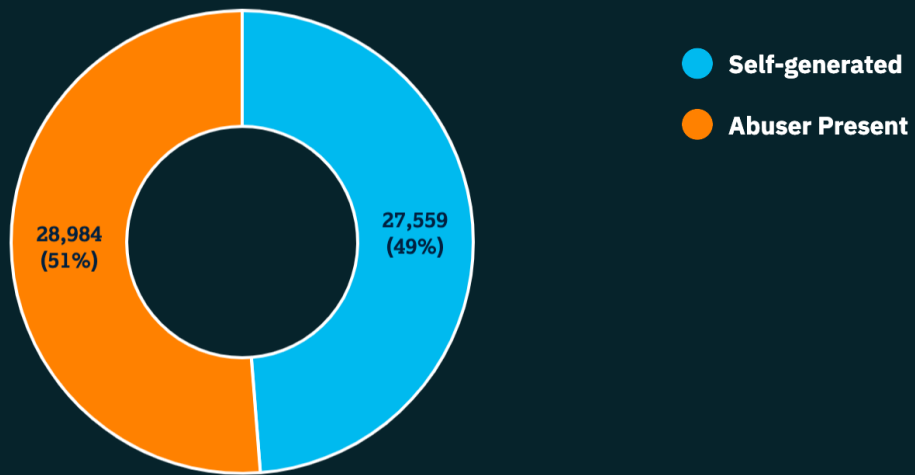
IWF
Internet
Watch
Foundation

The Internet Watch Foundation

We detect, disrupt, remove, and prevent online child sexual abuse material using our expertise and resources as effectively as possible. The Internet Watch Foundation (IWF) is a technology-led, child protection organisation, making the internet a safer place for children and adults across the world. We're a not-for-profit organisation working closely with police, governments and NGOs globally, who trust our work.

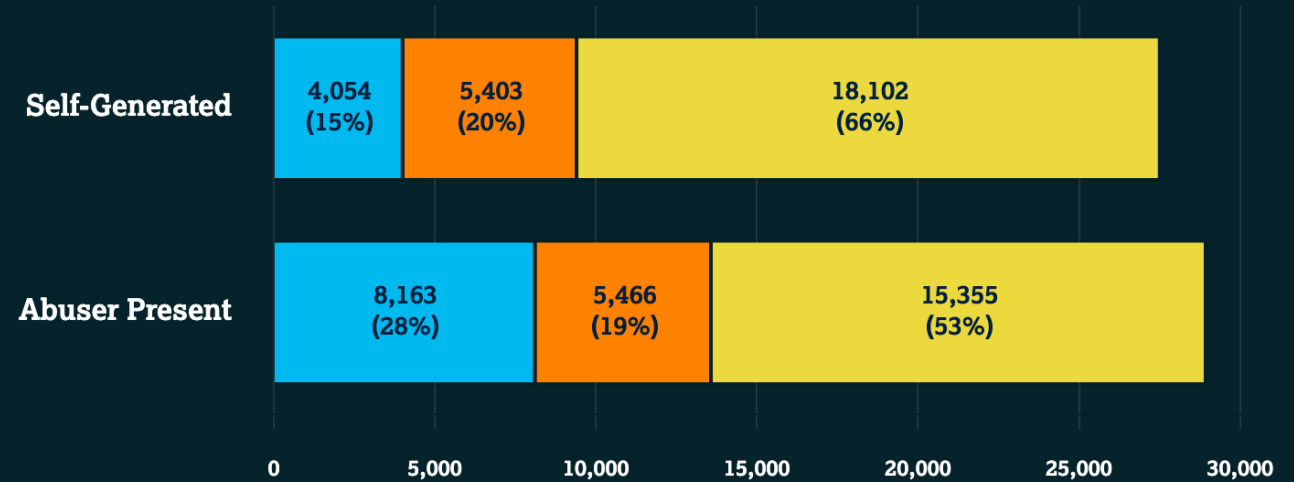
<https://annualreport2021.iwf.org.uk/>

7-10 year olds - Types of abuse



Source: IWF Annual Report 2021

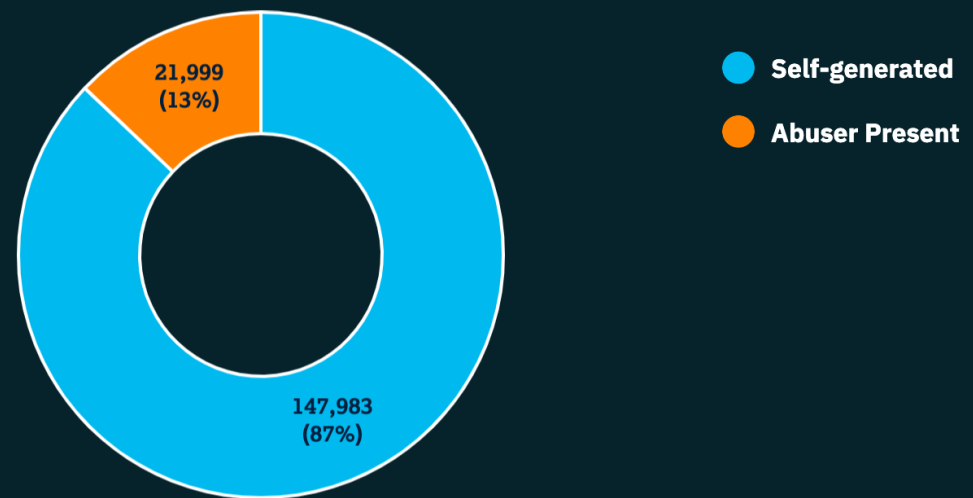
7-10 year olds - Severity of abuse



- Category A**
Images involving penetrative sexual activity; images involving sexual activity with an animal or sadism.
- Category B**
Images involving non-penetrative sexual activity.
- Category C**
Other indecent images not falling within categories A or B.

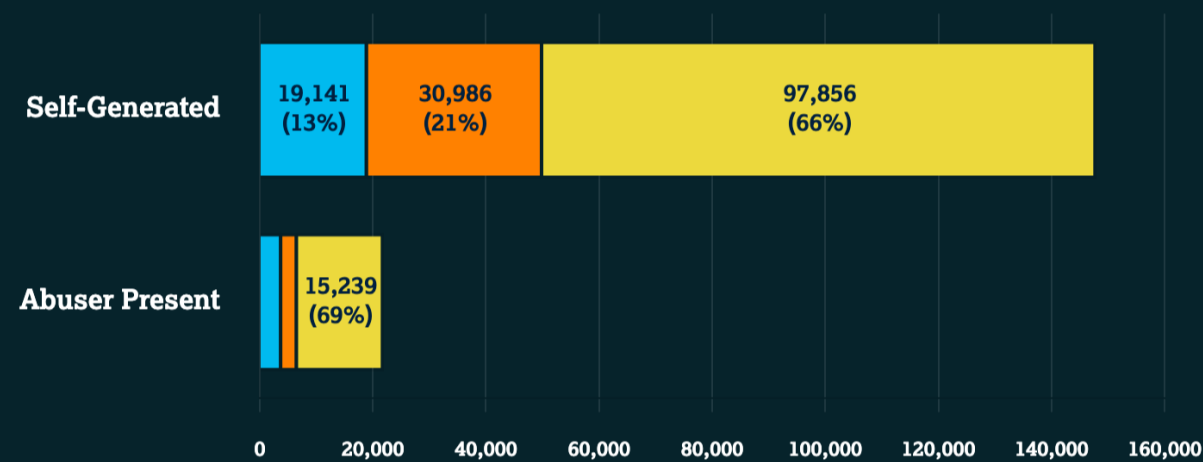
Source: IWF Annual Report 2021

11-13 year olds - Types of abuse



Source: IWF Annual Report 2021

11-13 year olds - Severity of abuse



- Category A**
Self-Generated: 19,141 (13%)
Abuser Present: 3,988 (18%)
- Category B**
Self-Generated: 30,986 (21%)
Abuser Present: 2,772 (13%)
- Category C**
Self-Generated: 97,856 (66%)
Abuser Present: 15,239 (69%)

Category A: Images involving penetrative sexual activity; images involving sexual activity with an animal or sadism.

Category B: Images involving non-penetrative sexual activity.

Category C: Other indecent images not falling within categories A or B.

Source: IWF Annual Report 2021



CONCLUSION

We encourage schools to engage in dialogue over these important issues for the health and well-being of their children. At all times, the Ten Ten programme aims to be age-appropriate whilst at the same time as supporting parents and schools in nurturing their children in the most healthy way, rooted in the foundation that they are a child of God: one who is created, chosen and loved by God.

We will be sending out a further vote for parents and carers to decide on each key decision. This will then shape our curriculum and all of the final decisions will be shared with you.



ANY

QUESTIONS?



Thank You!