

MEDWAY PRIMARY PSHE EDUCATION
RELATIONSHIPS AND SEX EDUCATION

YEAR 1/2

TABLE OF CONTENTS

<u>Teacher guidance Year 1/2</u>	<u>3</u>
<u>Lesson plans Year 1/2</u>	<u>9</u>
<u>Lesson 1</u>	<u>10</u>
<u>Lesson 2</u>	<u>15</u>
<u>Lesson 3</u>	<u>20</u>
<u>Resources Year 1/2</u>	<u>25</u>
<u>Resource A</u>	<u>26</u>
<u>Resource B</u>	<u>27</u>
<u>Resource C</u>	<u>28</u>
<u>Resource D</u>	<u>29</u>
<u>Resource E</u>	<u>30</u>
<u>Resource F</u>	<u>31</u>
<u>Resource G</u>	<u>32</u>
<u>Resource H</u>	<u>33</u>
<u>Resource I</u>	<u>34</u>
<u>Resource J</u>	<u>35</u>
<u>Resource K</u>	<u>36</u>
<u>Resource L</u>	<u>37</u>

YEAR 1/2
TEACHER GUIDANCE

INTRODUCTION

These notes accompany lesson plans written especially for Medway schools in partnership with the PSHE Association. They have been designed to support class teachers delivering relationships and sex education (RSE), as part of the PSHE education curriculum, at key stages one and two.

From September 2019 relationships education will be statutory in all schools at key stages 1 and 2. Education about relationships is covered through many aspects of the primary PSHE curriculum (and will go beyond the contents of these lesson plans). Schools should ensure their PSHE education programme therefore includes all elements of the new statutory guidance for relationships education, which will be published for consultation in Summer 2018. Elements of sex education that are not included in the statutory guidance will remain non-statutory in primary schools but in order to safeguard pupils effectively we strongly recommend that Medway schools provide a comprehensive programme of relationships and sex education (including these lessons) as an integral part of their PSHE provision. We therefore use the term relationships and sex education (RSE), rather than relationships education, to reflect this best practice approach.

This resource pack replaces and updates the Medway lessons on puberty and moving to secondary school, published in 2015. An additional three lessons on other aspects of RSE were added in January 2018, with a further five added in June 2018.

These lessons contribute to the curriculum for PSHE education, as set out in the [PSHE Association Programme of Study for PSHE education](#). Signposted by the Department for Education, the PSHE Association's Programme of Study outlines learning opportunities in three core themes: Health & Wellbeing, Relationships, and Living in the Wider World. For a detailed overview of how these lessons link to the Programme of Study, see Appendix 2.

Primary schools must have regard to the Department for Education statutory guidance on preparing pupils for the physical and emotional changes of puberty before they experience them. For this reason, we recommend that teaching about puberty should begin in Year 4.

These guidance notes should be read carefully before teaching any of the lessons. Teachers should also refer to relevant school policies, such as policies on SRE/RSE, child protection, and safeguarding.

Preparing to teach relationships and sex education

CREATING A SAFE LEARNING ENVIRONMENT

Time should be set aside to establish a safe learning environment for both pupils and adult staff in the classroom. This helps pupils to feel comfortable about sharing feelings, exploring values and attitudes, expressing opinions, and considering the views and opinions of others without fear of negative feedback. As well as encouraging more open discussion, it helps to ensure that teachers are prepared to deal with unexpected disclosures or inappropriate comments should they occur.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion (see the Ground Rules section below)
- offer some opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make something available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class (see the 'Ask-it Basket' section below)
- provide access to balanced information and differing views to help pupils clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)
- exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)

- link PSHE education with the whole-school approach to supporting pupil welfare
- make pupils aware of sources of support both inside and outside the school

Teachers should ensure that the content, approach and use of inclusive language reflect the diversity of the school community and society more widely — helping every pupil to feel valued and included in the classroom. It is good practice for these sessions to be taught in mixed-gender classes, and all pupils should learn about the changes of puberty in both males and females — recognising in an age-appropriate way that sex and gender are not binary.

As with any other lessons, positive behaviour management strategies should be employed throughout, however it may be useful to discuss how pupils might feel during the lessons before you start. Identify that these feelings might include embarrassment, or they may want to laugh. Explain that these feelings are normal and talk about strategies they can use to manage them.

GROUND RULES

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy. To be effective, pupils and teachers should develop ground rules together, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending them as necessary.

Examples of ground rules include:

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if you do not wish to comment

ASK-IT BASKET

An 'Ask-it Basket' question box or bag encourages pupils to ask questions with anonymity and without embarrassment. Introduce the Ask-it Basket either whilst creating the ground rules or at the beginning of each lesson. It should be accessible both during and after every lesson. The purpose of the Ask-it Basket should be explained to pupils:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are significant issues about a pupil's safety or wellbeing that need to be shared with others—see the 'Limits of confidentiality' section below.
- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

Tip: To ensure that pupils do not feel self-conscious about being seen to be asking a question, give each pupil a piece of paper and ask them to write down what they had for breakfast or lunch, and then add any questions they have. This means that everyone is writing at the same time. You could set some time aside at the end of each session to do this.

LIMITS OF CONFIDENTIALITY

It is important that teachers are well prepared to deal with any issues arising from the lessons. Teachers should explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room, in the room; if they were concerned about a pupil's safety or wellbeing, they would have to tell one other member of staff. If a question, behaviour, or language arises that a teacher finds concerning, this should be discussed with the designated safeguarding lead—in line with the school's safeguarding and child protection policies. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupil's age should be addressed.

There may be times when a question raised by a pupil should be referred to parents/carers (the school RSE policy should provide guidance regarding staff protocol on this). It is good practice to talk to the pupil(s) concerned before involving a parent or carer—to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with the head/designated safeguarding lead and acted upon in accordance with the school's confidentiality policy. It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone, including parents/carers.

Female genital mutilation (FGM)

These lessons do not address female genital mutilation (FGM). This is a separate but vitally important safeguarding issue. The summer holiday between Year 6 and Year 7 is a common time for this illegal and abusive procedure to be carried out, although it can occur at a much younger age. The PSHE Association has produced [guidance](#) on teaching about FGM and further help and advice can be obtained from the charities: [FORWARD](#) and [Freedom Charity](#).

Forced Marriage

These lessons do not discuss forced marriage. However, if discussing marriage (for example, during the Year 6 lessons on positive, healthy relationships and how a baby is made), this is a good time to flag up that marriage should be entered into freely—only if both are adults and with the agreement of both the people involved. And that if anyone ever felt they or someone else was at risk of being forced to marry, they should tell someone else they trust or seek help via a website or helpline such as [ChildLine](#) or [Freedom Charity](#).

ASSESSING PUPILS' BASELINE AND PROGRESS

Each lesson (or series of lessons) begins with a baseline assessment activity and ends with an end-point assessment activity. Baseline assessment provides an insight into the pupils' prior knowledge, understanding, skills, attitudes, beliefs and vocabulary. Moreover, the end-point activity allows teachers and pupils to demonstrate progress made from that starting point. When assessing pupils' baseline, it is important that the topic is not discussed with them beforehand, and that they are not over-prompted. The idea is to set an open-ended activity using neutral language that does not lead pupils to a particular answer—thus giving a genuine snapshot of what they are bringing to the topic before teaching anything new.

Baseline assessment activities can be done individually (useful if you wish to demonstrate individual progress), in which case before starting the activity, tell the pupils that they should work quietly on their own, without conferring. Alternatively, in some lessons you may wish to quickly gauge the group's starting point by carrying out the baseline activity through small group work or whole class discussion. In these lessons, the assessment activities are designed to be carried out individually by the pupils.

DIFFERENTIATING THE LEARNING

It is impossible to provide detailed advice on differentiating this learning for all needs and abilities, and teachers will know best the needs of their pupils in relation to accessing this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support or additional challenge to further develop their thinking.

EXTENSION ACTIVITIES

Ideas are provided for extension activities. These can be provided for pupils who complete activities quickly or alternatively, can be used as a class activity to further deepen and extend pupils' learning.

SUPPORTING STAFF

Teachers should look over the lesson plans before using them in class. They may like to discuss the lessons in more detail with the school PSHE education subject lead. A staff briefing or INSET to introduce the lessons can be useful—especially when teaching these lessons for the first time. Lessons should be taught within the context of the school policies, including the SRE/RSE policies. These should be reviewed regularly, in line with curriculum updates.

SUPPORTING PARENTS AND CARERS

Many schools choose to hold a curriculum evening or workshop to introduce parents to what their child will learn in RSE lessons. Lesson activities and resource/materials being used can be included to demonstrate how RSE is taught and what pupils of different ages will learn. Many parents welcome this opportunity and it can be reassuring if they have concerns. Again, this should be introduced to parents through the context of the school policy.

SIGNPOSTING SUPPORT FOR PUPILS

In each lesson, pupils should feel able to ask for more help, advice and support if they want to. All pupils should feel they can ask a teacher in school or adult who they trust out of school (such as a parent or carer) if they have further questions.

Websites can be helpful for older pupils—the teacher should ensure they direct pupils to specific websites where information is age appropriate, monitored and accurate.

TEACHING THE Y1-2 LESSON PLANS: ADDITIONAL NOTES

MY SPECIAL PEOPLE

This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, *Grandfather and I* by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

During the lesson pupils are asked to consider people whom they think of as their 'special people'. Pupils may not wish to name names but can label them: friend, parent (mum/dad/carer), grandparent, aunty, neighbour, teacher etc. It is generally good practice to encourage pupils to keep confidentiality in PSHE education lessons by not naming others directly, although at key stage one, for this activity in particular, this is not essential.

It will however be very important to be sensitive to children who may feel they do not have their special people close to them. This may include pupils living with foster families, step families, blended families, adoptive parents or those recently bereaved or separated from their families. Be aware that some pupils may choose an animal or pet instead of a person for this activity which should be allowed.

This lesson focuses on positive, happy relationships, and does not refer to inappropriate or unsafe behaviours. Teachers should highlight that our 'special' people are those who make us feel safe and comfortable, and that should they ever feel uncomfortable or unsure about something, even with a person they know well, they should tell a different adult, whom they trust.

WE ARE GROWING: HUMAN LIFE CYCLE

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

To prepare for this lesson, you might want to ask some pupils to bring in photos of themselves when they were babies or toddlers to compare with how they are now. If you decide to do this, it is important to be sensitive to individual circumstances and to be aware that some children may not have photographs from their early childhood, that parents/carers may not be willing to share these and that children may not relate to their younger selves in terms of their identity.

When discussing the needs of people at different ages, it will be important to recognise that people's needs differ depending on a variety of things, not just their age, and that we all have different rates of growth and that some people are taller or shorter than others.

During the lesson pupils consider things they are able to do independently now and things they will be able to do in the future. Be sensitive to pupils with disabilities — adapt *Resource 1* — '*things we can do*' if required.

EVERYBODY'S BODY

Pupils may have been using a variety of different words to name the male and female genitalia/sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.

We have been careful to choose language in the lesson plan that is inclusive, and acknowledges that whilst when babies are born the midwife or doctor will usually say they are either a boy (male) or girl (female) based on their genitalia, sometimes this is not clear (in the case of intersex children). This language also reflects that sometimes the biological sex a child is assigned at birth is not the same as the gender they identify as. This concept is not taught directly or in depth at this stage. If you have pupils who identify as non-binary or trans, it is advisable to discuss the lesson content and approach with their parent(s) or carer(s) before teaching the lesson.

Schools can decide which terminology to introduce to younger pupils, in accordance with their RSE policy. The following gives definitions that are suitable and recommended to use with younger pupils at key stage one.

Female genitalia (parts that determine sex):

Vulva: the area between the legs, which includes the openings to the vagina and urethra, the clitoris and the soft skin covering them

Vagina: the small opening between the legs — a small tube from the outside to the inside of the body

Clitoris: the button-shaped bump above the vagina

It may also be useful for pupils to know about:

Urethra: the tiny opening near the vagina of a tiny tube through which urine 'wee' leaves the body

Male genitalia (sex parts):

Penis: the spongy tissue that dangles between the legs. Boys urinate 'wee' through a tube in their penis (the urethra)

Testicles: two plum-shaped 'balls' in a squashy bag (the scrotum) behind the penis

When talking about the male and female genitalia, it may be useful to highlight the NSPCC [underwear rule](#) whilst noting that this does not need to be taught in-depth in this lesson—as it should be covered in separate lessons on keeping safe. One way of doing this in the lesson is to point out that we do not usually look at or touch each other's private parts: these are parts of the body covered by our underwear that we have the right to keep private or to ourselves.

National Curriculum links: For links to the primary science curriculum, see Appendix 3.

USEFUL WEBSITES

- www.childline.org.uk
- www.nspcc.org.uk
- www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx
- www.kidshealth.org/kid/
- www.bbc.co.uk/education/topics/z3xxsbk
- www.thinkuknow.co.uk/

USEFUL DOCUMENTS

- DfE statutory guidance on SRE: [Sex and Relationships Guidance](#), 2019
- Additional guidance, published by the PSHE Association, Sex Education Forum and Brook: [Sex and Relationships Education \(SRE\) for the 21st Century](#), February 2014
- Sex Education Forum's 12 principles of effective RSE

YEAR 1/2
LESSON PLANS

LESSON 1

MY SPECIAL PEOPLE

CONTEXT

This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. See *Teaching the Y1-2 lesson plans: Additional notes* section before teaching the lesson.

LEARNING OBJECTIVES

We are learning:

- about the special people in our lives and how we care for one another

INTENDED LEARNING OUTCOMES

- identify our own special people
- explain what makes them special to us and why they are important in our lives
- describe the different ways our special people care for us
- recognise how we can care for them in return

RESOURCES REQUIRED

- 'Ask-it-basket' and pieces of paper (see teacher guidance)
- Flipchart paper
- Pencils or pens, including coloured pencils or pens
- Plain paper for:
 - baseline and end-point assessment: sentence starters — 1 or 2 pieces per pupil
 - activity 5 – writing about someone special – 1 piece per pupil
- Children's story: Grandfather and I by Helen E. Buckley
- **Resource A: special people spider-gram** – 1 per pupil
- **Resource B: Caring for each other grid** – 1 per pupil
- **Resource C: Caring for each other ideas bank** – copies for pupils requiring support
- (Optional): Card and craft materials – for extension activity

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

special, person, people, friend, family, care, caring, help, thanks

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils finish a sentence starter: A special person is...	5-10 minutes
Story	Read the story <i>Grandfather and I</i> by Helen E. Buckley to the class	10 minutes
Special person spider-gram	Make a spider-gram of special people on the flipchart (using the central character in the story as an example). Pupils repeat activity referring to their own special people.	10-15 minutes
Discussing the story	Pupils respond to questions about the friendship described in the story	5 minutes
Writing about someone special	Pupils write about someone who is special to them	10 minutes
Caring for each other grid	Pupils complete a grid to explain how special people can care for each other	10 minutes
Extension activity (optional)	Pupils design a thank you card to give to their chosen special person	15 minutes
Plenary and assessment	Each pupil contributes a word, picture or symbol to create a class graffiti board about their special people. Pupils repeat the baseline activity — sentence starter: <i>A special person is...</i>	10-15 minutes

BASELINE ASSESSMENT

SENTENCE STARTER

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

Ask pupils to finish the sentence starter: **A special person is...**

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe—these will be used to assess learning at the end of the lesson.

5-15 MINS

CORE ACTIVITIES

10 MINS

READ THE STORY

Introduce the children's story: *Grandfather and I* by Helen E Buckley explaining that it is about a friendship between a child and their grandfather.

Read the story to the class.

10-15 MINS

SPECIAL PEOPLE SPIDER-GRAM

Discuss with pupils that Grandfather is a 'special person' for the child in the story and then the other special people that were mentioned.

Draw the child from the story in the centre of a piece of flipchart paper and around the outside write the different special people that were mentioned, or take other suggestions from the pupils. Use labels such as friend, mum, dad, sister, brother, auntie, neighbour, teacher etc.

Next, ask pupils to spend a few minutes thinking about people they think of as their 'special people', ask them to use **Resource A: special people spider-gram**, draw themselves in the centre and around the outside draw and label some of their 'special people'.

Pupils may not wish to name names but can label them: friend, parent (mum/dad/carer), grandparent, aunty, neighbour, teacher etc.

Remember to be sensitive to children who may feel they do not have their special people close to them, such as pupils living with foster families or recently bereaved.

Be aware that some pupils may choose an animal or pet instead of a person for this activity

5 MINS

DISCUSSING THE STORY

Gather the class back and recap the story.

Ask the class questions to explore the special friendship between Grandfather and the child, for example:

- What things do the child and Grandfather like doing together?
- What words could you use to describe Grandfather?
- What does Grandfather do that is special?
- Why is Grandfather an important (special) person in the child's life?

Ask pupils to choose one of the special people they have identified on their spider-gram, write some sentences to describe them and explain what makes them a special person.

For those students who may need further support:

Pupils create a 'wordle' about their special person (pictures or symbols could be used if needed, instead of words). Some pupils may require additional adult support

For those students who may need further challenge:

Pupils write a letter to their special person, describing their character traits and explaining why they are important to them in detail.

Ask pupils to think about the different ways that Grandfather (or any of the other special people mentioned in the story) help and care for the child. *Pupils will need to infer ideas from the story as not all the information will be mentioned in the book.*

Discuss the importance of special people helping and caring for each other, including how the child might help care for grandfather.

Make a grid on the board/flipchart to record some of the ways the grandfather and the child care for each other. See **Resource B: caring for each other grid** as a guide template.

Ask the pupils to complete their own grid, using drawing and writing to explain their ideas—**Resource B: caring for each other grid**. On one half of the grid, pupils explain how their special people help and care for them and on the other side, they explain what they can do to care and help their special people in return.

For those students who may need further support:

Pupils circle the ideas that apply on **Resource C: Caring for each other ideas bank** and then add some of their own ideas by drawing and/or writing.

This lesson focuses on positive, happy relationships, and does not touch on inappropriate or unsafe behaviours. Teachers should highlight that our special people are those who make us feel safe and comfortable, and that should they ever feel uncomfortable or unsure about something, even with a person they know well, they should tell an adult they trust.

Discuss why it is important and what we can say and do to let our special people know they are special to us. This might include special celebration days (such as mother's day / father's day); remembering their birthday; giving gifts or simply,

saying 'thank you' often.

Provide the pupils with card and craft materials to make a 'thank you' card to give to their special person.

PLENARY/ASSESSMENT FOR AND OF LEARNING

10-15 MINS

With the class, make a graffiti board on the board or flipchart with things about the pupils' special people. Each pupil can contribute one word, picture or symbol to add to the board.

At the end of the lesson, give the pupils their baseline assessment activity: **A special person is...** and a different coloured pen or pencil. Ask them to amend anything they now think was not quite right, or add their new learning to extend the sentence.

LESSON 2

WE ARE GROWING: HUMAN LIFE CYCLE

CONTEXT

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. See *Teaching the Y1-2 lesson plans: Additional notes section* before teaching the lesson.

LEARNING OBJECTIVES

We are learning:

- about how we change as we grow

INTENDED LEARNING OUTCOMES

- recognise the main stages of the human life cycle (baby, child, adult)
- recognise the process of growing takes time and describe what changes when people grow from young to old
- identify ways we are more independent now than when we were younger
- describe our feelings about growing and changing

RESOURCES REQUIRED

- 'Ask-it-basket' and pieces of paper (see teacher guidance)
- Flipchart paper
- Pencils or pens, including coloured pencils or pens
- Plain paper for baseline and end-point assessment: 1 or 2 pieces per pupil
- **Resource D: Human life cycle pictures** — displayed on flipchart or whiteboard
- **Resource E: Picture of a baby and child** — displayed on flipchart or whiteboard
- **Resource F: Sentence starters:** 1 copy per pupil
- **Resource G: Spot the difference writing frame** (for support activity)
- **Resource H: Spot the difference chart** (for challenge activity)
- **Resource I: Things we can do (now, in the future)** – (A3) — 1 per group of pupils
- Children's story: *The Growing Story* by Ruth Krauss and Helen Oxenbury
- Optional: Bag of objects (which could include things like a rattle, a ball, toy car, handbag or shopping bag, wallet or purse, mug, newspaper/magazine, hats, mobile phone, glasses, walking stick)

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility,

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils make a list of things that change as we grow	5-10 minutes
Human life cycle picture sort	Pupils sequence pictures of the human life cycle (baby, child, adult, older person)	5 minutes
Spot the difference	Pupils identify the difference between a baby and a child and write about how they have changed since being a baby.	15 minutes
Class discussion: different needs	Class discussion about what babies need and compare to the needs of people at different stages of the life cycle	10 minutes
Thinking about responsibilities	Pupils work in groups to identify things they are responsible for now and in the future	10 minutes
Story	Read a story, such as <i>The Growing Story</i> by Ruth Krauss and Helen Oxenbury — pupils identify and discuss the messages in the story	10 minutes
Extension activity (optional)	Pupils match objects to different stages of the human life cycle	5-15 minutes
Plenary and assessment	Pupils talk to a partner about what the lesson has made them think about the human life cycle and growing. Pupils repeat the baseline activity – a list of things that change as we grow	10-15minutes

BASELINE ASSESSMENT

MAKING A LIST

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

Ask the pupils to think about all the things that are changing as they are growing and getting older and make a bullet point list of things that change as we grow.

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe—samples will be used to assess learning at the end of the lesson.

5 - 15 MINS

5 MINS

HUMAN LIFE CYCLE PICTURE SORT

Ask the class to look at **Resource E: picture of a baby and child** and work in pairs to discuss the differences between the two life stages.

You may want to give prompts to the pupils such as:

- What do they look like? (hair, height, teeth)
- What type of clothes do they wear?
- What / how might they eat and drink?
- How do they move?
- What do they do or like to do?
- Where do they go?

Using **Resource F: sentence starters**: When I was a baby... Now I... ask the pupils to write about the differences between them as a baby and as they are now.

For those students who may need further support:

Pupils use **Resource G: spot the difference writing frame**

For those students who may need further challenge:

Pupils use **Resource H: spot the difference chart** to complete a grid about the differences between being a baby and a child

You might want to ask some pupils to bring in photos of themselves when they were babies or toddlers to compare with how they are now. If you decide to do this, it is important to be sensitive to individual circumstances and to be aware that some children may not have photographs from their early childhood, that parents/carers may not be willing to share these and that children may not relate to their younger selves in terms of their identity.

10 MINS

CLASS DISCUSSION: DIFFERENT NEEDS

Point out the picture of the baby again and ask the pupils to discuss in pairs about all the ways a baby needs caring for. Make a list of the pupils' suggestions on the flip chart.

Pupils' suggestions might include: to be fed, to have their nappy changed, to be bathed, rocked to sleep, cuddled, weighed at the clinic, given medicine by their parent if they are poorly etc.

Discuss briefly with the pupils whether these are the same needs that children of their age have too. If they are the same, mark them with a tick on the flipchart and discuss any differences. Draw out that people of all different ages and stages of the life cycle have needs and that these change as we get older.

10 MINS

Challenge: Choose another age range from the life cycle (adult or older person) and identify any similarities or differences in terms of their needs in comparison to the needs of a baby (or child).

THINKING ABOUT RESPONSIBILITIES

Talk with pupils about how growing up means becoming increasingly more independent and responsible. Provide the pupils with a list of ideas—**Resource I: things we can do (now, in the future)**.

Pupils work in small groups and identify which things they are responsible for or allowed to do now and which they are still too young to do or be responsible for. The pupils can circle the ideas, using two different colour marker pens, e.g. a red circle to show what they can do now and a blue circle to show what they might be able to do in the future, when they are older. Be sensitive to pupils with disabilities, adapt the ideas sheet if required.

For those students who may need further support:

Pupils may need visual prompts such as a pictorial version of this sheet, or to work with an adult on this activity.

For those students who may need further challenge:

Pupils may need visual prompts such as a pictorial version of this sheet, or to work with an adult on this activity.

Bring the class back together to compare ideas and share their thinking.

10 MINS

THE GROWING STORY

Read *The Growing Story* by Ruth Krauss and Helen Oxenbury.

Discuss the following questions with the class:

- How does the little boy feel about growing up?
- How are things and animals growing and changing around him?
- What is good about growing?
- What is not so good about growing?
- What does the story tell us about growing (or the time it takes to grow)?

Choose an alternative story about growing and changing, if preferred.

5-10 MINS

EXTENSION ACTIVITY (OPTIONAL)

Provide the pupils with a bag of objects that might be used by people at different stages of the human life cycle. Ask the pupils in turn to choose an object and match it to one of the stages of the human life cycle (baby, child, adult, older person). Ask them to explain their decision.

Include things like: a rattle, a ball, toy car, handbag or shopping bag, wallet or purse, mug, newspaper/magazine, hats, mobile phone, glasses, walking stick

For example, pupils might say: a rattle for a baby because they often like to shake something that makes a noise; a ball for a child because they might like to play; a mug for an adult because they might like hot drinks.

Be prepared to challenge any stereotypes that arise, such as all older people use walking sticks, or walking sticks are only used by older people.

PLENARY/ASSESSMENT FOR AND OF LEARNING

10-15 MINS

Pupils share with a partner something this lesson has made them think about growing and the human cycle.

At the end of the lesson, give the pupils their baseline assessment activity 'list of things that change as we grow' and a different coloured pen or pencil. Ask the pupils to amend anything they now think was not quite right, or add their new learning to their list.

LESSON 3

EVERYBODY'S BODY

CONTEXT

Pupils may have been using a variety of different words to name the male and female genitalia, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. See Teaching the Y1-2 lesson plans: Additional notes section before teaching the lesson.

LEARNING OBJECTIVES

We are learning:

- about the differences and similarities between people

INTENDED LEARNING OUTCOMES

- describe gender similarities and differences between ourselves and others
- challenge simple stereotypes about boys and girls
- recognise and use the correct names for main parts of the body

RESOURCES REQUIRED

- 'Ask-it-basket' and pieces of paper (see teacher guidance)
- Pencils or pens, including coloured pencils or pens
- Plain paper for baseline and end-point assessment: draw and write — 1 or 2 pieces per pupil
- Coloured pompoms or beanbags – 1 per pupil
- **Resource J: Statements about boys and girls** – 1 per pair of pupils
- Identically clothed, anatomically correct baby dolls — 1 male and 1 female
- **Resource K: Body parts word labels** – 1 set per group (or list on the whiteboard)
- **Resource L: Body outlines** (enlarged to A3) – 1 copy per group
- Scissors and glue
- Set of word labels and sticky tape (for support activity)
- Optional: Set of anatomically correct farmyard animal toys—for extension activity— available from <https://www.schleich-s.com/en/GB/farm-world.html>

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

same, different, male, female, boy, girl, body, born, private parts, sex parts, penis, testicles, vagina, vulva, gender

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils draw and write about boys and girls – what they look like, what they do, what they like	5-15 minutes
Pom Pom game	Play a game with the class, pupils' pair up and find out about the similarities and differences between them	10 minutes
Statements about boys and girls	Pupils read statements about boys and girls and decide if they are right or wrong	10 minutes
Naming body parts	Teacher introduces names of body parts, including external genitalia, using baby dolls as a stimulus	10-15 minutes
Labelling body outlines	Pupils work in small groups to label body outlines — male and female body parts	15 minutes
Extension activity (optional)	Pupils investigate small model farmyard animals, identifying male and female mammals	10 minutes
Plenary and assessment	Pupils work with a partner to finish the sentence starter: <i>Before this lesson I didn't know that, but now I know that...</i> Pupils repeat the baseline assessment activity – draw and write	10-15 minutes

BASELINE ASSESSMENT

DRAW AND WRITE

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

Ask the pupils to draw two separate outlines of a boy and a girl (stick people are fine), label them 'boy' and 'girl' and then draw and write on each: what they look like, what they do, what they like.

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe—these will be used to assess learning at the end of the lesson.

5 - 15 MINS

10 MINS

POM POM GAME

Begin by playing a game that brings the pupils together as a whole class and then divides them into different pairs.

- Gather the class in a circle
- Give each pupil a coloured pompom or beanbag (make sure there are different colours)
- When you say 'Go', the pompoms are passed to the next person (just once) in a clockwise direction. Make sure everyone has a pompom.
- Repeat a couple of times: you can speed up or slow down or change the direction.
- After a couple of minutes, ask pupils to spread out and pair up with someone who has a different coloured pompom and stand next to them.
- Ask pupils to find out something else that is different about them.
- Ask some pairs to share their sentences. Encourage them to use the sentence starter: **We are different because...**

For example, 'We are different because we have different colour hair' or 'I like Star Wars but you like Power Rangers.'

- Ask pupils to change pairs, but this time, pair up with someone who has the same coloured pompom as them
- Ask them to find something else that makes them the same or that they have in common
- Ask some pairs to share their sentences. Encourage them to use the sentence starter: **We are the same because...**

For example, 'We are the same because we both wear glasses'

Repeat a few times, pairing up pupils so they have a chance to pair and talk with different people, and asking them to find something that is the same and something different to each other.

Bring the class back together. Discuss how some things that are the same or different can be seen immediately, (such as how someone looks), for example: *'We both wear glasses'* or *'We both have long hair'* and others are less obvious, for example: *'We both like bananas'* or *'We don't like football.'*

10 MINS

STATEMENTS ABOUT BOYS AND GIRLS

Pupils may have identified that one of the differences between them is their gender — 'I'm a girl and Marek's a boy'.

Explain that you are going to give each pupil a list of sentences of what some

people say about boys and girls. They need to read them and decide if the statements are right or wrong.

Give out the **Resource J: Statements about boys and girls worksheet** and ask pupils to tick if they are right or wrong. Pupils can work in pairs to discuss each statement.

Bring the class back together. Go through each statement inviting pupils to share their views about them. If stereotypes are reinforced by the pupils' comments, use further questioning or provide examples to challenge their thinking.

For those students who may need further support:

Pupils requiring more support could do this activity in a small group, taking each sentence in turn—with adult support.

For those students who may need further challenge:

Pupils could make up their own 'Some people say...' statements and pair up with another pupil to discuss if they are true or false.

10-15 MINS

NAMING BODY PARTS

Explain that whilst there are lots of things that are the same about all children, one difference comes when babies are born and the midwife or doctor says whether they are male (boy) or female (girl) by looking at their body parts.

Show the class the baby dolls (two identical dolls about the size of a new-born baby— ensure they are dressed the same). Ask the pupils to point out all of the parts of the baby dolls' bodies that are the same and name them. Ask them to look at the baby dolls and guess which they think is the male and which is the female. Ask the pupils how will they know if the dolls are male or female?

The pupils are likely to say that we will need to undress them or 'look at their private parts'. This is a good time to talk to the pupils about the areas of the body we mean when we talk about private parts — the parts of our body that we keep to ourselves, that we cover up with our underwear. See teacher guidance for further information.

Undress the dolls and ask the pupils to spot the difference — that their private parts are different. Explain that these are the genitals — the parts that the midwife or doctor looks at to say whether they are male or female. Explain that these parts can look a bit different (in the same way that our ears, eyes and noses can look different from other people's).

Discuss how people have all sorts of names for male and female private parts, but there are some scientific words that are important for them to learn. Ask if anyone knows the 'science' name for a male and female genitals? Write the words on the

board, ensuring the following are included: penis, testicles, vulva and vagina, and say the words aloud.

15 MINS

LABELLING BODY OUTLINES

Tell the pupils that they are now going to do a group activity to show they know the similarities and differences between children born as female and born as male.

Provide each group with **Resource K: Body parts** word labels and **Resource L: Body outlines**, scissors and glue. Ask the pupils to correctly organise the labels on the body outlines. Pupils can draw arrows to label the body parts.

For those students who may need further support:

Pupils requiring more support could use sticky tape to match the labels to the relevant body parts on the anatomically correct dolls.

10 MINS

MALE AND FEMALE ANIMALS (OPTIONAL)

Discuss animals with the pupils, noting how they are male or female just like people. Show the pupils a range of anatomically correct farmyard animal toys. Ask them to identify which are male and which are female. You might also want to discuss that female mammals give birth to the baby mammals, and that most feed their babies with their teats.

PLENARY/ASSESSMENT FOR AND OF LEARNING

10-15 MINS

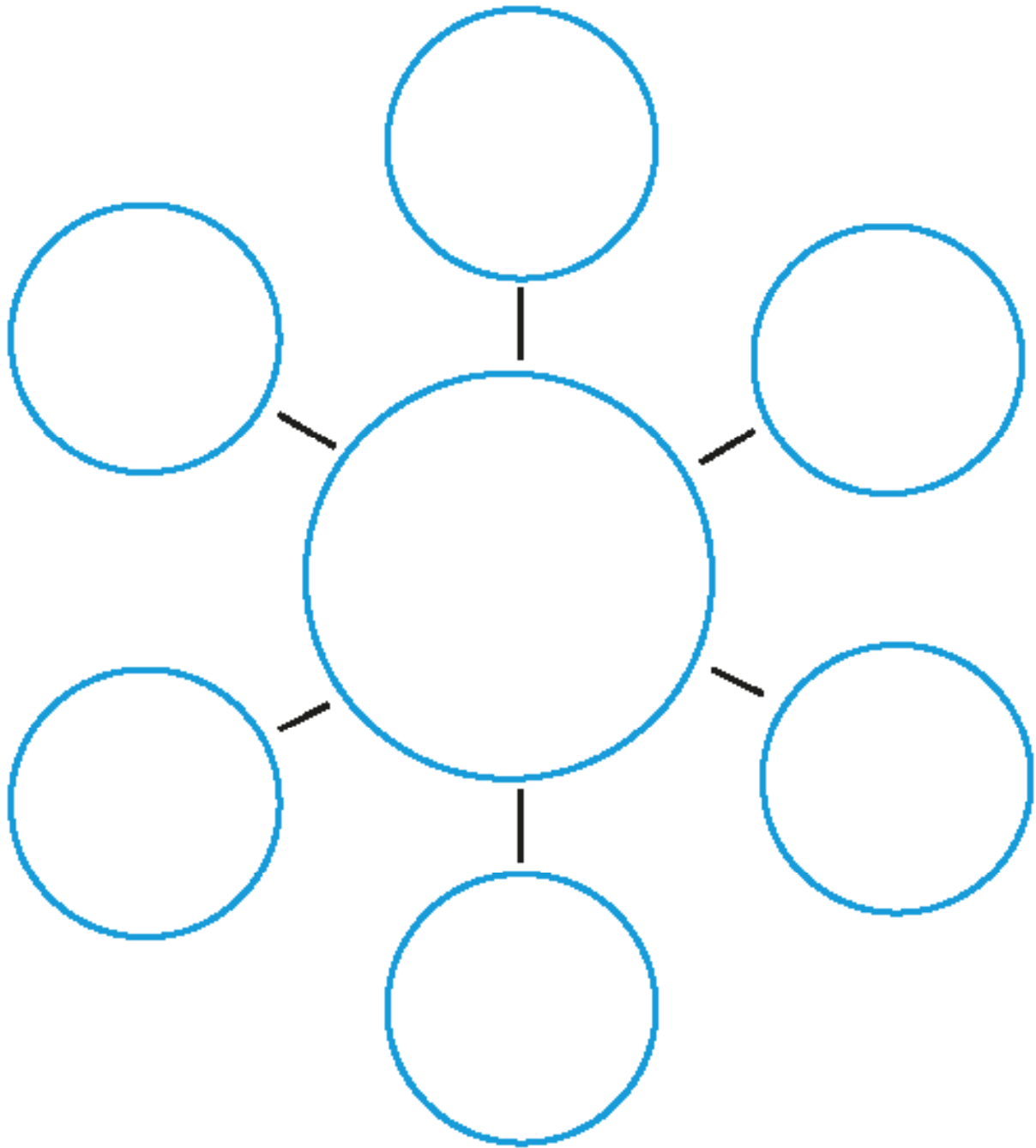
Pupils could be asked to share their learning by talking with a partner, using the following sentence starter: **Before this lesson, I didn't know that... but now I know that...**

Afterwards, give the pupils the body outline ('draw and write') they did at the beginning of the lesson and a different coloured pen or pencil. Ask the pupils to amend anything they now think was not quite right, or add their new learning to the boy and girl outlines.

YEAR 1/2
RESOURCES

Resource A

Special people spider-gram



Resource B

Caring for each other grid

My special person helps and cares for me by...	I help and care for my special person by...

Resource C

Caring for each other ideas bank

My special person helps and cares for me by...

listening to me

reading to me

making my food

cuddling me

taking me to the park

caring for me when I am hurt

taking me to the park

I help and care for my special person by...

helping with the washing up

saying thank you

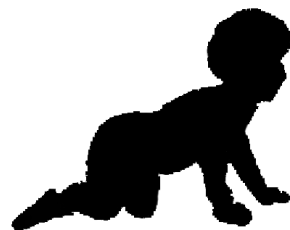
drawing them a picture

tidying my toys

giving them a hug

Resource D

Human life cycle



Resource E

Picture of a baby and child



Resource F

Sentence starters

When I was a baby...

Now I...

Resource G

Spot the difference writing frame

When I was a baby I was _____.

I ate _____ and drank _____.

I wore _____.

I liked _____.

Now I am _____.

I eat _____ and drink _____.

I wear _____.

I like _____.

Resource H

Spot the difference chart

	When I was a baby...	Now...
Looks		
Clothes		
Food and drink		
Physical activity		
Likes		
Dislikes		
Places		

Resource 1

Things we can do (now, in the future)

Drive a car

Read a book on my own

Use the laptop on my own

Buy my own clothes

Own a mobile phone

Tidy up my things myself

Play indoors alone
own

Walk to school on my

Wash my hair

Feed my pet

Spend my own money

Choose a healthy snack

Pack my school bag

Use a knife and fork

Hang my coat up

Make my own food

Resource J

Statements about boys and girls

Some people say...	Are they right?	Are they wrong?
only boys are good at football		
girls and boys should wear different clothes		
only girls cry		
girls always like the colour pink		
males and females have different bodies		
boys always run faster than girls		
only boys like cars		
only girls like cuddles		
girls and boys can both be brave		

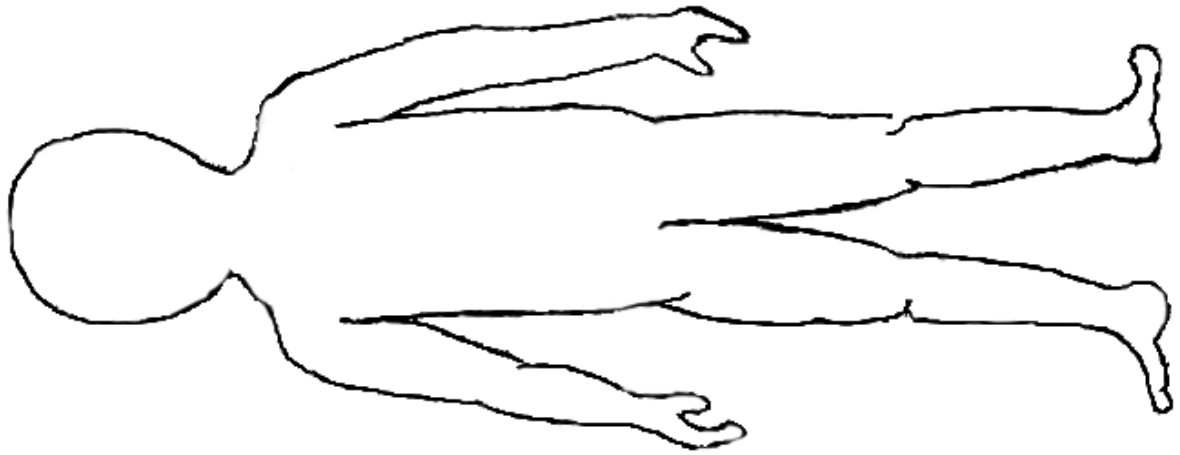
Resource K

Body parts labels

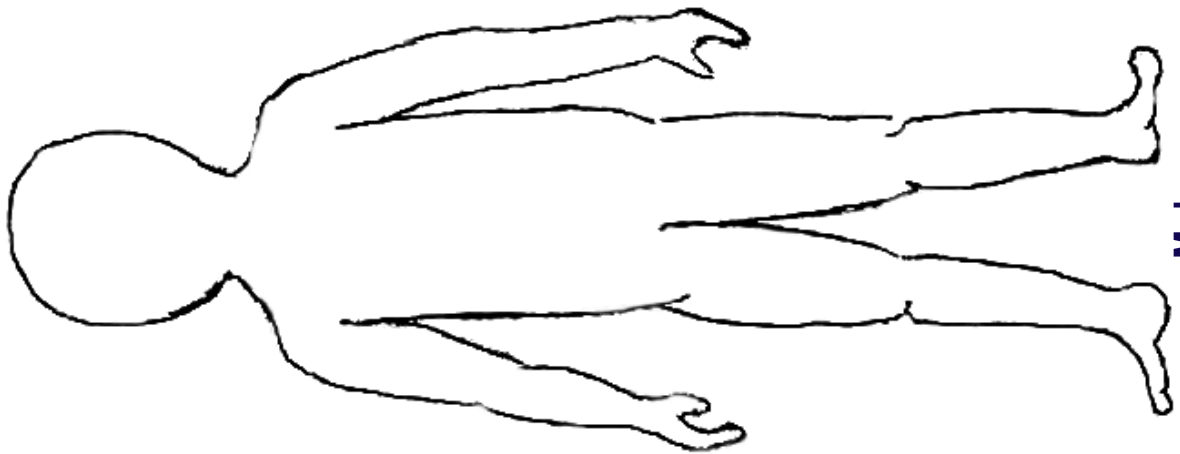
hands	head	vagina
arms	shoulders	vulva
legs	knees	ears
feet	toes	testicles
ankle	fingers	penis
eyes	tummy	chest
elbows	bottom	back
neck	wrist	mouth
teeth	hair	face

Resource L

Body outlines



Female



Male