



Preston Grange Primary School Relationship and Sex Education Primary Scheme

Adapted for PGPS from an original document produced by:



Elaine Robson (North Tyneside School Improvement Service)

Claire Liddle (Burradon Community Primary School)

RSE Primary Curriculum Overview September 2019

Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Expect respect</u></p> <p>Consider & challenge gender expectations using toys Ongoing work on being kind to others</p>	<p><u>Expect respect</u></p> <p>Friends, secrets and people who can help us.</p> <p>Links with Operation Encompass the Next Steps (OEtNS) KS1 lessons: friendships and relationships and emotions and empathy</p>	<p><u>Expect respect</u></p> <p>Gender, careers and assumptions</p> <p>Links with Operation Encompass the Next Steps (OEtNS) KS1 lessons: emotions and empathy; rules and expectations</p>	<p><u>Expect respect</u></p> <p>Resolving conflict and where to get help</p> <p>Links with Operation Encompass the Next Steps (OEtNS) KS2 lesson: Friendships and relationships</p>	<p><u>Expect respect</u></p> <p>Examining violence, excuses and responsibility</p> <p>Links with Operation Encompass the Next Steps (OEtNS) KS2 lessons: Emotions and empathy</p>	<p><u>Expect respect</u></p> <p>Secrets and stories</p> <p>Links with Operation Encompass the Next Steps (OEtNS) KS2 lessons: Rules and expectations</p>	<p><u>Expect respect</u></p> <p>Court Room Game</p> <p>Links with Operation Encompass the Next Steps (OEtNS) KS2 lessons: Rules and expectations revisited</p>
<p>Different families/same love - posters/stories Stereotypes and challenging them girls/ boys</p> <p>Integrated introduction of terms lesbian, gay- through stories</p> <p>Who's in my</p>	<p>Different families/same love - posters/stories Stereotypes and challenging them girls/ boys Integrated introduction of terms lesbian, gay - through stories</p> <p>Stonewall resources</p> <p>Sissy Duckling</p>	<p>Different families/same love - posters/stories Stereotypes and challenging them girls/ boys</p> <p>Integrated use of terms lesbian, gay - through stories</p> <p>Stonewall resources</p>	<p>Different families/same love - posters/stories Integrated use of terms lesbian, gay through stories and conversations about relationships</p> <p>Challenging Homophobic language</p> <p>King and King</p>	<p>Different families/same love - posters/stories Integrated use of terms lesbian, gay, transgender - through stories and conversations about relationships</p> <p>Challenging Homophobic language</p> <p>10,000 dresses</p>	<p>Different families/same love - posters/stories Integrated use of terms lesbian, gay, bisexual and transgender – through stories, RE and conversations about relationships. Challenging Homophobic language</p>	<p>Different families/same love - posters/stories Integrated use of terms lesbian, gay, bisexual and transgender – through stories, RE and conversations about relationships</p> <p>Challenging</p>

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My feelings	Myself and others (Feelings)	My body: Similarities and differences (2 lessons)	Good to be me (Self esteem)	Growing and Changing	Building good relationships	Building good relationships Rights of the child
My family	My body	Growing and changing	Families	Personal hygiene	Building good relationships (Commitment)	Puberty and reproduction
My body	My body belongs to me	Caring friendships and respectful relationships	Respectful relationships (Challenging stereotypes) (2 lessons)	Respectful Relationships	Keeping safe in relationships	Conception and pregnancy
My body	Families and people who care for me	Caring friendships and respectful relationships	Being safe in relationships	Being assertive	Puberty for boys and girls (2 lessons)	Being Safe CSE resources Alright Charlie
Being clean and healthy	Caring friendships	Health and prevention (2 lessons)	Responsibilities, Choices and consequences	Being safe	Puberty and hygiene	Changes NSPCC Making Sense of relationships (3 sessions)
	Choices		Safety		Difference and diversity	

The suggested activities in this scheme are to support schools to deliver a comprehensive RSE programme that meets the needs of their children.

Schools are reminded to ensure that the RSE scheme follows guidance laid out in their school RSE policy and is compliant with statutory guidance for „Relationships Education, Relationships and Sex Education (RSE) and Health Education“ (2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

This scheme does not include lessons related to online relationships specifically but activities can be adapted to do so.

3

Guidance on writing an RSE Policy can be found here: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association>

The suggested scheme aims to provide an RSE curriculum that is developmental, builds on prior learning and that can be fitted into the schools timetabled Personal, Social, Health and Economic Education (PSHE) programme.

This suggested scheme **includes reference to teaching about all sorts of relationships** including same sex relationships in order to prepare children for living in modern society and also to help protect their mental health. Such teaching must be sensitive, age appropriate in approach and content and integrated into the programme of study. Stories are an excellent way to explore different types of families and relationships and some suggested titles can be found through the following links:

<https://www.booktrust.org.uk/booklists/l/lgbt-picture-books/>

https://www.goodreads.com/list/show/15355.LGBTQ_Childrens_Literature

References and links to resources:

„Relationships Education, Relationships and Sex Education (RSE) and Health Education“ DfE (2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

Expect Respect toolkit (contributes to learning related to child sexual exploitation and domestic abuse)

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

Operation Encompass the Next Steps: Domestic Abuse Awareness programme. [https://www.operationencompass.org/next-](https://www.operationencompass.org/next-steps.php)

[steps.php](https://www.operationencompass.org/next-steps.php) „Making Sense of Relationships“ NSPCC [https://learning.nspcc.org.uk/research-resources/schools/making-sense-](https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/)

[relationships/](https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/) Underwear rule: NSPCC <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

UNICEF Rights of the Child http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf

Social and Emotional Aspects of Learning (**SEAL**) resource:

<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009>

4

Childline:

http://www.childline.org.uk/Pages/Home.aspx?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_E_BND_Grant_Childline_Pure_Brand&utm_term=childline&qclid=COzPhoOv2MgCFSP4wgodwYclUQ&qclsrc=aw.ds

All Together: Promoting diversity and equality in the Primary classroom. Cardiff against

Bullying: https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf

AGENDA: A young people's guide to making positive relationships matter – contains some lovely activities to promote inclusion and challenge prejudice

<http://agenda.wales/>

PSHE Association guidance on teaching about mental health

<https://pshe-association.org.uk/uploads/media/27/8115.pdf>

RSE Day: Activities for primary schools

https://www.sexeducationforum.org.uk/sites/default/files/uploads/resources/20190423_RSEDayBooklet_Primary.pdf

To learn about hygiene and keeping clean from germs try „e-Bug“

http://www.e-bug.eu/eng_home.aspx?ss=1&cc=eng&t=Welcome%20to%20e-Bug

Red Cross: <http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children>

Thinkuknow : Aims to empower children and young people aged 5-17 to identify the risks they may face online and know where they can go for support.

<https://www.thinkuknow.co.uk/>

Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez & Vanessa Cooper, NCB, 2006

Health for Life, Real Health for Real lives, 4 - 5 years. Noreen Wetton and Adrian King, Nelson Thornes

Health for life, 4-7. Noreen Wetton and Trefor Williams, Nelson Thornes

Health for life, 8-11. Noreen Wetton and Trefor Williams, Nelson Thornes

„My Underpants Rule“ book by Kate and Rod Power

Foundation Stage

	Learning Intentions and Outcomes	Activities	Suggested resources
	<ul style="list-style-type: none"> Be able to talk about themselves and the girls/ boys toys they like to play with and begin to accept that, although girls and boys are not the same, they can still play with a whole range of toys. 	<p>Expect Respect Looking at and challenging gender expectations using toys</p>	<p>https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</p>
FS	<p>My feelings</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> To begin to have identified some of their feelings and recognised some of the ways they express them. To recognise how our feelings can influence our friendships. To realise that their behaviour (words and actions) can affect other people. (KS1:R1, R2) 	<p><u>Activity 1</u> What feelings can we have? Can we make a happy face, scared face, angry face, calm face, sad face; take photographs for display. Use the feelings fans from the SEAL resources to develop understanding of how our feelings can be shown by our facial expressions. See : https://webarchive.nationalarchives.gov.uk/20110814125459/http://nsonline.org.uk/node/89169?uc=force_uj</p> <p>Discuss scenarios and ask children to make a face to show how this would make them feel e.g. someone taking their toy, calling them a name, giving them a present, falling over, winning a prize, losing their coat. Think about how our behaviour effects how others feel – use scenarios and stories to illustrate. Use feelings fans when reading stories to show the feelings of the characters.</p> <p>End the lesson when children say a time they felt good e.g. I read my book, I didn't cry at the dentist and she gave me a sticker, I remembered my PE kit and my teacher was pleased, I got a hug from my ...family member. Teacher to share their feel good idea.</p> <p>Begin to think about „big feelings“ and „small feelings“ - Is feeling happy a big or a small feeling?</p>	<p>SEAL and SEAD Social and Emotional Aspects of Learning in the Early years (National Strategies) Feelings fan – found in resources section</p> <p>Health for Life 4-5 Noreen Wetton and Adrian King; Nelson Thornes publications</p> <p>Story book „Happy, Sad, Feeling Glad“ by Yasmin Ismail</p> <p>Use Stonewall posters of</p>

FS	My Family Learning Outcomes:	<u>Activity 1</u> Ask children to draw who is in their family. Discuss ideas with the class. Get children to bring photographs in. Discuss different types of family. Get children to discuss their family. Produce a display of different families. What special	different types of families https://www.stonewall.org.uk/resources/different-families-same-love-poster
-----------	---	--	--

	<ul style="list-style-type: none"> · To identify their special people and begin to understand how special people should care for one another (KS1:R9) · To know who they can talk to at home and at school if you are unhappy or frightened. 	<p>things do they do together? How do families make them feel? <i>Use opportunity to consider families with two mums/ dads/ mum and grandma if appropriate to children.</i></p> <p><u>Activity 2</u> If you are sad who can you talk to? Discuss at home and at school. Draw pictures of the people who care for us. How do families care for each other? Discuss the roles of family at home e.g. My dad is a great cook; My grandma is a great story reader; My mam is great at painting; My grandpa is great at football...</p>	Story book „We are family“ by Patricia Hegarty and Ryan Wheatcroft
--	--	---	--

FS	<p>My Body (Probably 2 lessons)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> · To know that humans produce babies that grow into children and then into adults. · To consider the ways they have changed physically since they were born · To begin to recognise the proper names for the external parts of the body. · To be able to describe some of the functions of some of the parts of the body. · To describe ways people are different and similar. <p>(KS1:H8)</p>	<p><u>Activity 1</u> Draw a picture of themselves and label the different parts of their body that they can see from the outside e.g. leg, arm, hand etc. Ask the children to share their labelled drawings and make a list of all the different parts of the body. Sing „Head, Shoulders, Knees and Toes“ with actions. Provide small groups of children with a variety of coloured photos and pictures, cut from magazines, catalogues etc. Ask the children to identify similarities and differences in eye and hair colour, skin tone, facial expressions, male and female. Talk to the children about different sizes and shapes of people and extend their language of size and shape: tall, small, middle-sized, big, bigger, biggest, thin, long legs, long arms</p> <p><u>Activity 2</u> In small groups, ask the children to look at photographs of themselves at different ages e.g. <i>new born, toddler and now</i>. Explain that as we become older our bodies grow. Look at the photos and describe the physical growth and changes that have taken place between each picture. Think about what their bodies could and could not do at each age, including what they can do now. List the suggestions for each photo and help the children to see the progression and changes that have taken place in their physical capabilities. Look for similarities and differences between themselves and other children in the group. Draw pictures to show what their bodies can do at each age.</p> <p><u>Activity 3</u> Read I Can Do it! By Shigeo Watanabe. Think about things that they have learnt to do with their bodies since they were babies. Complete sentence stem „I can...“ To the tune of „Here we go Round the Mulberry Bush“ ask the children to sing and mime the things they have learnt to do with their bodies e.g. „I know</p>	<p>SEAL and SEAD Social and Emotional Aspects of Learning in the Early years (National Strategies)</p> <p>Health for Life 4-5 Noreen Wetton and Adrian King; Nelson Thornes publications</p>
-----------	--	---	--

		<p>how to ride a bike, ride a bike, ride a bike”</p>	
--	--	--	--

<p>FS</p>	<p>Being clean and healthy</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> · Explain the importance of, and how to maintain, personal hygiene.(KS1:H6) · Understand some basic hygiene routines. · Understand some areas in which they can look after themselves e.g. dressing and undressing 	<p><u>Activity 1</u> Read I'm having a bath with Papa by Shigeo Watanabe or Andrew's Bath by David McPhail. Ask the children why they think having a bath is important and introduce the idea of keeping clean. Think of other ways to keep clean and make a list of ideas e.g. <i>washing hands, cleaning teeth, washing hair, cutting nails</i>. Discuss when it is important to wash their hands e.g. <i>before eating, after using the toilet, if they cut themselves, after handling animals, plants or soil, after painting or using crayons and dough etc</i>. Talk about what might be on their hands and introduce the idea of germs being bugs that we cannot see, which may make us ill if they enter our bodies. Explain how we can stop this from happening by washing our hands, washing and covering cuts and making sure that we don't put anything into our mouths which might have germs on it.</p> <p><u>Activity 2</u> Draw and label pictures of things they can do to keep themselves clean and germ-free e.g. <i>brush teeth, wash clothes, wash hair</i>. In Circle Time, ask the children to share their pictures and complete the sentence stem „I keep myself clean by...“ Provide small groups of children with dolls in a „bathroom“ equipped with bowls of water, a towel, a flannel, a nailbrush, toothpaste, a toothbrush, soap, shampoo etc. Ask the children to imagine they are responsible for keeping these dolls clean and to demonstrate how they would do this. The children can wash the dolls, scrub their nails, brush their teeth and so on. <u>Activity 3</u> In Circle Time, explain that as we grow we learn to do more things and that as we get older there are more things that we are able to do to look after ourselves. Talk with the children about things they can do now for themselves that they could not do when they were younger. Ask the children to identify activities with which they require help. Ask the children who could help them with these activities and make a list of the people they suggest.</p>	<p>SEAL and SEAD Social and Emotional Aspects of Learning in the Early years (National Strategies)</p> <p>Health for Life 4-5 Noreen Wetton and Adrian King; Nelson Thornes publications.</p> <p>Story books „How do I eat it?“ Shigeo Watanabe. „I'm having a bath with Papa“ Shigeo Watanabe „Andrew's Bath“ David McPhail.</p>
------------------	---	---	--

Key Stage 1: Year 1

	Learning Intentions and Outcomes	Activities	Suggested resources
	<ul style="list-style-type: none"> To think about how their behaviour affects others and how other's behaviour affects them. Begin to be able to distinguish friendly and unfriendly behaviour or good or bad secrets and know when and where to go for help. (KS1:R3) 	<p>EXPECT RESPECT Friends, secrets and people who can help us https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational toolkit</p> <p>„Mates / no mates” game – how do you feel? Agree / disagree game with selection of statements that you may/ maynot say to child to get them to be your friend Discuss the word „secret”; what does it mean?In grouos thin of good secrets. Are there some secrets that you should not keep? Why? Who might you tell? <i>See link for complete lesson plan.</i></p>	<p>https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</p> <p>Story books „I am absolutely too small for schools” by Lauren Child „Sumi”s first day of school ever” by Soyung Pak</p>
	<p>OEtNt KS1 lessons: Friendships and relationships; emotions and empathy.</p> <ul style="list-style-type: none"> Know the characteristics of a friendships 	<p>See session plans related to: “Do I know who my friends are and who I have a relationship with?” “Can I describe what a friend is?”</p> <p>Use additional activity statements and decide what is / is not ok in a friendship? e.g. Joe won’t let Eve play with him, Jack fell over and Emily helped him up; Tracey scribbles on Pauls picture; Lucy helped Sam to rebuild her lego model. (Put „It is ok” and „It is not ok” signs on opposite sides of room and children move to the side that reflects their answer)</p>	<p>https://www.operationencompass.org/assets/documents/Domestic Abuse Awareness Programme For Schools - PSHE Session Plans KS 1.p df</p>

<p>Y1</p>	<p>Myself and others (Feelings)</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> · To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents. 	<p><u>Activity 1</u> Small groups of children look at their face in a mirror and talk about what they see. Look at their eyes, are they both the same colour? Are there flecks of different colours in their eyes? Is their hair the same colour all over? Is it straight, curly or wavy? Is their skin pale, reddish, freckled, olive, brown, dark brown or black? Look at other facial features, such as the chin, forehead and eyebrows. Draw self-portraits or paint a picture of their face. List the ways that we are the same, the physical attributes they share and also the feelings that they share.</p> <p><u>Activity 2</u> Revisit pictures / self portraits. Discuss how are we different? Does being different</p>	<p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication (p.23 +)</p> <p>Key Stage 1 Lesson plans, p 47-73, Laying the</p>
------------------	---	--	--

	<ul style="list-style-type: none"> · To know and value the different groups to which they belong. (KS1:L4) · To recognise similarities and differences between themselves and their peers. (KS1: R8) 	<p>make us feel good, or not so good? Explain that we all have similarities and differences and this makes us all unique / special. Ask the children. What is special about you? What are you good at? In a round ask children to complete the sentence „I am good at..“ circle activity. Teach the children to give complements to each other about what they are good at.</p> <p>Discuss groups we belong to e.g. school, church, dancing, football, beavers, rainbows etc. What do we have in common with people in these groups? Why do we like being in a group? How does it make us feel?</p>	<p>Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez & Vanessa Cooper, NCB, 2006</p> <p>SEAL (Social and Emotional Aspects of Learning)</p>
--	--	---	--

<p>Y1</p>	<p>My Body</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> To identify similarities and differences between themselves and the opposite gender. To recognise and name, using the proper terminology, parts of the body and know the similarities and differences between boys and girls. <p>(KS1: H10)</p>	<p><u>Activity 1</u></p> <p>As a class, ask the children to think about the bodies of boys and girls and make a list of all the body parts they can think of that can be seen from the outside. Give pairs or small groups an A3 outline of a boy and a girl and the list of body parts. Ask the children to draw as many body parts as they can in the appropriate space e.g. eyes, ears, toes etc. Visit each group and encourage the children to discuss the differences between boys and girls. Some children may wish to discuss the differences between men and women. Talk about these differences using the outlined body and introduce language as appropriate to the needs of the child.</p> <p>Tell the children that personal names e.g. <i>willie</i> are acceptable but introduce the correct terms e.g. penis, vagina and breasts as appropriate. Show the children a list with named body parts and compare to the list they have made. If necessary add further body parts to the lists to ensure that the children's suggestions are included.</p>	<p>National Strategies „Good to be me“</p> <p>Story books „The Truth About Babies“ Andrea Shavick „You“ll Soon Grow Into Them Titch“, Pat Hutchins</p> <p>OEtNS: KS1 lessons; rules and expectations “Can I recognise that all toys can be played with by all people?” https://www.operationencompass.org/assets/documents/Domestic Abuse Awareness Programme For Schools - PSHE Session Plans KS1.pdf</p>
-----------	--	--	---

	<p>My Body belongs to me</p> <p>Learning outcome:</p> <ul style="list-style-type: none"> Know that their body belongs to them, the difference between appropriate and inappropriate or unsafe physical contact <p>(KS1: R10)</p>	<p>Teach the NSPCC Underwear rule - PANTS https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p> <p>Privates are Private Always remember your body belongs to you No means No Talk about secrets that upset you Speak up, someone can help</p>	
--	---	---	--

	<ul style="list-style-type: none">· Know about the concept of privacy		
--	---	--	--

<p>Y1</p>	<p>Families and people who care for me</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> · To be able to describe their family and know why they are special. · To identify different ways that families and individual members care for each other. (KS1:R9) · Know that others" families sometimes look different but we should respect these differences. · Know to tell a trusted adult at school if someone in their family makes them feel unhappy or unsafe. 	<p><u>Activity 1</u> Ask children to draw who is in their family. Discuss ideas with the class. Snowball activity: something special about my family. (we play games, we go on bike rides etc)</p> <p><u>Activity 2</u> Discuss different types of family. Get children to discuss their family. How is it the same and different from other families? Produce a display of different families. What does your family provide? How does your family make you feel protected and safe? Label display with children"s statements about what families do for each other. <i>Use this opportunity to mention that all families are different and we should respect these differences</i></p> <p><u>Individual activity.</u> Draw your family doing something fun. Discuss the other things families do together.</p> <p>*Explain to children that is ever someone in their family makes them feel unsafe they can tell their teacher or someone in school.</p>	<p>„The family book" Todd Park</p> <p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication</p> <p>SEAL (Social and Emotional Aspects of Learning) National Strategies „Good to be me"</p> <p>Use Stonewall posters of different types of families https://www.stonewall.org.uk/resources/different-families-same-love-poster</p> <p>NSPCC PANTS campaign https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p>
------------------	--	--	--

<p>Y1</p>	<p>Caring friendships</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> · To describe who a friend is and what a friend does. · Understand how important friendships are in making us feel happy and secure · Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<p><u>Activity 1</u> Draw and write about your perfect friend. Discuss with others in the class. As a class identify the characteristics of an ideal friend – a recipe for a good friend. Display ideas that can be referred to. Discuss how important friendships are in making us feel happy and safe.</p> <p><u>Activity 2</u> Yes/no Continuum activity. Key Question: Does a friend boss you about? Does a friend make you laugh? Does a friend call you names? Does a friend leave you out? Does a friend share? Does a friend make you feel happy? <i>See OEtNS lesson and additional activity</i></p> <p><u>Individual activity</u> Ask the children to think about how they are a good friend. Are they kind? Fun to be with? Trustworthy? Patient? Generous? Loyal? Friendship self assessment? – make a list of characteristics of a good friend and rate yourself?</p>	<p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication (p63 +; 87+)</p> <p>OEtNS: KS1 lessons; Friendships and relationships https://www.operationencompass.org/assets/documents/Domestic_Abuse_Awareness_Program_Me_For_Schools_-_PSHE_Session_Plans_KS1.pdf</p>
-----------	---	---	---

<p>Y1</p>	<p>Choices</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> · To understand that they have choices. · To recognise that some choices will have consequences. · To practice saying „no“ to friends if they try to persuade you to do something you do not want to. 	<p><u>Activity 1</u> What is a choice? If you had to choose between chocolate and crisps what would you choose? Why? Practice with other questions. Then discuss how choices have consequence e.g. If you choose not to do homework what will happen? If you choose to be cruel to your friend what will happen? If you choose to not wear your helmet on your bike? If you choose to help your teacher tidy up?</p> <p><u>Activity 2</u> Discuss how sometimes people can ask us to do things we maybe shouldn't e.g. „He told me to turn the tap on in the toilet and block the sink...“ Discuss. Do we have to do what other people say even if we think it is not a good idea? Would you do these things if your friend asked you to? Yes/no continuum</p> <ol style="list-style-type: none"> 1) Run across a busy road 2) Eat all the cake 3) Make a card for a friend who is sad. 4) Tell an adult if a friend is sad. 5) Snap a pencil. 6) Steal a toy. <p>Discuss and review</p>	<p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication (p57+)</p> <p>Consequences activity from SEAL resource: Match statements:</p> <ul style="list-style-type: none"> · I got my spellings right because / I practiced them · I was not invited to Jo's party because / I called him names last week · Lucy leant me her pens because / I shared mine yesterday · Sam pushed me over because / I hit her
-----------	--	--	--

Key Stage 1: Year 2

	Learning Intentions and Outcomes	Activities	Suggested resources
	<p>· To discuss which careers are carried out by men or women in a class; talk about some of the assumptions made on the basis of gender or size; have some ideas about what they want to do in the future</p>	<p>Expect Respect Gender, career and assumptions Give children a piece of paper with career written on it from the list provided in resource and position themselves along a concept line according to whether this job would be done by a woman (one end) or a man (the other end). Discuss where children are standing. https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit</p>	<p>https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit</p>
	<p>OEtNS: KS1 lessons; emotions and empathy, rules and expectations (This lesson can be integrated into other lessons in this year if Expect Respect is used)</p>	<p>„Can I recognise that all toys can be played with by all people?“ „Do I know that we can all decide which type of toys and jobs we choose?“ See link with Expect respect activity above and also Reception activity.</p> <p>See activities below linking with OEtNS emotions and empathy lesson https://www.operationencompass.org/assets/documents/Domestic_Awareness_Programme_For_Schools_-_PSHE_Session_Plans_KS1.pdf</p> <p>Discuss with children the importance of respecting other choices and still being friends with them.</p>	<p>OEtNS: https://www.operationencompass.org/assets/documents/Domestic_Abuse_Awareness_Programme_For_Schools_-_PSHE_Session_Plans_KS1.pdf</p>

<p>Y2</p>	<p>My body (2 lessons)</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> · To identify similarities and differences between themselves and the opposite gender. · To recognise and name, 	<p><u>Activity 1</u> Give pairs or small groups an A3 piece of paper and ask them to draw a boy or girl in their swim suit. Ask the children to label as many body parts as they can see in the appropriate space e.g. eyes, ears, toes etc. Now ask children to label body parts that they cannot see; that are private. Explain that they can use words they have heard / use at home but take the opportunity to remind children of the biological terms, „the words we would use if went to the doctor“. Visit each group and encourage the children to discuss the differences between boys and girls. Talk about these differences using the outlined body and introduce language as</p>	<p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication</p> <p>Key Stage 1 Lesson plans, p 47-73, Laying the Foundations: Sex and</p>
	<p>using the proper terminology, parts of the body and know the similarities and differences between boys and girls.(KS1:H10)</p> <ul style="list-style-type: none"> · Know about the concept of privacy and the implications of it for both children and adults 	<p>appropriate to the needs of the child.</p> <p>Remind children of the PANTS run – Privates are private https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p> <p><u>Activity 2</u> Refer back to previous sessions and discuss as a class how there are similarities and differences between boys and girls and between all people generally. Pairs conduct a class survey choosing either hair colour, length, style or eye colour. Do a tally chart to find out how many children in the class have these characteristics. Discuss the findings as a class and emphasise how it shows us that we have similarities and differences regardless of whether we are male or female. Play a class version of „Guess Who?“ All stand up and ask questions like: Are you a girl? Do you have long hair? Do you have any brothers? Children who answer „yes“ remain standing. Continue the game until only one child is standing. Make sure the attributes selected are positive.</p>	<p>Relationships Education in Primary Schools, Anna Martinez & Vanessa Cooper, NCB, 2006</p> <p>SEAL (Social and Emotional Aspects of Learning) National Strategies</p> <p>„The World Is Full of Babies“, Mick Manning & Brita Granstrom</p> <p>Health for Life 4-7 years Noreen Wetton and</p>

<p>Y2</p>	<p>Growing and changing.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> To know about the process of growing from young to old and how people's needs change and the responsibilities that increasing independence may bring. (KS1: H8, H9) 	<p><u>Activity 1</u></p> <p>Discuss with children where different living things come from <i>e.g. flowers come from seeds</i>. Give children a selection of flowers to investigate. Can they name the different parts <i>e.g. leaf, stem etc.</i>? Show them a selection of seeds and let the children examine them. Can you tell what the plant will look like from looking at the seed? Talk about how plants grow from seeds. As a class, list different living things on the board <i>e.g. frog, butterfly, bird, kitten, oak tree etc.</i> Pairs decide where these come from and then feedback to the class and discuss.</p> <p>Provide the children with a set of cards showing pictures of babies, toddlers, older children and adults such as mums and dads and grandparents. In groups ask the children to sequence the pictures to show how people grow and change. How does it feel to get older?</p> <p><u>Activity 2</u></p> <p>Ask the children to bring in photographs of themselves as babies and another recent photo. Help the children to make a time line by mounting the photos at either end of a strip of paper and drawing a line in between. Ask the children to draw and label developments that have taken place in their physical capabilities since they were babies and place them on the time line <i>e.g. crawling, walking, running, using a skipping rope, swimming 5 metres, 10 metres</i>. Encourage the children to share and talk about their time lines.</p>	<p>Trefor Williams; Nelson Thornes publication (p.25+; p.93)</p>
-----------	---	--	--

		<p>What are you allowed to do now that you were not as a 2 year? (Climbing to the top of the climbing frame, going to the toilet on your own, brush own teeth etc). How are you starting to look after yourself? What things are you looking forward to being able to do as you get older? How will you make sure you keep yourself safe? If you were able to go to the park on your own what things would you need to do to keep safe and how would you be responsible?</p>	
--	--	--	--

<p>Y2</p>	<p>Caring friendships and respectful relationships. (at least 2 lessons) Learning Outcomes:</p> <ul style="list-style-type: none"> · Identify characteristics of friendships such as respect, truthfulness, kindness, trustworthiness, sharing interests, loyalty. · Understand that most friendships have ups and downs and that these can often be resolved. · To recognise that friends care for each other and relationships should be based on fairness and kindness. · To recognise that sometimes we need to say no to our friends · To understand that sometimes friends quarrel and our actions affect the feelings of others.(KS1:R2) 	<p><u>Activity 1</u> Review what a friend is. Talk about the friends we have inside of school, outside school and other places. How do we know they are our friends? List ideas, make pictures of friends and write their characteristics around them. What are the rules for keeping friends? - list and display in the classroom Ask the children to think about how they are a good friend. Are they kind? Fun to be with? Trustworthy? Patient? Generous? Loyal? Friendships self assessment?</p> <p><u>Activity 2</u> How do we look after each other? Draw and write about the things we can do to care for each other. Give scenario examples e.g. Paul has fallen over – what could we do? Lucy has forgotten her pencil case what could we do? Jo is in a wheelchair because he has broken his leg. How could we help? Paul’s grandma has died? Use examples from your class. How do we show kindness? How do we help look after each other? Children to give examples of times they have helped their friends.</p> <p><u>Activity 3</u> OEtNS – KS1 lesson on emotions and empathy – How to help someone https://www.operationencompass.org/assets/documents/Domestic_Abuse_Awareness_Programme_For_Schools_-_PSHE_Session_Plans_KS1.pdf</p> <p>Discuss what good friends do for each other. In circle work share „I was a good friend when ...” Explore what a „bargain” is or the „give and take” part of friendship e.g. „if you do that .. I will do this..” What are the „good bargains” we make with our friends? What are the bad bargains. Ask children to share examples. Children could role play examples. Alternatively use a continuum e.g. It is a good bargain if ... „Your friend shares their sweets and you share yours the next day”. Develop an understanding of fairness when bargains are made and discuss how to say „No” if you do not want to do something.</p>	<p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication (p. 151+)</p> <p>OEtNS: KS1 lessons; Friendships and relationships, emotions and empathy. https://www.operationencompass.org/next-steps.php</p> <p>SEAL (Social and Emotional Aspects of Learning) National Strategies „Relationships” „Getting on and falling out”</p>
-----------	---	---	---

Activity 4

Discuss friendship ups and downs. How do you feel when a friendship goes wrong? (give examples – people telling you to do things you don't want to do, people telling lies about you, people taking your things without asking) What do you do if a friendship makes you feel sad? Can we make a list of things we could do? Give children situation cards based on things that are issues in the class. What should you do? What should you not do? (violence) What can you do to make amends? Discuss how sometimes you might need a break from a friendship or talk to an adult if it is making you sad.

Explain to children that is ever a friend who makes them feel unsafe or they or worried about they can tell their teacher or someone in school.

Activity 5

Talk about the sorts of quarrels that friends have. Invite the children to act these out or write them as a play / story. How does it feel when you quarrel? What sorts of things do you do? What might you say? On a heart shaped piece of paper ask the children to write in pencil something horrible that was said to them. Crumple up the heart. Ask the children to open up the heart shape and rub out the hurtful words. What do they notice? Does the heart look the same? Rubbing out hurtful words is difficult, saying sorry can not always make things better. Discuss how you can rebuild a friendship? Put ideas on a paper brick and build a wall of friendship.

<p>Y2</p>	<p>Health and prevention.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> · Explain why it is important to keep clean to prevent germs from making us ill. (KS1:H6) · Describe and carry out basic hygiene including dental health. (KS1:H7) · Understand that to keep healthy we need to look after our bodies and minds. 	<p><u>Activity 1</u> Ask the children about how they look after themselves and their bodies. In circle time ask the children to take it in turns to mime something they do to look after themselves <i>e.g. brush hair, clean teeth, get dressed</i>. The other children can try to guess the mime action and then join in by copying. Use the song „Here we go round the mulberry bush“, each time the mime is guessed and the other children are ready to join in. How do we look after our teeth – make links to dentist etc?</p> <p><u>Activity 2</u> Discuss when it is important to wash their hands <i>e.g. before eating, if they cut themselves, after handling animals, plants or soil, after painting etc</i>. Talk about what might be on their hands and introduce idea of germs. Make a list of ways germs can get into their bodies <i>e.g. through their mouths and through cuts</i>. Explain how some illnesses can be spread but we can help stop this by washing our hands, washing and covering cuts and making sure we do not put anything in our mouths</p>	<p>Colgate free samples https://www.colgate.com/en-us/bright-smiles-bright-futures/program-materials/for-teachers</p> <p>Dental Hygiene: Tilly the tooth https://campaignresources.ph.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans</p> <p>‘e Bug’ activities http://www.e-bug.eu</p>
-----------	--	---	---

which might have germs on it. In small groups children make a list of things they can do to keep themselves clean and germ free e.g. *brush teeth, wash clothes, wash hair, change clothes, underwear*. Discuss ideas as a whole class.

Give each child two cards showing a smiley face and a sad face. In circle time read a number of scenarios to the children using fictional characters which involve good and bad hygiene practices e.g. *'Mr Brown brushes his teeth every morning', 'Miss Walker washes her hands before lunch', 'Mr and Mrs Mean share a tooth brush', 'Miss Small wipes her nose on her sleeve'*. Ask the children to show either their smiley or sad face once they have listened to the scenario and decided whether it represents „good hygiene“ or „bad hygiene“. Talk through each scenario and discuss the reasons for the children’s choices.

Activity 3
 What else keeps us healthy? Draw and write around a body shape all the things that make us healthy including sleep, personal hygiene, healthy diet, sun safety, going to the doctor and immunisations, medicines if needed, mental health including friendships and hobbies. Schools to discuss ways to keep the mind healthy as appropriate. (yoga, meditation, mindfulness, visualisation, arts, music, exercise)
This draw and write activity can be used for assessment – how well do the children understand all aspect of good health?
 Link to flu injections and videos.

*Hands up for hygiene:
 Finger facts*
https://www.carex.co.uk/media/wysiwyg/carex/gb/cms/media/P_Activity_Session_Plan_Key_Stage_1-2_Oct13.pdf

'Talking Mental Health'
<https://www.annafreud.org/wh-at-we-do/schools-in-mind/resources-for-schools/talking-mental-health-animation-teacher-toolkit/>

Free Sun Safety Resources:
<https://www.sunsafeschools.co.uk/resources/>

Key Stage 2: Year 3

	Learning Outcomes	Activities	Suggested resources
	<ul style="list-style-type: none"> · Be able to discuss how arguments make you feel; have some ideas about how to recognise negative feelings and behaviour; think about how their behaviour effects other and how other behaviour effects them; know who to go to for help.(KS2:R1, R2, R3, R7) 	<p>Expect respect Resolving conflict and where to get help</p> <ul style="list-style-type: none"> · Play Grandmothers footsteps. Discuss whether the game was fair. Move discussion on to what counts as an argument. · Explore why friends might argue, what types of argument are there? · Where do you go for help if the argument is urgent? – make a list <i>See full lesson plan</i> 	<p>https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</p>

	<p>OEtNS: KS2 lesson; friendships and relationships</p> <ul style="list-style-type: none"> · Know that healthy friendships are positive and welcoming towards others, and do not make us feel lonely or excluded. · Know that most friendships have ups and downs and that these can often be worked through 	<p>„Can I describe the friendships and relationships I have and describe the good and bad parts?“ „Can I see what aspects of a friendship are unhealthy and work with others to make a friendship work?“ Power and control video https://www.operationencompass.org/assets/documents/Domestic Abuse Awareness Programme For Schools - PSHE Session Plans KS2.pdf</p>	<p>OEtNS: https://www.operationencompass.org/assets/documents/Domestic Abuse Awareness Programme For Schools - PSHE Session Plans KS2.pdf</p>
--	--	---	--

<p>Y3</p>	<p>Good to be me (Self Esteem)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> · To reflect and celebrate own achievements and recognise strengths (KS2:H5) · To have begun to build self-esteem and confidence by looking at their skills and achievements · To understand the importance of self-respect and how this links to their own happiness. 	<p>SEAL resources throughout the year.</p> <p><u>Activity 1</u> Discuss their own strengths and things they are good at with a partner and then as a group. Make a group or individual coat of arms that illustrated individual strengths. Discuss how self-respect is important. What is self-respect? Discuss happiness. What makes us happy? Good health, friendships, hobbies and interests, doing things for other people, sleep and rest.</p> <p>Children to complete „what is good about“ factsheet about children in the class. Make compliment cards for each other. Discuss random acts of kindness and how this makes you feel. How can we be kinder to ourselves and others? How resilient are you if things go wrong? Read books such as „You Are Awesome“ by Matthew Seyd.</p>	<p>Health for Life 8-11 Noreen wetton and Trefor Williams; Nelson Thornes. (p.146 Coat of arms)</p> <p>Key Stage 1 Lesson plans, p 47-73, Laying the Foundations: Sex and Relationships Education in Primary Schools, <i>Anna Martinez & Vanessa Cooper, NCB, 2006</i></p> <p>SEAL (Social and Emotional Aspects of Learning) National Strategies „Good to be me“</p>
------------------	---	--	--

<p>Families</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> · That stable caring relationships, which may be of different types, are at the heart of happy families. · Know that civil partnerships and marriage are examples of a public demonstration of commitment made between two people who love and care for each other and want to spend their lives together(KS2:R5) 	<p>Families (recap)</p> <p>Discussion: What makes a family, and different types of family e.g. step family, one parent family, 2 mothers, 2 fathers, foster family, adoptive family etc. All families are special. Read a story about this.</p> <p>Discuss strengths of different members of the family and the different things they like to do. Why is it nice that we are all different and special? (We all bring something to the family.)</p> <p><i>Take opportunity to be inclusive of all families – See Stonewall posters</i></p> <p><i>Take opportunity to mention committed relationships, marriage and civil partnerships – and that people enter into this because they love and care for each other and want to make that commitment. No one should be forced to marry.</i></p> <p><i>Also take the opportunity to explain that people who love and care for each other can be in a committed relationship without being married or in a civil partnership (KS2: R19)</i></p>	<p>Story books</p> <p>„Amazing Grace“by Mary Hoffman and Caroline Binch „Happy Families“ by Allan Ahlberg</p> <p>„Princess Smartypants“ by Babette Cole</p> <p>„The Family Book“ by Todd Parr „Who’s in a Family?“by Robert Skutch</p> <p>„Nutmeg Gets a Little Sister“ by Judith Foxon</p> <p>„Happy Families“ by Allan Ahlberg</p> <p>„Spark Learns to Fly“ by Judith Foxon</p> <p>Boys things and Girls things: Practical strategies</p>
--	--	---

<p>Y3</p>	<p>Respectful relationships (Challenging stereotypes) (2 lessons)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> · Understand that males and females can do the same tasks and enjoy the same things. · Understand that there are different stereotypes (fixed ideas) about what males and females can do and how we can challenge these. (KS2: R16) · Know the conventions of courtesy and manners. · Know that in school and wider society we expect to 	<p><u>Activity 1</u> Recap on learning in Year 2 about typical male and female characteristics. Give children a list and they are to sort into man, woman or everyone – footballer, chef, nurse, teacher, mechanic, hairdresser et. Discuss how all these professions can be done by male and female. Look at some high profile people and discuss their career. https://www.teachers.org.uk/files/boys-things-revise-8875.pdf for more ideas. (Links with Y2 lesson from Expect respect and OEtNS)</p> <p><u>Activity 2</u> What is respect? Accepting all people no matter how they differ from you physically, in character, personality, background, religion, belief. How do you show respect? Make a list of respectful behaviours – manners, language choices, courtesy, kindness, patience, and acceptance.</p> <p>Situation cards / scenarios based on disrespectful behaviour in the class. How could we show more respect in these situations?</p>	<p>for challenging gender stereotypes, choices and behaviours in school https://www.teachers.org.uk/files/boys-things-revise-8875.pdf</p>
------------------	---	---	---

	<p>be treated with respect by others and in turn should show respect to others, including people of authority</p>	<p><u>Activity 3</u> Complete lesson 2 from „All together“ resource. This challenges stereotypes. All Together: Promoting diversity and equality in the Primary classroom. Cardiff against Bullying: https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack_EN_01.pdf</p>	
--	---	--	--

Y3

Being safe in relationships Learning outcomes.

- Identify characteristics of friendships such as respect, truthfulness, kindness, trustworthiness, sharing interests, loyalty. (KS2: R2)
- Know how to recognise who they can trust and who not to trust and why.

Activity 1

Discuss who is special to them – family, friends, teachers etc. Discuss why they are special? Draw pictures of their families and friends. Discuss good and bad parts of relationships and when things go wrong. It is normal to fall out. Recap on.

Caring friendships and respectful relationships lesson four and five (year 2)

Activity 2

Talk about trust. What is trust? Who can we trust and why? How do we know who to trust?

Complete circle of trust.

Give children a large piece of paper and ask them to draw a small picture of themselves in the middle alongside the person / people who look after them and they can tell anything too / can trust. Put a circle around this picture and ask children to draw people on outer side of line that they are really friendly with, tell secrets too but are not as close to as those in the middle. Draw another circle around this group and then ask children to draw people who they are friendly with but would not perhaps share secrets with. Draw a line around this picture and then on the outer side ask children to draw people that they might know by sight but they are not friends/ relations. Draw a line round this and then ask children to draw people that they do not know and would not trust on the outside.

This activity could be adapted to be a circle of friendship to explore different levels of friendship and how friends treat each other different levels.

Activity 3

Discuss who to go to / tell if somebody that you trust lets you down. See NSPCC resources plus. Think about the „safe“ people in our lives – the people we can turn to for help.

Discuss how to judge when a friendship or relationship is making you feel unhappy or uncomfortable. Give examples. A friend tells you to go to the park and you are not allowed. A family friend keeps giving you cuddles but tells you to

Health for Life 4-7

Noreen wetton and Trefor Williams; Nelson Thornes. (p.175 Special people)

OEtNS: KS2 lessons; Friendships and relationships – may need to recap KS1

		keep it secret. Who can you talk to?	
Y3	<p>Responsibilities, choices and consequences and being safe</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> · To recognise that children and adults have responsibilities. · To recognise that all actions have consequences (KS2: R7) 	<p><u>Activity 1</u> Ask the children to think about the grown-ups in their lives and how they behave and the kind of things they do. Ask the children to make a list of „grown-up“s responsibilities” e.g. <i>paying taxes, their families</i> and a list of „children“s responsibilities” e.g. <i>going to school, looking after our belongings</i>. Discuss which areas they feel they can take on more responsibility and areas they would like to take on more responsibility, but feel it might not be allowed by their families or teachers. Ask the children to identify areas in which they feel they are not ready for more responsibility.</p> <p><u>Activity 2</u> Discuss the consequences of different actions. Give children statements. In pairs they are to discuss the consequences. If I don“t eat my dinner I will be hungry. Etc. Discuss the consequences of risky behaviour such as going to the park when you are not allowed etc. What could the consequences of these behaviour be? Who“s responsibility is it?</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes. (p.71 +; p.192)</p>

<p>Y3</p>	<p>Safety Learning Outcomes:</p> <ul style="list-style-type: none"> · To be able to identify potential dangers in different environments. · To know what is safe and unsafe and why. · To know what to do if something dangerous or frightening happens. · To know how pressure to behave in unacceptable to behave in unacceptable, unhealthy or risky ways can come from a variety of sources (KS2: H13) 	<p><u>Activity 1</u> What is safety? What do we need to keep safe from? What is it like to feel safe? Ask children to list ideas. Discuss feelings that show we feel safe. Discuss feeling unsafe. Children to give scenarios. What feelings would we experience? Can they act out the scenarios? Does everyone feel scared about the same thing?</p> <p><u>Activity 2</u> Explore our different views on whether something is safe or unsafe (risky or not). Using agree/ disagree continuum scenarios, debate different opinions on whether a situation is safe or unsafe e.g. It is safe to run over the road without looking; It is safe to take sweets from a stranger; It is safe to go home with someone you meet at the park; It is safe to go for tea at your friend's house; It is safe to ask a police officer if you are lost; It is safe to tell your teacher a secret.</p> <p><u>Activity 3</u> Refer to risky scenarios considered in activity 2 and discuss what you would do. Who can you ask for help? Who can you tell? Who can you trust? If someone is hurt what do you do? Point out that if children do tell you things that mean they</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes. (p. 95+ Keeping myself safe)</p> <p>Health for Life 8-11 Noreen wetton and Trefor Williams; Nelson Thornes. (p.97)</p>
-----------	---	---	---

		<p>are unsafe then you may have to share this with other people to help them. Discuss what you would do if your friend tried to persuade you to do something you thought was risky / unsafe? Have children got examples? Make a list of things you could say.</p> <p>Additional lessons: Basic First Aid http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching_packages/Microsite/Life-Live-it-first-aid-education-for-children</p>	<p>Red Cross teaching resources on First Aid</p>
--	--	---	---

Key Stage 2: Year 4

	Learning Intentions and Outcomes	Activities	Suggested resources
	<p>To think about how their behaviour affects others and how they can play a role in helping to stop violence, even in other peoples arguments; have some ideas about how to avoid violent reactions and begin to take responsibility for actions</p>	<p>Expect Respect : https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</p> <p>Examining violence, excuses and responsibility Starter: Friend or Foe game Main activity: Use story frame to create a story about friends fighting. Use stories to explore why the friends were fighting, is violence ever acceptable, how could the friends resolve the disagreement in a calm way? Explain that violence against another person is against the law.</p>	
	<p>OEtNS KS2 lessons: Emotions and Empathy</p> <ul style="list-style-type: none"> · To recognise and respond appropriately to a wide range of feelings in others. · To know how to judge whether what they are feeling and how they are behaving is appropriate and 	<ul style="list-style-type: none"> · „Can I recognise why people have arguments?“ · „Can I recognise the physical and emotional signs of being angry“? – use emotion cards. · Group discussion about how we can help our friends if they are becoming angry including who to go to for help. <p>https://www.operationencompass.org/assets/documents/Domestic_Abuse_Awareness_Programme_For_Schools_-_PSHE_Session_Plans_KS2.pdf</p>	

	proportionate.		
--	----------------	--	--

<p>Y4</p>	<p>Growing and Changing</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> To know about the process of growing from young to old and how people's needs change and the responsibilities that increasing independence may bring. (KS2:H11) 	<p><u>Activity 1</u> Discuss what we mean by being „grown-up“ e.g. <i>when are people grown up? What makes each age group different? When are people old? When are they middle-aged? When do you stop being a child?</i> Record their ideas on large paper. Complete the sentence stem „People are grown-up when...“.What responsibilities does growing up bring?</p> <p><u>Activity 2</u> Children to draw a time line of growing up – born, started to walk, started nursery, and other things that have happened to them. Teacher model a timeline. Then ask children to think about what they think or want to happen on their timeline as they grow up. Can they ask people at home to do a timeline? What feelings might they have? How do they feel about getting older? What are they looking forward to and what are they worried about? Discussions about boundaries and rules. How can you be responsible? Example: Your mam lets you go to the park with a friend but you come home half an hour late. The consequence is that you are not allowed to go to the park alone. Is this fair? Why? Use other examples.</p> <p>What are you allowed to do now that you were not as a year 2 child? Such as walking to school, going to the shop, watching TV on your own, going online. How are you starting to look after yourself? What things are you looking forward to being able to do as you get older? How will you make sure you keep yourself safe?</p> <p>Consider period talk for girls. https://bettyforschools.co.uk/betty-bus</p>	<p>Health for Life 7-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p. 95 – 106; p. 178- 191)</p> <p>SEAL (Social and Emotional Aspects of Learning) National Strategies „Good to be me“ „Changes“</p>
<p>Y4</p>	<p>Health and prevention.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> To understand that bacteria and viruses can effect health and that following simple routines can reduce their spread (KS2: H12) 	<p><u>Activity 1</u> Complete the sentence stem “I keep myself clean by...” Ask the children why they think we should keep ourselves clean. Discuss the importance of cleanliness in order to keep healthy and avoid diseases. Explain the nature of bacteria and make a list of all the places bacteria might be found e.g. <i>toilets, unclean surfaces, dirty tissues, unclean skin and clothes</i>. Talk about the need to care for your appearance so that you look good and feel good about yourself when you meet other people.</p> <p><u>Activity 2</u> Provide small groups of children with the following scenario „Heidi never has time to wash in the morning because she always gets up late. She only brushes her teeth if</p>	<p>e-Bug resources www.e-bug.eu</p>

	<ul style="list-style-type: none"> · To understand how 		
--	---	--	--

	<p>simple personal hygiene practices like hand</p> <ul style="list-style-type: none"> · washing prevent the spread of germs 	<p>she is going out with her friends. Sometimes she sleeps in her clothes if she is too tired to get ready for bed. She uses gel and hairspray on her hair and sometimes she forgets to wash it. She often forgets to put her clothes out to be washed." Ask the groups to think about how people might react to Heidi and discuss what advice they would like to give her. Ask the groups to share their opinions with another group and note similarities and differences. Repeat this activity with a similar scenario involving a boy.</p> <p><u>Activity 3</u> Ask the children in pairs to list all the different ways they are able to keep themselves clean. Use two different colours and highlight aspects for which they are responsible in one colour and aspects of their personal hygiene for which an adult is responsible with another colour. Ask the children to compare their lists and look for similarities and differences. Discuss how these responsibilities will change as they become older. How will these responsibilities change? http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=289&id=2146</p>	
--	--	--	--

Y4	<p>Respectful relationships</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Understand how they can improve or support respectful relationships by recognising and managing feelings. 	<p><u>Activity 1</u> What sorts of feelings do we have in relationships? Happy, sad, angry, disappointed, jealous and how do we manage these feelings. Discuss what happens when you are getting on as friends – How do you feel?</p> <p>Discuss times when you feel sad, angry disappointed, jealous. Give examples. Your friend goes to the cinema with another friend without asking you. Your mam said you could go on holiday but then she couldn't afford it. Discuss how in relationships things go wrong and it is ok to be sad, disappointed or angry but not to hurt or be rude to others. Role play situations. Discuss how we don't always know how other people are feeling.</p> <p><u>Example</u> A friend came over and shouted and pushed me over. What should I do? (discuss) Then give the children more information. That morning your friend's nana had died and also someone else in the class told him that you had called his nana names. What would you do now? Has it changed? Why? Discuss</p> <p>Discuss how if relationships are unhealthy and making you sad for most of the time this is not right and you should seek help from an adult or someone you trust.</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes (p. 123 -124)</p> <p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes (p. 113 – 115)</p> <p>OEtNS: KS2 lessons; Friendships and relationships – may need to recap KS1</p>
----	---	---	---

	<ul style="list-style-type: none"> Recognise different types of relationships and the importance of being in stable caring relationships. (KS 2: R2, R3, R4) 	<p><u>Activity 2</u> Discuss relationships we have with different people in our lives. Friends, boyfriend and girlfriend, marriage, civil partnerships. What makes a good relationships?</p> <p>What are the red flags of a relationship? People not letting you do what you want to do, hurting you, telling you to keep secrets you feel bad about, lots of shouting, threatening behaviour, things that make you feel scared. What can you do if you are in a relationship like this? Where can you get help?</p>	
--	---	---	--

<p>Y4</p>	<p>Being assertive</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> · To have practised being assertive in different situations. · Be self-confident in a range of situations and be able to say no. 	<p><u>Activity 1</u> What does being assertive mean? SEAL – „Good to be me“. https://www.tes.com/teaching-resource/what-is-being-assertive-6150815 Discuss characteristics of an assertive person. Make their own assertive character for the classroom identifying assertive characteristics. This character could be put into different situations to show how they would react.</p> <p>http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=2411</p> <p><u>Activity 2</u> Look at terms passive, aggressive and assertive. Give children scenarios to sort. Walk around the classroom in an aggressive way, passive way or assertive way. Watch out for assertive behaviour in the classroom and celebrate it. Discuss that assertiveness is not being bossy or unkind. It is important that you have your needs met as well – link to children’s rights.</p>	<p>SEAL (Social and Emotional Aspects of Learning) National Strategies „Good to be me“ „Getting on and falling out“ „Changes“</p>
<p>Y4</p>	<p>Being safe</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> · To recognise that we have rules for a reason that need to be followed. · To understand that people may try to persuade us to do 	<p><u>Activity 1</u> What rules do we need to follow in our lives? Parks, swimming pool, library, school, home? Do they change? Why? What would the world be like without rules?</p> <p>Which rules would you like to change? What are our class rules and why? Discuss the law or the land. What are the consequences of breaking those rules. (speeding, stealing, fighting)</p> <p><u>Activity 2</u> Who are the people that influence us or tell us what to do? How do they influence us/ What language do they use? Teachers, parents, friends, group leaders?</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes (p. 26+)</p> <p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes (p. 105)</p>

	<p>things and we have the right to say no. (KS2:R15)</p> <ul style="list-style-type: none"> To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (KS2: H14) 	<p>Do we always have to do what others say if we think it is a bad idea even if they are an adult? Discuss that sometimes adults may not be trustworthy. If adults do things that make us feel unsafe or tell us to keep secrets that we feel bad about we should tell someone we trust. Secrets like don't tell your mum you are coming to my house, Let's watch this but don't tell anybody, hugs that don't feel and you are told not to tell. Compare this to secrets that everyone will find out about eventually such as presents, parties and surprises. These secrets shouldn't make you feel bad.</p> <p>Where could we go for help? Family, group leader, school, police, NSPCC, children Who are the people we would trust and what do they do? Draw someone you trust on the middle of a circle and write why you trust them around the outside.</p> <p><i>Forced marriage, FGM and other forms of abuse could be mentioned here if appropriate.</i></p> <p><u>Activity 3</u> Remind children about previous learning about risk. Outline some risky situations e.g. running over the metro line, going on a bike at night without lights, taking sweets from someone you do not know, going to someone's house without telling your family. Discuss - who are the people who try to persuade us to do unsafe/risky things? What might they say? Put persuasive statements in speech bubbles. What can we do? What can we say? Put answers to the persuasive statements in different speech bubbles. Do not be a lemming: http://www.slideserve.com/duante/be-yourself-not-a-lemming</p>	<p>Story Books „Do you have a secret?“ by Moore – Mallinos</p> <p>„Some secrets should never be kept“ by Jayneen Sanders</p>
--	---	--	---

Key Stage 2: Year 5

	Learning Intentions and Outcomes	Activities	Suggested resources
	<ul style="list-style-type: none"> · To think about how their behaviour affects others and how they can play a role in helping others even if this sometimes means telling a secret · Understand that sometimes children are experiencing problems at home that they find difficult to share with others. 	<p>Expect Respect: Secrets and stories https://www.operationencompass.org/assets/documents/Domestic_Abuse_A_wareness_Programme_For_Schools_-_PSHE_Session_Plans_KS2.pdf</p> <p>Use three scenarios to explore reasons for children"s secretive behaviour. What might be happening to them? Do these seem like good secrets or not? Who can help?</p> <p><i>See OEtNS lesson below – it would be possible to combine the two lessons</i></p>	
	<ul style="list-style-type: none"> · Understand that secrets can lead to good and bad feelings · To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support 	<p>OEtNS KS2 : Rules and expectations https://www.operationencompass.org/next-steps.php</p> <p>Use story cards to explore reasons for children"s secretive behaviour. What might be happening to them? Do these seem like good secrets or not? Who can help?</p>	<p>OEtNS KS2 lesson https://www.operationencompass.org/next-steps.php</p>

<p>Y5</p>	<p>Building Good Relationships Learning</p> <p>Outcomes:</p> <ul style="list-style-type: none"> · To be aware of different types of relationship, including those between acquaintances, friends, relatives and families (KS2: R4) · To recognise what constitutes a positive, healthy relationship (KS2: R2) 	<p><u>Activity 1</u></p> <p>Ask children what the word „relationship“ means? What is a relationship? Who do we have relationships with? Are all relationships the same? As a class make a list of the people we know, do we have the same sort of relationship with them all? Are some relationships more special than others? Why? Who are the people we have a close relationship to? Children could list these individually and then share some ideas e.g. parents, family members, friends, best friends?</p> <p>What is a good relationship? How does it make you feel?</p> <p>Explore healthy and unhealthy relationships by thinking out what good friend does and does not do. Use a variety of scenarios and ask children to stand along a Yes / No continuum to indicate whether this is a good friend does e.g: A good friend is..</p>	<p>Health for Life 8-11</p> <p>Noreen Wetton and Trefor Williams; Nelson Thornes publication (p.265+)</p> <p>SEAL resource: „Relationship“ theme http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/node/65895?uc=force_uj</p>
-----------	---	---	---

	<ul style="list-style-type: none"> · To recognise ways in which a relationship can be unhealthy and who to talk to if they need support · To respect equality and diversity in a relationship · Begin to consider the similarities and differences between friendships and intimate relationships. 	<ul style="list-style-type: none"> · someone who shares their sweets with you · someone who doesn't mind if you play with another friend <p>sometimes · someone who tells you what to do all the time</p> <ul style="list-style-type: none"> · someone who tries to persuade you to do things you don't want to do · someone who shares what you have told them privately with others · someone you have fun with · someone who is kind to you · someone who you feel safe with <p><u>Activity 2</u> Ask children to write a friendship problem anonymously to the „Class Agony Aunt“. Collect up problems and share them out inviting children to give advice about how to deal with the problems. Alternatively, teacher could provide some prepared problems and ask groups of children to offer advice. Remind children that they can always tell an adult at school if they are worried about themselves or others</p> <p><u>Activity 3</u> In circle time, ask the children to complete the sentence stem, „Love is...“ As a class, ask the children if they know what love is and talk about the many different types of love we feel for special people e.g. <i>family members, friends, pets, role models, girlfriends and boyfriends</i>. In pairs or groups, ask the children to write a poem called „Love is...“ which conveys all the different types of love people have for others and how love is given and shown. Encourage the children to share their poems with others.</p> <p>Discuss the idea of relationships in terms of boyfriends and girlfriends. What does it mean to fancy someone? How does this make you feel? Remind children about what a healthy relationship involves? – trust, kindness, respect, patience. Invite children to list more ideas.</p>	<p>See p.271 of Health for Life 8- 11, for dealing with „How can I cope with being left out“.</p> <p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p.290 - 291)</p> <p>Childline: https://www.childline.org.uk/</p>
	<ul style="list-style-type: none"> · To know that civil partnerships and 		

marriage are examples of public demonstrations of commitment made between two people who love and

Activity 4

Discuss how relationships change as you get older? – Discuss ideas Include reference to marriage which „represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong“.

	<p>care for each other and want to spend their lives together (KS2: R6)</p> <ul style="list-style-type: none"> · To know that marriage is freely entered in to by both people and that no one should marry if they don't absolutely want to (KS2: R6) · To know that two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership (KS2: R19) · To know that forcing anyone to marry is a crime; that support is available (KS2: R20) 	<p><i>See statutory guidance p21</i></p> <p>Who has been to a wedding or a civil ceremony? Why do people get married? What does it show?</p> <p>„Donovan"s Big Day" by Leslea Newman</p> <p>Explain that sometimes people decide not to stay married because it is making them unhappy.</p> <p>Read stories about marriage</p>	
--	--	--	--

<p>Y5</p>	<p>Keeping Safe in relationships Learning</p> <p>outcomes:</p> <ul style="list-style-type: none"> · To recognise their increasing independence brings increased responsibility to keep themselves and others safe (KS2: H11) · Know and understand about keeping themselves safe when involved with risky activities (KS2: H14) · To recognise that they might experience conflicting emotions and when they might need to listen or 	<p><u>Activity 1</u> Discuss keeping safe and what that means. How do we feel when we are safe? Discuss ideas as a class? Where do we feel safest? Why?</p> <p>Who are the people we feel safe with? Ask children to make a list of the people they feel safe with. Discuss why we feel safe with these people? As a class compile a list of the characteristics of someone we feel safe with, someone we trust? Why do we trust these people? Can we trust everyone? What do we do if someone we trust lets us down? Think of examples when this might happen e.g. your best friend forgets to meet you at the park, your friend shares something you have told them in confidence, your sister says gets cross and calls you names, your brother laughs when you get 3 out of 10 in a spelling test. What can you do? Who can we tell?</p> <p><u>Activity 2</u> Begin to focus on trust in relationships with particular consideration to understanding secrets that should and should not be kept. Ask children what „keeping a secret means“. What sort of secrets might we keep?</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p255 – 260) See p.159 for „In what ways can people be dangerous“</p>
-----------	---	---	--

	<p>overcome these</p> <ul style="list-style-type: none"> · To understand the concept of „keeping something confidential or secret“ when we should or should not agree to this and when it is right to „break a confidence“ or „share a secret“ (KS2: R9) 	<p>Should we always keep secrets? When should we tell someone about a secret? Provide children with a selection of secrets and in pairs / small groups ask them to sort them into secrets they should keep and secrets they should tell someone</p> <p>e.g.:</p> <ul style="list-style-type: none"> · A surprise birthday party for mum · A leaving card for someone in your class · Your friend has told you they fancy someone in your class · A friend tells you someone is hurting them at home · Your friend is being bullied · Someone is asking you to do things you do not want to do and tells you not to tell · You saw your brother hit his girlfriend · An older friend gives you a present for telling a lie · A friend tells you they have made friends with someone line and are going to meet them at the park <p>Discuss what to do about the secret you think you should tell someone about. Who can you tell? If someone asked you to keep a secret you felt was not a safe one who would you go to for help? Can we always trust adults?</p>	<p>NSPCC „Speak out, stay safe“ visits PANTS campaign: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p>
--	---	---	--

<p>Y5</p>	<p>Puberty for boys and girls</p> <p>(Changing adolescent body) This will need more than one lesson and could be delivered over 2 or three sessions</p> <p>Learning Outcomes;</p> <ul style="list-style-type: none"> · To know how their body will and emotions may change as they approach and move through puberty. · Understand about menstrual wellbeing including the key 	<p><u>Activity 1</u> Ask the children to think about all the ways that they have changed since they were babies. Ask them to draw and write about these changes organising their responses into different categories <i>e.g. appearance, personality and what they can do now that they could not do before</i>. Discuss which changes we can do something about and which we cannot. Discuss how children will be having their puberty talks and to think of any questions they have. http://kidshealth.org/kid/grow/body_stuff/puberty.html</p> <p>Inform parents that children will be learning about puberty.</p> <p><u>Activity 2</u> Discuss ground rules and show children the question box. Discuss that they can add questions to the question box which staff may be able to answer. Discuss the idea of respect for one another.</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes (p181-185)</p> <p>Childline https://www.childline.org.uk/info-advice/you-your-body/puberty/puberty-facts/</p>
-----------	---	---	--

	<p>facts about the menstrual cycle.</p> <ul style="list-style-type: none"> · Understand that boys may have wet dreams · Be able to ask questions about puberty with confidence. 	<p>Explain that the process of changing and growing up from boys and girls to becoming men and women is called puberty. What do the children understand about this word? Children could work in groups and make a graffiti board of all the word that come into their heads when they think of the word „Puberty“.</p> <p>Explain that puberty is a time when we start to experience strong and fluctuating feelings and this is a normal part of growing up. Hormones in our bodies influence these feeling and the changes that occur to our bodies during puberty.</p> <p>In small groups give children a large piece of paper and ask them to identify and list physical and emotional changes that they think happen during puberty. Can they list them under the categories of boys, girls or both?</p> <p>Give children the laminated cards with changes that happen in puberty on. Can they sort them into boys, girls or both changes?</p> <p><u>Activity 3 – Periods</u></p> <p>Discuss girls starting their periods and discuss this is their body getting ready to have a baby. If the egg is not fertilised then the girl will have a “period” when the egg comes away ready for a new one.</p> <p>Some schools may arrange separate talks for girls and boys to discuss puberty in more detail. Discuss how it is important that boys know about this as girls can become quite sensitive.</p> <p>See lesson plan and film from Betty Bus: https://bettyforschools.co.uk/resources</p> <p>Follow up with: https://bettyforschools.co.uk/films#Start</p> <ul style="list-style-type: none"> · Kiera’s Story · Ben’s Story <p>Take time in this lesson to look at tampons and pads and explain what girls should do if they need sanitary products in school.</p> <p><u>Boys</u></p> <p>Discuss changes that happen to boys during puberty such as growth spurts, body hairs, deepening of voice and wet dreams. Use video from Kids health to support discussion: http://kidshealth.org/kid/grow/</p> <p>If boys and girls have been separated come back together and allow children to ask</p>	<p>See Childline: „Top 6 Puberty myths“</p> <p>NHS information http://www.nhs.uk/Livewell/menstrualcycle/Pages/Wahatisthemenstrualcycle.aspx</p> <p>Betty Bus https://bettyforschools.co.uk/resources</p>
--	---	--	---

		<p>questions or put questions in the box. Ensure that there are opportunities for children to answer questions after the session.</p> <p><i>Optional - Give out some information for children to take home, see Betty Bus website</i></p>	
Y5	<p>Puberty and Hygiene</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> · To understand that good personal hygiene becomes even more important through puberty. · To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. 	<p><u>Activity 1</u> In groups ask the children to look at a range of items that have something to do with hygiene <i>e.g. detergents, razor, toothbrush, spot cream, sanitary towel, shampoo</i>. Ask the children to discuss what you have given them and record their opinions under the following headings „What is it?“ „What is it used for?“ „Is it for male or female use or both?“ „Is it for children or adults or both?“ „Is it important to use or not?“ As a class discuss each item and gather feedback from each group</p> <p><u>Activity 2</u> Discuss the need for keeping clean even more during puberty. Draw an outline of a body and draw on the parts that need to be kept clean and how to do this. Remind children about vocabulary used and that words used by families for body parts in not wrong but in schools, doctors, hospitals and information books “biological” language should be used.</p> <p>Selected children share ideas and discuss.</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes (p.177 -196)</p> <p>Hands up for hygiene: Finger facts https://www.carex.co.uk/media/wysiwyg/carex/gb/cms/medi a/P Activity Session Plan Key Stage 1-2 Oct13.pdf</p>

<p>Y5</p>	<p>Difference and diversity Learning outcomes:</p> <ul style="list-style-type: none"> · To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity (KS2: R13) · Considered why being different can provoke bullying and why this is 	<p>Links to and can follow on from Expect Respect lesson.</p> <p><u>Activity 1</u> „No Outsiders“ Read the following quote by Desmond Tutu to the class: „Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality.“ Archbishop Desmond Tutu, February 2004.</p> <p>Discuss what it means to be an „outsider“. With pupils seated in a circle, start the session with a „no outsiders circle“, asking pupils to consider the person next to them and say “[name] is special because....” moving around the circle until everyone has been included. Briefly discuss if this helps everyone to feel included, and explore whether anyone has felt like an insider or outsider over the past week. What can we do to help?</p>	<p>All Together: Promoting diversity and equality in the Primary classroom. Cardiff against Bullying: https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack_EN_01.pdf</p>
-----------	---	---	--

	<p>unacceptable</p> <ul style="list-style-type: none"> · To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours and prejudice based language (KS2: R14) 	<p><u>Activity 2: „Diversity“</u></p> <p>Write the word „diversity“ on the board. Ask pupils to offer suggestions as to what it means, (i.e. difference), and make a list of the ways in which we are different, within this class and also more generally. Discuss whether those are positive differences or whether they can be negative differences at times. Is it the difference that is positive or negative, or people’s reaction to it? Discussion Points: In what ways are human beings different? The same? How does it feel when we’re the same as others? (e.g. a sense of belonging, safety, included?) How does it feel when we’re different to others? Can you think of a time when you felt very different to others?</p> <p>Remember prior learning about respect and healthy relationships. Using a Yes / No continuum ask children if it is ok..</p> <ul style="list-style-type: none"> · To call someone a name because they have a different colour skin · To leave someone out because they spoiled your · To tease someone because they support a different football team · To borrow someone’s pens without asking · To live with two Mums · For a woman to join the army · For a man to be a nurse · To call someone gay.. <p>Give time to discuss children’s opinions and encourage children to challenge views that demonstrate prejudice</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p271)</p> <p>SEAL: Say No to Bullying theme; Getting on and Falling out theme and Relationships theme</p> <p>AGENDA: A young people’s guide to making positive relationships matter http://agenda.wales/</p>
--	--	--	---

Activity 3

Show 2 party bags, one full of the same things and one full of a variety of things. Discuss which would be the preferred party bag. Encourage children to see that life is much more fulfilling, interesting when we are different and how different life would be if we were all the same.

Key Stage 2: Year 6

	Learning Intentions and Outcomes	Activities	Suggested resources
	<ul style="list-style-type: none"> · To think about some of the assumptions underlying stereotypical views of male and female behaviour and how these stereotypes affect them and their own reactions · To understand that their actions effect themselves and others 	<p>Expect Respect: Court room game This activity can be delivered in two ways and is based on the children discussing reasons for and against given attitude statements such as:</p> <ul style="list-style-type: none"> · Men who stay at home to look after the kids aren't real men · If a boyfriend gets really jealous it must mean they love their partner · Men are stronger than women · Sometimes people can not help hitting out <p>https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</p>	<p>SEAL: Relationships theme</p> <p>Expect Respect Toolkit https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</p>
	<p>Operation Encompass the Next Steps KS2 Lessons revisited</p>	<p>Revisit rules and boundaries and ensure children know how to ask help or advice for themselves or others if someone is hurting them physically or emotionally and to keep asking until they are heard. Remind children about the secrets that can be kept and ones that can not.</p> <p>Share with children different Helpline numbers (p21)</p>	<p>Stories: „Walls“ by Emma Fischel „Are we lemmings or snowflakes“ by Holly Bourne</p>

	<p>Building good relationships</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> · To recognise what constitutes a positive, healthy relationship and develop skills to form and maintain positive healthy relationships (KS2:R2) · To recognise that relationships can be unhealthy and who to go to for support (KS2:R3) · To begin to understand the importance of permission 	<p><u>Activity 1</u></p> <p>Remind children about what they have learned about health and unhealthy friendships / relationships. Working in small groups, ask children to list examples of healthy and unhealthy relationships. Alternatively provide children with a list of examples of behaviours and ask them to sort them into whether this what people do in a healthy relationship or not e.g. (children might think of their own)</p> <ul style="list-style-type: none"> · Call your partner names · Tell your partner they look nice · Go out to the pictures · Stop your partner seeing her friends · Check your partners phone · Buy your partner some tickets to go to the football 	<p>SEAL: Getting on and falling out theme</p> <p>Childline.org.uk http://www.childline.org.uk/Pages/Home.aspx?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_E_BND_Grant_Childline_Pure_Brand&utm_term=childline&gclid=COzPhoOv2MgCFSP4wgodwYclUQ&gclid=aw.ds</p>
--	--	---	---

	<p>seeking and giving in relationships with friends, peers and adults</p> <ul style="list-style-type: none"> · To judge what kind of physical contact is acceptable or unacceptable and how to respond (KS2:R8) · To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact 	<ul style="list-style-type: none"> · Comfort your partner when they are upset · Make a meal for your partner · Make fun of your partner in front of their friends? <p><u>Activity 2</u> In a healthy relationship partners are respectful of each others wishes and ideas. Introduce reinforce the idea of permission seeking and giving in a healthy relationships – explain that in a healthy relationships you do not make your partner do something they do not want to do, you have to check first and in a healthy relationship partners are fair to each other (see statements above)</p> <p>Can I take a step closer? Arrange 2 parallel lines about 1.5metres apart, with children facing a partner. One line stays still (line A). Children in opposite line (B) ask their partner „can I take a step closer?“ If partner in line A says „yes“ they take one step towards them. Repeat this until A wants to say „No“ look at the difference. This is our personal space and we decide how close people can come to us. If someone is too close or touches us when we do not want them too we can tell them to take a step back. What physical contact is ok? What is not ok?</p> <ul style="list-style-type: none"> · Hug from Mum / Dad / Grannie / friend · Kiss on the lips from Aunty Doris · Slap on the bottom from Uncle Tom · Tickle from Dad <p>What makes these ok or not ok? Is is a good feeling or a „Yuck“ feeling. If it's a „Yuck“ feeling you must tell!</p>	<p>Disrespect NoBody Discussion guide for 8-12 year olds https://www.psheassociation.org.uk/system/files/Disrespect%20Nobody%20Discussion%20Guide%208-12%20year%20olds.pdf</p>
--	---	--	--

	<p>Rights of the Child</p> <ul style="list-style-type: none"> To understand that everyone has human rights and children have their own special rights set out in the United Nations Declaration of the Rights of the Child.(KS2:L3) 	<p><u>Activity 1</u> Bill of rights – this activity could link to learning about the rights of the child Give each child a scroll. On this they must right what they have the „right“ to in a relationship / friendship. They can design and decorate their scroll but must work on the content first e.g. „I have the right to be listened to“, „I have the right to feel safe“, „I have the right to be treated with kindness“. Children can share their ideas and present their „rights“. Scrolls can be displayed. Explain / discuss with that with rights come responsibility and the right to respect means they have a responsibility to treat others with respect. How do we treat others with respect? – Make a class charter.</p>	<p>UNICEF – Rights Respecting School Award http://www.unicef.org.uk/Do_cuments/Publications/Child_friendly_CRC_summary_fi_nal.pdf</p>
--	---	--	--

		<p><u>Possible Activity 2</u> – (Based on the needs of the children, prior learning and following RSE policy and guidance) Learning about the Rights of the Child can provide an opportunity to discuss that some people do not adhere to these rights. There are some cultural practices that go against British law and universal human rights such as Forced Marriage, Female Genital Mutilation or adults touching children when they do not want to be touched or harming them. Remind children that there are lots of people who can help if they are worried or feel hurt. What organisations have they heard of? Is the Childline number displayed in school?</p>	
--	--	--	--

<p>Y6</p>	<p>Puberty and Reproduction</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> · Describe how and why the body changes during puberty in preparation for reproduction (H18, H19) · To know key facts about puberty and the changing adolescent body, including physical and emotional changes 	<p><u>Activity 1</u> Revisit discussion about how we change as we get older physically and emotionally. Ask children to draw a teenager who is going through puberty. Invite the children to write around the figure all of the changes that might be taking place. This could also be arranged in small groups. Recap on learning from Y5 and explain that puberty happens as we change from a child to an adult.</p> <p>Ensure children understand the menstrual cycle See lesson plan and film from Betty Bus: https://bettyforschools.co.uk/resources</p> <p><u>Activity 2</u> Discuss what adults can do that is different to children e.g. work, drive, travel, get married, have children, have a family. Ask the children what they are looking forward to doing when they are an adult? When adults love each other they want to be together and might get married or have a civil partnership. They might want to have their own family. Ask children draw or write down how they think babies are made in preparation for next activity.</p> <p>Ensure parents are aware that the next lesson is about conception. **Parents have the right to withdraw children from sex education in Primary schools and must be informed in order to have the option to do so should they wish.</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p. 282)</p> <p><i>Key Stage 2 Lesson plans, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez & Vanessa Cooper, NCB, 2006 p.108-110</i></p>
------------------	---	--	---

<p>Y6</p>	<p>Being safe (2 lessons)</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> · To learn to differentiate between terms „risk“, „danger“ and „hazard“ (KS2:H9) 	<p><u>Activity 1</u></p> <p>Ask children to recall what they have learned about keeping safe. What are the dangers we need to keep safe from? How do we keep safe? Recognise that we all see risk / dangers / hazards differently.</p> <p>Play „corners“ using 4 headings : safe / dangerous / risky / unsure and statements such as :</p>	<p><i>Key Stage 2 Lesson plans, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez & Vanessa Cooper, NCB, 2006</i></p>
-----------	--	--	--

- They had to sniff or taste a secret powder before they could become a member of the gang
- Someone they didn't know asked them to help them look for a lost pet
- An older person asks them to send a photograph in their underwear
- Boyfriend or girlfriend wants to put their arm around you all the time

Put children into groups. Give a scenario to each group and ask them to explain what they would do in this situation, give 5 minutes. Carousel scenarios around each group inviting children to add anything to the solutions that is helpful.

	<ul style="list-style-type: none"> How to recognise risky or negative relationships and ask for help 	<p>Discuss scenarios and debate solutions. How would these situations make you feel? How could we be assertive in these situations? Who could we go to for help?</p> <p><u>Activity 3</u> Using persuading scenarios above invite children to role play these situations to the rest of the class. One child can be the persuader and another child must resist being persuaded. Children could write their own scenarios to act out. Consider persuasive language that can be used e.g. please, I'll be your friend if, you would be really helping if.. How does it feel to say „no“. (This lesson links to drug, alcohol and tobacco scheme)</p> <p>As we get older who is responsible for keeping up safe?</p> <p>Child sexual exploitation/grooming Use Alright Charlie from Brake Education. 'Alright Charlie' is a school safeguarding resource which aims to highlight the warning signs of grooming in an age appropriate way. It includes teachers' guidance, a children's workbook and a video seen through the eyes of Charlie who is being groomed by Danny.</p> <p>Video: https://www.google.com/search?q=alright+charlie&rlz=1C1GCEB_enGB822GB822&oq=Alright+Charlie&aqs=chrome.69i59j69i60l3j0l2.7737j0j9&sourceid=chrome&ie=UTF-8</p> <p>Teachers guidance: http://assets.mesmac.co.uk/images/Professional-Guidance_22Feb2016.pdf?mtime=20160331135613</p> <p>Workbook : http://assets.mesmac.co.uk/images/Alright-Charlie-YP-Workbook_21Jan2016.pdf?mtime=20160331135435</p>	
--	---	---	--

<p>Changes</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> · To learn about change 	<p>Social and emotional aspects of learning Changes theme Year 6 materials https://webarchive.nationalarchives.gov.uk/20110812100212/http://nsonline.org.uk/node/194127?uc=force_uj</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p.283 How are we changing?)</p>
---	--	---

<p>including transitions, loss, separation, divorce and bereavement (KS2: H8)</p> <ul style="list-style-type: none"> · To recognise that increased independence brings increased responsibility (KS2: H11) · To learn how to about starting secondary school · To learn about why and how friendships change and develop and positive ways to manage changing and developing friendships. · To learn how to manage relationships positively , online and offline · To learn what to do if an online relationship is not safe or positive 	<p>Making Sense of Relationships (NSPCC)</p> <p>Lesson plan 1 - Secondary school : https://learning.nspcc.org.uk/media/1399/ks2-lesson-plan1-secondary-school.pdf Empowers children to handle the challenges associated with moving from Year 6 into secondary school.</p> <p>Lesson plan 2 - Changing friendship : https://learning.nspcc.org.uk/media/1400/ks2-lesson-plan-2-changing-friendships.pdf Explores the nature of friendships, the benefits and opportunities that new ones bring, and the positive, safe and healthy ways to manage them.</p> <p>Lesson plan 3 - Healthy online friendship : https://learning.nspcc.org.uk/media/1401/ks2-lesson-plan-3-healthy-online-friendships.pdf Empowers children to explore ways to keep online relationships healthy.</p>	<p>Making sense of relationships NSPCC https://learning.nspcc.org.uk/r_esearch_resources/schools/making-sense-relationships/</p>
---	---	--

		<p>Disrespect Nobody Assessment</p> <ul style="list-style-type: none"> · How do we know if a relationship is healthy and positive? · How does a healthy relationship make the people in the relationship feel? · How should people treat one another in a healthy relationship? · What are some ways of resolving differences in a relationship? · How would someone know if a relationship is unhealthy, or unsafe? · How might an unhealthy relationship make the people in it feel? · What can someone do if a relationship feels unhealthy or unsafe to them? · Where can someone of your age get help if they are worried about a relationship? 	<p>Disrespect Nobody https://www.psheassociation.org.uk/system/files/Disrespect%20Nobody%20Discussion%20Guide%208-12%20year%20olds.pdf</p>
--	--	--	---