



Relationships and Sex Education

Foundation Stage

Scheme of Work / Lesson Plans

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Relationships and Sex Education

SCHEME OF WORK: Foundation Stage

Lesson Title	Learning Outcomes	Resources
Male and Female	<ul style="list-style-type: none"> To be able to name the main external parts of the body. Understand the difference between male and female, and learn the agreed names of the sexual parts. Understand that all babies, human and animal, have mothers and fathers. 	Baby animal activity sheets, animal information books.
Growing and Changing	<ul style="list-style-type: none"> Understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults. 	Parent and baby visitor. Baby clothes and baby toys. Magazines with pictures of babies and children. Growing up activity.
Friends	<ul style="list-style-type: none"> Be able to make a friend, talk with them and share feelings. Understand how their feelings and actions have an impact on other people. 	'Good friend wanted poster'. SEAL – Getting on and falling out.
Gender Stereotypes	<ul style="list-style-type: none"> Recall the physical differences between boys and girls. Be able to think about other differences between boys and girls and where these stereotypes come from. Begin to question whether children have to conform to stereotypes. 	Picture of a baby SEAL – New Beginnings. Alan Ahlberg's Happy Families books or Paperbag Princess by Robert Munsch.
Families of all Kinds	<ul style="list-style-type: none"> Know and understand why families are special for caring and sharing. Understand how feelings and actions have an impact on other people. 	Flipchart, whiteboard, pens. Paper and drawing materials. SEAL – Relationships/ Changes

Relationships and Sex Education

Foundation Stage - Lesson Plan 1 - Male and Female		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> Be able to name female animals and their young. 		
Learning Activity	Method	Resources
Ground Rules	Ground Rules: It's okay to laugh at something funny but not at another person. Compile a list of class room rules. Examples in Family SRE Policy.	Setting up ground rules. Family SRE Policy.
Opening Activity	Introduce the activity by compiling a list of the pets of everyone in the class. Use this to create a graph to show which pets are the most popular, which are the least popular, and so on.	
Main Activity	Discuss male and female. Just as humans are either male or female, so too are animals. Do the children with pets know whether they are male or female? How do they think we might tell? Explain to the children that their mummies gave birth to them and female, or 'mummy', animals give birth to her young. Have any of their pets had babies? Give children activity sheet 'Baby Animals' (FSa) and ask them to match the mothers to their young.	'Baby Animals' activity sheet (FSa).
Closing Activity	Ask the children if they know any of the special names we give to young animals. Compile a class list of their suggestions. Ask what some young animals grow up to become – for example, a puppy becomes a dog. Discuss any others.	
Assessment/ Extension/ Homework	Explain that just as young animals have special names, so too do their mothers. Using information books and other resource materials, allow the children to research the names of female animals and then report back to the class.	Animal information books.
Recommendation for PSHE Profile	'Baby Animals' activity sheet. Match pictures of animal babies to their adult parent.	

Relationships and Sex Education

Foundation Stage - Lesson Plan 2 - Growing and Changing		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> • Reflect on changes that have taken place to them so far in their lives. • Be able to consider the changes that will take place in the future, focusing on physical features. 		
Learning Activity	Method	Resources
Ground Rules	Ground Rules: It's okay to laugh at something funny but not at another person. Examples in Family SRE Policy.	Family SRE Policy.
Opening Activity	Introduce this activity by asking the children to think about babies, what they wear, how tall they are, what they can do, what they play with and how they spend their time. Collate their answers on the board. If possible invite someone to bring a baby into school for discussion and questioning by the children. The parent may be willing to demonstrate feeding, changing or bathing the baby for the children to observe.	Parent and baby visitor.
Main Activity	Discuss the similarities and differences between how babies look and how the children look now. Encourage the children to look at their hands and fingers and compare them with those of a baby. Repeat with other parts of the body. Ensure that the children understand that their limbs and other features grow and change as they get older. Discuss how our features continue to change as we get older but not necessarily to grow: e.g. an adult won't get any taller but their hair will probably become greyer and their skin more wrinkly. Complete the activity sheet 'Growing up' (FSb) by putting the pictures in order.	'Growing up' activity sheet (FSb).
Closing Activity	Check pictures are in correct order. As a class estimate the age of each person in the pictures.	
Assessment/ Extension/ Homework	Ask children to bring in photographs of members of their family (e.g. their mother or grandmother) as a baby, a young child, a teenager and a young adult and as they are now. These can be used for discussion or for assembling a time line. Alternatively, pictures from magazines can be used to make a collage time line representing different ages.	Family photos.
Recommendation for PSHE Profile	'Growing up' activity sheet as a zig-zag book.	

Relationships and Sex Education

Foundation Stage - Lesson Plan 3 - Friends		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> • Be able to make a friend, talk with them and share their feelings. • Understand how their feelings and actions have an impact on other people. 		
Learning Activity	Method	Resources
Ground Rules	Refer to the class room rules.	
Opening Activity	Play the 'I'd like to tell you about a game' in a circle. Divide the children into pairs, give the pairs 3-5 minutes to find out 3 things that the other really likes. Each child introduces partner and says what they like. Comment on similarities and ask for answers regarding 'Why is it good to have friends?'	
Main Activity	Ask the children to think about what makes a good friend. As a whole class create a 'wanted' poster for a Good Friend. Activity sheet 'Wanted – Good Friend' (FSc). Ask what happens when friends fall out? What can you do when this happens? Discuss their responses. Use puppets/soft toys to act out a situation in which 2 friends fall out. Ask what can they do to become friends again? (Say sorry, say you didn't mean to hurt them, do something kind for them). LINK – SEAL – Getting on and falling out – page 13.	Activity sheet 'Wanted – Good Friend' (FSc). Paper and drawing materials for posters. Puppets/soft toys. SEAL – Getting on and falling out.
Closing Activity	Go around the class to complete the sentence 'Something I have learnt about friends is	
Assessment/ Extension/ Homework	Observe children throughout the activities and reflect on closing activity, reflect on whether learning objectives have been met.	
Recommendation for PSHE Profile	Draw a picture/take a photograph of their friend then write '.... is my friend because'. Make individual 'Wanted' poster for a Good Friend.	

Relationships and Sex Education

Foundation Stage - Lesson Plan 4 - Families of all Kinds		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> • Know and understand why families are special for caring and sharing. • Understand how feelings and actions have an impact on other people. 		
Learning Activity	Method	Resources
Ground Rules	Refer to class room rules.	
Opening Activity	Brainstorm: 'Who are special people?' Record all answers.	
Main Activity	Ask children: How do special people show they care and love us? Who is their main carer(s)? Who looks after them the most? Could be mum and/or dad. Invite them to illustrate with drawings – create a wall display. Put captions alongside the drawings. Discuss how we show that we care for our special people. Ask: What do we do to upset special people? What might happen then? Talk about arguments and people getting cross. Talk about why this happens. Let children know that all families argue from time to time. Talk about ways of making up. Remind children if they are worried about anything that's happening at home they can talk to you about it. (Remember Child Protection). Talk about how we feel if we can't see one of our special people for a while and how we can keep in touch with or remember them by phoning, e-mailing, texting, sending a card or letter or keeping something special to remind us of them. Be sensitive to the fact that there may be a restraining order on a parent or the child may have had a bereavement. LINK – SEAL – Relationships/Changes.	Paper and drawing materials. SEAL – Relationships/Changes
Closing Activity	Complete the sentence ... 'Something I am going to do for one of my special people to show I care is'	
Assessment/ Extension/ Homework	Observe the activities closely and reflect on how the children respond.	
Recommendation for PSHE Profile	Draw a picture of their mum and/or dad.	

Relationships and Sex Education

Foundation Stage – Lesson Plan 5: Gender Stereotypes		
Learning Objectives		
By the end of the lesson the children will:		
<input type="checkbox"/> Recall the physical differences between boys and girls. <input type="checkbox"/> Be able to think about other differences between boys and girls and where these stereotypes come from. <input type="checkbox"/> Begin to question whether children have to conform to stereotypes.		
Learning Activity	Method	Resources
Ground Rules	Working Agreement: It's okay to laugh at something funny but not at another person.	
Opening Activity	Find a picture of a baby whose gender isn't immediately obvious. Ask children (in pairs) to suggest a name for the baby. As a whole group ask 'Is the baby a boy or a girl?' Remind children what they learnt in the lesson on male and female.	Picture of a baby.
Main Activity	Ask children to think about the differences between boys and girls other than the physical ones we are born with. (Suggestions – Girls have long hair, wear skirts, like pink, get scared / cry, and are gentle. Boys have short hair, wear trousers, like blue, are brave and are rough). Lead whole class discussion on where babies learn that boys and girls behave in certain ways. Challenge views gently – the aim being to simply show them that there are alternative viewpoints and that children can choose how to behave. Ask about the things that boys and girls have in common and do equally well. Write answers on a board. LINK – SEAL – New Beginnings (Y1)	SEAL – New Beginnings
Closing Activity	Read a story which challenges stereotypes.	Any of Alan Ahlberg's Happy Families books or Paper bag Princess by Robert Munsch
Assessment / Extension / Homework	Listen carefully to the children's responses to questions you ask them and assess whether they are able to begin to question their stereotypical views. Ask each child to finish ... 'Something I have learnt about boys and girls is'	
Recommendation for PSHE Profile	Complete 'It's a' (boy or girl) and write a name for the baby.	

Relationships and Sex Education

Appendix One - Long term overview for Relationships and Sex Scheme of Work

	4+	Y1	Y2	Y3	Y4	Y5	Y6
Ground Rules	Working agreement: It's OK to laugh at something funny but not at another person			Establishing a list of rules to make a safe learning environment			
Relationships	Families of all kinds *SEAL Relationships & changes			Learning about different types of relationships			Let's talk about sex. DVD Unit 3 P3 →
	Friends *SEAL Getting on & falling out						
Changes			Growing & changing DVD Unit 1 P1	Growing & changing DVD Unit 1 P1	Changes that we can't choose DVD Unit 2 P1	Change is part of growing up DVD Unit 2 P1	
Feelings	Recognising and accepting feelings Building self esteem, celebrating uniqueness Developing confidence to express views Gender stereotypes DVD Unit 1 P1 *SEAL Good to be me						→

Relationships and Sex Education

Long term overview for Relationships and Sex Scheme of Work

	4+	Y1	Y2	Y3	Y4	Y5	Y6
Body Parts			male & female DVD Unit 1 P2		DVD Unit 2 P1 Recap		
Reproduction			Linking human growth with other aspects of nature DVD Unit 1 P3			Menstruation How babies are made. DVD Unit 2 P2 How babies are born. DVD Unit 2 P3	Girl Talk DVD Unit 3 P1 Boy talk DVD Unit 3 P2
Parental Responsibilities		Needs of a baby	Responsibilities of becoming a parent			Recognising that babies take a lot of looking after	Responsibilities of becoming a parent

Relationships and Sex Education

Long term overview for Relationships and Sex Scheme of Work

		4+	Y1	Y2	Y3	Y4	Y5	Y6
Keeping Healthy	Hygiene	Flush toilet/ Washing Hands		Making decisions how to keep themselves clean.	Changing clothes regularly e.g. PE		Need for daily bathing/ showering	
	Diet/exercise			Keeping yourself healthy- Choices				
	Keeping Safe	Stranger Danger						

Relationships and Sex Education

Advice & support	Identify and be able to talk with someone they trust	Knowing who to ask for help when dealing with puberty.
Parental involvement		

Relationships and Sex Education

Appendix Two - NEEDS and PRIORITIES to be taken into account in developing a programme for Personal and Social development

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Development - physical	Need to let off steam with physical activity e.g. walking, running, swimming. Have a range of physical skills e.g. cycling, ball-handling. Have a heightened awareness of difference between the sexes.	Pubertal changes begin. Girls stronger and bigger than boys. Have good appetites – need less fat and sugar. Dental, body and foot hygiene important.	Wide range of body shape, size etc. Hormonal effects on mood. Personal hygiene more important. Body needs exercise, rest, healthy diet, regular hygiene.	Neither child nor adult. Much concern about body image especially in girls - anorexia and bulimia more prevalent. Skin complaints - acne is common. Physical activity less regular for girls.
- social	Understand the rules for play, work, life, but cannot always stick to them. May not yet have team spirit. Have one or more friends but need help with social skills. Vulnerable to media messages.	Becoming sensible and sensitive to others. Know of rules of the games but not always good losers. Sense of fairness developing. Being part of a group is important, normally led by a key individual. Groups tend to be unisex. Vulnerable to trends and fashion. Often lack independence. Acute awareness of fairness and injustice.	Pre-adolescent rebellion against authority starts. Anti-social behaviour can lead to exclusion. New relationships with both sexes. Influenced by media messages. Perceptions of gender roles tend to be stereotyped. Friendships increasingly important especially in Y9. Many have paid jobs and savings accounts.	Shift of interest from family to the group, which provides a backdrop to developing self-identity. Causes intense self-preoccupation which can be interpreted as selfishness. Crime rate peaks for girls. Homophobic bullying.
- emotional	Developing sense of self and gender identity. Becoming more independent. A range of egocentric behaviours shown. Understand simple cause and effect of behaviour. Unacceptable/antisocial behaviour seen in the context of powerful infantile emotions still dominating.	Need a language of feelings through which social skills can be developed. Possible mood swings. Defiant and difficult tendencies.	Interest in the range of sexualities – developing own sexual identity. Volatile adolescent emotions. Capable of abstract thinking. Understanding of moral reasoning. Move towards independence from parents. Relatively high incidence of attempted suicide. Bullying issue in Y8. Peer pressure highest in Y9.	Pressures: social, sexual, academic, relationship can cause depression - increase in teenage suicide rate. A high proportion have at least one personal worry. Parental values and support continue to be important to the adolescent.

Relationships and Sex Education

<p>School Career</p>	<p>Starting full-time school can cause stress. Beginning to apply past learning to new situations. Eager to take responsibility in simple ways. Developing awareness of and need to care for the environment.</p>	<p>Exposed to more complex learning and more formal teaching and learning practices. Preparing for SATS and secondary school. Growing awareness of potential career opportunities.</p>	<p>Change from primary to secondary school – need to feel settled and cared for in the new environment – bullying is an issue. Making choices for KS4 courses. Starting to think about the future. KS3 SATS.</p>	<p>Future plans are important – what to do post 16. Examinations, coursework and balancing part-time jobs can cause pressures and stress. Work experience takes place.</p>
<p>Health Career</p>	<p>Accidents still a hazard. Need to be aware of dangers and how to cope with them – including personal safety. Hygiene procedures established – washing hands, cleaning teeth.</p>	<p>Developing interest in sexuality and human reproduction. High accident rate – on cycles. Significant numbers do not wear safety cycle helmets. Experimentation with smoking starts. Relatively high incidence of deaths due to solvent abuse. Increasing knowledge of drugs. Boys developing strong interest in computers.</p>	<p>Road accidents prevalent at KS2-3 change. Pressure from friends to conform in smoking, drinking, trying drugs etc. Girls more likely to smoke than boys. Excessive use of over the counter drugs. Exposure to illegal drugs at 13-14 years. A minority of pupils sexually active. Downward trend in the number of parents who talk with their children about sexual issues.</p>	<p>Risk-taking is an important part of teenage development. Health behaviour is often associated with peer group norms - smoking habits become regular for girls, drinking for boys. Eating patterns may change - 'snacking' contributes to obesity. Experimentation with drugs especially cannabis. Alcohol consumption is linked to motorcycle accidents and unintended pregnancy. Coming to terms with a sexually active body - many become sexually active during this period; masturbation is common. Have sufficient knowledge about mechanics of sex and contraception - want a greater emphasis on relationships and social skills. Insecure knowledge about HIV transmission. Lack of knowledge about local contraceptive advice and support agencies.</p>

Taken from - Passport: a framework for personal and social development

Relationships and Sex Education



Appendix Three - Relationships and Sex Framework Key Stages 1- 4 (Ofsted, Crown Copyright 2002)

NB Statements marked with an asterisk are part of the National Curriculum science requirements.

	By the end of Key Stage 1	By the end of Key Stage 2
Pupils will be able to:	<ul style="list-style-type: none"> recognise and compare the main external parts of the bodies of humans* recognise similarities and differences between themselves and others and treat others with sensitivity* identify and share their feelings with others recognise safe and unsafe situations identify and be able to talk with someone they trust be aware that their feelings and actions have an impact on others make a friend, talk with them and share feelings use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk. 	<ul style="list-style-type: none"> express opinions, for example, about relationships and bullying listen to, and support others respect other people's viewpoints and beliefs recognise their changing emotions with friends and family and be able to express their feelings positively identify adults they can trust and who they can ask for help be self-confident in a wide range of new situations, such as seeking new friends form opinions that they can articulate to a variety of audiences recognise their own worth and identify positive things about themselves balance the stresses of life in order to promote both their own mental health and well-being and that of others see things from other people's viewpoints, for example their parents and their carers discuss moral questions listen to, support their friends and manage friendship problems recognise and challenge stereotypes, for example in relation to gender recognise the pressure of unwanted physical contact, and know ways of resisting it.

Relationships and Sex Education



<p>Pupils will know and understand:</p>	<ul style="list-style-type: none"> • that animals, including humans, grow and reproduce* • that humans and animals can produce offspring and these grow into adults* • the basic rules for keeping themselves safe and healthy • about safe places to play and safe people to be with • the needs of babies and young people • ways in which they are like and different from others • that they have some control over their actions and bodies • the names of the main external parts of the body including agreed names for sexual parts • why families are special for caring and sharing. 	<ul style="list-style-type: none"> • that the life processes common to humans and other animals include growth and reproduction* • about the main stages of the human life cycle* • that safe routines can stop the spread of viruses including HIV • about the physical changes that take place at puberty, why they happen and how to manage them • the many relationships in which they are all involved • where individual families and groups can find help • how the media impact on forming attitudes • about keeping themselves safe when involved with risky activities • that their actions have consequences and be able to anticipate the results of them • about different forms of bullying people and the feelings of both bullies and victims • why being different can provoke bullying and know why this is unacceptable • about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.
<p>Pupils will have considered:</p>	<ul style="list-style-type: none"> • why families are special • the similarities and differences between people • how their feelings and actions have an impact on other people. 	<ul style="list-style-type: none"> • the diversity of lifestyles • others' points of view, including their parents' or carers • why being different can provoke bullying and why this is unacceptable • when it is appropriate to take a risk and when to say no and seek help • the diversity of values and customs in the school and in the community • the need for trust and love in established relationships.

Relationships and Sex Education



	By the end of Key Stage 3	By the end of Key Stage 4
Pupils will be able to:	<ul style="list-style-type: none"> • manage changing relationships • recognise risk of personal safety in sexual behaviour and be able to make safe decisions • ask for help and support • explain the relationship between their self-esteem and how they see themselves • develop skills of assertiveness in order to resist peer pressure and stereotyping • see the complexity of moral, social and cultural issues and be able to form a view of their own • develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships • be tolerant of the diversity of personal, social and sexual preference in relationships • develop empathy with the core values of family life in all its variety of forms • recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage • recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively. 	<ul style="list-style-type: none"> • recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice • manage emotions associated with changing relationships with parents and friends • see both sides of an argument and express and justify a personal opinion • have the determination to stand up for their beliefs and values • make informed choices about the pattern of their lifestyle which promote well-being • have the confidence to assert themselves and challenge offending behaviour • develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships • work co-operatively with a range of people who are different from themselves.

Relationships and Sex Education

<p>Pupils will know and understand:</p>	<ul style="list-style-type: none"> • that fertilisation in humans is the fusion of a male and a female cell* • the physical and emotional changes that take place during adolescence* • about the human reproductive system, including the menstrual cycle and fertilisation* • how the foetus develops in the uterus* • how the growth and reproduction of bacteria and the replication of viruses can affect health* • how the media influence understanding and attitudes towards sexual health • how good relationships can promote mental well-being • the law relating to sexual behaviour of young people • the sources of advice and support • about when and where to get help, such as at a genito-urinary medicine clinic. 	<ul style="list-style-type: none"> • the way in which hormonal control occurs, including the effects of the sex hormones* some medical uses of hormones including the control and promotion of fertility* • the defence mechanisms of the body* • how sex is determined in humans* • how HIV and other sexually transmitted infections affect the body • the link between eating disorders and self-image and sexual identity • the risks of early sexual activity and the link with the use of alcohol • how the different forms of contraception work and where to get advice • the role of statutory and voluntary organizations • the law in relation to sexual activity for young people and adults • how their own identity is influenced by both their personal values and those of their family and society • how to respond appropriately within a range of social relationships • how to access the statutory and voluntary agencies which support relationships in crisis • the qualities of good parenting and its value to family life • the benefits of marriage or a stable partnership in bringing up children • the way different forms of relationship including marriage depend for their success on maturity and commitment.
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Relationships and Sex Education



Pupils will have considered:	<ul style="list-style-type: none">• the benefits of sexual behaviour within a committed relationship• how they see themselves affects their self-confidence and behaviour• the importance of respecting difference in relation to gender and sexuality• how it feels to be different and be discriminated against• issues such as the costs of early sexual activity• the unacceptability of prejudice and homophobic bullying• what rights and responsibility mean in relationships.	<ul style="list-style-type: none">• their developing sense of sexual identity and feel confident and comfortable with it• how personal, family and social values influence behaviour• the arguments around moral issues such as abortion; contraception and the age of consent• the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both• the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.
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Appendix Four - Teaching RSE in Primary School

Key issues

- Look at yourself – explore your own values and attitudes. Identify how they affect your work with children and take responsibility for them
- Inform yourself about legislation affecting sex education, and about human sexuality and relationships
- Explore some of the issues that effect RSE such as religious and cultural considerations, equal opportunities, self esteem, ability and special needs
- Make sure you have the support of senior teaching staff, colleagues and parents in your school
- Collect together resources that suit your style and the ethos of the school
- Always work within your school's RSE policy

Gill Lenderyou
Family Planning Association

Relationships and Sex Education



Appendix Five - EXAMPLE LETTER TO PARENTS/CARERS

(Taken from Cohen, J. The Primary School Sex Education Pack)

Dear Parent / Carer

Over the next few weeks your child will be involved in sex and relationship education lessons as part of the school personal, social and health education programme.

Sex and relationships education is an important issue which concerns us all. The programme will include work about (fill in information about the topics you will be addressing).

You can help your child by talking to them about the lessons. The programme will also include homework which you can discuss with them.

If you would like to find out more about the programme please contact us. We will be very happy to discuss it with you.

Yours sincerely,

Appendix Six- Establishing the needs of primary pupils in SRE & involving them in the development of an RSE Policy that outlines the provision of Relationships & Sex Education.

Involving children

Children and young people have many good ideas about how to improve SRE in their schools, and structured opportunities to obtain their views ensures that teachers and pupils work together to review and further develop the SRE curriculum.

Involving children in the development of policy will ensure that it meets their needs. Consultation works best if there are small groups of children. The teacher may need additional support to help take notes, for example from the school nurse, an older child as part of the active citizenship or the healthy schools coordinator. Recording the discussion, asking children to produce artwork or to 'draw and write' are all useful ways for reporting back to parents and governors.

Other methods for consultation include the use of school councils whose members can be interviewed or invited to devise and undertake a survey of other children's views. Surveys and questionnaires are also other ways of linking this subject with other areas of the curriculum such as maths. In order to establish their needs, the following questions are useful:

- Where do you receive your information about your body, growing up, relationships and feelings?
- What would you like more information on?
- Does what is covered at the moment answer all your questions?
- Do you feel able to ask for support and advice?
- Do you feel confident talking about feelings and emotions?
- What do you think about the way these subjects are taught?

Extract taken from Laying the Foundations Martinez, A. & Cooper, V. pg 16