



Title: Understanding human sexuality

Level: SECOND

Links to Curriculum for Excellence

This activity identifies Experiences and Outcomes from Second and Third Level learning, reflecting the progression and connection across Levels.

Experiences and outcomes	Benchmarks
I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a	<ul style="list-style-type: none">• Identifies positive things about own body image and appearance.• Recognises the impact of puberty and developing sexuality.

Learning intentions

- Children are introduced to the concept of human sexuality.
- Children build a positive sense of self.

Success criteria

- I can talk about aspects of human sexuality in relation to myself as an individual.
- I recognise what makes me special and unique.

Resources to support this activity

- PowerPoint slides
- Petal/flower templates for copying

Our version of the human sexuality flower for children this age adapts the work of Jo Adams and Carol Painter.

Activity

1. RSHP learning is enhanced if children can sit together, as in circle time. If possible, start the activity in this way. Share the first slide and begin with an introduction to remind the children that we are all unique and special.

UNIQUE: This means one of a kind. Every human being is special and different, we are all unique. You are unique!

2. Explain that today the children will be thinking about a part of every human being that makes us unique and special, this is called our sexuality. Share the slide, read and check understanding/clarify as necessary.

Every human being has what we call sexuality. Sexuality is something we feel, something we do, that exists within ourselves. Sexuality is not the same as 'having sex', it is a much bigger idea. We are going to imagine that our human sexuality is like a flower with many petals and each petal will represent a bit of what we call our sexuality.

3. Show the children the leaves of the flower, lay them out on the floor so that everyone can see. Explain that the children are going to work with a partner/in a 3 to create a flower that tells all about their human sexuality. (You could decide to do this as individuals, if so the children can take them home). Show the first leaf of the flower and explain along these lines: The first leaf of our flower is about our 5 senses – who can remember what they are? And on our leaf about our senses it says: (read the leaf)

1. **Our 5 senses are sight, hearing, taste, smell and touch.** For example, you can smell your favourite food being cooked, listen to music that you love, hold hands with someone, feel the sunshine on your face.

Check understanding then point out the question on the petal: *What do you like to see, hear, taste, smell or touch?* Get some responses, then explain that when they do their petal individually or in their pair/group they will write or draw their responses, so they will be collecting things about them. Send the children off with their first petal and get them started.

4. After a few minutes have some children share. Then introduce the second petal **Your feelings**. Repeat the description and task. Continue with the petals: **Spirituality; Identity; How we feel about how we look; Our relationships**. Checking and chatting as you go.

The 6 petals

- i. **Our 5 senses: sight, hearing, taste, smell and touch.** For example, you can smell your favourite food being cooked, listen to music that you love, hold hands with someone, feel the sunshine on your face. *What do you like to see, hear, taste, smell or touch?*
- ii. **Our feelings.** For example, feelings that are positive like happiness, love, pleasure, trust. And also, feelings that can be upsetting or feel negative like jealousy, anger or sadness. *What have you been feeling today?*

- iii. **Spirituality:** Some people say that your spirituality is about the human spirit or human soul. Spirituality is about love and respect for all living things, it is how you connect with nature. For some people this means believing in a God and being part of a religion. *How can we, as humans, love and respect our world and look after it?*
 - iv. **Our identity:** Identity is about how we describe ourselves. *Imagine you were meeting a person for the first time, what things would you want to tell them about you? How would you describe yourself?*
 - v. **How we feel about how we look:** This is called **self-image**. When we think about self-image, we think about what size we are, what shape we are, how we feel about our bodies. We should try to have a good picture of ourselves and our bodies, this is called a positive self-image. *What do you love about how you look and your body?*
 - vi. **Our relationships with other people** You can have all sorts of human relationships. You can be part of a family, part of your class at school, part of a friendship group. Adults can live independently, with housemates, with a partner or in a marriage. *Who are the important people in your life?*
5. Give the children the centre piece that says, 'Human Sexuality'. Have the children turn over the centre piece and leaves and stick them all together. Get everyone back together to share and discuss – look for what makes us similar and different. Display the human sexuality flowers.

Connecting with home

The text below could be used to communicate with home about this activity.

The children are continuing their learning about relationships, sexual health and parenthood. We will be working together on an activity about human sexuality. Sexuality is described as being about what we feel, what we do and is something that exists within ourselves. The purpose of talking and learning about the idea of human sexuality is so that children develop an understanding that sexuality is not just about 'having sex' – of course this is something that adults can also do as part of their sexuality, but we would like children to think of themselves as unique individuals with feelings and relationships and opinions that matter. The more we can build a positive sense of self and of human sexuality as part of the person, the more we can build skills and resilience for personal relationships. To support this learning the children think of human sexuality as a flower with petals that represent different aspects. The petals on the flowers are described in this way, when the children have worked together to describe all the aspects of human sexuality we will have a lovely colourful display to help us continue with our learning:

There are six petals and the children think about and draw and write about petals 1 to 6.

1. Our 5 senses: sight, hearing, taste, smell and touch. For example, you can smell your favourite food being cooked, listen to music that you love, hold hands with someone, feel the sunshine on your face. *What do you like to see, hear, taste, smell or touch?*

2. Our feelings. For example, feelings that are positive like happiness, love, pleasure, trust. And also, feelings that can be upsetting or feel negative like jealousy, anger or sadness. *What have you been feeling today?*

3. Spirituality: Some people say that your spirituality is about the human spirit or human soul. Spirituality is about love and respect for all living things, it is how you connect with nature. For some people this means believing in a God and being part of a religion. *How can we, as humans, love and respect our world and look after it?*

4. Our identity: Identity is about how we describe ourselves. *Imagine you were meeting a person for the first time, what things would you want to tell them about you? How would you describe yourself?*

5. How we feel about how we look: This is called **self-image**. When we think about self-image, we think about what size we are, what shape we are, how we feel about our bodies. We should try to have a good picture of ourselves and our bodies, this is called a positive self-image. *What do you love about how you look and your body?*

6. Our relationships with other people You can have all sorts of human relationships. You can be part of a family, part of your class at school, part of a friendship group. Adults can live independently, with housemates, with a partner or in a marriage. *Who are the important people in your life?*

Practitioner Notes

