



LEARNING ABOUT SEX

1. Why a book on sex?	2
2. What will this book do?	2
3. Teaching Moments in this book	3
Pages 3–7 The different ways in which the word ‘sex’ is used.....	3
Pages 8–13 Sexual intimacy and activity including intercourse, from both a biological and biblical point of view	3
Pages 14–17 The difference between family and friendship love and sexual intimacy	4
Pages 18–23 The basics of pubertal development and emotional maturity.....	4
Pages 24–27 Good and bad touch.....	5
Pages 28–29 Masturbation.....	5

1. WHY A BOOK ON SEX?

Your children are the most connected, socially aware, advertised to and sexualised generation that ever walked planet earth.

The 2015 research report from the US on teens, 'Being thirteen: Inside the secret world of teens' from CNN gives a helpful insight, <https://www.youtube.com/watch?v=t-9LtTtkg04>

If you are not your child's first, and primary, source of sexuality education, their friends, social media, magazines, television and, in all probability, pornography will be their source of knowledge, attitudes and values.

Is this what you want for your child?

It may be embarrassing and difficult for you to start the conversation about sex. But please—do it.

That is why we wrote this book. The resources below will help you on this very important journey with your child.

2. WHAT WILL THIS BOOK DO?

This book will help you to discuss:

- the different ways in which the word 'sex' is used (pp. 3–7)
- sexual intimacy and activity, including intercourse, from both a biological and biblical point of view (pp. 8–13)
- the difference between family and friendship love and sexual intimacy (pp. 14–17)
- the basics of pubertal development and emotional maturity (pp. 18–23)
- review sexting, selfies and good and bad touch (pp. 24–27)
- masturbation (pp. 28–29)
- marriage on earth as a model of the relationship between Christ and the church (pp. 30–31).



3. TEACHING MOMENTS IN THIS BOOK

PAGES 3–9 THE DIFFERENT WAYS IN WHICH THE WORD 'SEX' IS USED

Read: Genesis 1:26–31; 2:15–25.

Talk with your child about how male and female bodies are different (biology); how their jobs in the garden complemented each other (sex roles); and what 'naked and no shame' and 'one flesh' mean (sexual activity).

Refer to the PDF diagrams of [male](#) and [female](#) genitals if needed.

For a helpful video on male and female sex organs, watch 'The reproductive system: Educational video for kids', *Happy Learning English*, <https://www.youtube.com/watch?v=CqmW9CL80q0>

View this yourself and decide whether your child is ready to watch it with you. If you do watch it together, make sure you make time for discussion.

Discuss: Ask your child how they have heard the word 'sex' used.

Have they heard other words used that might have to do with sex? (Be prepared to be surprised.) If they mention swear words, discuss why using these words for something God created to be beautiful is wrong.

This might be a point where you stop and pray with your child.

Phrases you may have to explain

Page 4: 'Their bodies are different and will change as they grow to become women and men' You may use this as a point where you discuss the changes that happen in puberty.

Page 7: 'Sexual activity', 'having sex', 'making love' You may want to stress the importance that the phrase 'making love' has in terms of the marriage promises between a man and a woman to care for each other; whereas 'sexual activity' is about doing something that is sexual.

Discuss how this 'sexual activity' between a man and a woman in marriage is good and as God meant it to be enjoyed. If you think it appropriate, discuss how sometimes sexual activity is portrayed as something to be used for entertainment as in pornography.

PAGES 8–13 SEXUAL INTIMACY AND ACTIVITY INCLUDING INTERCOURSE FROM BOTH A BIOLOGICAL AND BIBLICAL POINT OF VIEW

Go back to the Genesis passages and discuss why being naked is about total vulnerability and openness of your body and feelings; and how this can only be done in a safe place with someone who has promised to care for you and your body—a place of complete 'no shame' trust.

Read: Psalm 139:13–16.

Use these and other passages to discuss how God knows every one of us from the moment we are 'made' in our mother's womb. This makes every one of us special to God.

Share: pictures from your wedding, honeymoon, dating time.

Discuss with them how sexual activity represents the 'one-flesh' glue in marriage.

For an older child, this could be a good place to discuss how God has known them and their bodies from the day they are formed, and that their identity is fixed in Christ. Their brains and bodies are already in Christ and Christ in them.

Activity: Page 10 speaks of sexual activity as an act that binds or glues two people together. Take 2 pieces of different coloured clay and squeeze them together. Now try to remove them without leaving even a trace of one on the other. You could also do this by gluing two coloured pieces of paper together and trying to pull them apart after the glue is dry.

Phrases you may have to explain

Page 8: 'It is so important that you hear about this (sexual activity) from people who love you and want what is best for you' Discuss with your child how there are other places where they may learn about sex: TV, social media, internet or even their friends. These places may present sex as something that is a fun thing that can be shared with anyone, and something to be played with. To be thrown away when bored. Emphasise the beauty and preciousness of sex between man and woman in marriage.

Page 11: Explain how God knew that the child was formed before mum and dad did.

Page 13: Discuss how using a precious thing like a toy would result in it being broken and hard to put together again.



HELPFUL RESOURCES

- ‘The human reproduction: Educational video for kids’, *Happy Learning English*, <https://www.youtube.com/watch?v=IeBLVBXeuno>
- Patricia Weerakoon, 2013, *The Best Sex for Life*, Growing Faith, Sydney. This book is for adults, but contains helpful advice regarding sexual intimacy. It also includes diagrams of sexual intimacy.

Once you have watched the video, decide if you would like to watch with it with your child.

PAGES 14–17 THE DIFFERENCE BETWEEN FAMILY AND FRIENDSHIP LOVE AND SEXUAL INTIMACY

Romans 16:1–6 is a helpful passage to read regarding friendship in the New Testament.

List the different people, both male and female, young and old, whom the Apostle Paul lists.

Write against each how he greets each one.

How does this express the love that Paul feels for these people?

You may also want to talk about the friendship that Jesus had with his disciples (see John 15:15).

For an older child, you may also want to discuss how Jonathan and David shared deep intimacy in their friendship throughout 1 Samuel.

Share with your child how you express friendship and love to your friends and relatives. Compare this with the special sexual intimacy between a husband and a wife.

If you are comfortable: Discuss the fact that sexual intimacy is more than sexual intercourse. Let your child understand why the touching, hugging and kissing that is the sexual intimacy between husband and wife is special to marriage.

Ask your child to describe how they and their friends show love to each other.

This may be an opportunity to discuss the cyber-intimacy of texting and messaging, and how this is different to face-to-face communication.

HELPFUL RESOURCES

Sometimes, we adults need help to understand what intimacy means.

A good article on intimacy in marriage:

- Josh Squires, 2016, ‘Marital intimacy is more than sex’, *Desiring God*, March 2,

<http://www.desiringgod.org/articles/marital-intimacy-is-more-than-sex>

And, one on the need for the church to discuss non-sexual intimacy with teenagers:

- Cameron Cole, 2015, ‘Rethinking sex ed in the church’, *The Gospel Coalition*, June 5, <https://www.thegospelcoalition.org/article/rethinking-sex-ed-in-the-church>

PAGES 18–23 THE BASICS OF PUBERTAL DEVELOPMENT AND EMOTIONAL MATURITY

This section is covered best in the book *Growing Up by the Book* chapter 2 (and elsewhere in that same book). The book can be ordered from the publisher, Fervr, <https://www.cepstore.com.au/growing-up-by-the-book>

The book is also available on Kindle at Amazon, <https://www.amazon.com.au/dp/B071S3FNNX>

Phrases you may have to explain

Page 19: ‘These sperm may occasionally come out through your penis in the night’ Explain that this night-time sperm or semen coming out is normal. You may want to tell the child that they may hear friends talk about ‘wet dreams’, but this semen coming out is not related to having sexual dreams.

Page 19: ‘Periods’ It is good to describe this both to boys and girls.

Page 21: ‘Sexual attraction or falling in love’ Young children develop ‘crushes’ for their favourite pop star, teacher, sports star. Assure them that this is not sexual love. This is just a feeling that a person is special. Special enough for the child to want to be near them and get to know them. Even model their behaviour on them. If the child is ‘crushing’ on someone, discuss what this ‘someone’ is like. Is it a person they want to be like? Why and/or why not?

Page 23: ‘To love someone even more than yourself and look after them like they are part of your own body’ Discuss how they protect their own body from harm, and how when they marry, they will want to protect their partner’s body like that. The Bible talks about this as a ‘one-flesh’ relationship.



PAGES 25–27 GOOD AND BAD TOUCH

[You may have discussed this in 'Me and My Body']

Intimacy is important at all ages. The apostle Paul ends his epistles with greetings to his friends, and instructs his readers to 'greet one another with a holy kiss' (Romans 16:16; 1 Corinthians 16:20; 2 Corinthians 13:12; 1 Thessalonians 5:26; 1 Peter 5:14).

Discuss with your child the many positive ways you can show affection to someone you love: hugs, kisses, backrubs, holding hands, etc.

What are the appropriate ways your family shows physical affection?

Ask your child how he/she likes to experience affection: Touch? Words? Time? Service?

Read these lessons yourself, and use them as you feel comfortable with your child.

- 'A simple lesson for teaching your child about good touch/bad touch', *Educate Empower Kids*, http://educateempowerkids.org/wp-content/uploads/2015/05/EEK_GoodBadTouch_Lesson.pdf
- 'A simple lesson for teaching your child about predators', *Educate Empower Kids*, http://educateempowerkids.org/wp-content/uploads/2015/05/EEK_Predators_Lesson.pdf
- Kimberley King, 2016, 'The 3 big red flags of sexual abuse', *Protect Young Minds*, April 7, <https://protectyoungminds.org/2016/04/07/3-big-red-flags-sexual-abuse/>

Plans for you and your child (as you and your child are comfortable)

List people the child (and you trust).

Now discuss how, even in these people, some forms of touch are good and some bad.

Ask the child 'What kind of touch do you like best? Hugs? Kisses? High fives? Fist bumps?'

Ask the child 'What should you do if someone touches you in a way that makes you feel uncomfortable?'

Practise with your child what he/she should do if they feel uncomfortable.

Assure the child that he/she will never be punished if they tell you or a teacher about a 'bad' experience. Assure them that *you will* believe them.

HELPFUL RESOURCES

Sites on detecting and preventing child abuse

- Kristen Jenson, 2017 'Warning signs of sexual abuse—How to protect your child', *Protect Young Minds*, April 20, <https://protectyoungminds.org/2017/04/20/warning-signs-child-sexual-abuse/>
- Amanda Scott, 'Kids and "affection": Why I'm NOT teaching my kids to be polite', *Educate Empower Kids*, <http://educateempowerkids.org/3040-2/>

If you want to go deeper:

- 'What every child safety curriculum needs to include', *Generation Next*, <https://www.youtube.com/watch?v=b69Ec9OU6Fk>
- 'Educators are key to preventing child sexual abuse', *Generation Next*, <https://www.youtube.com/watch?v=zBVwLH0sb14>

PAGES 28–29 MASTURBATION

Read: the Bible does not give us clear guidance on masturbation per se.

This is a good time to go back to pages 12–13 and discuss how the body, especially the genitals, is precious for a purpose and should not be treated like a toy.

Phrases you may have to explain

Page 28: 'Some children touch or rub their genitals ...' It is advisable to give the child the correct name for the activity—masturbation. They are otherwise likely to pick up and use slang terms for the activity.

HELPFUL RESOURCES

What if you find your child playing with their genitals?

Firstly, please don't overreact. Do not slap their hand away. Never call the genitals dirty.

So, what should you do? Here are some general guidelines:

1. Describe the body: (i) as special and given by God (ii) with some parts extra special—these are for making babies and feel good (talk boy and girl parts) (iii) these special parts feel good for a purpose—therefore they are *not* a toy to be played with.



2. Discuss the two brains (feeling and thinking).
Tell the child that the feeling brain will get excited easily and want to do what feels good and is fun. God has given us a thinking brain. It is the part of the brain that helps us decide what to do and whether it is the right thing to do.

We need to 'turn this on' and sometimes we need help (so ask someone you trust to help you).
3. Discuss with child: (i) When and why do they feel like touching their genitals/body? (ii) What can they do instead of this?
4. Give positive reinforcement:
 - (i) 'When you feel like "masturbating", this is your "feeling brain" talking. Now bring your thinking brain into action, and ask yourself what can you do instead?'
 - (ii) 'Every time you do this "instead" thing, give yourself a gold star, and we will do something special when you have 10 gold stars.'

