

# Growing Up with Yasmine and Tom

## What is Growing Up with Yasmine and Tom?

Growing up with Yasmine and Tom is an online resource to help schools deliver sex and relationships education (SRE) as part of their personal, social, health and economic (PSHE) education programme. It has been produced by the charity FPA.

It is designed to be an age-appropriate, fun, interactive way for your child to learn about their body (including growing up/puberty), life cycles, feelings, relationships, gender stereotypes and keeping safe (including keeping safe online).

## The aim of Growing Up with Yasmine and Tom

The resource is intended to be part of a planned programme of sex and relationships education (SRE) being taught in school.

Children want to be able to talk about their bodies, feelings and relationships, and usually would like their parents or carers to be the first person to talk with them about these issues. Importantly, children need this information, and the chance to talk about it, before their bodies start to change. If parents/carers and teachers don't talk to children about growing up they may pick up the idea that it is scary or shouldn't be talked about.

Young people often report that their SRE happens too late – after they have begun puberty and experienced sexual desire or sex, so it's important to start these conversations early.

Young children can believe incorrect, confusing and misleading information about puberty and sex which they have worked out either on their own or with the help of friends and siblings. Children also absorb a great deal of information from television, the internet, advertising, radio, newspapers and magazines, and this is not necessarily accurate. It is important to help them learn the truth about growing up and sex and relationships.

## How does Growing Up with Yasmine and Tom work?

The resource is divided into modules for different age groups. Each module has a variety of lessons with different activities, including activities that children can complete on the interactive whiteboard. Your child's school may choose to use all the modules and lessons or just some of them. It will depend on their particular teaching programme and policies. They can discuss this with you.



# Growing Up with Yasmine and Tom

## Talking to your child about growing up

When children can talk to their parents about sex and relationships, they are more ready for puberty, understand more about relationships, and are less likely to do things just because their friends are.

Good relationships and sex education can also:

- raise the age young people first try out sexual activity
- cut the rate of teenage pregnancies, abortion and sexually transmitted infections.

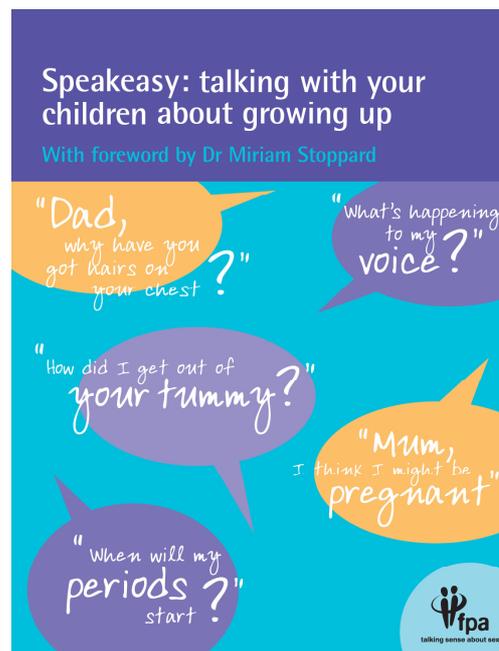
## FPA Speakeasy book and parents' course

FPA has a helpful book called *Speakeasy: Talking With Your Children About Growing Up* available from [www.fpa.org.uk/parents](http://www.fpa.org.uk/parents)

They also developed the Speakeasy course for parents and carers. This is a non-threatening way to get together with other parents and carers and get the confidence and skills you need to talk to your children about growing up, relationships, sex and sexuality.

It is designed to be fun and relaxed, providing an atmosphere where parents can learn together from one another's experiences.

If you would like further information about the Speakeasy course then email [speakeasy@fpa.org.uk](mailto:speakeasy@fpa.org.uk) or visit [www.fpa.org.uk/speakeasy](http://www.fpa.org.uk/speakeasy)

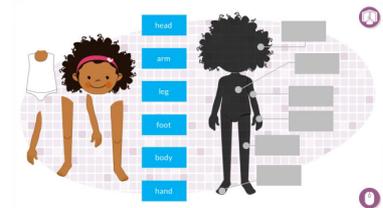


# Growing Up with Yasmine and Tom

## Module One Lessons– Years One and Two (ages 5 to 7)

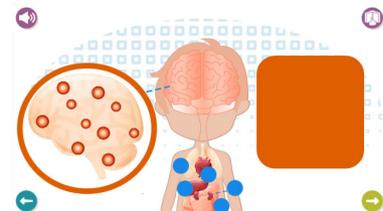
### My body: External body parts

- To enable the children to identify external (non-sexual) body parts.
- Children will be able to list external body parts.
- Children will be able to draw round a hand and write a simple description of some things it can do.



### My body: Internal body parts

- To enable the children to identify internal (non-sexual) body parts.
- Children will be able to list internal body parts.
- Children will be able to describe what function an internal body part plays.



### My body: Keeping clean

- To raise awareness about cleanliness and hygiene.
- Children will be aware why we use products such as soap.
- Children will discuss what might happen if we do not keep clean.
- Children will be given the opportunity to create a new brand of soap.



### Life cycles: Different ages

- To allow children to think about about growing up and changing.
- Children will discuss development at different stages.
- Children will think about the differences between adults and children.



### Life cycles: Looking after babies

- To help children consider what babies need to grow and thrive.
- Children will be able to identify five things which help a baby when they are crying.
- Children will think about strategies they could use to make a baby happy.



## **Module One Lessons– Years One and Two (ages 5 to 7) continued**

### **Keeping safe: In the house**

- To help children think about safe and unsafe situations.
- Children will be able to identify unsafe situations.
- Children will talk about how to make a situation safer.

### **Keeping safe: Out and about**

- To help children think about safe and unsafe situations.
- Children will be able to identify unsafe situations.
- Children will talk about what to do in an unsafe situation.

### **Keeping safe: People who can help me**

- To enable children to identify who can help them in an unsafe situation.
- Children will talk about the different people they can call for help.
- Children will identify someone they feel safe talking to.
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### **Feelings: Different emotions**

- To discuss emotions and the cause for that emotion.
- Children will identify emotions from facial expressions.
- Children will think about why people feel different emotions.

### **Feelings: What to do if we feel sad**

- To identify ways of feeling better when we feel sad.
- Children will identify when and why someone feels sad.
- Children will think about someone who cheers them up when they are sad.

### **Relationships: Different families**

- To discuss that there are many different types of families.
- Children will identify that all families contain different types of people.
- Children will discuss same-sex parents.

### **Relationships: Friends**

- To discuss what makes a good friend.
- Children will identify things which make someone a good friend.
- Children will think about what qualities they would like in a friend.

### **Online technology safety: Taking care online: personal details**

- To start thinking about being safe on the computer.
- Children will identify that they cannot see other people who are using their computers at the same time (if they do not use their cameras).
- Children will learn what personal information they should not tell someone on a computer.

## **Module One Lessons– Years One and Two (ages 5 to 7) continued**

### **Online technology safety: Taking care online: Who can help us?**

- To identify that there are people who can help us.
- Children will identify good choices to make online.
- Children will think about who they could ask for help if they were worried about something online.

### **Gender stereotypes/Celebrating difference: Similar and different**

- To identify ways in which the children are similar and different.
- Children will identify similarities and differences.
- Children will think how they are similar and different to someone else.

### **Gender stereotypes/Celebrating difference: Toys**

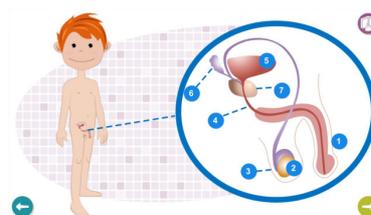
- To raise awareness that toys are marketed at different sexes.
- Children will discuss whether toys marketed at different sexes is a good thing.
- Children will understand that it is not ok to tease someone for the things they like.

# Growing Up with Yasmine and Tom

## Module Two Lessons – Years Three and Four (ages 7 to 9)

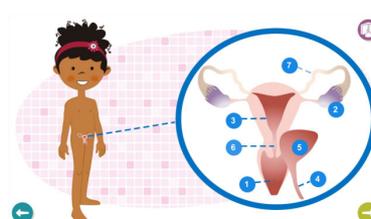
### My body: Sexual body parts - male

- To identify the male sexual parts and become familiar with the language.
- Children will identify the male sexual parts with the correct medical terms.
- Children will discuss other language they have heard used in connection with male sexual parts.



### My body: Sexual body parts - female

- To identify the female sexual parts and become familiar with the language.
- Children will identify the female sexual parts with the correct medical terms.
- Children will discuss other language they have heard used in connection with female sexual parts.



### My body: Keeping clean

- To discuss why and how to keep clean.
- Children will understand why washing is important.
- Children will know how to keep themselves clean, particularly during puberty.



### Life cycles: Growing up and getting older

- To raise awareness of the different stages of life.
- Children will think about the changes that occur as you get older.
- Children will identify some things they like about an older person.



### Life cycles: Me, myself and I

- To consider the positive ways their own lives may change as they grow up.
- Children will think about positive attributes they possess and those they aspire towards.
- Children will consider what they need to achieve goals.



## **Module Two Lessons – Years Three and Four (ages 7 to 9) continued**

### **Keeping safe: Personal space**

- To identify everyone has different personal boundaries.
- Children will identify when someone is physically close to someone else and how that feels.
- Children will practice communicating with someone who is physically close.

### **Keeping safe: Identifying risk**

- To enable children to keep themselves safe when involved with risky activities.
- Children will know how to make things less risky.
- Children will talk about ways of keeping themselves safe.

### **Keeping safe: People who can help me**

- To enable children to keep themselves safe when involved with risky activities.
- Children will consider who they would advise other people to speak to.
- Children will design a poster showing how to tell someone they trust something.

### **Feelings: Expressing our feelings**

- To think about and discuss how we express feelings.
- To enable children to recognise different emotions.
- To understand that it is important to be able to manage these feelings.

### **Feelings: Managing our feelings**

- To help children manage their feelings.
- Children will identify self-help strategies for managing strong emotions.
- Children will be able to do things to make other people feel better.

### **Relationships: What makes a good friend?**

- To explore the friendships that young people have.
- Children will identify things which they like in their friends.
- Children will think about why friendships are important.

### **Relationships: Getting on with your family**

- To explore relationships in families.
- Children will identify that there can be tension in families.
- Children will think about things they like about their family.

### **Online technology safety: Photos of myself online**

- To think about where photos posted online can be seen.
- Children will realise how quickly a picture could travel around the world.
- Children will think about what pictures they post.

## **Module Two Lessons – Years Three and Four (ages 7 to 9) continued**

### **Online technology safety: Taking care online: Who can help us?**

- To familiarise the group with the CEOP reporting system.
- Children will know that there is a reporting system on the CEOP website that they can use.

### **Gender stereotypes/Celebrating difference: Jobs we do**

- To question the concept that some jobs are for men and some are for women.
- Children will think about different jobs being done by different people.
- Children will think about what job they would like to do in the future.

### **Gender stereotypes/Celebrating difference: Mothers and fathers**

- To look at gender roles within the home.
- Children will look at traditional gender roles within the home.
- Children will think about things they could do to help at home.

# Growing Up with Yasmine and Tom

## Module Three – Years Five and Six (ages 9 to 11)

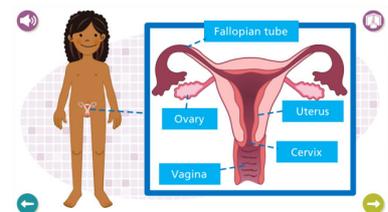
### My body: Puberty

- To discuss the physical and emotional changes at puberty.
- The children will identify the physical changes their bodies will go through at puberty.
- The children will discuss emotional changes and someone they can talk to if they feel emotional.



### My body: Periods

- To discuss what periods are and how to prepare for them.
- Children will identify the female sexual body parts and learn how they are involved in monthly periods.
- Children will become more familiar with different sanitary protection.



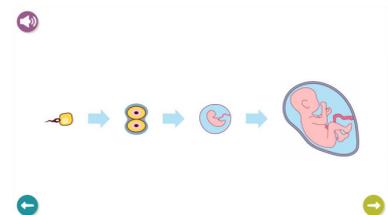
### My body: Wet dreams

- To raise awareness about what wet dreams are.
- Children will understand what ejaculation is.
- Children will discuss what boys can do when this happens.



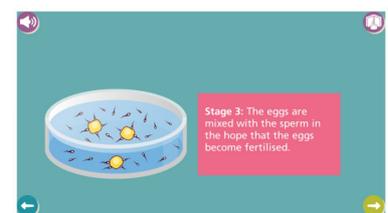
### Life cycles: How babies are made – sexual intercourse

- To explain how babies are made through sexual intercourse.
- Children will understand that a sperm needs to fertilise an egg through sexual intercourse.
- Children will know the age of consent for sex.



### Life cycles: How babies are made – assisted fertility

- To explain how babies are made through fertility treatment.
- Children will be aware that a sperm can fertilise an egg through a fertility treatment.
- Children will think about other ways children become part of families.



## **Module Three – Years Five and Six (ages 9 to 11) continued**

### **Life cycles: Multiple births**

- To explain what multiple births are and how they occur.
- Children will understand the difference between identical and non-identical multiple births.
- Children will think about what it is like to care for more than one child of the same age.

### **Life cycles: How babies are born**

- To increase children's awareness of how babies are born.
- Children will understand how pregnancy happens.
- Children will be aware humans gestate for 9 months.

### **Keeping safe: Assertiveness, saying no**

- To practice the skills of being assertive.
- Children will be aware they have a right to say no.
- Children will practice saying no.

### **Keeping safe: Good and bad touch**

- To explore public and private body parts and good and bad touch.
- Children will be able to identify public and private parts of the body.
- Children will understand they need to give consent to be touched on a private part of their body.
- Children will talk about what to do if someone touches them without their consent.

### **Keeping safe: People who can help me**

- To increase knowledge of external services.
- Children will think about who they could talk to outside of the home if they had a problem.
- Children will learn the number for Childline.

### **Feelings: How easy is it to talk about...?**

- To explore what subjects are difficult to talk about.
- Children will discuss things that are difficult to talk about.
- Children will identify ways in which communication could be made easier.

### **Feelings: Talking to people about how we feel**

- To think about the different people we might talk to when we are feeling different emotions.
- Children will identify we might talk to different people about different things.
- Children will practice some of the ways of speaking to people about feelings.

### **Relationships: Trust**

- To talk about what trust is and how we need it in relationships.
- Children will identify why trust is important.
- Children will think about someone they trust.

## **Module Three – Years Five and Six (ages 9 to 11) continued**

### **Relationships: Peer pressure**

- To start thinking about what peer pressure is.
- Children will recognise what peer pressure is.
- Children will think about ways to say no to peer pressure.

### **Online technology safety: Social networking and sending pictures**

- To highlight the public nature of social networking.
- Children will be aware that anything they post on a social networking site will be public.
- Children will think about the nature of the pictures they post.

### **Online technology safety: Cyberbullying**

- To explore the issues around cyberbullying.
- Children will know cyberbullying is as bad as bullying in the playground.
- Children will identify someone they could tell if they were a victim of cyberbullying.

### **Gender stereotypes: Sexual orientation**

- To discuss different sexual orientations.
- Children will be aware that there are different sexual orientations.
- Children will explore discrimination.

### **Gender stereotypes: Discrimination and equal opportunities**

- To highlight the inequalities some people face.
- Children will identify how their age can cause prejudice.
- Children will design an equalities logo for their class.