



KS 1

RSE Solution

**Resource for teaching
Relationships and Sex Education**

An Educator Solutions Teaching Resource

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Foreword

I believe it is the fundamental right of every child to receive accurate, non-judgemental relationships and sex education. As an experienced educator and national adviser of relationships and sex education (RSE), I am constantly reminded how challenging it can be to write and embed an effective RSE curriculum that meets the needs of children learning, growing and living in the modern world.

Very few teachers are specifically trained to teach this pivotal subject but simultaneously are passionate about teaching it effectively. A fear of 'getting it wrong' or 'not knowing where to start' often paralyses progress, stimulating a 'too little, too late' approach to the curriculum. Competing and demanding priorities result in a lack of time to design a spiral curriculum that is appropriately resourced and can be consistently delivered throughout the school, by multiple teachers and flexibly within the timetable. This resource does all of that and more!

Having taught RSE in a wide range of school settings, prisons, youth groups and children's homes, I have experienced first-hand the very real difference an effective RSE curriculum makes to the personal development of all pupils, including the most vulnerable. RSE can raise aspirations, develop self-esteem, confidence and resilience, and empower children to make informed, healthy choices based on accurate information and knowledge. RSE reduces barriers to teaching and learning, increases personal development, behaviour and welfare, promotes attendance and supports safeguarding.

I am passionate about making a difference through high-quality teaching of effective RSE. It has been my absolute pleasure to write this resource based on evidence-based strategies, underpinned by learning from current research, to take the headache out of RSE for you!

With the aid of this resource you can feel excited and confident to enjoy teaching RSE, knowing you are making a very real difference to the lives of your pupils; a difference that will last a lifetime.



Johanna Rayner-Wells BSc (Hons)
National PSHE Adviser

Introduction

This resource is a Relationships and Sex Education (RSE) solution for time pressured teachers, ensuring RSE is relevant to the current needs of children growing, learning and living in a modern world.

All pupils have a right to receive effective, inclusive and relevant RSE that directly meets their needs, taught through accessible resources and non-judgemental approaches. This resource has been written to meet the needs of all pupils, irrespective of their academic abilities, personal beliefs or lived experiences. It is therefore suitable to be used in a wide variety of educational settings.

Forming a complete scheme of work that utilises evidence-based teaching strategies, the resource meets national legislation and guidance requirements to support schools to teach a spiral curriculum, providing pupils with opportunities to develop their understanding of RSE in line with their age and development.

The resource guides teachers through structured learning activities that encourage pupils to rehearse the necessary skills to apply their knowledge safely in the real world. In addition, it provides opportunities for them to consider their own values, attitudes and opinions and those of their peers, so they can thrive as individuals and as productive members of society.

Assessment of RSE should be as rigorous as in any other curriculum subject to ensure that the lessons are relevant, meet the needs of all pupils and sufficient progress is being made. The challenge is to assess through implicit methods to avoid creating barriers to engagement within RSE lessons. Assessment should be experienced by pupils as participation within a learning activity. This resource provides creative assessment activities embedded within every lesson.

RSE is most effective when delivered through a whole school approach, valuing pupils as active learners, supported by parents/carers building on RSE with their values in the home environment. This resource provides comprehensive guidance on embedding RSE in your school to maximise teaching and learning opportunities and ensure consistency of approach to RSE.

Before you start



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Understanding what makes RSE effective

High quality, effective RSE is dependent on a number of factors.

It should be:

Realistic: Pupils benefit from teaching strategies and resources that reflect accurate information. Using strategies that could evoke shock, guilt or shame does not contribute to enabling pupils to make healthy choices for themselves. This resource utilises teaching strategies that draw out relevant issues by asking pupils to self-identify their knowledge, opinions and concerns relevant to each topic. The deliberate minimal use of photographic resources enables pupils to engage in the materials without viewing them as dated or irrelevant to their faith, gender or culture.

Relevant: Pupils need to be taught the information, skills and range of opinions on each topic before they are faced with a situation in which it is needed. The 'too little, too late' approach to RSE fails the basic human rights of a child or young person by leaving them vulnerable to abuse, more likely to engage in risk taking behaviours, lacking in knowledge about their rights and living with questions, concerns or worries but not knowing how to safely seek information and support.

Accessible: All pupils need to be able to engage fully with RSE lessons, irrespective of their academic abilities, preferred learning styles, lived experiences, faith, values, and special educational needs. It is important to ensure RSE lessons do not rely on literacy-based tasks, contain a range of teaching strategies and are appropriately paced to ensure pupils have the opportunity to absorb and process information, foster values and skills, whilst ensuring maximum progress is made.

In small groups: Pupils are more likely to engage in RSE learning if they are able to work in smaller groups. This may not be possible to achieve within a classroom environment. Dividing classes into smaller table groups whilst the lesson progresses will support pupils to engage fully with the learning opportunities. It may be helpful for a TA to deliver some elements of the RSE curriculum as targeted lessons. This will enable the resource to be appropriately facilitated for pupils with SEN, where the activities may need additional explanation, a slower pace or more concrete teaching approaches.

Positive: Pupils do not benefit from an approach that teaches RSE with a focus on risk and negative outcomes. Whilst pupils do need to have an awareness of risk, an approach that talks positively about healthy, fulfilling relationships based on trust, respect and communication are more likely to delay risk taking behaviours and first sexual encounters later in their life, ensuring pupils are better prepared and aware of the benefits of aspiring to enjoy healthy and respectful relationships.

Non-judgemental: Effective RSE does not impose values, beliefs and opinions onto impressionable children but provides a safe space for them to explore and develop their own, whilst understanding those of their peers and respecting that these may differ from their own. Faith schools may teach RSE in accordance with the tenets of their faith, without causing pupils to feel negatively about their individual opinions, family lives or lifestyle choices.

Embedding RSE through a whole school approach

A whole school approach to RSE provides the most effective model to influence change and development, involving all stake holders of the school community. It ensures improvements are embedded in a systematic way throughout the school for maximum success and longevity of cultural change.

The table below will help you to understand what the whole school approach looks like in practice, applied to RSE. The table can be used as an audit tool to help ensure you are meeting the minimum criteria to develop best practice.

Element	Minimum criteria to enable best-practice	Rating		
		✓	✓	✓
Leadership	<p>SLT give RSE high status within the school.</p> <p>There is a named PSHE/RSE lead with responsibility for RSE who has adequate planning and preparation time.</p>			
Policy	<p>The school has a RSE policy that has involved consultation with staff, parents and pupils.</p> <p>The policy has been reviewed within the last three years.</p> <p>The policy is written using accessible language for the whole school community and is made publicly available on the school website.</p> <p>Staff are confident in the contents of the policy and fully understand how it empowers them to deliver RSE in school.</p>			
Curriculum and resources	<p>The school has a spiral RSE curriculum that is timetabled for every year group.</p> <p>The RSE curriculum has been developed in consultation with staff, pupils and parents.</p> <p>The curriculum is reviewed annually to ensure it remains relevant and needs-led.</p> <p>The RSE resources are reviewed before use to ensure that they continue to meet the current needs of pupils at the school.</p> <p>RSE resources are fully inclusive and accessible to all pupils, including vulnerable pupils and those with SEND.</p>			



Element	Minimum criteria to enable best-practice	Rating		
Teaching and learning	<p>RSE is taught by teachers who are trained, confident and comfortable to teach RSE.</p> <p>Teaching is fully inclusive and relevant to the age and stage of the pupils.</p> <p>RSE is taught with a minimum of two staff present.</p> <p>RSE is taught in mixed gender classes (unless single sex school).</p> <p>Opportunities to embed cross-curricular RSE teaching are maximised. The RSE curriculum is aligned to the teaching of RSE in science and other relevant subjects.</p> <p>External visitors are used to enhance the teaching of RSE lessons where appropriate.</p>			
School ethos and environment	<p>RSE is taught in accordance with the school ethos and values.</p> <p>The school ensures a fully inclusive environment, embracing all forms of diversity through policy and practice. Visual displays and resources e.g library books, show a range of diverse families, identities and challenge gender norms.</p> <p>Discriminatory language and behaviour is actively addressed by all staff using a consistent approach.</p> <p>Opportunities to celebrate special events e.g LGBT history month are maximised.</p>			
Pupil voice	<p>Pupils create their own learning agreement for the purposes of RSE lessons.</p> <p>RSE lessons allow for pupils to share their views and learn from the views of others.</p> <p>Pupils are fully involved in assessing the impact and effectiveness of RSE lessons.</p> <p>Pupils participate in an annual pupil consultation activity to ensure that the curriculum remains needs-led and regularly evaluated for effectiveness.</p> <p>Pupil voice responses are shared with staff, parents and school governors as appropriate.</p>			





Element	Minimum criteria to enable best-practice	Rating		
Provision of support	<p>Pupils are signposted to relevant internal and external support at the end of every RSE lesson.</p> <p>The school displays posters to signpost pupils to support services.</p> <p>All staff are fully informed when RSE is being taught, including what topics so they can prepare for any disclosures.</p> <p>All staff are able to signpost to specialist LGBTQ services and support, if appropriate.</p>			
Staff CPD	<p>Staff are provided with RSE training at least every three years to ensure RSE is delivered by confident and trained staff.</p> <p>Staff are encouraged to 'team teach' to share good practice and improve RSE teaching.</p> <p>Staff are provided with support to, but not made to, deliver RSE if they are unwilling.</p>			
Partnership with parents/ carers	<p>Parents/carers are provided with a letter to inform them when the school will be teaching RSE and what topics will be covered.</p> <p>The school holds an annual RSE consultation/ information session for parents/carers.</p> <p>The school supports parents to build on RSE in the home environment by sharing teaching resources. RSE home learning opportunities are provided.</p> <p>The school website signposts parents/carers to information, advice and guidance in talking to their child about RSE related topics.</p>			
Assessment, recording and reporting	<p>RSE lessons include assessment of learning to ensure a needs-led curriculum.</p> <p>RSE progress is assessed by pupils and teachers.</p> <p>RSE impact is reported to SLT and monitored by school governors.</p> <p>Parents are informed of RSE progress in school reports.</p>			

Identifying cross-curricular links

To maximise the impact of your RSE curriculum, your school will benefit from developing an emphasis that ensures pupils are able to extend and apply their learning across a range of subjects. Exploring cross-curricular links can help to engage the whole-staff team within the school ensuring consistency in terms of language and positive affirmation of equality is achieved. Below are some ideas but ask your subject specialist staff to identify more!

English	Explore themes of love, identity, different relationships and emotions through poetry and story books. Include learning vocabulary and spellings related to these topics. Poetry, creative writing and comparing gendered language in marketing material all provide rich material to stimulate discussion and debate.
Science	Learn about plants, animals and human bodies. Naming parts of the body, how they change, grow and develop.
RE	Consider similarities and differences in religious attitudes towards marriage and different types of relationships.
Languages	Include vocabulary terms related to gender, love and relationships.
Art and design	Produce creative and visual resources such as how to resist peer pressure, posters to promote developing an inclusive ethos or to celebrate events such as anti-bullying week. Analyse themes of gender in art. Look at gendered clothing in textiles and fashion. Explore gendered toys and advertising.
Music	Examine relational themes and emotions across music genres from classical to contemporary compositions.
Computing	Explore the negative impact of cyberbullying. Raise awareness of risky online relationships.
Design and technology	Design and make advertising products that challenge stereotypes and cultural expectations, including toys, houseware products and cars. Think about environmental design such as gender-neutral toilets.
All subjects	Recognise and celebrate pioneering LGBT contributors. Include a diverse range of family types and challenge gender stereotypes in the characters and scenarios used within subject material.

Establishing a shared vision for RSE

Agreeing an overarching vision statement, underpinned by supporting principles, will help your school to provide consistently effective delivery of RSE within the established aims and values of your school. Identifying how RSE can support your school mission statement is helpful in aligning policy, curriculum and teaching, contributing to whole school improvement.

The aims of your school RSE can encompass the core values and principles that ensure high-quality, effective RSE: An example of this is below:

Relationships and sex education (RSE) in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if it is needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE empowers children to build self-esteem, offer positive and open views and support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships and using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.



Policy

The RSE policy should reflect the vision and agreed principles, and echo the bespoke ethos and values of your school.

The policy will serve two main purposes:

1. For those outside your school it makes it clear how you deliver RSE, including when topics will be taught.
2. For those inside your school, including external contributors to your RSE curriculum, it provides a clear framework about what and how topics should be taught, ensuring consistency of approach, teaching methodology and assessment.

A robust RSE policy will empower teachers to teach RSE effectively, with confidence and without fear of backlash from any source.

The template policy provided should be personalised to reflect the teaching of your school's RSE curriculum, where required.

The **'Before you start'** section of the RSE Solution will provide guidance to support the preparation and implementation of your policy.

RSE policy

This relationships and sex education policy covers **[insert name of school]** approach to teaching relationships and sex education (RSE). It was produced following thorough consultation with the whole school community including pupils, parents/carers, staff, school governors and, where relevant, appropriate members of the wider community such as medical professionals and faith leaders.

It will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through annual RSE consultation events, referencing in the school prospectus and a link from the school website. If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Values, aims and objectives:

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.



- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet **(insert date of latest government RSE guidance)** and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.





Year group R

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.



Year group one

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.



Year group two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.	Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.



The RSE programme will be led by **(insert name of RSE lead)**, and taught by **(insert as appropriate, for example form tutors /year group heads, TAs)** and supported by **(insert as appropriate, for example school nurses, visitors and outside agencies)**. All staff involved in the delivery of RSE have received specialist training ensuring pupils are taught with consistent approaches to RSE throughout their time at **(insert name of school)**.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At **(insert name of school)** we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.



Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through an annual event, providing a valuable opportunity to develop awareness of emerging RSE topics, meet RSE teachers, review the resources being used and consider ways to build on RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- PSHE
- Safeguarding
- Teaching and learning



Staff development

It is important that RSE is taught by educators who are confident, competent and trained to teach RSE effectively and safely. RSE is most effective when every staff member understands the principles and purpose of the curriculum. Pupils benefit from consistent approaches to RSE, ensuring lessons have a 'familiar' feel to establish confidence, enabling active participation in lesson activities. Schools should strive to adopt a strategic approach to training, which will empower school staff to teach RSE effectively.

To ensure consistent approaches, it is useful to devote time for whole-staff training. The training should include generic skills and strategies for teaching RSE that remain relevant irrespective of the topic being taught. This could include:

An overview of local health data about RSE related behaviours, including incidents of child sexual exploitation etc. It should also include summarised anonymous information from pupil consultation work.

Familiarisation of the RSE policy

- Clarification of key elements
- Demonstration of how the policy is translated into practice to ensure compliance.

How to create a safe and democratic classroom environment for RSE.

- Working agreements: benefits of, and methods to create.
- Use of correct language and terminology, including the rationale for this.
- Consideration of distancing methods and the benefits of using them to safeguard pupils.

Encouraging and answering questions

- Strategies such as an 'ask it basket' and talk cards.
- Permission not to answer every question; including strategies for this.

Keeping it non-judgemental (an opportunity to identify and reflect on own bias, as well as an awareness of the need to keep personal views out of RSE teaching).

The importance of confidently **using correct biological language**.

An agreed **protocol for assessment** of teaching and learning in RSE.

A reminder of the school **safeguarding policy** and procedure (awareness that RSE can prompt disclosures due to pupils being equipped with the knowledge, skills, values, language and emotional literacy to make disclosures).



Top tips for effective RSE professional development

One-off staff training events rarely embed good practice: Annual sessions offer an opportunity to refresh skills and revisit challenging elements. Follow up your staff training with opportunities for staff to share learning, identify new initiatives and discuss ways to overcome challenges and enable progress.

Do not leave one member of staff to champion the cause: Collaboration as a team produces a wider range of exciting and dynamic ideas. Teamwork can also help embed effective RSE across the school to create a wider impact. This approach ensures that expertise is not consolidated into a single member of staff, which could leave your school vulnerable to ineffective RSE if they leave.

Do not do it all in-house: In-house training can have a positive impact in terms of consistency and upskilling, but may lead to 'recycling' ideas that are not the most effective, or up-to-date with current needs. Outside experts can ensure training is fresh and dynamic.

Network with other schools: Inviting other schools to share in RSE training can provide opportunities to share good practice, enable time to be used as efficiently as possible, gain support in overcoming shared challenges and capitalise on successes.

Pupil consultation

Conducting regular pupil consultation on RSE is essential. It will help your school to review and develop RSE to continually meet the current needs of all pupils, including vulnerable groups. It is important to have a variety of methods of pupil consultation, to enable all pupils to have equal opportunity to fully participate and promote their views. Pupil consultation work provides further development of character skills that help engagement in RSE and being active members of society.

Pupil consultation methods can include:

Graffiti board: Cover a display board and add a title that describes what you would like to consult on, for example 'In RSE I would like to learn more about...'. Pupils can write their ideas with board markers attached to string and pinned onto the board or write on post-it notes to be stuck on. If inappropriate content is added, simply cover with black marker or remove the post-it note.

Tell the box: Decorate a sealed box, with a letter-box sized posting hole. Leave slips of paper and pens for pupils to write their responses to your consultation question. The question can be written on the box or left as a sign next to it.

Survey: These can be conducted using a variety of methods including online, anonymous electronic voting tools or a simple 'heads down, hands up' style approach to questions read out by the teacher. Ideally, pupils could generate the questions through a steering group or at school council, ensuring the vocabulary and questions are pupil centred.

Discussion: The insightfulness of informal ad-hoc discussions should not be underestimated. Structured discussions can also be beneficial. The 'goldfish bowl' technique promotes engagement and can help facilitate a discussion. In this model, four pupils sit on a smaller centre-facing inner circle of five chairs (this leaves an empty chair). The remaining pupils stand or sit on a larger centre-facing outer circle. Only the pupils on the chairs can discuss the topic/statement you have provided. When a pupil on the outer circle wishes to join the discussion, they sit on the vacant central chair, stimulating a centre circle pupil to voluntarily re-join the outer circle. This ensures a controlled discussion within a less intimidating format, promoting more active listening than a whole class discussion.

Spectrum: Pupils move up and down a spectrum marked out with signs for 'Agree', 'Don't know' and 'Disagree' in response to statements read out by the teacher.

Diamond nine: Pupils write nine topics that they would like to learn about in RSE, ranking them in order of importance to create a diamond shape, with the most important at the top, and the least important at the bottom.

It is important to consider how the responses from pupil consultation activities will be communicated, including to whom (SLT, parents, governing body etc) and how they will be responded to, so that pupils feel valued and respected for sharing their views.





Parental engagement

Relationships and sex education is more effective if parents are involved and empowered to build on the learning in the home environment. Engaging with parents can take a variety of forms but as a minimum your school should aim to:

Send a letter home to inform parents prior to RSE being taught. This could **provide tips** to help parents discuss RSE topics with their child.

Ensure the **RSE policy is made available to parents**. Include a link to this on your school website. Make sure your policy is written in an accessible format using language that parents will be able to understand.

Invite parents to attend a **consultation** to help inform curriculum planning and to gain views on your proposed scheme of work.

Offer a **parent information evening** to include:

- How the school RSE curriculum is meeting their child's needs, based on what you know about current pupil population related behaviours.
- An overview of what and how the school will deliver RSE.
- Meeting RSE teachers.
- An opportunity for parents to view the resources that you are intending to use.
- How parents can build on the learning at home e.g. using correct biological language, following up with discussion etc .
- Address any questions that may arise.

Letter to Parent/Guardian

Dear Parent/Guardian

Our school prides itself on delivering effective, age-appropriate relationships and sex education (RSE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. Please see overleaf for RSE Curriculum.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like to know more information about our programme of relationships and sex education, please attend our parent's information session, familiarise yourself with the RSE policy and read the 'Top tips for talking to your child' overleaf.

Please feel free to contact the school if you would like to discuss our programme of relationships and sex education on an individual basis.

Yours sincerely

(name of Head Teacher)





Year group R

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
How feelings are expressed, words to describe feelings and simple strategies for managing feelings.	Basic personal hygiene.	Celebrating similarities and differences.	Likes, dislikes and making choices.	Personal privacy. The right to keep some things private. Respecting other people's privacy.	Special people, what makes them special and how special people care for one another.



Year group one

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Recognising how others show feelings and how to respond.	Naming the main parts of the body, including external genitalia using scientific terms.	Listening to other people, playing and working cooperatively. Resolving simple arguments through negotiation.	Celebrating similarities and differences between people.	The right to be protected from diseases, and the responsibility to protect others.	The people who look after us. Who to go to if you are worried, and how to attract their attention.



Year group two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Recognising and celebrating strengths and achievements. Setting simple but challenging goals.	Growing and changing throughout life.	Understanding that bullying is wrong and unacceptable.	Different families. Understanding there has never been and will never be another them.	Judging what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.	The difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.



Top tips for talking to your child...

Talking to your child about their feelings, relationships and changing body is important. Building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing seriousness arise.

Your child needs to know that it's OK to talk, and that you're happy to talk. They will learn this through your body language, tone and manner when you talk so try to behave as you would in any other topic of conversation.

Below are simple strategies to make talking about feelings, relationships and the body more comfortable:

- ✓ Start by talking about something that you both find comfortable, such as feelings and emotions.
- ✓ Ask your child what they think their friends know/think about the topic, as this provides a way to talk about your child's views indirectly.
- ✓ Avoid 'The Chat'. Talk about these topics little and often over everyday events like playing, drawing, whilst driving in the car or watching TV. This can help to normalise the conversation, easing uncomfortable feelings.
- ✓ Reading a story book containing relevant content is a helpful way to stimulate discussion with your child.
- ✓ Don't leave it too late. Start talking about relevant topics before you feel your child is approaching a level of curiosity about it, so you establish strong channels of communication in readiness.
- ✓ Be prepared to listen. Your child will want to have their voice heard without feeling judged. Feeling listened to will encourage your child to talk about issues in the future.
- ✓ If your child asks you a question you are not sure how to answer, don't panic! Let them know that you will answer it at another time, making sure you remember to. Sometimes a simple answer can provide a sufficient response.
- ✓ Try to listen calmly, even if what they say surprises or concerns you. Remember that it is good that they are comfortable to discuss issues with you. They need to trust that you will not respond negatively.

Make sure your child knows they can always talk to you anytime, about anything.



Before you start

Getting started









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Y_R Year group R







 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

Y₁ Year group one

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.



Y₂ Year group two

 <p>My feelings</p>	 <p>My body</p>	 <p>My relationships</p>	 <p>My beliefs</p>	 <p>My rights and responsibilities</p>	 <p>Asking for help</p>
<p>Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p>	<p>Pupils can recognise how they grow and will change as they become older.</p>	<p>Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.</p>	<p>Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.</p>	<p>Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.</p>	<p>Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p>



Using this resource

This resource offers a comprehensive approach to RSE. It provides schools with concise guidance, templates and tools to develop a robust framework for the teaching of effective RSE. It is designed for use by new and experienced educators of RSE, requiring minimal preparation or additional resources.

This resource can help maximise the approach that fits into the constraints of the school's existing timetable. The flexible yearly programme of six lessons can be taught as a complete developmental curriculum, as stand alone lessons, amalgamated to provide the contents of a drop down RSE focus day, or broken into the individual activities contained within each lesson plan to teach during shorter teaching times.

The materials contain and build on evidence based teaching strategies, setting a gold standard that centralises pupil responses within the teaching and learning, to ensure an effective, relevant and needs-led RSE lesson that remains age and stage-appropriate. This innovative and new approach empowers pupils to:

- Acquire knowledge relevant to their individual age and stage.
- Consider, challenge and critique their views and those of their peers, family, wider society and the media.
- Develop their own values and skills to put their learning into practice in the real world.
- Make safe choices and healthy decisions in accordance with their own moral framework.

Each year group has its own scheme of work, enabling you to visualise the progressive acquisition of knowledge, values and skill development pupils will achieve throughout the six lessons.



Each lesson guide details:

- Lesson aim.
- Learning outcomes.
- Resources required.
- Key words.
- Teacher notes: To consider before you start teaching to keep the learning accurate, safe and inclusive; clear guidance for teaching.
- Suggested questions to stimulate discussions, promote inclusivity and foster the development of positive values and skills.
- Answers to factual information and suggested focus areas for opinion based answers.
- An extension activity to enable you to adjust the lesson plan to the length of your lesson and the needs of your learners.
- Highlighted assessment opportunities from within the lesson activities.

The lesson guides provide three connected activities and an extension activity. The teaching resources follow immediately after the teaching guide for ease of lesson preparation. The resource is colour coded by year group and has consistent for each section, easing navigation within the resource.



Working with outside agencies and visitors to support RSE

RSE educators cannot be expected to be experts in all areas of RSE, and may seek contributions from outside agencies and visitors to bring specific expertise, experience or to bridge a gap between pupils and the service that is provided by the outside agency. External contributions should always form part of the planned RSE curriculum and not be experienced as a tick box activity or out-of-context addition, in which pupils would not be provided with appropriate opportunities to reflect and explore their own personal views, values and opinions in response to the input. Outside agencies and visitors should never be used as a substitute for an embedded RSE curriculum.

When properly coordinated, outside agencies and visitors can offer a very positive and enjoyable enhancement to the RSE curriculum, enabling pupils to extend their experience and understanding.

The following checklist can help your school ensure that all outside agencies and visitors will adhere to the appropriate framework of ensuring a safe and positive learning experience for pupils.

It is important to follow-up any RSE visits with a teacher and pupil evaluation to assess if the session has achieved the agreed learning outcomes, had the required impact and whether the school would like them to return or feels able to recommend to other schools.

Questions to consider may include:

- Did the visitor deliver the session as agreed?
- Did the visitor communicate appropriately towards pupils in a way they could relate to?
- Did pupils respond positively towards the visitor including being given a chance to ask questions and interact within the session?
- Were the needs of all pupils, including vulnerable pupils, met within the session?
- Did the visitor demonstrate a competent knowledge of the topic they were speaking about including exploring a full range of values and opinions relevant to the topic? If not, it is important to offer a follow-up session to balance any messages and provide pupils with the full range of values and opinions, ensuring non-biased RSE is achieved.



Checklist



1	Safeguarding	The visitor has been provided with the appropriate policies and the school has agreed the safeguarding and confidentiality protocols should a disclosure be made, including who will be responsible for subsequent reporting and liaising with the pupil(s) concerned.	
		If necessary, the visitor has supplied evidence of up-to-date security disclosures and/or will remain with a member of school staff at all times.	
2	Session aims	A member of staff has met/discussed with the visitor the contents of the session. Learning outcomes have been agreed.	
		The visitor has been provided with the school RSE policy and scheme of work to ensure that the session is delivered within the context of this.	
		The teaching strategies and resources are evidence based and demonstrate good practice.	
		The visitor has appropriate qualifications/training/experience to deliver the session effectively and safely.	
3	Inclusion	The visitor promotes equal opportunities and celebrates diversity and will provide an inclusive learning experience for all pupils.	
		The needs of vulnerable pupils have been considered and can be appropriately met.	
4	Prior to the session	Practical aspects have been appropriately agreed in advance of the session, such as identification of any equipment required, who will be providing hospitality to the visitor (registration, welcome, refreshments etc), booking appropriate space for the session, agreed contingency plan in case of unforeseen circumstances and how fees will be paid.	
5	Session delivery	A member of staff will be available to remain in the session at all times.	
		Roles, responsibilities and boundaries have been agreed including behaviour management.	
6	Session follow-up	Feedback arrangements are in place between the school and the visitor to allow comprehensive evaluation of the input taking into consideration the views of pupils.	



Creating a working agreement

Establishing a working agreement with your class for RSE is essential. The value of the working agreement is dependent on the time and process taken to create it. Once established, it will provide pupils with a clear understanding of what behaviours, including language are acceptable. It can support a safe, democratic and empowering learning space for pupils, promoting confidence to fully engage in RSE lessons without fear of 'getting it wrong'.

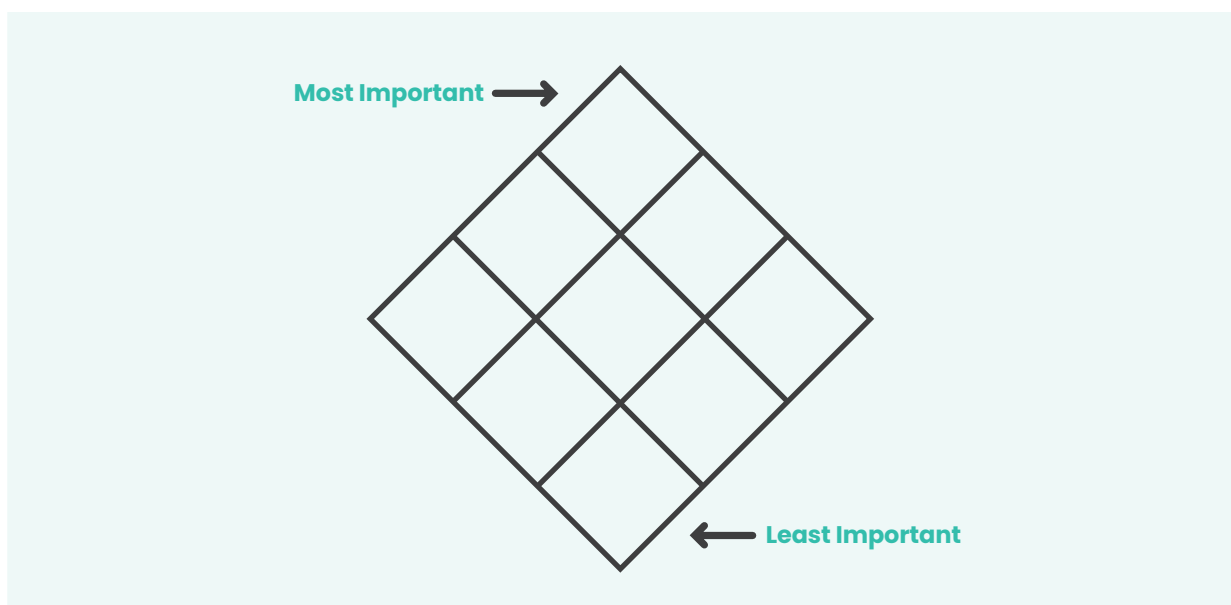
The terminology of 'working agreement' as opposed to 'ground rules' is empowering in itself, reflecting the genuine ownership of pupils over how RSE will be experienced. The working agreement should use the ideas and terminology suggested by pupils.

Agreed sanctions will need to be communicated, so that pupils appreciate the significance of the agreement and are clear about the repercussions if they break their learning agreement.

Start by explaining to pupils that before RSE lessons commence, it is important that everyone feels safe, empowered and clear about what is and is not acceptable during RSE lessons.

To get pupils warmed up, start by asking them to imagine someone new is joining the class and they need to think of things that would make the new person feel comfortable to come and join in the RSE lessons.

Once the class has agreed what things would support someone new to feel comfortable to join in RSE, ask pupils to identify what they would like to have included in a working agreement. Write these down in their own words before ranking them in order of importance. You could use a diamond nine template, such as the one below:



Whilst this activity is likely to conclude that all the suggestions are as important as each other, it provides a non-contentious activity for pupils to foster and embed appropriate learning behaviours for RSE. These may include "no personal questions", "it's OK to pass during an activity", and "it's OK to have different views to each other". Whilst pupils order the suggestions and create the working agreement, you can remind and encourage them to embed the behaviours they have identified over the process of this activity. This is better than trying to embed behaviours during an activity on a challenging topic, when pupils may feel more exposed or sensitive to reminders about appropriate classroom behaviours.

It may be helpful to add statements to the working agreement such as 'this means that I will...' and 'this means that I will not...' to ensure pupils understand how the agreement relates to their behaviour.

Once the class has finalised the working agreement, ask them to illustrate it, type it up and finger/handprint or write their name around it so there is a commitment of ownership by the whole class to what has been agreed.

Display the agreement for each RSE lesson on the wall or place laminated copies on each working table. Always remind pupils of the working agreement at the beginning of every RSE lesson, drawing their attention to elements that have particular relevance to the lesson topic.

It may be helpful to ensure that the working agreement covers the following elements, using pupils suggested language:



Openness: We will be open and honest without directly talking about ourselves or each other. Instead we could say 'I know someone who' or 'person X'.

Keep the conversation in the room: We will feel safe to talk openly, knowing our teacher will not tell anyone else what we have said unless they are worried that we are not safe. We cannot stop other pupils talking about what we have said so we need to stop and think before we share!

Non-judgemental approach: It is OK to not agree with each other but we challenge what is said, not the person who says it.

Right to pass: We will try to join in, but if we feel uncomfortable in the lesson we can pass.

Make no assumptions: We will not assume what other people think and feel because of what we think we already know about them (religion, culture, life experience, disability etc).

Listen to others: We will listen fully to what everyone has to say before deciding what we want to say in response.

Appropriate language: We will use scientific words when talking about the body. If we don't know them, our teacher will tell us.

Questions: We can ask questions. We will not ask each other personal questions and no one can ask us personal questions (this includes our teacher).

Help and advice: If we need help and advice about anything, we will speak to our teacher or another adult we trust. We will help our friends to get help if we think they need it.



Preparing to answer questions:

It is essential pupils are given space within each lesson to ask any questions they have, to seek reassurance for concerns, fill any gaps of knowledge and addressing misconceptions.

Questions can provide a useful form of baseline assessment. For example, a question box can be left in a pre-agreed place and pupils given advance notice of a topic that will be covered, being invited to add questions to the box prior to the lesson. The advantage of this approach is the teacher has the opportunity to pre-empt the level of knowledge so the lesson can be appropriately pitched, as well as providing a chance to research or consider appropriate responses to the questions raised.

Post-lesson questions can provide a useful form of summative assessment, providing the teacher with an opportunity to identify any remaining knowledge gaps or skill development needs.

Some teachers feel anxious about the post-lesson questions, as this is a part of the lesson that is hard to prepare for. Take reassurance that teachers are not required to be the experts in all areas of RSE, neither does every question have to be answered. If a question arises that may not be appropriate to answer, it is acceptable to tell pupils that some questions will be answered in the following lesson, providing a chance to research an appropriate response, collaborate with colleagues to check a suitable age-appropriate response, or find organisations relevant to the topic that pupils can be signposted to for their own research. It may also be appropriate to suggest a pupil asks their question at home.

If anonymous question boxes are being used during a lesson, it is important to ask all pupils to complete a question slip and place into the box. If they do not have a question, they can just write 'Hi' or draw a smiley face. This will ensure that no pupil is exposed as having asked a question when only a few questions have been asked.

Question card templates are provided, but pupils could also make their own laminated Question cards featuring a tick box option at the bottom where they can express their preferred method of response such as:

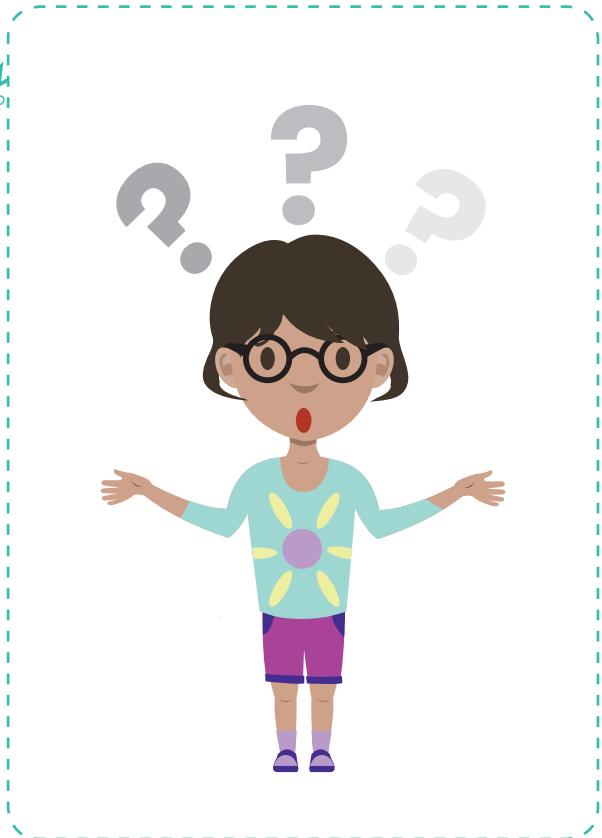
- Answer in class Q&A
- Answer I:1
- Just wanted you to know that...

Younger pupils may respond to a puppet that is used as a 'worry guzzler', or similar format. Pupils can then direct their questions to the puppet as you circulate around the class. The questions can be discussed and answered during a whole-class Q&A through the puppet.


It is also useful to tell pupils where they can access support and advice both inside and outside of school including online support from quality assured, trusted websites. This will help prevent the seeking of information from inappropriate or unsafe places, where they could put themselves at risk or receive inaccurate information.




Question card









Answer in class Q&A
 Answer 1:1
 Just wanted you to know that...



Answer in class Q&A
 Answer 1:1
 Just wanted you to know that...



Answer in class Q&A
 Answer 1:1
 Just wanted you to know that...



Answer in class Q&A
 Answer 1:1
 Just wanted you to know that...

Safeguarding: Distancing, sign posting and disclosures

Distancing: RSE can be a challenge for all pupils for a variety of reasons. Some pupils may have difficulty in communicating their personal views and opinions or respecting the different opinions of others. Some pupils may lack the confidence or feel vulnerable to share their internal thoughts. For some pupils, RSE may trigger uncomfortable feelings and awareness of abuse. This resource uses a variety of distancing strategies for lessons and topics that may be particularly challenging. The use of characters appears in a variety of ways, including the creation of fictional characters. Pupils very often subconsciously project much of themselves into the characters to explore, share and express their own views of the lesson activities through the character. This type of strategy can promote pupil engagement in RSE.

Signposting: Before each lesson, it would be helpful to research local and national support agencies relevant to the topic you are teaching, so that at the end of the lesson you can appropriately signpost pupils and their families for specialist information, advice and guidance. Always remind pupils who they can talk to in school if they have concerns, and take the time to liaise with the school counsellor, nurse and pastoral team about RSE topic coverage so they can prepare for any pupil responses in advance.

Safeguarding disclosures: RSE can prompt safeguarding disclosures. This is because effective RSE teaches the information, language, emotional literacy and character skills to raise awareness and report incidents of abuse. Ensure that all staff in school are familiar with the safeguarding policy prior to RSE being taught so pupils will receive an appropriate and consistent response, whoever they approach within the school.

RSE can lead to disclosures relating to gender and sexual identity etc. It is important to recognise that this is not a safeguarding disclosure and the information does not need to be shared unless the pupil discloses any cause for concern about risk, in which case the approach is the same as it would be with any pupil. Respond to such disclosures by offering positive affirmation and working individually with the pupil, allowing the pupil to be fully empowered to make their own choices and work at a pace dictated by them.

Teaching RSE can be a challenge for some teachers due to their own life experiences. Ensure that all staff are fully supported to teach RSE, including the right not to teach a topic or lesson that they feel would be detrimental to their wellbeing. It might be possible for teachers to swap their lessons, or for an alternative member of staff to teach the lesson with the teacher supporting.



Are you ready?

Review the following checklist to make sure you have put the necessary elements in place before teaching RSE:

- ✓ Awareness of latest RSE guidance and other relevant legislation
- ✓ Pupil consultation conducted to ensure a needs-led and relevant approach to RSE
- ✓ Robust RSE policy
- ✓ Letters sent home to parents and a parent consultation event hosted
- ✓ Staff trained, confident and enthusiastic to teach RSE
- ✓ Awareness of school safeguarding policy and procedures

The teaching strategies and resources have been designed so they can be taught by someone who has minimal prior knowledge of the topic, as well as someone who is an experienced and knowledgeable teacher of RSE. It is always advisable to read through the lesson fully prior to teaching to ensure confidence in delivering an effective RSE lesson.

It will also be helpful to research local and national support agencies relevant to the topic you are teaching so that at the end of the lesson you can advise pupils where to go for specialist information, advice and guidance.

This resource has been designed for minimal preparation and additional resources. With the additional of a few teaching materials, you have everything at your fingertips to teach fun, informative, safe and effective RSE!

Ticked all the boxes?

Time to start teaching...



Year R



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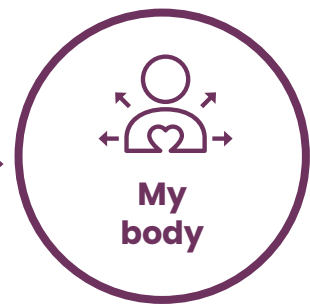
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Lesson six: Asking for help

90



Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.



Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.



Pupils understand that there are similarities and differences between everyone and can celebrate this.



Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.



Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.



Pupils can identify the special people in their lives, what makes them special and how special people care for one another.



Lesson one: My feelings



Lesson aim:

Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.



Learning outcomes:

- I can identify comfortable and uncomfortable feelings
- I can describe my feelings
- I can manage uncomfortable feelings



Resources required:

- Resource sheet: Feeling faces
- Resource sheet: Speech bubbles
- Paper plates
- A range of craft materials

Key words: feelings, comfortable, uncomfortable

Teacher notes:

When teaching about feelings, it is important to reassure pupils that no feelings are wrong, bad or naughty. Some feelings are more comfortable than other feelings but all feelings are natural to experience.

The paper plate faces and feeling speech bubbles can be used to create a classroom display called 'Our Feelings'. This will provide pupils with a helpful visual reminder of the feelings they have discussed and explored throughout the lesson, helping them to explain their feelings at another time.

Begin the lesson by...

Explaining that we will be learning about feelings, the different types of feelings that we experience and how we can help ourselves and each other to manage our feelings. We all have feelings. No feelings are wrong, bad or naughty. Some feelings are comfortable to experience, some feelings are uncomfortable to experience. Our feelings can be affected by things happening inside our bodies, such as if we feel hungry, tired, in pain or unwell. Our feelings can also be affected by things happening outside our body, such as if someone is kind or unkind to us or if something upsetting happens, for example when a pet dies.



Activity one: I feel good about...

Display all of the feeling faces at the same time to the class.

Work with the class to divide the feeling faces into two groups – those that represent comfortable feelings and those that represent uncomfortable feelings.

Take each of the comfortable feeling faces in turn and ask pupils to suggest what emotion they think the face is feeling. Write down the suggested emotion in a speech bubble and position next to the face.

Suggested answers:

- *Happy*
- *Excited*
- *Pleased*
- *Surprised*
- *Calm*
- *Relaxed*

Repeat this activity for the uncomfortable faces.

Suggested answers:

- *Sad*
- *Angry*
- *Disappointed*
- *Scared*
- *Embarrassed*
- *Tired*
- *Worried*
- *Surprised*
- *Confused*
- *Irritated*
- *Lonely*



Activity two: Feeling behaviours

Display each feeling face in turn in a random order, with the completed speech bubble and remind pupils of the feeling that they identified for the face. Tell pupils to pull a face or do an action to demonstrate how they might behave if they were experiencing that feeling.

For the uncomfortable feelings, where unhealthy behaviours might be demonstrated, ask pupils to suggest something that they could do to help them calm down.

Suggested answers:

- *Have a cuddle*
- *Deep breathing*
- *Talking to someone they trust*
- *Running around*
- *Distracting themselves*
- *Having some time out*
- *Looking at a book*
- *Colouring*

Repeat for all of the feeling faces.



Activity three: Make my feeling face

Give each pupil a paper plate and a blank speech bubble. Tell pupils to create/draw a face, using a range of craft materials that shows a feeling of their choice. Help them to complete the speech bubble by writing the feeling their face expresses with them.



Extension:

Tell pupils that they are going to play a treasure hunt style game of 'find the feeling face'. Hide the faces from Activity one around the classroom. Tell pupils to search and find the faces. As each pupil finds one, pause the game and ask the pupil to hold up the face and suggest a feeling that it could represent.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the feelings that they have learnt about and some calm down ideas to help them manage unhealthy behaviour. Reassure pupils that we all experience lots of different feelings every day and at this school everyone is encouraged to share their feelings with each other and the adults in the school. Remind pupils that whilst all feelings, comfortable or uncomfortable are OK, some behaviours are not OK. Tell pupils that it is not OK to be unkind to someone because of how they are feeling. Thinking about what has caused a feeling can help to manage the feeling and your behaviour. Ask pupils to tell you some of the calming down strategies that they have learnt about. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils identified, using a range of vocabulary, comfortable and uncomfortable feelings.

Activity two: Pupils suggested a range of behaviour management strategies.

Activity three: Pupils made a face that illustrated a feeling, and identified the feeling.

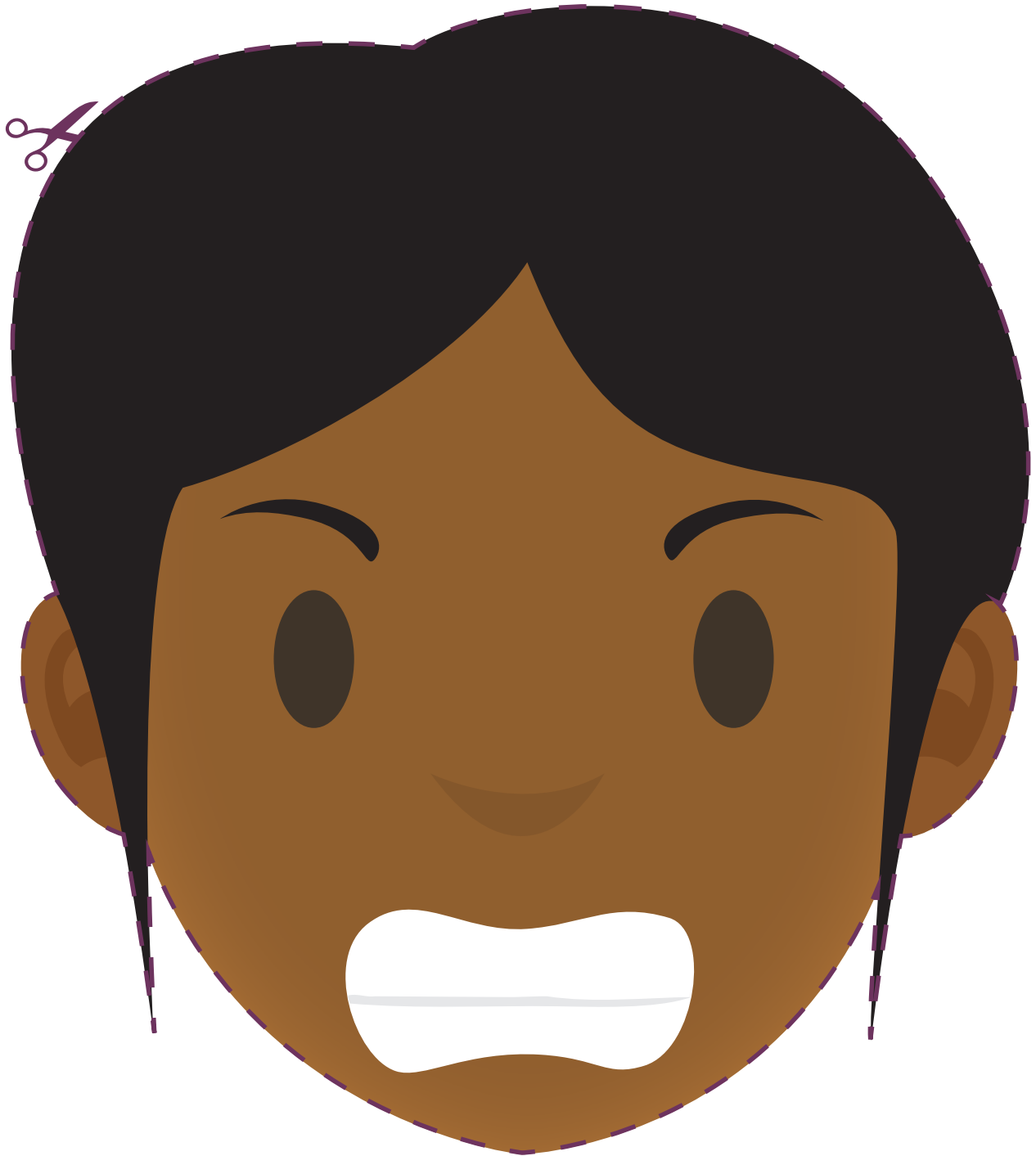
Evidence of assessment: Paper plate faces with completed speech bubble.





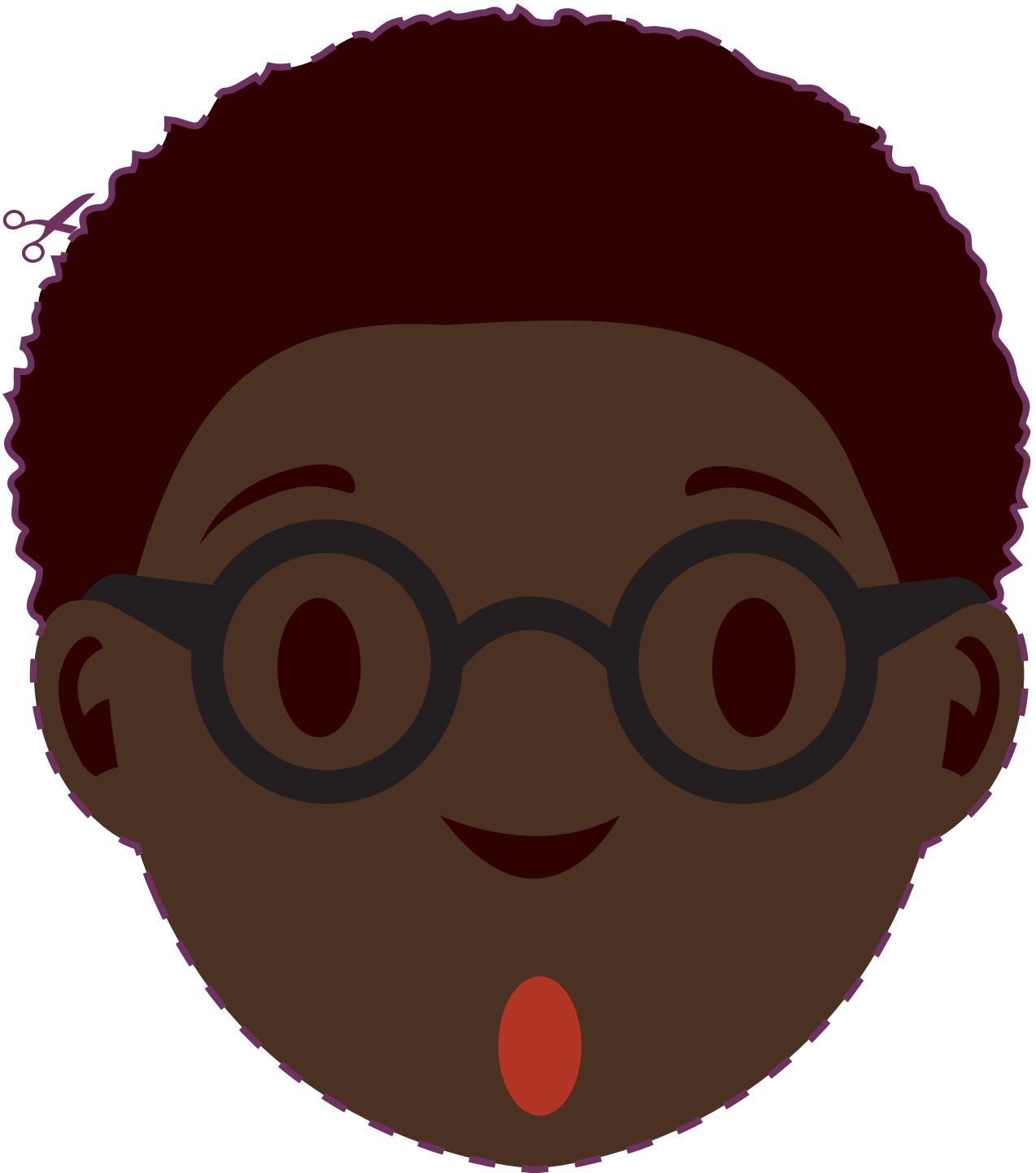




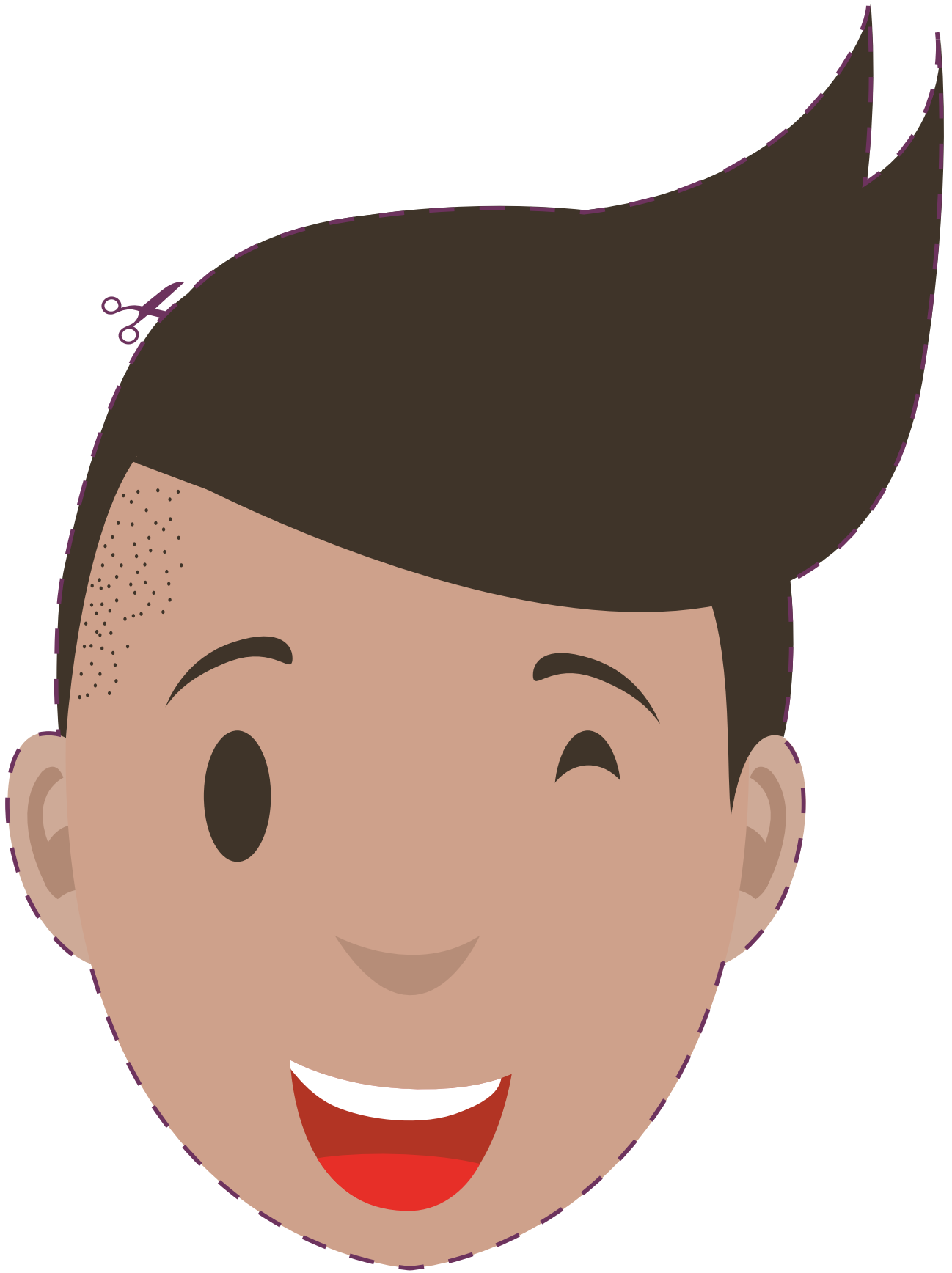


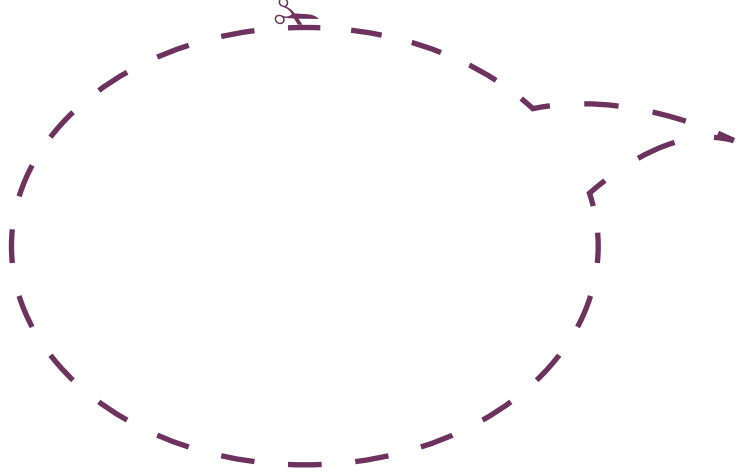
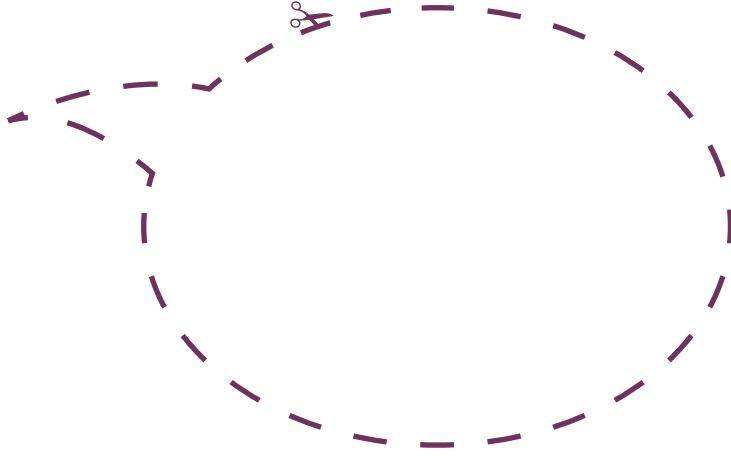
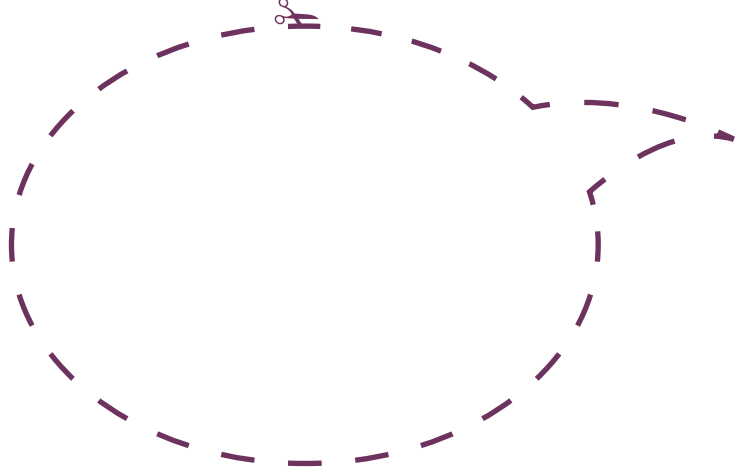
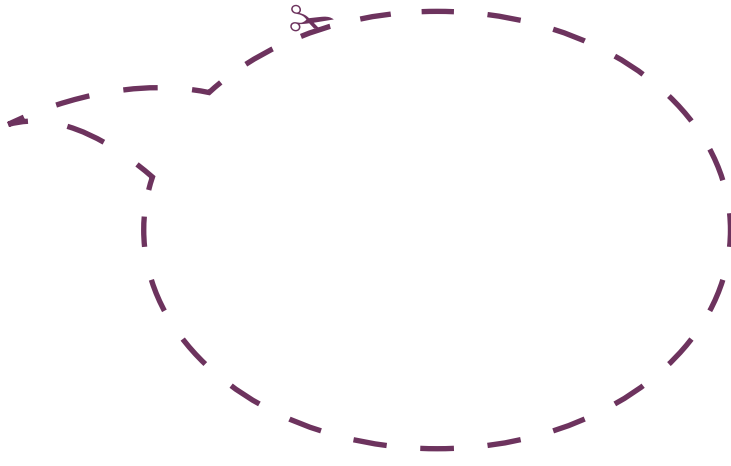












Lesson two: My body



Lesson aim:

Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.



Learning outcomes:

- I can identify ways to keep clean
- I know when it is important to wash my hands
- I know how to wash my hands



Resources required:

- Hygiene items such as: tissues; soap; toilet roll; flannel; toothbrush; toothpaste; nail brush and plasters
- Resource sheet: Handwashing sequence

Key words: hygiene

Teacher notes:

When teaching about personal hygiene, it is important to focus on cleanliness and not subconsciously share value-based opinions about how someone should visually present themselves.

You could use different scented soaps for the soap smelling in Activity one. Ask pupils to identify a soap that they most like the smell of, to encourage handwashing. If the extension activity is completed, pupils could select their favourite soap for this.

Begin the lesson by...

Explaining we will be learning about why it is important that we keep our bodies clean and healthy, and some ways that we can do this. Keeping the body clean can help us to feel good about ourselves. It also helps to prevent germs being spread and some illnesses.



Activity one: What keeps us clean?

Tell pupils to sit in a circle. Pass some hygiene items around the circle. Allow pupils to touch, smell and familiarise themselves with the hygiene items.

Pass around the soaps. Ask pupils to smell it/them, asking them to consider if they think it smells nice or not. Pass around the toothpaste and ask pupils to smell it, asking them to consider if they think it smells nice or not.

Invite pupils to come to the front of the class and select a hygiene item of their choice, and demonstrate its use to the class. This will allow you to assess pupils understanding of how all the items are used. Add to the suggestions as necessary to ensure full understanding is developed.



What do all of the items have in common?

Suggested answer: *They are all things that we can use to help keep our bodies clean and hygienic, helping to prevent becoming ill and spreading germs to other people.*



Activity two: When to wash

Explain that regularly washing hands is important, as our hands can get dirty and pick up germs throughout the day. There are also times when it is important to wash our hands before and/or after some activities. This helps to protect ourselves and other people from germs that might cause illness.

Read out the following everyday situations to pupils and ask them if they think it requires hands to be washed before, afterwards or both:

- Going to the toilet
- Blowing nose
- Stroking an animal
- Visiting someone who is sick
- Eating some food
- Going to hospital
- Sneezing
- Playing at the park
- Coughing

Confirm/correct any answers to ensure full understanding is developed.



Activity three: Happy handwashing

Give each pupil a copy of the handwashing chart. As you explain each step of handwashing to the class, tell them to pretend to wash their hands to practice each stage. Once each stage has been learned, encourage pupils to put the sequence of stages together whilst singing a familiar short song, such as 'Happy birthday to you, to demonstrate how long hands should be washed for. You could adapt the words to 'Happy handwashing to you'.

Help pupils to cut out the hand washing stages from the handwashing chart. Tell pupils to stick these to a sheet of paper in the correct sequence order.



Extension:

Take pupils to the hand washing stations within your school to practice washing their hands without the prompt sheets, to see if they can remember the correct techniques and timings. If possible, you could arrange a visit by a dentist, who could talk about dental hygiene and the importance of this and/or repeat an adapted version of the handwashing activity to teach about tooth brushing.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to name a hygiene item that they have looked at in the lesson, and explain how it can be used to keep the body clean. Remind pupils that maintaining good personal hygiene helps to keep the body clean and healthy and helps to prevent germs from spreading. Whilst not all illnesses can be prevented in this way, people are less likely to become ill if they wash their hands properly throughout the day, especially at certain times such as after going to the toilet or before eating. Reassure pupils that if they are ill this does not mean that they have not kept themselves clean, as some illnesses are spread in different ways. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils identified a range of hygiene items and how they can be used to maintain personal hygiene.

Activity two: Pupils recognised range of situations where handwashing can reduce the risk of germs and bacteria being spread.

Activity three: Pupils demonstrated effective handwashing techniques, and were able to correctly order the sequence of handwashing.

Evidence of assessment: Correctly sequenced hand washing sheet.

1 Use soap



2 Rub palm to palm with fingers



3 Rub back of hands



4 Rub each wrist



5 Rinse your hands



6 Dry your hands



Lesson three: My relationships



Lesson aim:

Pupils understand that there are similarities and differences between everyone and can celebrate this.



Learning outcomes:

- I know that there are some ways that people can be the same as each other
- I know that there are some ways that people can be different to each other
- I know that everyone should be OK to be themselves



Resources required:

- Hoops/boxes
- Selection of toys

Key words: same, similar, different

Teacher notes:

When teaching about similarities and differences, be mindful to be equally inclusive of all views unless they are harmful. This is particularly important when discussing gender. Be inclusive of everyone, especially gender questioning pupils, by reinforcing that there is not one way to be a boy or one way to be a girl. We are all unique and special, and our likes and dislikes are about us as an individual, not whether we were born as a boy or born as a girl.

If it is impractical to gather a wide range of toys for Activity one, you could print pictures of a range of toys instead.

Begin the lesson by...

Explaining that we will be learning about how we all have things that are the same as each other and we all have things that are different to each other. This may be because we were born with these things (boy or girl, skin colour, straight or curly hair, eye colour etc) or because of the things we like doing or are good at (drawing, running, Lego building etc). How we look, the things we are good at and enjoy doing are all OK whether they are the same as lots of other people or different to everyone else.



Activity one: Toys for girls and boys?

Position three hoops/boxes on the floor and display range of different toys and books.

Tell pupils that one hoop/box represents things a girl would like playing with, one represents things a boy would like playing with and one represents things that all genders would like playing with. Ask pupils to take it in turns to select a toy and place it in the hoop/box that represents whether they think the toy is something a boy, girl or any gender would enjoy playing with.

Once all of the toys have been placed inside the hoops/boxes, look at the contents of each one in turn and ask pupils what they notice about the types of toys. Discuss their colours and how they can be played with.



Are some aimed at quiet/noisy play, still/active play, imagination/practical play?



Activity two: Similarities and differences

Tell the class to stand or sit in a circle. Read each of the following statements out to the class. If pupils like to do or have what is being said, they must get up and swap places with another pupil who is also moving, or position themselves elsewhere in the circle if they are the only pupil to move.

- Read a book
- Watch TV
- Eat ice cream
- Play football
- Like the colour red
- Like to wear trousers
- Like to wear a dress
- Like to go swimming
- Have blue eyes
- Like bananas
- Have hands

Highlight to the class that just as sometimes we were the same as others and sometimes we were different to others in the game; we all have lots of things the same and different. These are not because we were born as a boy or born as a girl. These differences are what make us uniquely special and the world an interesting place to live.



Activity three: A toy for everyone!

Tell pupils to select a toy that they would like to play with. Reassure pupils that it doesn't matter what hoop/box this was put into during Activity one.

Tell pupils to draw the toy they have selected or invent a new toy that they would like to play with that can be played with by anyone, irrespective of what gender they were born. Encourage them to think about the colours and features of the toy.



Extension:

Divide the class into groups and give each group a body outline. Ask the groups to add a face, hair, clothes. Colour in a corner of the paper to represent their character's favourite colour and draw a toy that the character might like to play with, before giving them a name. Now display the characters at the front of the class and discuss with pupils what they notice about the similarities and differences.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class something about themselves that they are proud of/good at. Reassure pupils that we all share things that are the same (we are all part of this class) and we all have things that make us different and unique and that this is OK and should be celebrated. Remind pupils that they should never be unkind towards another child because of how they dress, behave or play, as this is bullying and will not be tolerated in school. If anyone sees this happening, they must tell a teacher straight away so they can make sure it stops happening. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been covered in the lesson.



Assessment:

Activity one: Pupils sorted a range of toys, demonstrating an understanding that there are toys everyone likes irrespective of their gender.

Activity two: Pupils identified things they have the same as and different to other pupils, and know that these similarities and differences are OK and to be celebrated.

Activity three: Pupils selected and designed a toy they would like to play with, that someone else might also enjoy, irrespective of their gender.

Evidence of assessment: Toy design.

Lesson four: My beliefs



Lesson aim:

Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.



Learning outcomes:

- I have thought about things that I like
- I have thought about things that I dislike
- I have considered how to make a difficult choice, listening to other people's opinions



Resources required:

- Sheets of different coloured paper (at least six)
- Trays with different materials (beans, jelly, flour, rice, water, spaghetti, custard, sand etc)
- Resource Sheet : Score cards

Key words: like, dislike, difficult

Teacher notes:

This lesson provides an opportunity to recognise and reinforce the celebration of difference from the previous lesson through an exploration of likes and dislikes which are often chosen. The lesson also considers scenarios when it is not possible to choose what we would like to do, as we have to make a decision to do the responsible thing, even if this feels difficult. It is important to ensure that pupils are able to differentiate between taking responsibility to do the right thing even if it is difficult, without tolerating difficult situations because they are under pressure to do so, as this could enable a culture for abuse.

The coloured papers from Activity one could be displayed in the class preferred order, in the shape of a rainbow. Photographs of children holding their favourite colour could then be displayed underneath the rainbow, or if the extension activity is completed the different rainbows can be displayed to make a class rainbow display.

It may be helpful to have a supply of wet wipes or paper towels at the touching stations in Activity two.

Begin the lesson by...

Explaining that we will be learning about how just as we are all similar and different to each other, we all like and dislike different things (food, games, colours etc). Reassure pupils that it is OK to like something even if no one else does. This is your choice and the world would be boring if we all liked the same things. You can change your mind about the things you like and it is OK to be friends with someone who likes different things to you.



Activity one: Likes

Display two different coloured sheets on the floor. Ask pupils to decide which colour paper they like the most, before moving to stand near it. Encourage pupils not to stay with their friends but to think for themselves. Now, add another colour and ask pupils to decide which is their favourite colour out of those on the floor and to move to stand near it. Introduce different coloured sheets one at a time. After each addition, ask pupils if anyone would like to move to a different colour. Keep adding the colours until they have all been included.

Once all of the colours have been introduced, ask the smallest colour group to come to the front of the class and hold their colour. Ask them to invite another group by saying 'we like our colour, and we also like the colour come and stand with us'. This group then joins the group at the front with their colour and continue until the whole class is standing in a line to make a class rainbow. Ask pupils to look at how nice all the colours look together, like a rainbow is made up of lots of different colours.

Ask pupils if they can imagine a world in which everything was (pick the colour of the most popular group)? Give some examples of how funny various things (hair, apples, grass, cars) would be if they were all that colour.

Tell pupils that it is good that we all like different colours.



Activity two: Dislikes

Display trays of different textured materials, and a score card next to each tray. Tell pupils to move around the room, visiting each tray and touching the different materials.

Talk to pupils about the materials throughout the activity, discussing which textures they do/don't like and why. Tell pupils to tick the happy or unhappy face next to the tray according to whether or not they liked it. At the end of this activity, discuss with the class each material at a time by asking for a show of hands whether they like it when they touched it, and referencing the score cards.

Discuss with the class that we are all different and we all like different things, just as this activity has shown. It doesn't matter what colours we like, or what textures we disliked. Sometimes the choices we make about what we like and dislike doing are important, and we may have to make a difficult choice to do the right thing.



Activity three: Difficult choices

Tell pupils that there are times when they have to make important choices about what they like and dislike doing and that these choices can make a difference to themselves and other people. Explain that we are now going to consider some situations when doing the right, responsible thing may be difficult.

Divide the class into small groups. Read out the following scenario all the way through, asking pupils to listen. Repeat, this time tell pupils to put their hands up when they have decided what they would do if this scenario happened to them.

- A child is sitting on the friendship bench at lunchtime. He is crying. You go to see he is OK but then your friend says "don't bother, play with me instead".



What do you do?

Discuss pupil responses as a class to explore the range of possible outcomes.

Repeat for the following scenarios:

- An older child in school hits your friend while you are playing. She says "don't tell anyone" or she will do it again.
- A child takes your pencil and hides it in their drawer so you can't work. They tell you not to tell the teacher.
- You cannot find anyone to play with at break time, and when you ask to join a game you are told to "find someone else to play with".
- A child at school asks you to show them your underwear.



Extension:

Tell pupils to draw a rainbow using their favourite colour to make the biggest arch, and their least favourite to make the smallest. Display the rainbows to compare and discuss how we would all design different rainbows, and that this is OK.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class their favourite colour and reinforce that we all like and dislike different things. Reassure pupils that it is OK to like different things to other people and that we should continue to enjoy the things we like. Remind pupils that there are times when we may have to do something that is difficult because it is the right thing to do. Ask pupils to share examples of when they should tell a teacher or adult that they trust about something. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:



Activity one: Pupils made choices about their favourite colours, recognising that we all like different colours, and that this is OK.

Activity two: Pupils made choices about which materials they disliked the feel of, recognising that we all dislike different materials, and that this is OK.



Activity three: Pupils considered a range of scenarios in small groups, correctly identifying appropriate safe responses even when the response was not what they initially wanted or found easy to do.

Evidence of assessment: Material score card.





Item (rice, jelly, etc)		



Item (rice, jelly, etc)		



Item (rice, jelly, etc)		

Lesson five: My rights and responsibilities



Lesson aim:

Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.



Learning outcomes:

- I know what private means
- I know that some things are done in private
- I know that other people need to be private sometimes



Resources required:

- Resource sheets: Private and public places
- Coloured tape or similar, to mark a line on the floor

Key words: private

Teacher notes:

Pupils will have a range of opinions about what is public and private, depending on the social norms of their family environments, cultural norms etc. Ensuring a non-judgemental environment to facilitate an open discussion with pupils about private places in Activity one, and scenarios in Activity two will support pupils to understand that we all have different ideas of what is public and private, and encourage pupils to be considerate of each other's ideas by not assuming everyone has the same norms as them. This is important for pupils to realise, so that they do not unintentionally violate someone's privacy.

Ensure that all pupils are aware that their bodies are private to them, and they have the right to choose who can see and/or touch their body, including considering the reasons why someone may need to do this to help them stay healthy or to provide intimate care.

This lesson has the potential to lead to safeguarding disclosures, so ensure familiarity with the schools safeguarding policy and procedures prior to teaching.

Begin the lesson by...

Explaining that we will be learning about private places, private parts of the body and our right to privacy. Privacy is when we do not share something with anyone else, or with only a few people who we trust. We may choose to keep some information private. We may also keep parts of our bodies private. There are parts of our bodies that are sometimes known as 'private parts'; these are the parts that we keep covered with our underwear when we are in front of other people. There are also places that are private such as a toilet, doctor's surgery and our bedrooms. Sometimes we need to do things that are private things, like getting changed or going to the toilet. Sometimes we might just want to be on our own. Private places are for private times and private things, and this is OK.



Activity one: Public and private places

Mark a line on the floor using coloured tape or similar. Show the class the pictures of the public and private places one at a time. Discuss the place with the class, including the people who may go to the place and the activities that may occur there before deciding whether this is a private place (somewhere they are alone, or with their family) or a public place (somewhere there are other people).

Show pupils the pictures of private and public places. Ask them to work as a team to decide if they are public places or private places. Lay all of the public places on the floor in front of the line, and all of the private places on the floor behind the line.



Activity two: Public and private activities

Using the responses from Activity one, tell pupils to imagine that the line is a pretend door. Behind the line/imaginary door are the things that you would do when you are on your own, or in private. In front of the line/ imaginary door are the things that you would do in front of other people, or in a public place.

Tell pupils that you are going to read out some activities. If they think that the activity is something they would do in private then they stand behind the line/imaginary door and if they think it is something that they would do in public then they stand in front of the line/imaginary door.

- Eat an ice cream
- Brush your hair (you might not do in some public places like a restaurant, or religious building for hygiene or respect reasons)
- Brush your teeth
- Blow your nose
- Pick your nose (preferably done in private using a tissue)
- Talk to yourself (sometimes people do this silently in their heads, which is very private)
- Go swimming (swimming pools are public places, but we keep our private parts covered up with swimwear)
- Go to the toilet (toilets often have a door that can be locked so we are private)
- Have a bath (we might share a bath with our close family or a friend, but we would not do this with someone we did not know or in a public place)
- Get dressed (when getting changed at school we keep our underwear on to cover up our private parts)
- Touch your private parts: penis/vulva (this is always done in private)
- Cough
- Break wind (sometimes children find this hard to control, but often adults try to do this in private)

If time allows, display the private and public places around the room, and read out the activities again asking pupils to stand next to a place that they could do that activity.



Activity three: Being private

Discuss with pupils how sometimes we like to be on our own, and sometimes we prefer to be with other people. Ask pupils to give some examples when they like to be alone, and some examples when they enjoy being with other people. Explain that this might depend on how we are feeling at the time. In a similar way, our friends or family might like to be on their own sometimes. This does not mean that they do not like or love us anymore, but that they need some space because of how they are feeling or what they are doing.

Read out the following scenarios. Ask pupils to stick their thumbs up if they think the person wants to be with them, or thumbs down if the person would like to be private. Discuss the range of opinions for each scenario in turn:

- Their parent wants to go to the toilet (some parents don't mind their children being in the toilet with them, but they may sometimes want to do this alone)
- Their brother or sister is having a bath (some families share a bath, but sometimes they might want to do this alone)
- Their friend is crying (sometimes people like someone to talk to them, and sometimes prefer to be alone when they are crying. It is always right to tell an adult if they find a friend crying)
- Their teachers want to talk to each other (they might want to include you, but may not be able to. They will do what they think is right for you)
- Their doctor wants to feel their tummy and maybe look at their private parts (A doctor will always allow a trusted adult to be with you all the time, and explain where and why they are touching you, or looking at parts of your body, especially if they are your private parts).



Extension:

Tell pupils to think of a place that is private so them, such as their bedroom. Tell pupils to draw their private place.

You could also take your class on a tour of the school. Ask your class to discuss which areas are public, and which areas are private, and why.

Finish the lesson by:

Providing pupils with opportunities to ask questions. Ask pupils to share examples of activities and places that someone may wish to be private. Reassure pupils that it is OK to want to be private sometimes, and that everyone needs some personal space. This does not mean that the person who wishes to be private does not like or love them. Remind pupils that we have private parts of our bodies which are covered by underwear. It is not OK for someone to invade our privacy by touching our private parts, coming into our private places or watching us do our private activities, unless they are family or a trusted person that is helping us to look after ourselves. Remind pupils that if someone ever invades their privacy, they must tell an adult they trust who will help them. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils correctly sorted different places into private and public places.

Activity two: Pupils considered a range of different activities, and identified private and public activities.

Activity three: Pupils correctly identified situations where people have a right to privacy.

Evidence of assessment: Take a photograph of the line with the private and public places correctly positioned by pupils.





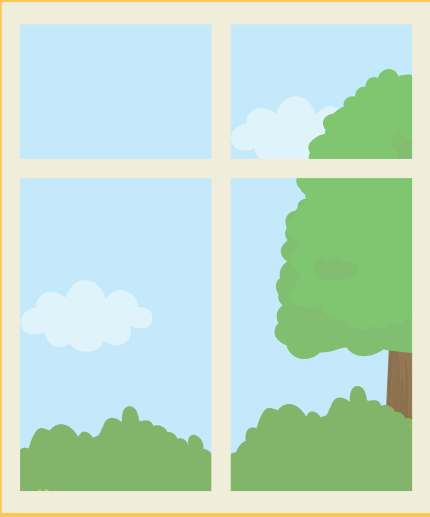






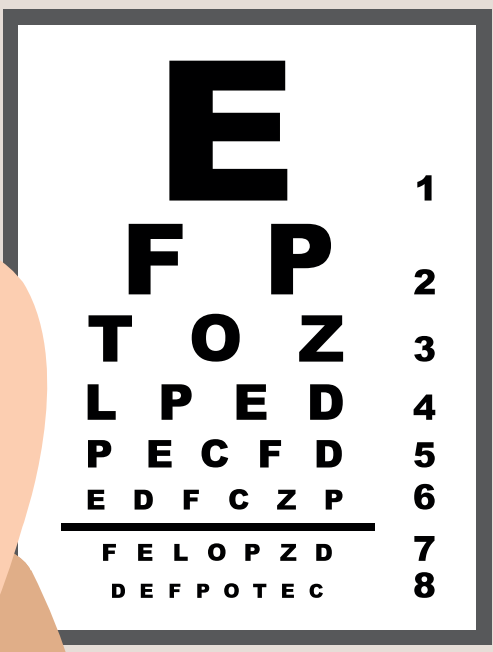
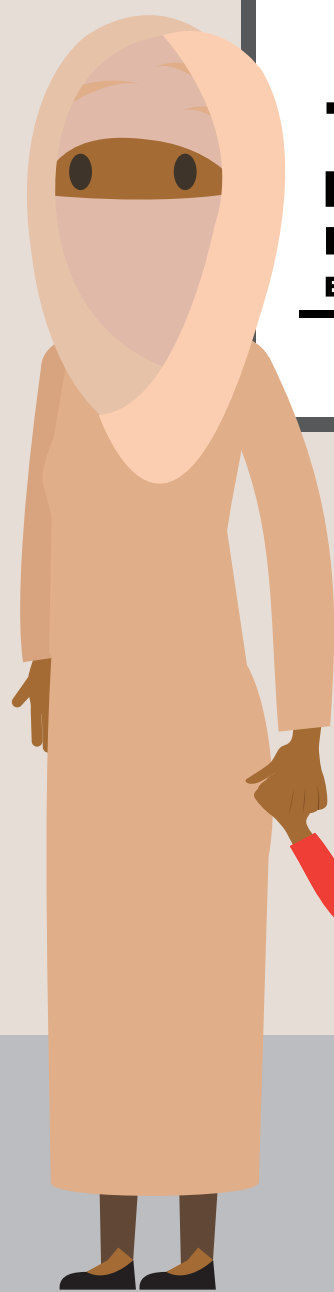






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Lesson six: Asking for help



Lesson aim:

Pupils can identify the special people in their lives, what makes them special and how special people care for one another.



Learning outcomes:

- I know the people that are special to me
- I know what makes people special to each other
- I know how special people look after each other



Resources required:

- Resource sheet: Flower template
- Variety of craft items

Key words: special

Teacher notes:

Be clear when teaching this lesson that someone who is special is someone who takes care of you and considers your feelings. They make you feel good about yourself most of the time. A parent may have to teach you right and wrong, which sometimes means that you are told off, but you will still feel loved by them and special most of the time. Be mindful that some pupils may have been told that they are special in order to be groomed for abuse. It is therefore important to reinforce that a person is not special just because they tell you that they are, or that you are to them.

Begin the lesson by...

Explaining that in this lesson we will be learning about how we are all special, and we all have people that feel special to us. Some of us may be surrounded by lots and lots of special people, whilst some of us may have one or two special people, and this is OK. The types of people that are special may be different for all of us. For some of us, it could be our family such as mummies, daddies, brothers, sisters, grandparents, step family, adopted family or foster family. For some of us it might be friends, teachers, neighbours. Anyone that we feel is special to us is OK, no matter who they are.



Activity one: A handful of special people

Ask pupils to suggest someone who is special to them. Next, ask pupils to think about why that person is special to them. Discuss the responses as a class. Explain to pupils that someone special is a person who helps to look after them, cares about their feelings and supports them to be the best they can be. They should always feel safe with special adults.

Tell pupils to draw around their hand. Now, tell pupils to turn each finger into a person that is special to them using available craft materials, to make the face of each person, to complete their hand.



Activity two: Special people make me feel...

Ask pupils to look at their hand of special people, and think about the things that make them special, and what special people do to show them they care.

Tell pupils to sit in a circle, and take turns to stand up and say how someone who is special to them shows them they care.

Suggested answers: *Make your packed lunch; take you to the park; love you, help you bath, spend time with you, talk together, share feelings, feel safe with them, miss them when you are not together, buy presents (presents are only one way to show someone they are special).*

Discuss the responses as a class.

Ask pupils to take it in turns to stand up and say how they feel when they are with one of their special people.

Suggested answers: *loved, special, safe, nice, happy etc.*

Tell pupils to draw a face in the palm of their hand that shows how they feel when they are with their special people.



Activity three: I make my special people feel...

Ask pupils to look at their hand of special people, and think about the things that they do to show their special people that they care about them.

Tell pupils to sit in a circle and take turns to stand up and say how they can show someone that they are special to them.

Suggested answers: *Help them with jobs; tell them they are special; give them a hug/kiss (only if they both want to do this); talk together, share feelings; make them a present (presents are only one way to show someone they are special).*

Discuss the responses as a class.

Ask pupils to take it in turns to stand up and say how they would like to make one of their special people feel.

Suggested answers: *loved, special, happy etc.*



Extension:

Provide each pupil with a flower template. Explain that sometimes people give each other a present, like a bunch of flowers as a way to make them feel special. Emphasise that presents are not necessary to make someone feel special. Tell pupils to draw a picture of someone who is special to them in the centre of the flower, before colouring in and decorating the petals etc. Pupils could then present this flower to someone who is special to them, or you could make a bunch of flowers for a class display.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest ways in which a special person might show someone that they care about them. Reassure pupils that special people should help them to feel special, that they should always feel safe with a special adult and that special people are often good people to talk to if they feel upset, worried or scared about something. Remind pupils that all the children at this school are special to the school and that they can talk to any of the teachers and adults who work in the school if they ever need to. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been covered in the lesson.



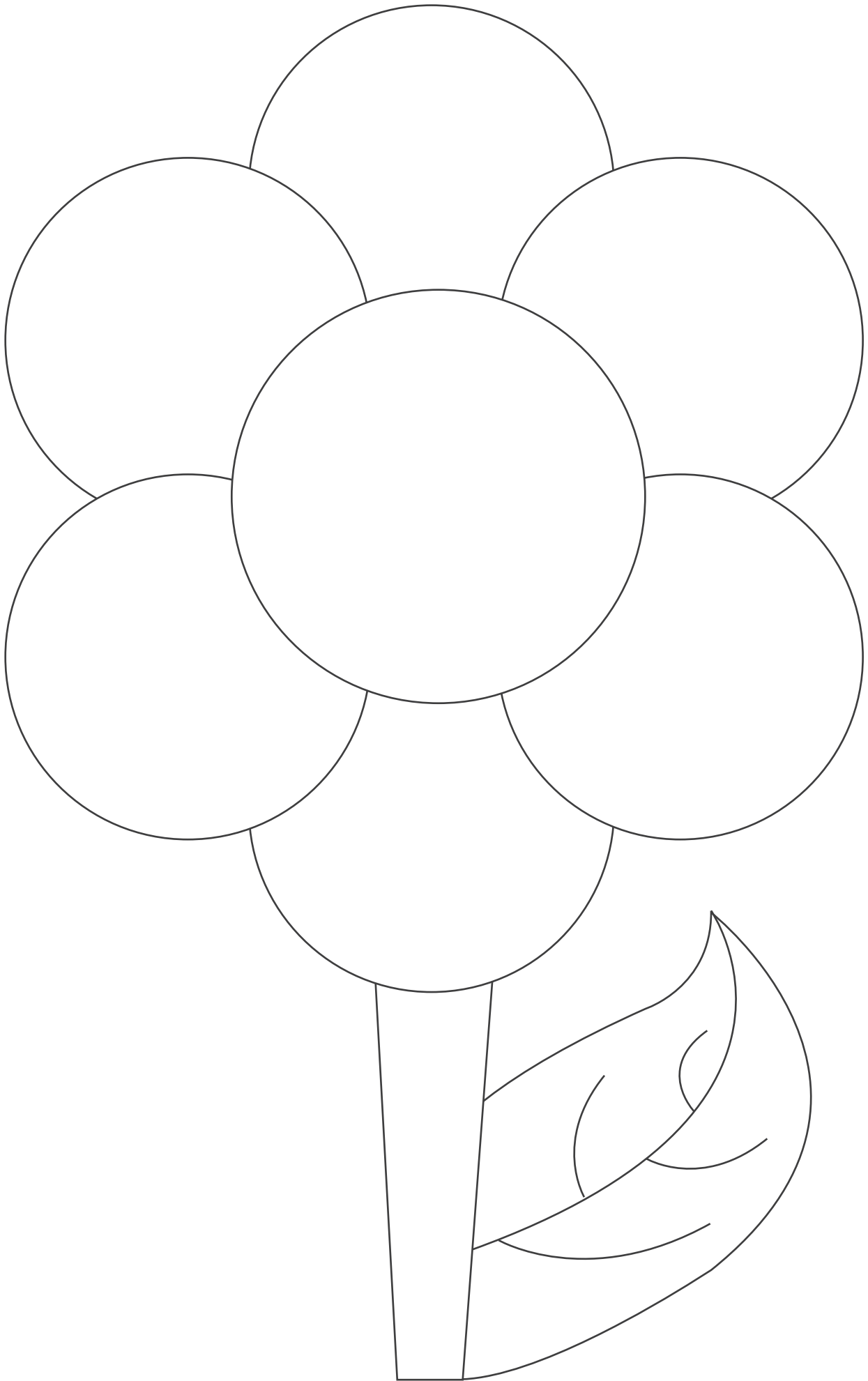
Assessment:

Activity one: Pupils identified people that are special to them, illustrating them on a handprint.

Activity two: Pupils suggested appropriate ways in which people who are special care for each other, and that this helps them experience positive emotions.

Activity three: Pupils suggested appropriate ways in which they can show people that they are special to them, and how their behaviour might make their special person feel.

Evidence of assessment: Completed handprints.



Year one





Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.



Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.



Pupils understand the importance of listening to other people and playing and working cooperatively, including strategies to resolve simple disagreements through negotiation.



Pupils can identify and respect differences and similarities between people, and can celebrate this.



Pupils understand that some diseases are spread, the right to be protected from diseases and the responsibility to protect others.



Pupils can identify the people who look after them, and how to attract their attention if needed.



Lesson one: My feelings



Lesson aim:

Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.



Learning outcomes:

- I can describe my feelings
- I understand that people react differently to their feelings
- I know that all feelings are OK, but some behaviours are not



Resources required:

- Resource sheet: Feeling faces
- Resource sheet: Emotions spinner
- Paper fasteners

Key words: emotions, feelings

Teacher notes:

Emotions and feelings are two very different things, but highly connected. Emotions create biochemical reactions in the body (physical) whilst feelings are reactions to emotions (often subconscious). When teaching about emotions and feelings, be mindful to encourage pupils to be accepting of a wide range of emotions and feelings within themselves and others. Reinforce the message that we all experience a range of emotions and feelings. Some emotions and feelings are more comfortable than others. It is important to be clear that some behaviours are responses to feelings and that if these cause upset or harm to others then this is not acceptable.

Be mindful throughout the lesson, and particularly in Activity three, not to normalise any behavioural response based on a pupil's gender.

Begin the lesson by...

Explaining that we will be learning about the different types of emotions and feelings that we experience, and how we can help ourselves and each other to manage these. There are many different types of emotions and many different types of feelings. Some emotions and feelings are comfortable, whilst others feel uncomfortable. Reassure pupils that no emotions are wrong or naughty. However, it is never OK to be unkind or hurt someone because of your own feelings.

Activity one: Feelings

Display the feeling faces on the walls of the classroom. Read out the first feeling on the list below and ask pupils to stand under the face that they think is expressing that emotion. Reassure pupils that there is not necessarily a right or wrong answer, and encourage them not to move with their friends or the majority of the class. Discuss pupil's positions with them as appropriate. Repeat for the remaining feelings, and add any additional feelings that are relevant to the class.

- Happy
- Sad
- Angry
- Excited
- Disappointed
- Scared
- Embarrassed
- Tired
- Worried
- Surprised
- Confused
- Calm
- Irritated
- Relaxed
- Lonely
- Grumpy

Activity two: Feeling behaviours

Display the feeling faces one at a time. Ask pupils:



How do you think this face is feeling? What might someone who is feeling this way do?

Discuss ideas and make appropriate suggestions. Encourage pupils to extend their thinking by asking:



**How might you react towards someone who behaved this way towards you?
How might that affect their emotions and how they feel? Would this make their
behaviour better?**

Discuss ideas and make appropriate suggestions.

Invite pupils to select a feeling face to come and hold up in front of the class, whilst suggesting something they would say or do to help that person enjoy or manage their feeling.

Discuss ideas and reinforce effective suggestions.



Activity three: Feeling responses

Display the feeling faces in full view of the pupils. Provide each pupil with a feelings spinner. Tell pupils to write and illustrate a feeling of their choice in each space. They can look at the faces displayed to remind them of the different types of feelings. Once they have completed their illustrations, attach the arrow onto the spinner using a paper fastener.

Tell pupils to work with a partner and take it in turns to spin the arrow on their partner's feelings spinner. Ask the pupil whose feelings spinner has been used to tell their partner how they might behave, if they are feeling this way. Their partner then needs to respond by telling them what they would do if they behaved that way towards them. If time allows, encourage pupils to swap places and work with a different partner.

Ask pupils to share with the class the different ways that they discussed about how different feelings might make them behave, and how they might react to that behaviour.



**Have you noticed how different people respond differently to the same feeling?
Why is this?**



Extension:

Tell pupils to work in pairs or small groups to role play a person reacting to a feeling and an appropriate response to this, which may involve asking an adult to help. These could be shared during a relevant school assembly.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the strategies they have learned that are healthy behavioural responses to emotions and feelings. Reassure pupils that we all experience lots of different feelings every day, and at this school they should feel comfortable to share their feelings with each other and the adults within the school. Remind pupils that whilst some emotions and feelings are more comfortable than others, all are OK. However, some behaviours are not OK. For example, it is never OK to be unkind, or to hurt someone because of how you are feeling. If pupils experience difficult emotions and feelings, someone is unkind towards them or they witness someone being unkind to another person, they should always tell an adult within the school. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils described a range of comfortable and uncomfortable feelings, correlating feelings to facial expressions.

Activity two: Pupils identified behavioural responses to feelings, recognising that some responses are more acceptable than others.

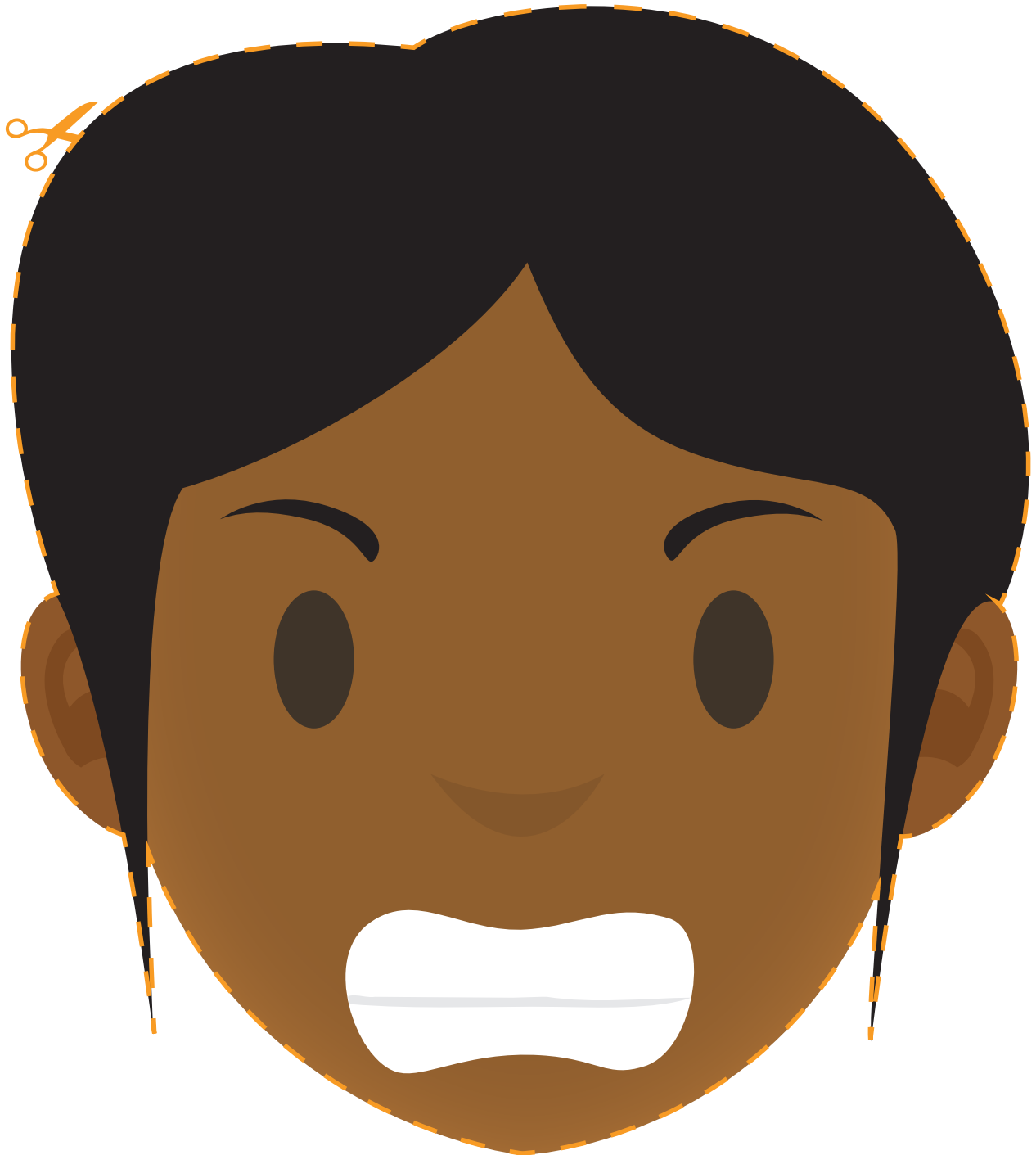
Activity three: Pupils discussed different behavioural responses to feelings and appropriate peer responses to help another person manage their feelings positively.

Evidence of assessment: Feelings spinners







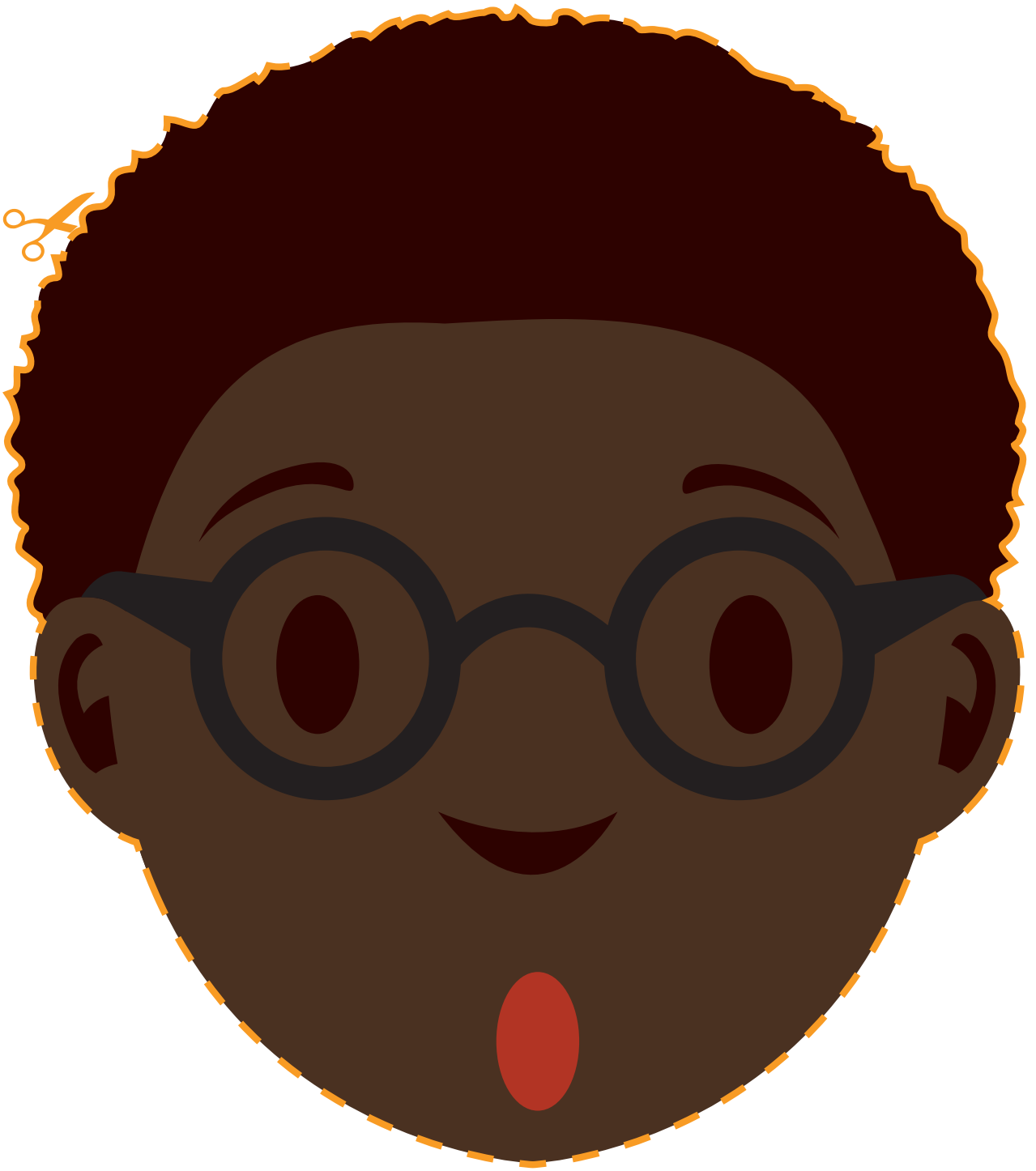


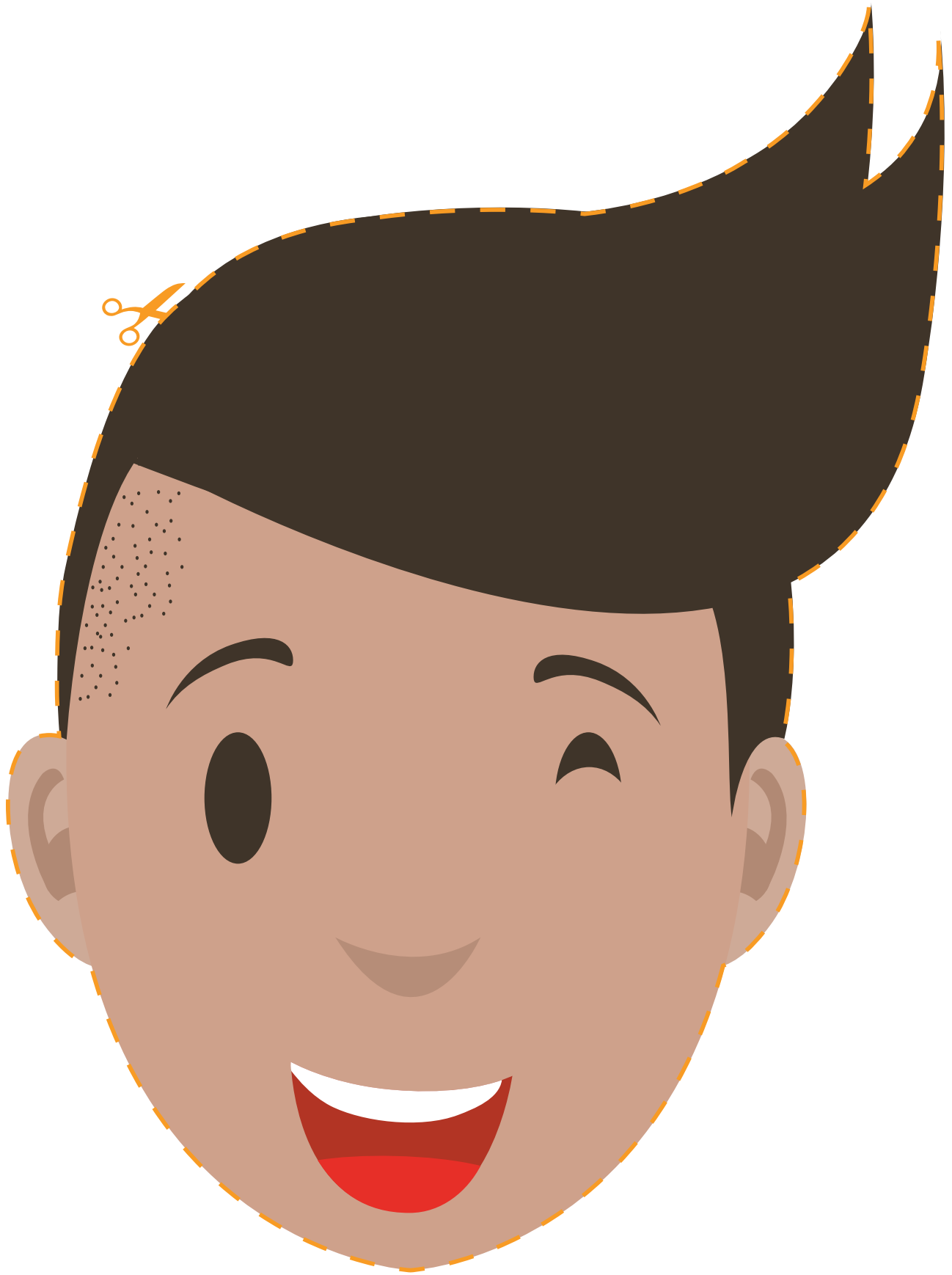


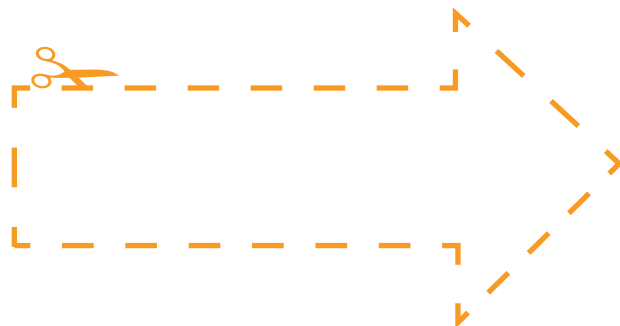
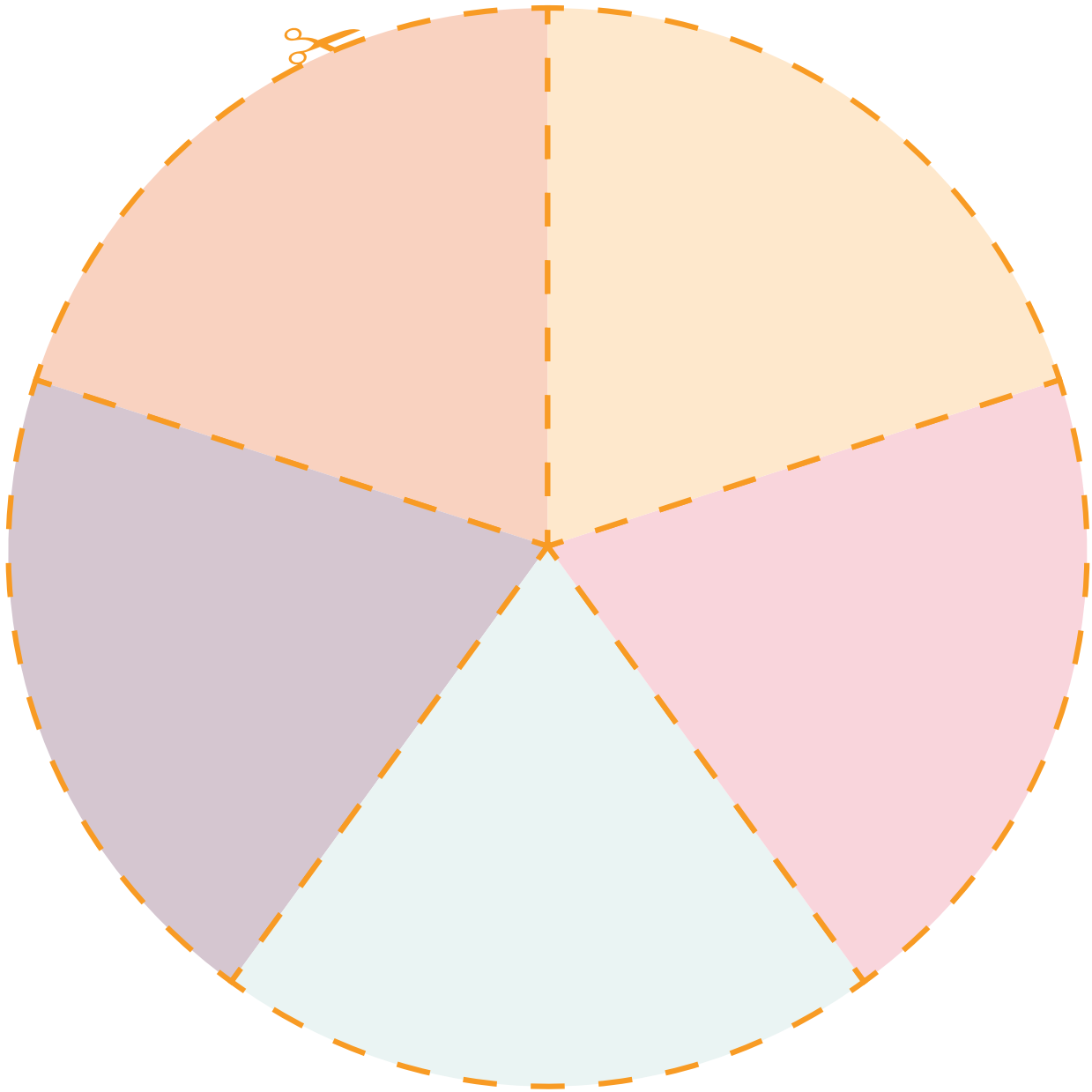












Lesson two: My body



Lesson aim:

Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.



Learning outcomes:

- I can correctly name the main parts of the body
- I can name the private part of the body that boys have
- I can name the private part of the body that girls have



Resources required:

- Resource sheet: Boy and girl characters
- Resource sheet: Body part labels
- Resource sheet: Baby girl and baby boy

Key words: penis, vulva

Teacher notes:

When teaching names of the external genitalia, it is important to convey confidence using scientific terminology. Young children are unlikely to find the terminology embarrassing, so it is crucial not to subconsciously model embarrassment. Although children may seem too young to learn correct scientific terminology for the external genitalia, this is the age that children may become curious about their developing bodies. Knowing the correct terminology is crucial in enabling the disclosure of sexual abuse.

If you are aware a pupil has been born intersex (with features of both male and female genitalia) it may be helpful to mention that this can sometimes happen and is perfectly natural. Encourage all staff to use scientific terminology, including staff providing intimate care and break time supervisors who may have to deal with a child that has been kicked in their genitals.

Begin the lesson by...

Explaining we will be talking about the different parts of our bodies and what they are used for. This will include learning about the parts of the body that we cover with our underwear, which are different for boys and girls. People may have names that they have learned at home to describe these parts of the body, but today we will be learning the scientific words for them that a doctor, nurse, police officer or social worker might use. It is important to learn the correct words so that people outside of your family know what part of the body you are talking about.



Activity one: Head, shoulders, knees and toes

Ask pupils to collectively sing the 'head, shoulders, knees and toes' song, performing the actions as they sing.

Display the boy and girl characters. Ask pupils to help place the following labels on the characters, by sticking the label to the character using double sided Velcro or Blu Tak. It is important to label both the boy and girl character with the same labels:

- Head
- Shoulder
- Knee
- Toe
- Eye
- Ear
- Mouth
- Nose

Ask pupils what other parts of the body have not been labelled. If they suggest a body part that you have a label for, invite them to position this on the character as above. If they correctly suggest something that is not included, hand write a label to stick on. Ensure that the following are included:

- Arm
- Neck
- Hand
- Chest
- Stomach
- Leg
- Foot

Finish the activity by asking pupils to suggest different functions for each part of the body and demonstrate with an appropriate action as a class.

Suggested answers:

- *Eye: see things*
- *Mouth: talk/eat*
- *Ear: hear things*
- *Nose: smell things*
- *Arm: reach things*
- *Leg: walk/run*



Activity two: Private parts

Tell pupils that everyone has parts of their body that are private. This means they are not shown to everyone and are often covered with underwear, just as the characters have their private parts covered by underwear.

Ask pupils if they have noticed that sometimes men and women are separated when they are getting changed such as at a swimming pool, clothes shop changing rooms or toilets. Explain that this is because the private parts of the body are different for a boy and a girl. Some families feel comfortable to see each other's private parts, but it is not common for people outside of our family or strangers to see each other's private parts, unless it is a trusted adult who helps us look after ourselves, such as if we need help going to the toilet, we are having a bath or seeing a doctor.

Show the pictures of the baby boy and the baby girl and ask pupils to play a game of spot the difference.



What do they notice? Answers may include: more hair or bigger legs.

If pupils correctly identify that their genitalia are different but use incorrect terminology, do not say that this word is 'wrong' or 'naughty', congratulate them for noticing the difference, and say we are going to learn the scientific word.

If pupils do not identify that the genitalia are different, explain that the body parts that we keep covered with underwear are different. Both boys and girls have a bottom, but this cannot be seen on the pictures of the characters. Put the 'bottom' labels on the girl and boy character. Now explain that a boy has a penis, position the 'penis' label on the boy character to demonstrate where this is, and a girl has a vulva, position the 'vulva' label on the girl character to demonstrate where this is. Explain that when we go to the toilet, urine can come from these areas of the body.



Activity three: What goes where?

Remove the body part labels from the characters and hide them around the room. Ask pupils to go on a treasure hunt to find all of the labels and stick them on the character where they think is the correct position.

Check the label positioning as a class and make any necessary corrections.



Extension:

Ask pupils to stand with some space around them and explain that they are going to play a game similar to 'Simon says' where children do an action if they have the body part. For example: 'Mr Hewitt says march on the spot if you have a head, Mr Hewitt says touch your toes if you have toes, Mr Hewitt say spin on the spot if you have a penis, Mr Hewitt says reach for the stars if you have arms' etc until all the body parts have been covered, including the penis and vulva.

Finish the lesson by:

Providing pupils with the opportunity to ask questions. Ask pupils to tell you if a penis is the private part of a boy or a girl, and if the vulva is the private part of a boy or a girl. Reassure pupils that being able to use the correct terminology for the body, including their private parts, is very important, and that they do not need to feel uncomfortable or embarrassed to use them. Whilst they may use different words at home, they can use the correct scientific words if they prefer to, and to help them talk to other people about these parts of their body, such as a doctor. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



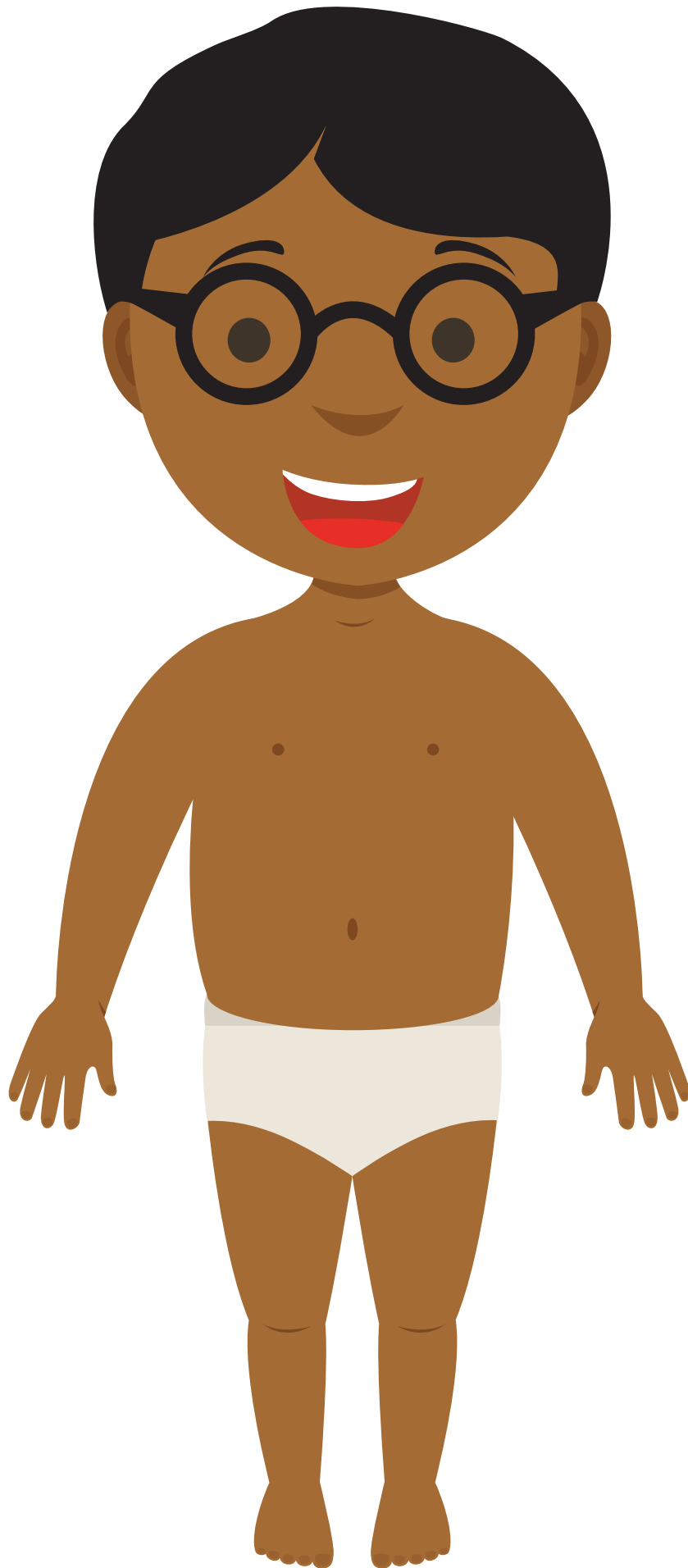
Assessment:

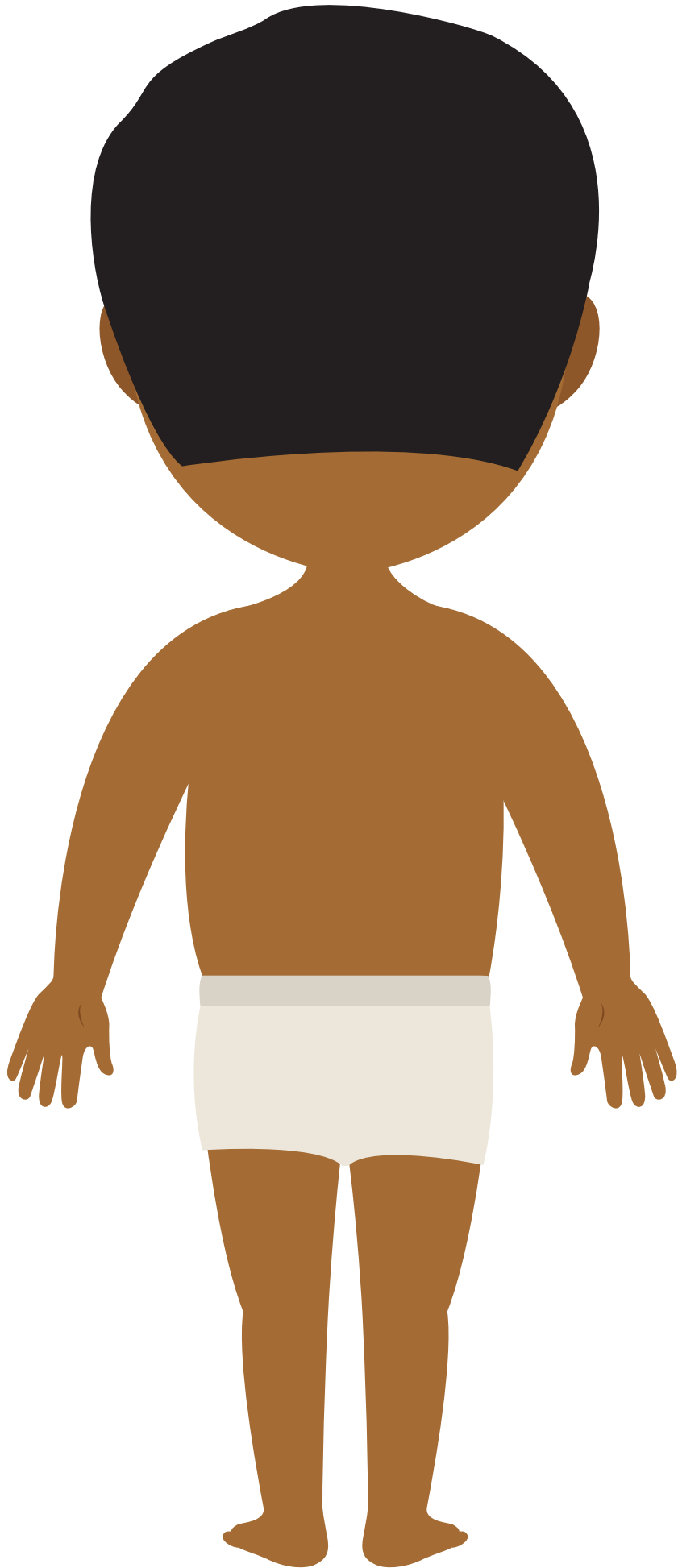
Activity one: Pupils correctly positioned body part labels on a boy and girl character.

Activity two: Pupils identified that a baby boy's genitalia was different to a baby girl's genitalia.

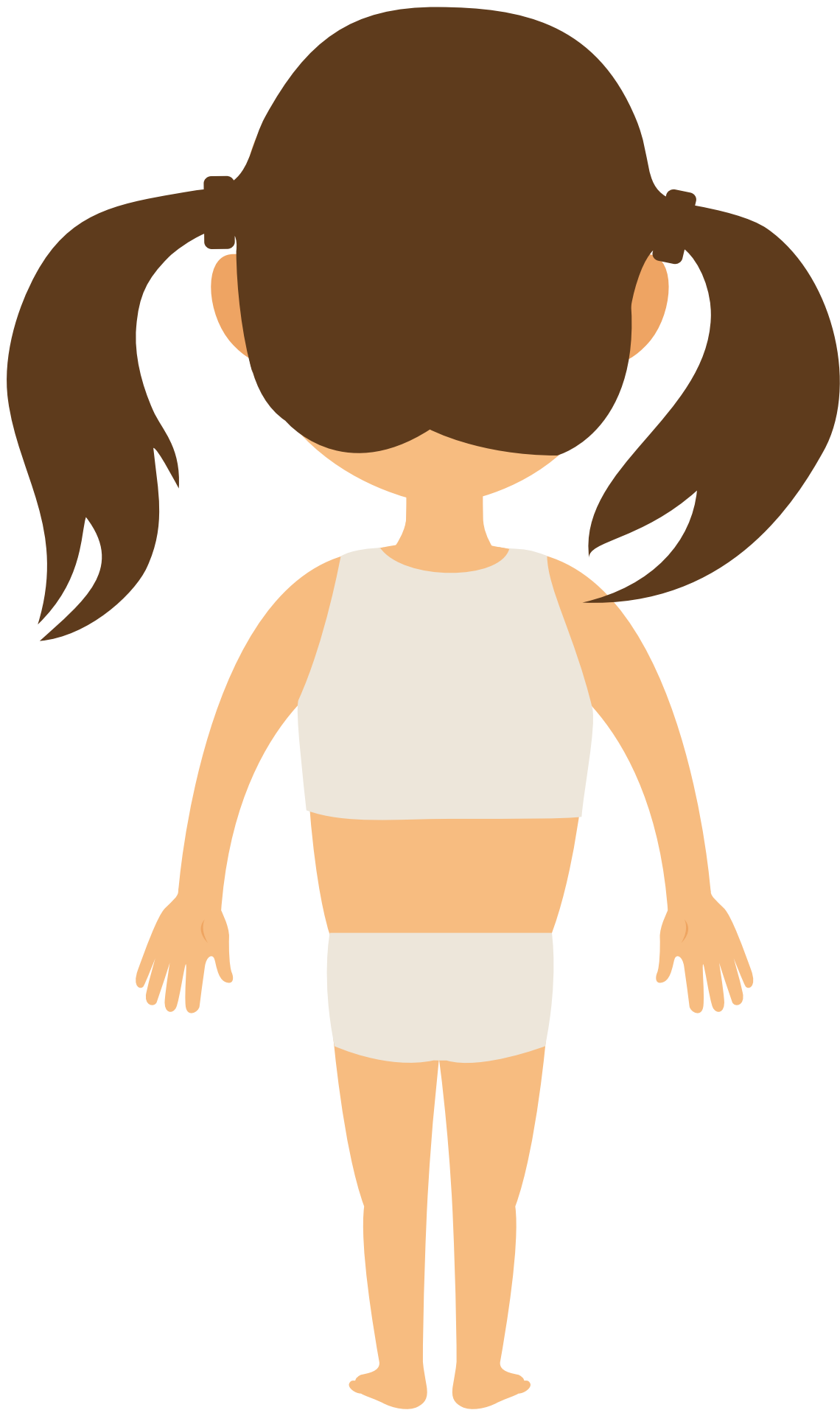
Activity three: Pupils correctly positioned all the body part labels including the 'penis' label on the boy character and the 'vulva' label on the girl character.

Evidence of assessment: Completed, correctly labelled boy and girl characters.









HEAD

ARM

NECK

HAND

SHOULDER

LEG

KNEE

FOOT

TOES

STOMACH

EYE

CHEST

EAR

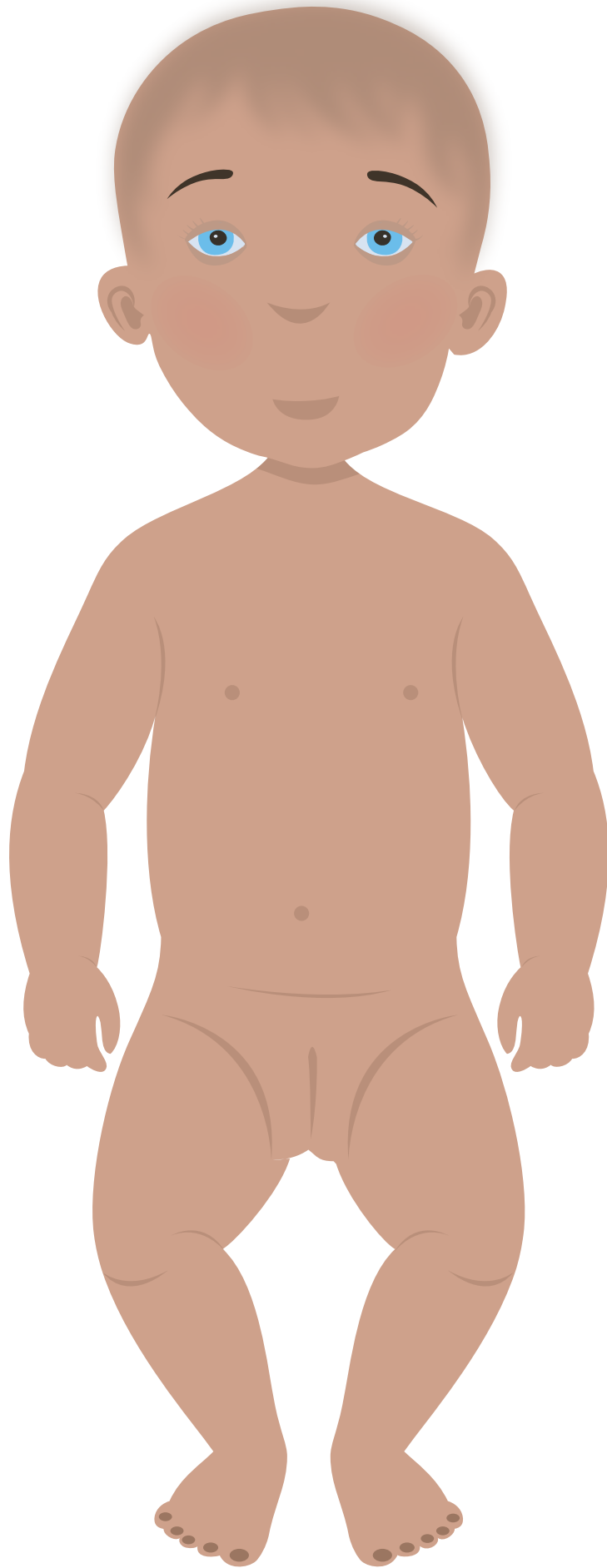
BOTTOM

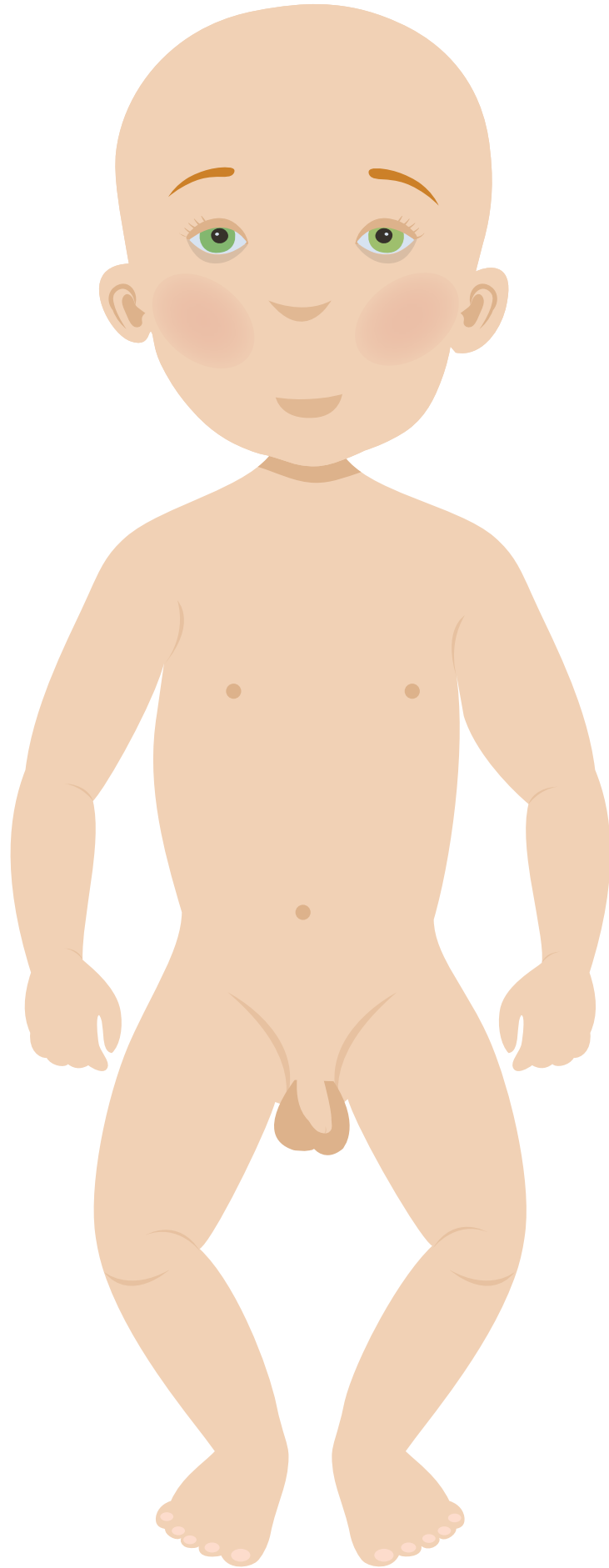
MOUTH

VULVA

NOSE

PENIS





Lesson three: My relationships



Lesson aim:

Pupils understand the importance of listening to other people, playing and working co-operatively, including strategies to resolve simple disagreements through negotiation.



Learning outcomes:

- I can actively listen to other people
- I have thought about ways of communicating effectively
- I have considered ways to resolve disagreements through negotiation



Resources required:

- Resource sheet: Characters
- Resource sheet: Scenarios

Key words: communication

Teacher notes:

When teaching about communication it is important to reinforce what constitutes positive and healthy communication. Pupils may need some support to identify unhealthy communication behaviours that have been normalised. These pupils will benefit from the opportunity to rehearse the skills of effective communication to address embedded behaviours. It will be helpful to discuss any arising strategies that pupils suggest throughout this lesson with midday supervisors and support staff, so that they can also encourage pupils to utilise the strategies they have identified throughout the school, including at different times of the school day.

Begin the lesson by...

Explaining that we will be learning about helpful ways to communicate with each other. We communicate in lots of different ways, including what we say and how we say it. For example, how fast/loud we talk and our body language. When we feel calm we can listen, behave and communicate at our best. However, things can sometimes happen that upset us or make us feel angry with ourselves or another person. When we are angry or upset we may be more likely to say and do things that we would not normally. This can lead to bigger problems and more upset. The aim is to calm down and think before we react, so we can communicate in helpful ways.



Activity one: Chinese whispers

Ask pupils to sit in a circle. Explain that they are going to play a game of Chinese whispers. Send two separate Chinese whispers around the circle simultaneously, in opposite directions.

Check with the pupils what the whisper ended up as, and then reveal what it started as.



Why do Chinese whispers often end up differently to how they started? What things are unhelpful when you are trying to talk to someone? What things are unhelpful when you are trying to listen to someone?

Suggested answers may include: *other noises, distractions, more than one person talking at the same time.*

Tell pupils that it is important to talk clearly and listen actively. This may mean listening with our eyes and ears, as we can learn a lot about how someone feels from their body language and facial expressions. Demonstrate some different facial expressions, and ask pupils to suggest how you might be feeling about what you are saying. Explain that we can learn a lot about how someone feels through the tone, volume and speed that they talk. Demonstrate opposite ways of saying 'I like apples'. Ask pupils to tell you which version they thought best matched what you were saying.

Next, ask pupils to sing a song silently in their heads while you say 'I am going to a party tonight at six o'clock, and I am going to wear a red top. I have made a chocolate cake to take'. Ask pupils to tell you:

- Where you are going?
- What time?
- What you will be wearing?
- What you are taking?

Now tell pupils to listen very carefully and repeat 'I am going to a party tonight at six o'clock and I am going to wear a red top. I have made a cake to take'. Ask them if it was easier to remember the information when they were actively listening, rather than thinking about something else at the same time.



Activity two: Communication conundrums

Display the two characters on chairs at the front of the class. Introduce the characters using names of your choice, but avoiding the name of any pupil within the class. Explain that they are best friends and have agreed to play together this break time. They always take it in turns to choose what they will play. Unfortunately today they both think it is their turn to choose and they both want to play different games.

Divide the class into two equal sized lines, facing each other. Each line represents one of the characters. Walk down the middle of the line, asking pupils to say:

- What is your character is feeling?

Feedback the words you heard and discuss with the class, highlighting how both characters felt similar feelings.

Repeat walking down the line asking for responses to each of the following:

- What will your character say to the other character?
- What could happen now?
- Is this misunderstanding worth falling out over?
- What could they say, do or agree to prevent falling out?

After each question, feedback the words you heard and briefly discuss the key points and issues with the class. Highlight effective responses to prevent a fall out with someone when you cannot agree.



Activity three: Communication situations

Divide the class into pairs or small groups. Provide each pair/group with a scenario card. Ask them to discuss:

- What has caused the situation?
- How is the character/s feeling?
- How can the situation be resolved?

Tell pupils to create a role-play that demonstrates a good way to resolve the situation without falling out or arguing. The role-plays can be shared with the class and the strategies discussed if time allows.



How easy is it to communicate constructively when we have strong feelings and different views to other people?



Extension:

Tell pupils that deep breathing can help us to slow down, take notice of how we are feeling and to calm down. Explain that they will now try different deep breathing exercises.

Bumblebee breathing: Sit comfortably on the floor. Gently place the tips of your pointer fingers into your ears and close your eyes. Breathe in through your nose and hum quietly as you breathe out. Repeat x5

Teddy breathing: Lie on the floor and place a small teddy or similar on your stomach. Breathe in deeply through your nose and watch the teddy rise up. Breathe gently and slowly out through your mouth and watch the teddy drop lower. Rock the teddy to sleep using the rise and fall of your stomach. Repeat x5

Bubble breathing: Sit comfortably on the floor. Imagine you are holding a bubble wand. Breathe in deeply through the nose. As you breathe out slowly through your mouth, imagine you are blowing bubbles into the room. Repeat this, imagining that you are filling the whole room with bubbles. Repeat x5

Elephant breathing: Stand with your feet wide apart and your arms held in front of you like an elephant's trunk. Breathe in deeply through your nose, raising your arms high above your head. As you breathe slowly out of your mouth, slowly swing your arms down by your side. Repeat x5.



How do you feel after the deep breathing? Is it different to how you felt before the deep breathing?

If time allows, pupils can vote for their favourite technique.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share effective ways to negotiate with someone they disagree with. Remind pupils there are often things that happen which make us feel cross or upset. Taking a few deep breaths to calm down can help them to clearly explain what is happening and communicate more effectively so they can resolve a situation fairly, preventing the problem becoming bigger. Remind pupils that whilst it is good to try and resolve problems as much as possible themselves, if they are feeling very upset or angry, or someone is behaving unfairly towards them they can always ask any adult in the school to help them. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils rehearsed the skills of active listening, and applied these to accurately obtain information.

Activity two: Pupils identified how two friends could negotiate over a disagreement to resolve a situation which both felt was unfair.

Activity three: Pupils considered effective conflict resolution strategies they can adopt within a range of scenarios.

Evidence of assessment: Video of role-plays that demonstrate effective conflict resolution in Activity three. These can be shared during an appropriate assembly.





















Lesson four: My beliefs



Lesson aim:

Pupils can identify and respect differences and similarities between people, and can celebrate this.



Learning outcomes:

- I know I am the same as other people in some ways
- I know I am different to other people in some ways
- I can celebrate the similarities and differences that people have



Resources required:

- Resource sheet: Bunting flag template

Key words: similarities, differences

Teacher notes:

When teaching about similarities and differences, be mindful to be equally enthusiastic about all contributions made. Pupils are likely to share something that they are very proud of and this will need to be reaffirmed. Encourage pupils to celebrate their similarities and differences by role- playing giving and receiving compliments with confidence.

The bunting flag templates from Activity three can be joined together with string, and strung up within the classroom to make a display that celebrates the difference and diversity of your class.

Begin the lesson by...

Explaining to pupils that we are all different and unique and that this makes us incredibly special. It is wrong for someone to be unkind to another person because they are different in some way. The world would be a boring place if everyone was the same. Imagine a world where everyone looked the same, or wanted to do the same job! Our differences should be celebrated.

Activity one: Similarities

Ask pupils to work in pairs to discover one thing that they both have in common. This could be a physical attribute (both have blue eyes); family circumstances (both being adopted); a skill (good at maths); favourite food etc.

Once the pairs have identified a similarity, ask them to join with another pair and find something all four have in common. Tell the groups to keep joining up until the whole class has joined up together to identify at least one thing that they all have in common. If they struggle to do this, it could be that they all belong to the same class.



What does it feel like to share a similarity with someone? What does it feel like to be part of a bigger group that has a similarity?

Activity two: Differences

Ask pupils to stand in a circle and take it in turns to step into the circle and say what they feel makes them special and different. Encourage them to do this as though they were paying themselves a compliment. For example, 'I like how I care for other people if they are sad' or 'I am very good at football'. After each pupil suggestion, reaffirm why and how this is a special difference to the pupils.



What does it feel like to be uniquely different?

Activity three: Happy to be me

Give each pupil a bunting flag template. Tell pupils to draw a picture of themselves that celebrates their unique differences, as identified in Activity two. Pupils can decorate the bunting flag by adding borders etc. Once completed, invite pupils to come to the front of the class either individually or in pairs to hold up their bunting flag and say what it is that they are proud of that makes them special and unique.



Extension:

Create a 'We are all different' word mat. Pupils can write and illustrate the ways in which people can be different and any words that they have learned about difference. These may include:

- Hair colour
- Disability
- Talents
- Languages spoken
- Beliefs
- Different
- Similar
- Unique
- Disability
- Special
- Diverse

The word mats can be laminated and used as place markers or table protectors on the pupil's desks.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class an example of a positive compliment that they could give to themselves. Reassure pupils that we all share some similarities and differences. Remind pupils that everyone is special and unique. It is our differences that can help to make us special, shaping the people that we are and will grow up to become. It is never OK to be unkind to someone because they are different in any way.

Tell pupils that in our school we are proud to be ourselves, and that bullying is not tolerated.

If anyone is unkind it is important to tell an adult in the school, who will help to make sure the situation is dealt with and does not keep happening. Difference and diversity is a wonderful thing and should always be celebrated! Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



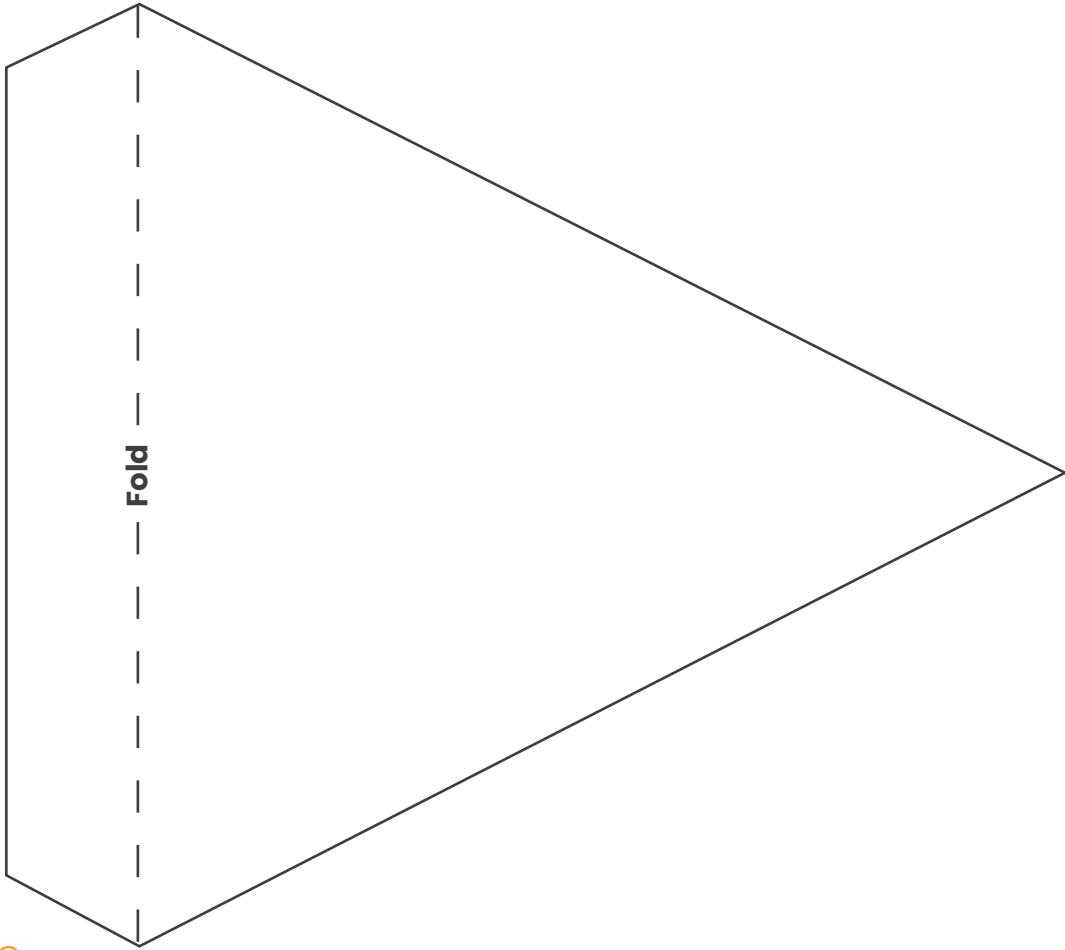
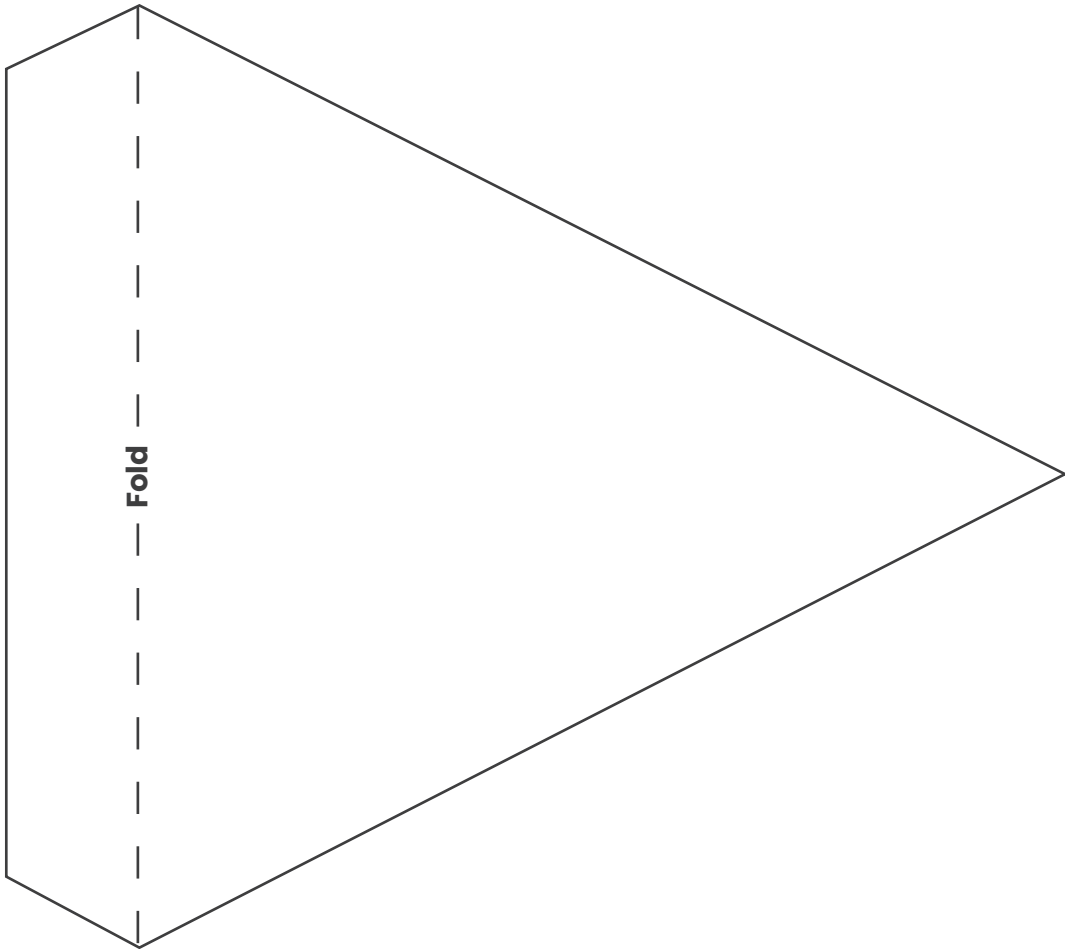
Assessment:

Activity one: Pupils identified a range of similarities between themselves and their peers.

Activity two: Pupils demonstrated confidence in identifying and sharing differences between themselves and their peers.

Activity three: Pupils celebrated their differences by making a 'This is me' bunting flag.

Evidence of assessment: Bunting flags; Word mats (if extension activity completed).



Lesson five: My rights and responsibilities



Lesson aim:

Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others.



Learning outcomes:

- I know some ways that diseases are spread
- I know some ways that I can protect myself from diseases
- I know some ways that I can protect others from diseases



Resources required:

- Glitter
- Coloured chalk powder/glitter
- Plastic cups
- Resource sheet: Infectious diseases
- Resource sheet: Disease prevention
- Resource sheet: Bacteria

Key words: disease, bacteria

Teacher notes:

It is important to ensure a balance is achieved between the seriousness of diseases, without overwhelming pupils. Be especially mindful of any children that are unwell in the classroom at the time of the lesson, to ensure they are not ostracised by other pupils as a result of the lesson.

If coloured chalk powder is not available for Activity three, this can be made by rubbing coloured pavement chalks to make the powder or rolling straight onto the pupils hand. Alternatively, it can be substituted for coloured glitter.

Begin the lesson by...

Explaining that in this lesson we will be learning about how to protect ourselves and other people from some diseases. A disease is an illness which you can catch and spread, and which can make you feel very unwell. Many diseases are common illnesses that can infect anyone, with only some being quite serious. They cannot all be prevented but many can be. Being ill sometimes can boost our immune system meaning we are less likely to catch the same disease again. Other infections and conditions such as head lice can be caught, and spread. Many diseases are spread by coughing or sneezing, but can also be spread in blood and other bodily fluids.



Activity one: Diseases spread!

Ask pupils to think about the last time they felt unwell and then discuss:



How did being ill make you feel?

Had you been near someone else who also felt unwell before becoming unwell yourself?

How long were you unwell for?

Did you miss out on anything nice because of being unwell (school, clubs, trips, parties etc)?

Did anyone else you know also become unwell after you had seen them?

Tell pupils that many diseases are spread through tiny particles that contain the disease. When we cough or sneeze these fly out of our bodies into the air and other people breathe them in. They are very small and cannot be seen. Take a handful of glitter and pretend to cough or sneeze, blowing glitter into the room each time so pupils can visualise this.

Show pupils infectious disease cards. Discuss each card in turn, explaining what disease or condition the child has, how this is spread, and how it might be prevented.

For example:

“This child has cut their knee. What bodily fluid could a disease, if they had one, be carried in?”

“That’s right, blood”

“It is important not to touch someone else’s blood. Instead you could wear special plastic gloves. A plaster can be stuck over the cut to make sure no blood gets onto anything or anyone else”.

Activity two: Disease defences

Ask pupils to put their hands up if they have ever:

- Had an immunisation injection
- Used a plaster

Explain that these are both different ways of preventing diseases from spreading, and that we are now going to learn more about how to protect ourselves and others from spreading diseases.

Display the disease prevention cards. Discuss each card in turn, explaining how it can help to prevent or treat diseases.

Lay out both the children cards and disease prevention cards. Tell pupils to work as a class to match up the child card with the correct method of disease prevention. Offer guidance as required.

Activity three: Protect and prevent

Give each pupil a child card to stick to the front of their plastic cup with Blu Tak or Sellotape. Give each pupil a disease defence card to stick to the back of their plastic cup. Finally, give each pupil some bacteria to put inside their cups.

Instruct pupils to wander around the room with the front of their cup (child card) on show, but keeping the disease defence card hidden. When you say 'stop: prevent or share?' ask pupils to pair up with the person nearest to them. Tell them to consider the child card on each other's cup. If their own disease prevention card could stop them from catching any diseases from their partner's card, they are 'safe', if not their partner must give them a bacterium from their cup.

Repeat this several times.

At the end of the game, ask pupils to count the bacteria in their cups. The person with the least number of bacteria is the winner.



Extension:

Tell pupils to make a poster that promotes one way someone can protect themselves and others from catching a disease. For example, not touching someone else's cut, using a tissue to sneeze into or washing hands. These could be displayed within the school as a reminder to the pupils.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class an example of how they can protect themselves and others from spreading some diseases. Reassure pupils that lots of diseases are very common, and everyone can become ill or feel unwell sometimes. This is nothing to be frightened or worried about. Most serious diseases are preventable in this country through immunisations that start when we are babies to keep us healthy. Lots of things can help to prevent us catching other diseases and illnesses such as washing our hands, using tissues and keeping surfaces like desks clean. Remind pupils that if a child vomits or bleeds at school it is very important that they find an adult to tell and do not touch the bodily fluids. The adult will need to look after the child and also make sure that no bacteria is spread. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



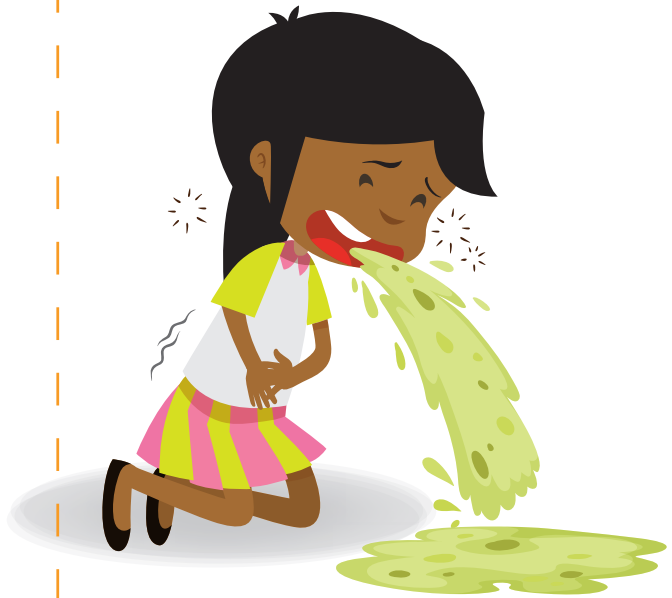
Assessment:

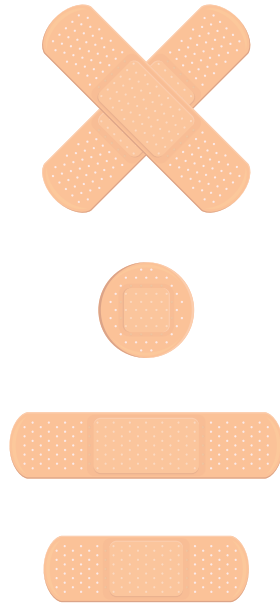
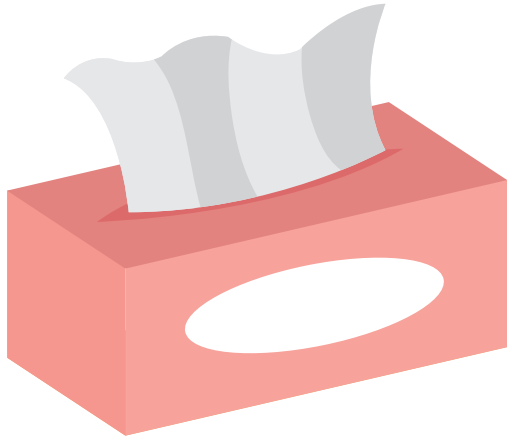
Activity one: Pupils explored and correctly identified how different diseases can be spread through a variety of bodily fluids.

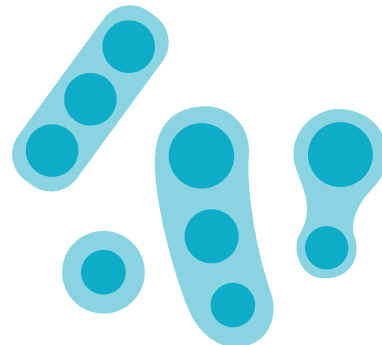
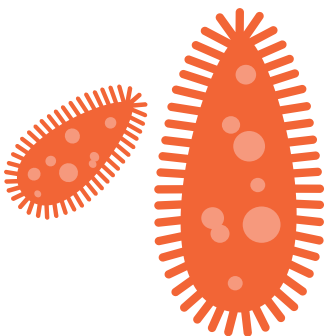
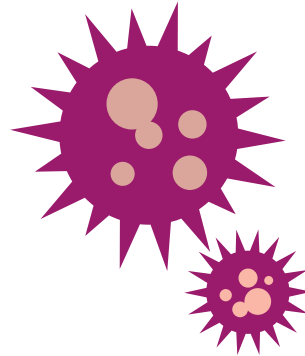
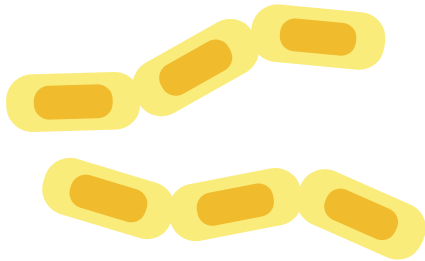
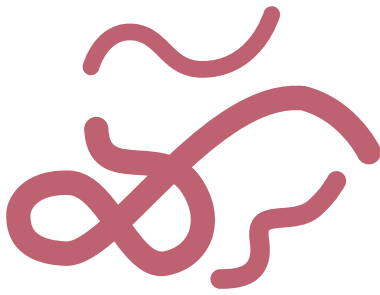
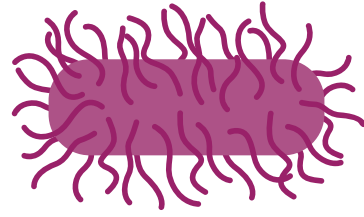
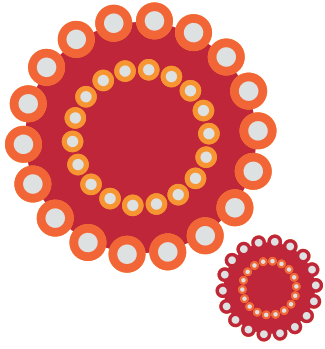
Activity two: Pupils correctly matched scenarios with disease prevention cards to identify how different diseases can be prevented.

Activity three: Pupils accurately considered a range of scenarios where a disease may be shared and methods to prevent themselves and others from catching the disease.

Evidence of assessment: Bacteria cups. Posters, if extension activity completed.







Lesson six: Asking for help



Lesson aim:

Pupils can identify the people who look after them and how to attract their attention if needed.



Learning outcomes:

- I know the people that can help look after me
- I have identified people I can ask for help
- I can ask for help if I need to



Resources required:

- Resource sheet: People who can help me
- Resource sheet: Phone template

Key words: problem, help

Teacher notes:

Be mindful that some pupils may have disclosures that they will feel confident to share as a result of this lesson. Ensure from the outset of the lesson that pupils fully understand that the lesson is not the appropriate time to disclose anything. It may be helpful to agree what a pupil can do if they do want to talk to someone during the lesson. This could include going to see another member of staff that has a private office or putting something into a 'worry box' in the classroom. It will be helpful to advise other staff in the school that this lesson will be occurring so they are aware that disclosures may be made. Additionally, ensure that you are fully confident with the school safeguarding policy and referral process.

Pupils may benefit from the opportunity to be introduced to another professional, such as a police officer. This will provide an opportunity to learn more about how they can help, and develop confidence in contacting them if needed.

Begin the lesson by...

Explaining that we will be learning about how to ask for help from a range of different people. Reassure pupils that everyone experiences problems sometimes. To manage some problems we may need to ask for help. Some problems feel like big problems, and some problems feel like small problems. Whatever the type of problem it is OK to ask for help to deal with it, especially if the problem is causing us to be in pain, upset or scared. Advise pupils of what to do if they want to talk to someone during the lesson about a problem they are having. Ensure pupils understand the classroom is not always the appropriate place to share a problem, depending on what it is.

Activity one: Problems, problems, problems

Ask pupils to sit in a circle and take it in turns to stand up and suggest a problem that someone might have.

Suggested answers: *Feeling unwell, toileting accident, bullying, breaking something, people in their family shouting at each other lots, someone touching them when they don't want them to (this could be another child or an adult), feeling anxious online; someone stealing something from them, fire, getting lost etc.*

Activity two: Help is never far away

Introduce the 'people who can help me' pictures one at a time. Ask pupils to suggest who these people are. Make any necessary corrections to the suggestions.

Display the 'people who can help me' pictures around the classroom walls. Ensure there is enough space for pupils to move around freely. Individually read the problems listed in the suggested answers, together with additional problems suggested by pupils from Activity one. After each problem, ask pupils to stand near the 'people who can help me' person they think would be able to help them. Encourage pupils to stand where they feel is appropriate and not to follow their friends or what most of the class does, as there may be more than one person who could help with each problem. Discuss pupils' positions with them as appropriate after each problem.



Activity three: Asking for help

Put the 'people who can help me' pictures onto a chair, one at a time. Ask pupils to take it in turns to come and stand behind the chair and suggest a way of asking that person for help.

Line up the police, fire, medical staff and coastguard. Tell pupils that there is one way of getting hold of all of these in an emergency. Explain that anyone, including them can telephone 999 if they need to, and that someone will answer their telephone call very quickly. They would be asked to try to explain where they are, what the problem is and who is involved. Reassure pupils that if they are unable to answer the questions it doesn't matter. It is important to call for help, and this will arrive.



Extension:

Give each pupil a phone template. Tell the class to work in pairs to rehearse dialling 999. One pupil plays the role of operator, while the remaining pupil practices explaining a problem of their choice. Encourage the 'operator' to ask the following questions:

- Where are you? Can you describe what you can see if you are not sure where you are?
- What has happened? Who is involved?
- Is anyone hurt? Are you safe?

Ask some pairs to share their examples with the rest of the class, discussing the strengths to reinforce effective responses.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest someone that might be able to help them if they have a problem. Reassure pupils it is normal to experience problems, everyone does, and it is important that they ask for help if they need it. Remind pupils that every adult in the school is happy to help them with a problem, no matter what it is. What matters is that they talk to someone about their problems. Signpost pupils to who they can talk to if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils correctly suggested a range of problems that may require help.

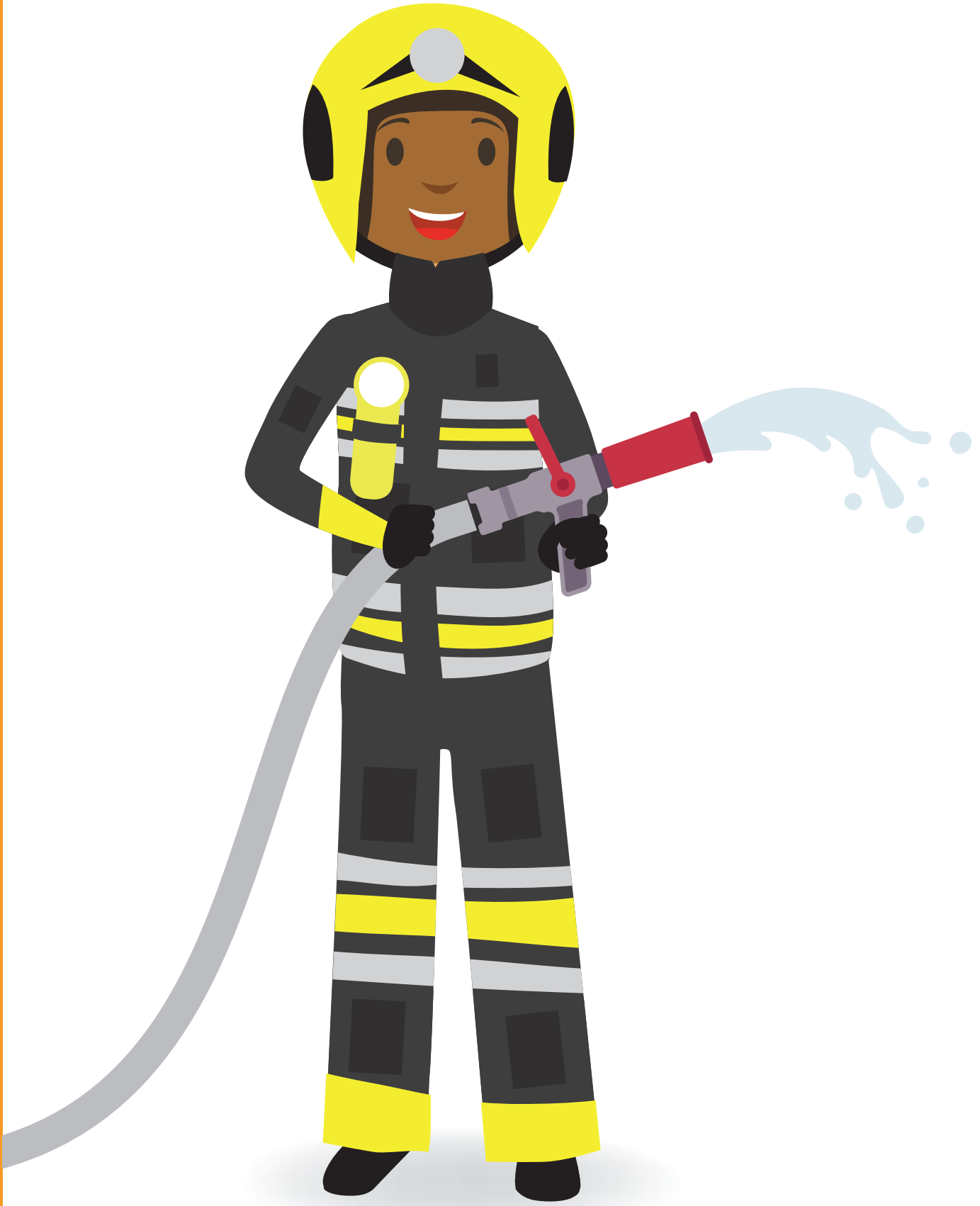
Activity two: Pupils identified people they could ask for help with a range of problems, including the emergency services.

Activity three: Pupils demonstrated appropriate ways of attracting the attention of someone they needed to ask for help and shared effective ways of asking for help with the whole class.

Evidence of assessment: Recording of extension activity, if completed.



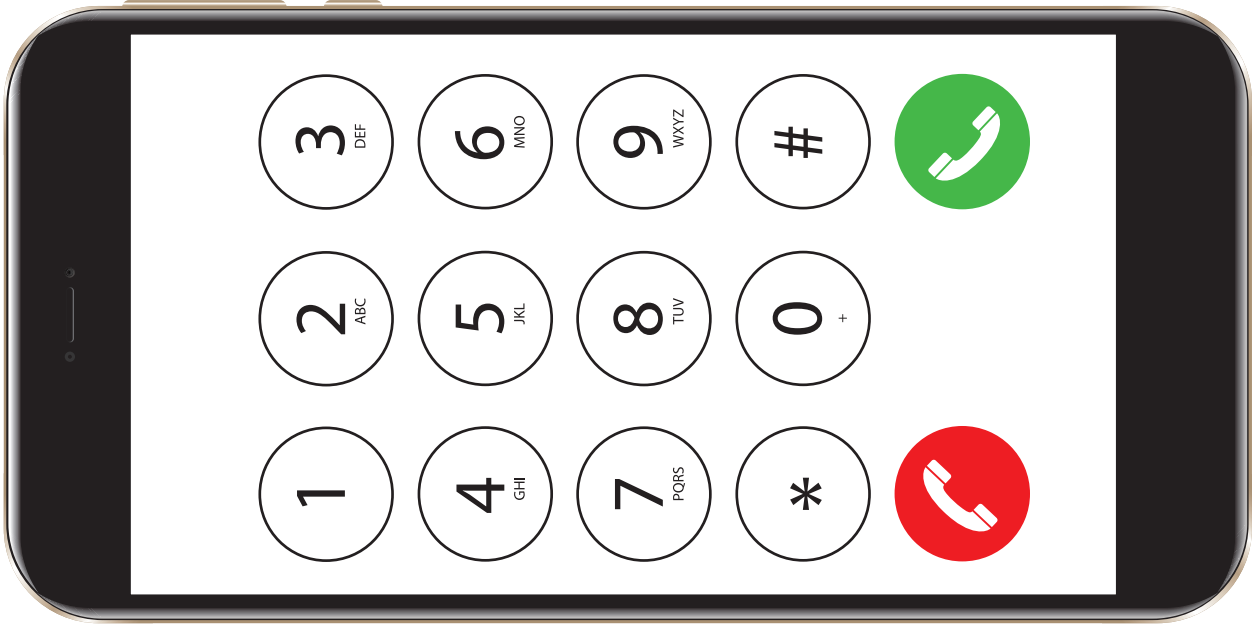
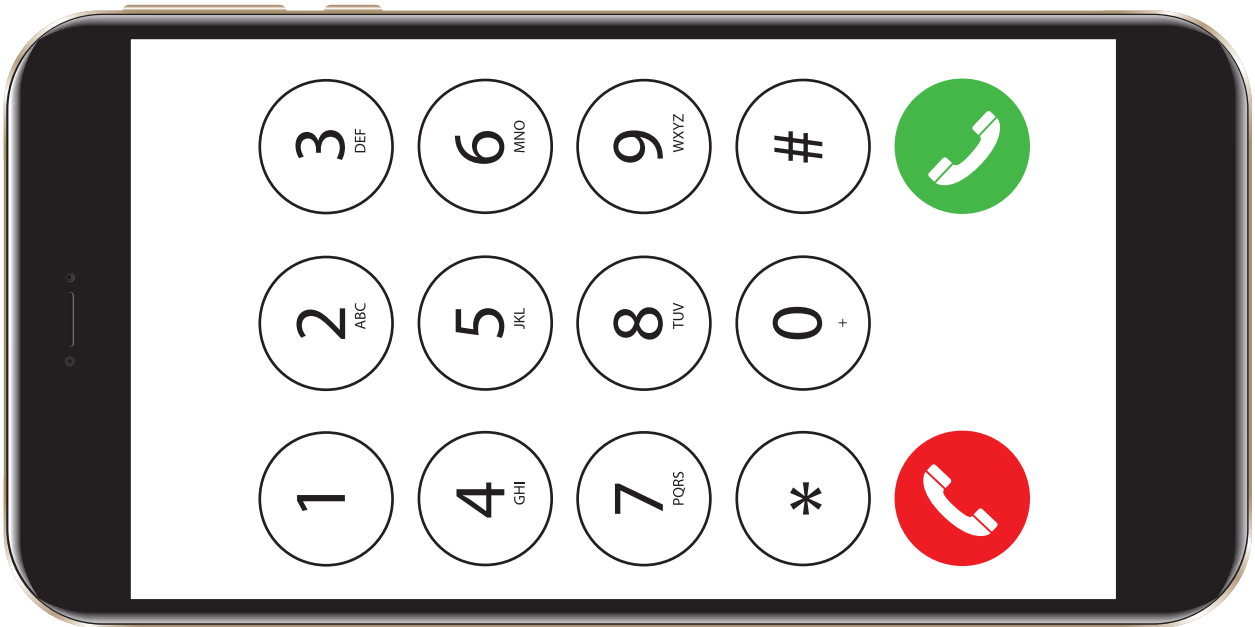












Year two



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Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.



Pupils can recognise how they grow and will change as they become older.



Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.



Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.



Pupils can judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond.



Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.



Lesson one: My feelings



Lesson aim:

Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.



Learning outcomes:

- I have considered my self-esteem
- I can recognise and celebrate my strengths
- I have set a goal for myself



Resources required:

- Strips of paper
- Resource sheet: My goals

Key words: self-esteem

Teacher notes:

Throughout this lesson it is important to establish an etiquette of giving and receiving compliments graciously, preventing any culture of brushing off a compliment or not accepting it. Some pupils may have learned this from observing the adults around them. This will provide an opportunity to learn and embed a healthy culture of receiving and internalising a compliment to boost self-esteem.

Begin the lesson by...

Explaining that we will be thinking about the things we are good at and the things we like about ourselves and others. Self-esteem is how you feel about yourself. How you feel about yourself can impact on how well you feel you have done at something, how likely you are to try new things, how much you think people will want to be your friend etc. Having low self-esteem can make you feel that bad things are likely to happen and that no matter how hard you try things are unlikely to work out well. Having high self-esteem is the opposite. You are more likely to feel that good things will happen, are happy to work hard and make sure they do as you feel it will be worth it. Remind pupils of the working agreement.



Activity one: I feel good about...

Read out the following statements and ask pupils to put their thumbs up if they feel that they can do this well, thumbs down if they find this hard to do or cross their arms if they don't know:

- I feel good about the way I look
- I make new friends easily
- I enjoy trying new things
- I like changing who I sit next to in class
- I don't mind if I get a question wrong
- I can play in groups
- I can play on my own
- I can ask for help if I need it
- I feel proud when I get a certificate
- I am happy to put my hand up in class
- I am happy to make suggestions/share my ideas in front of my class

Explain to pupils that the more times they put their thumbs up the higher their self-esteem is likely to be. Reassure pupils that if they did not put their thumbs up this is not 'wrong' or mean that they have a 'problem'. Reassure all pupils that there are lots of things people can do to raise their self-esteem.



Activity two: Compliment carousel

Tell pupils to stand in a circle. Ask pupils to take it in turns to step into the middle of the circle and say something that is good about themselves. After each pupil has spoken, encourage everyone to clap that pupil.

Depending on the dynamics of your class, invite other pupils to pay a compliment to the pupil who has stepped into the circle following their celebration of strength. Encourage pupils to say 'thank you' for the compliments they have received and for the compliment provider to say 'you're welcome'.

Give each pupil three slips of paper. Ask pupils to write/draw three things they are good at (one per strip).

Tell pupils to join their strips of paper together, making a mini paper chain. Their paper chains can be hung on the back of their chairs or the individual chains can be joined together to make a class paper chain of strengths.



Activity three: Going for goals

Ask pupils to put up their hands if they like to play football. Ask them to leave their hands up if they have ever scored a goal. Now ask some of these pupils to describe how scoring a goal made them feel.



**Can anyone else describe a time when they have won or succeeded at something?
How did this make you feel? Is that feeling stronger if you have worked hard for it?**

Explain to pupils that a personal goal is something that you would like to achieve and are prepared to work hard towards. Goals can be something that can happen quite soon, a long way in the future or anywhere in between.

Provide each pupil with a copy of the 'My goals' worksheet. Ask pupils to think of something they would like to achieve within the next few weeks, something they would like to achieve by the end of this year and something that they would like to achieve when they are older. Invite pupils to share their ideas with the class if they are comfortable to. Tell pupils to write/draw each of their goals onto the footballs before sticking them in the goal. If time allows, tell pupils to draw a picture of them kicking the ball into the net and scoring their own goals!



Extension:

Explain the concept of positive talk to pupils as being a way of saying something positive when a negative comment comes into their heads. For example:

- My friend is not in school today, I will not have anyone to play with at lunch time – (*I can make new friends to play with*).
- I cannot do my work – (*I will keep trying so I can learn and get better*).
- I got four spellings wrong in my spelling test – (*I got six spellings correct in my spelling test!*)

Ask pupils to suggest negative things that people may say to themselves or others. Write these on the board. Ask the pupils to suggest a positive way of saying them, using the positive talk approach.

Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to share a compliment that they could give to themselves. Reassure pupils that everyone can feel unhappy with themselves sometimes. It is important not to allow these feelings to win and be in our head a lot of the time as this can lower self-esteem. Remind pupils that if they are feeling unhappy in themselves it is very important they talk to an adult in the school about their feelings. Every child in school is very special and has lots of strengths. We want to help you all realise your goals! Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



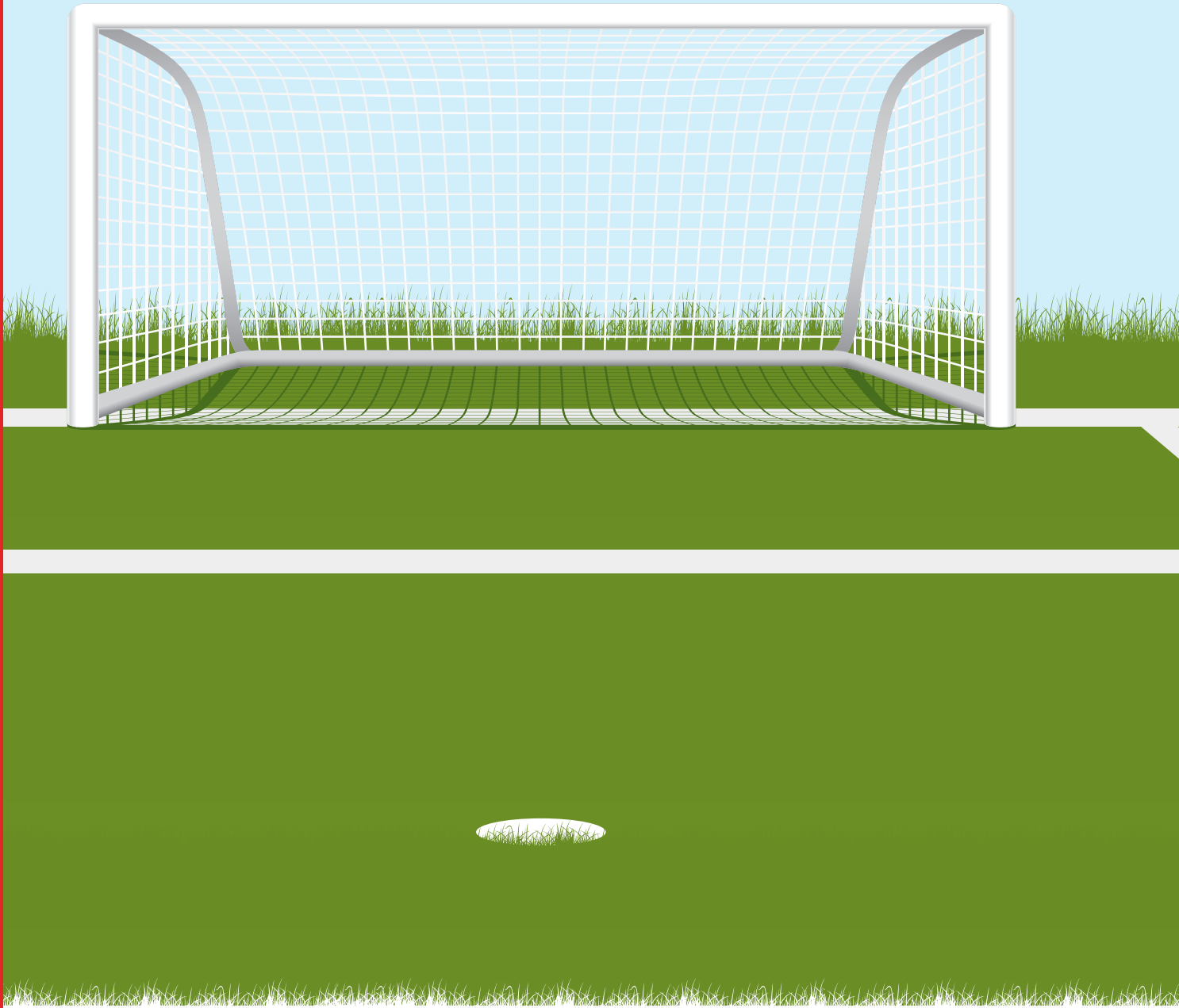
Assessment:

Activity one: Pupils reflected on a variety of statements linked to self-esteem, helping them to think about how healthy their self-esteem was.

Activity two: Pupils confidently shared personal strengths with their class, celebrated by clapping and compliments. Pupils made a paperchain of identified personal strengths.

Activity three: Pupils identified three personal goals; short, medium and long term on the 'My goals' worksheet.

Evidence of assessment: Paper chain of strengths, 'My goals' worksheet.



Lesson two: My body



Lesson aim:

Pupils can recognise how they grow and will change as they become older.



Learning outcomes:

- I know how a baby grows
- I know how I have grown and changed
- I know how I might change as I grow older



Resources required:

- Resource sheet: Foetal development cards
- Large sheet of paper
- Ruler and tape measure
- Food items as listed in Activity one (optional)

Key words: vagina

Teacher notes:

In advance of this lesson, ask pupils to bring in a photograph of themselves when they were a baby. If they have items of baby clothing, these could also be brought in to show how much they have grown.

If pupils have not got these items due to being looked after children etc., ask them to draw a picture of what they think they might have been like. Discuss known features such as eye colour and skin colour with them.

Be mindful of pupils who may be aware that there has been a miscarriage, or stillborn baby within their family. They may find Activity one emotionally challenging, whilst some pupils may find that the understanding this activity teaches useful in dealing with their thoughts about the loss. Additionally, be inclusive of SEND pupils who may not be able reach the same progress markers as their peers by discussing how they have changed for each stage.

If pupils ask how a baby is made, an age-appropriate suggested answer is provided in Activity one or you can say this is something that they will learn about in KS2.

Remind pupils of the working agreement.

Begin the lesson by...

Explaining that in this lesson we will be learning about how we change as we grow older. From the moment we are made we are growing all the time, both physically, mentally and emotionally so that we can prepare for each next stage of our life. Our bodies physically change a lot as we grow from a baby, through childhood into being a teenager and then an adult. Girls stop growing in height around the age of fifteen, and boys stop growing in height around the age of sixteen. Remind pupils of the working agreement.



Activity one: I started as an egg...

Tell pupils to take a sharpened pencil and make a dot on their page. Explain that everybody starts off as an egg that is not like the eggs that we eat, it is the size of a tiny dot! A baby can be made in different ways, most often it is when a man and a woman have a special adult cuddle, where something amazing happens that makes one of the tiny eggs inside the mummy's body grow. The egg keeps on growing for nine months and then the baby is born. As the baby grows bigger, the mummy's tummy looks bigger too. A baby can be born in different ways, most often it comes out of the mummy's vagina, which changes shape to allow for this to happen.

Divide the class into groups of approximately nine pupils. Give each group a set of 'foetal development cards', giving each pupil one card from their set. Tell the groups to place their cards in the correct order, spaced apart onto a large sheet of paper. Once you have checked the order and spacing, they can stick these down with glue or Sellotape.

Give each group a ruler and tape measure. Tell pupils that you are going to explain the size of the baby for each month it is inside the mummy's tummy. They need to draw a pencil line of the same length next to the corresponding picture on their paper. If you have the food items available, it would be beneficial to also show these to the pupils, passing them around so pupils can understand the size, proportion and weight, and if time allows they could each draw the relevant food item next to their foetal development card.

- one month = 2mm (the size of a poppy seed)
- two months = 1.6cm (the size of a grape)
- three months = 5.4cm (the size of a lime)
- four months = 11.6cm (the size of an avocado)
- five months = 16.5cm (the size of a small banana)
- six months = 30 cm (the size of a corn on the cob)
- seven months = 36.6 cm (the size of an aubergine)
- eight months = 47.4 cm (the size of a pineapple)
- nine months = 50 cm (the size of a giant watermelon)



Activity two: Guess who

Using a tape measure, ask pupils to work in their groups to measure each other. Help them to compare how much they have grown from the average 50cm that a baby measures when it is born to what they are now.

If pupils have brought in photographs/drawn pictures of themselves as babies and brought in any items of clothing, display these. Ask pupils to try and identify which photograph/item of clothing belongs to which pupils in the class.



Activity three: Growing up

Discuss as a class the things that a baby can do when it has been born.

Suggested answers might include: *cry, hold a finger, smile, swallow.*

Discuss as a class the things that they have learned to do since being born.

Suggested answers might include: *walking, talking, catching a ball, learning to write, feed themselves, learning to read etc.*

Tell pupils to stand in height order, one behind the other, and look in front and/or behind themselves to see how very different we all are, including the rates at which we grow. Reassure pupils that no matter where they are stood within the line, they are a healthy and natural size for themselves.

Tell pupils to return to their sheets from Activity two and each draw around the outside of the paper something that a child can do at:

Newborn	10 years	40 years
two years	15 years	75 years
five years	20 years	100 years

Discuss with the class any assumptions or stereotypes that they have attached to the ages. Reassure pupils that everyone changes, develops and ages differently.



Extension:

Tell each pupil to write a letter to their older self. The letter needs to detail what they think they will look like and be like as a person when they are older. You could collect these and bury them in a capsule that can be dug up in years to come as a school reunion!

Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to share some things that excite them about growing older. Reassure pupils that we all grow and develop differently because we are all different. Remind pupils that if they feel worried or confused about how their body is changing and developing they should speak to an adult they trust about this. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils correctly ordered foetal development cards, marking the size of the foetus at each stage.

Activity two: Pupils recognised and explained how they had grown and changed since they were born.

Activity three: Pupils discussed and illustrated potential physical and mental developmental throughout a lifetime.

Evidence of assessment: Foetal development charts, letters (if extension activity completed).



one month



two months



three months



four months



five months



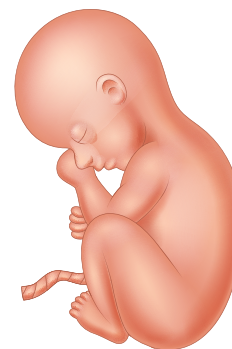
six months



seven months



eight months



nine months

Lesson three: My relationships



Lesson aim:

Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.



Learning outcomes:

- I know what bullying is
- I have considered how bullying can make someone feel
- I know what to do if I am bullied or I see someone else being bullied



Resources required:

- Apple

Key words: bullying

Teacher notes:

When teaching this lesson be mindful of any pupils that have been vulnerable to bullying, alongside dynamics within the classroom, to ensure the lesson activities are not used as an opportunity for pupils to be unkind to each another. Consider the need to support pupils who exhibit bullying behaviours as well as targets of bullying.

Bruising an apple two days before the lesson will ensure that Activity two has more visual impact, as the bruising will be easily identifiable.

Begin the lesson by...

Explaining that in this lesson we will be learning about the impact of our behaviour on others. Being unkind to another person can make them feel very upset. This is never acceptable, whatever the reasons. In this school, bullying is taken very seriously and the needs of both the target of the bullying and the people involved in the bullying will all be dealt with by the school. Remind pupils of the working agreement.



Activity one: One word

Tell pupils that they are going to take it in turns to say the first word that they think of when you say 'bullying'. This can be anything (types of bullying, feelings etc). Reassure pupils that there is no right or wrong answer but names must not be used. Ask pupils to tell you in turn what one word they think of when you say 'bullying'. Afterwards, feedback some of the words and discuss as a class. Highlight how the words are mainly negative. Explain that this is because bullying is a bad thing to do.

Tell pupils to pair, square and share ideas about what behaviours are bullying.

Suggested answers may include: *hitting, saying unkind things, talking about someone behind their back, stealing from someone, refusing to play, ignoring, ripping up someone's work, hiding things from someone etc.*

Some examples may constitute relational conflict, not bullying. At this stage, allow pupils to make any suggestions. Their examples can be explored against a bullying framework to give relevance to the activity.

Different types of bullying are included below:

- **Physical** – pushing, poking, kicking, hitting, biting etc.
- **Verbal** – name calling, spreading rumors, threatening, teasing, belittling, making animal sounds whenever they are near the child etc.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, pulling faces at, intimidating, excluding etc.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse ('you're so gay'), (transphobic abuse) ('you're such a girl') etc.
- **Indirect** – Can include the exploitation of individuals, for example a pupil or group of pupils targeting a vulnerable child (EAL/SEN etc.) to persuade them to do things they do not fully understand.

Divide the board into quarters. Explain that bullying includes four key things. These can be written/illustrated in the four areas of the board:

- It is upsetting for the person who is bullied
- It happens a lot
- The bully/bullies have more power
- The bully/bullies purposefully want to upset the target

Ask pupils to consider their examples from the beginning of the activity against the four elements on the board. Can they decide if their example constitutes bullying? Explain that sometimes people fall out but this is not bullying unless the four elements on the board are occurring.



Activity two: Conscience alley

Tell pupils that bullying can impact on how someone feels about themselves. This can affect them both at the time and in the future. Tell pupils to form two equal lines facing each other. Explain that you are going to walk down the middle of the lines. As you walk down, ask pupils to say out loud:

- How someone might feel if another child was unkind to them at lunchtime today
- How someone might feel if another child was unkind to them everyday

Highlight some key comments made by pupils, and differences between the one-off incident of unkindness and repetitive bullying. Explain how the longer someone is bullied, the worse this can make them feel about themselves. It is therefore important to seek help to stop bullying as soon as possible.

Hold up the apple for the class to see. Explain that in some ways we are like the apple. We might get a few knocks from time to time and these might be obvious and show (like a bruise or someone crying), but sometimes the true extent of the damage cannot be seen as it is hidden away on the inside (like having low self-esteem, feeling sad, upset and worried). Cut the apple to expose the bruising on the inside. Pass the apple around the class allowing pupils to examine the bruised apple.



What is inside an apple core?

Suggested answer: seeds.

Tell pupils that in the same way an apple has seeds on the inside so new apple trees can grow, people also have inner strengths that can help them to grow stronger and feel better if they have had a difficult experience. An apple seed would need someone to water it and sunshine to help it grow. People need support from others to help them grow stronger after a bad experience like bullying.



Activity three: Buddies, not bullies!

Tell pupils to pair, square and share ideas about what to do if they are bullied themselves, or witness someone else being bullied. Invite the groups to share their ideas with the rest of the class. Discuss the strategies and what is likely to be effective with the class.

Tell pupils to pair, square and share a 'script' they would feel able to say to someone, or a group of people, who they witnessed bullying someone in school.

Suggested answer: "Stop it. In our school, we are buddies not bullies".

Invite the groups to share their ideas with the rest of the class. Discuss the scripts, and what is likely to be effective with the class.

If time allows, tell pupils to work in their groups to make a poster illustrating the anti-bullying script. These can be displayed within the school.



Extension:

Divide the class into small groups. Tell pupils to create a role play of a short bullying incident that is responded to using the agreed school anti-bullying script. The focus of the role-play should be to demonstrate the effective use of the script. Encourage pupils to consider the tone, pace and volume of their speech when using the script, to make it as effective as possible.

Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to suggest something they could do to support someone to feel better if they have experienced bullying. Remind pupils that there is never an excuse to be unkind to or bully someone. This can have a negative impact on how a person feels, both at the time and in the future. Reassure pupils that if someone has been unkind to them or bullied them they should always tell an adult, in school who will work with them to stop the bullying and help them feel good about themselves. Reaffirm the anti-bullying scripts suggested in the lesson as something that pupils can say if they are targeted by a bully or witness someone else being bullied. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils used a bullying framework to identify bullying behaviours.

Activity two: Pupils considered and verbalised short and long-term impacts of bullying.

Activity three: Pupils suggested a range of strategies to effectively respond to bullying including an anti-bullying script that could be used as a whole school initiative.

Evidence of assessment: Recording of role-play if (extension activity completed).

Lesson four: My beliefs



Lesson aim:

Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.



Learning outcomes:

- I know that I am uniquely special
- I know that there are lots of different types of families
- I do not feel under pressure to be different to who I am



Resources required:

- Resource sheet: Tree template
- Paper, cut into strips
- Disposable cup and assorted craft items

Key words: unique

Teacher notes:

Be mindful of pupils that do not have solid friendship groups within the classroom when talking about difference. Use the activities as an opportunity to boost confidence in difference. Ensure that any discussion about individuals and families are fully inclusive, recognising that there is not a single way for a person or family to be.

Begin the lesson by...

Explaining that in this lesson we will be learning about how we are all different and special. We are all so unique that there has never been, and will never be, another person the same as us. Even if you are a twin or triplet you may be very similar and connected, but there will always be something that makes you different in some way. Our families are also very unique, as they are made up from different and unique people. Remind pupils of the working agreement.



Activity one: Good to be me

Give each pupil a plastic cup. Tell pupils to write/draw on slips of paper the things that make them special and unique. The plastic cup can then be decorated to look like a celebration trophy by adding metallic glitter, paint, craft materials etc.

Invite pupils to share the contents of their celebration cup with the rest of the class. Discuss and reaffirm how brilliant their special uniqueness is.



Activity two: Family trees

Give each pupil a tree template. Tell pupils that the leaves of the tree represent the different people in their family. Ask pupils to draw a pictures of people in their family within the leaves. Next, tell pupils that the branches leading to the family members represent the things that make these people special and unique. Ask pupils to write these things on the branches. Finally, tell pupils to write the best thing about belonging to their family in the tree trunk.



What is the best thing about being a part of your family? Highlight any observed differences. Reassure pupils that these differences are natural, as all families are very different just as we are all very different.

Tell pupils to display their family tree on their desk, before moving around the classroom to look at the family trees.



In what ways are our families different and special?

The family trees can be displayed to make a giant class family tree.



Activity three: Deciding to be different

Tell pupils to stand in a row. Read the scenarios below, asking pupils to step forward if they think that the person has done something to fit in.

- Emily is talking about going on an expensive holiday. She has been talking about it lots and lots as she is very excited. Lucy is going camping with her Dad to the coast near where they live and is very excited about it. When Emily asks Lucy where she is going, Lucy says that she is going on holiday to somewhere really expensive on the other side of the world.
- Jacob doesn't like football, even though he is quite good at it. He prefers drawing and is very good at drawing people. During lunch he decides to draw a picture of his teacher. When Jacob's friends tell him to join them playing football, he says 'great, I'll bring the ball' and runs out to play football.
- Amelia's friend Maria doesn't speak much English yet. Amelia really enjoys playing with her everyday as Maria is always smiling, happy and kind. At another friend's house, during a play date, Amelia's friend asks her why she bothers to play with Maria as no one else likes her. Amelia says she doesn't like Maria either, she just plays with her because the teacher told her to and she feels sorry for her.
- After a spelling test, Mohammad looks at his mark and sees he got four spellings correct out of ten. Everyone on his table is laughing, saying how easy the test was. They all got ten out of ten. Mohammad told them that he had also got ten out of ten and hid his spelling test in his drawer.
- Harriet and her friends at school all have long hair. Harriet doesn't like having long hair. When she tells her friends that she is having her hair cut shorter after school that day, they laugh at her and say she is going to look like a boy. Harriet says she was only joking. When she goes to the hairdressers, she decides to only have a little bit of hair cut off so it is still long.

After each scenario ask pupils:

- What the person has done to fit in?
- Why have they done this?
- What would have happened if they had done what they wanted?
- How might not doing what they wanted have made them feel?

Reaffirm to pupils that being different is OK. It is not OK to make anyone feel uncomfortable because of their choices, even when they are different to yours.



Extension:

Give each pupil a sheet of A4 paper. Tell pupils to draw a picture/stick a photograph of themselves to the centre of the paper, before writing words associated with being unique and their own personal uniqueness around this. These can be laminated and used as a desk protector.

Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to explain why it is good to be different. Reassure pupils that being special and unique and having a unique family is something to be proud of. Remind pupils that changing the things you do and making choices to please other people to 'fit in' may not make you happy. There has never been and will never be another person the same as you, so it is good to enjoy this. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



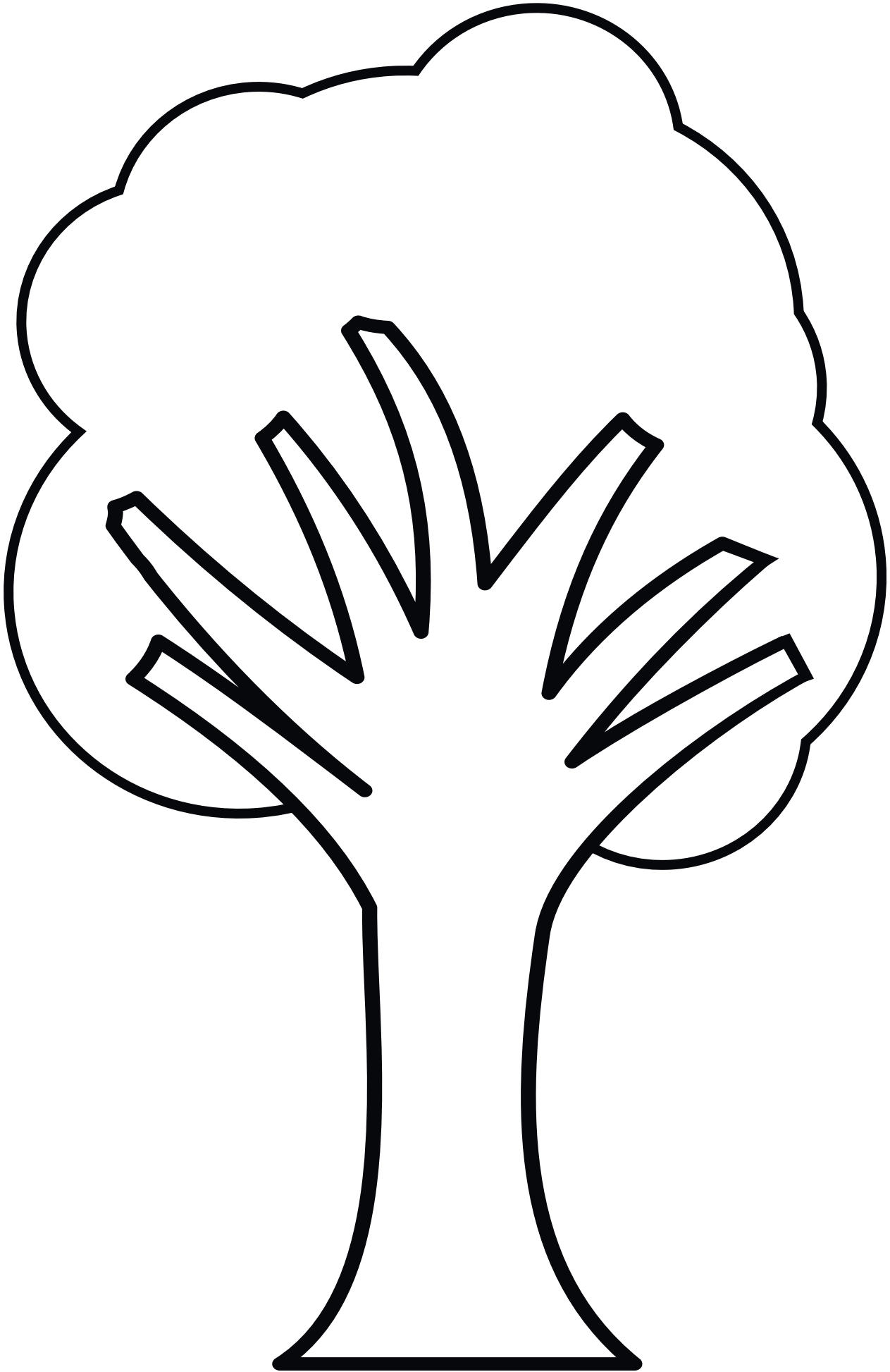
Assessment:

Activity one: Pupils identified things that make them special and unique, celebrating and sharing these with confidence.

Activity two: Pupils created a family tree representing their family, including the things that made their family special and unique, celebrating and sharing these with confidence.

Activity three: Pupils correctly identified examples of when someone of their age had changed their behaviours in 'fit in', recognising the negative impact that this may have.

Evidence of assessment: Trophy cups, family trees, word mat, (if extension activity completed).



Lesson five: My rights and responsibilities



Lesson aim:

Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.



Learning outcomes:

- I know that there are different types of touch
- I understand that people need personal space
- I understand that some touches are unsafe and know how to respond to these



Resources required:

- Resource sheet: Thumb spectrum signs
- Resource sheet: Red and green handprints
- Resource sheet: Naked child
- straws

Key words: personal space, privacy

Teacher notes:

This lesson has the potential to lead to safeguarding disclosures. Ensure before you start that all pupils know when, how and who they can talk to in school about anything that upsets them in the lesson. Ensure familiarity with the school safeguarding policy and procedures. Advise other staff that this lesson is being taught so they can prepare for any potential disclosures. Remind pupils of the working agreement.

Begin the lesson by...

Explaining that in this lesson we will be learning about different types of touch. Some touching feels nice. Some touching sometimes feels nice depending on who is doing it, where on your body you are being touched or what mood you are in. Some touching never feels nice. If touching is unwanted it may make you feel uncomfortable. Some touch is not safe and may make you feel worried, scared or could hurt. You have the right to say 'no' to any type of touching, whoever is doing it. Remind pupils of the working agreement.



Activity one: Types of touch

Display the thumbs up, sideways and downwards signs against a wall in the classroom to make a spectrum, with sufficient space for pupils to move around and position themselves on the spectrum.

Tell pupils that there are lots of different ways to touch each other.



What different types of touch can you think of?

Suggested answers may include: *stroke, punch, hit, kiss, brush hair, giving first aid, shaking hands, tapping during a game of IT, lick, tickle, cuddle etc.*

After each suggestion ask pupils to move to the thumbs up sign if they think this type of touch always feels nice, thumbs sideways sign if they think the touch might feel nice but it depends, and the thumbs down sign if it never feels nice, or might hurt. Encourage pupils to think independently and not to be persuaded by other people's views. We all have different levels of comfort.

Highlight any examples where pupils in the class have different levels of comfort. Remind pupils that it is important to be aware of this when we are touching other people.

Activity two: Safe hands

Explain to pupils that how comfortable we feel to be touched may depend on the mood we are in. Sometimes we may be in the mood for a cuddle. Sometimes we may be in the mood to enjoy some personal space.

Give each pupil a red and green handprint, and a straw. Tell pupils to cut out the handprints and use Sellotape to stick the back of the red hand to the straw, then glue the backs of the green and red hands together.

Explain to pupils that everyone has something called personal space. This is an area around them they may feel uncomfortable for people to be in. Their level of comfort may depend on the person who is within their personal space and the reason for it.

Ask pupils to pick a partner that they are comfortable to work with, then stand at opposite sides of the classroom facing each other. Instruct pupils to shuffle very slowly towards each other with their green hands showing. When either of the pupils starts to find the closeness uncomfortable, they need to show the red hand to their partner. Both pupils must immediately stop shuffling once a red hand has been shown and stay in this position. Once all pairs have completed the activity, ask pupils to look at the other pairs and consider if everyone has stopped in the same place.



Has everyone stopped at the same distance away from each other?

Did you both feel uncomfortable at the same time?

Did your personal space depend on how well you know your partner?

How did you stay in control when you started to feel uncomfortable?

Discuss the pupil responses to the above as a class and highlight any key points. Reaffirm that we all have different levels of comfort around touch and different personal space, and that this is OK. It is important to tell someone if they make you feel uncomfortable.



Activity three: Personal space

Tell pupils that there are times that even though the type of touch and the person who is doing it is the same, we may not feel in the mood for it. This is unwanted touch.

For example, if someone in your family cuddles you it is likely to be safe and wanted touch. However, if they keep cuddling you lots when you want to go and play this is safe but unwanted touch. Ask pupils to pair, square and share examples of safe but unwanted touch. They can include examples of touch suggested in Activity one.

Suggested answers may include: *a relative kissing them hello/goodbye, a friend playing with their hair, their sister/brother tickling them.*

Tell pupils that everyone enjoys being alone sometimes to be quiet, or to enjoy an activity by themselves. For example, if your parent lets you be in the bathroom with them, sometimes they may ask to be alone in the bathroom. This should be respected as everyone has the right to privacy.

Tell pupils that there are times we allow someone into our personal space because there is something that they need to do for us. This is known as safe touch. Ask pupils to pair, square and share some examples of this.

Suggested answers may include: *having hair cut, someone giving first aid, doctor doing a medical examination, dentist checking teeth, police officer holding your hand to stop you running away.*

Display the naked child picture. Explain to pupils that you are going to suggest different types of people as you move your hand over the image of the naked child. Ask pupils to display their red/green hand to indicate whether they would be comfortable or uncomfortable for the suggested person to touch this part of their body:

- Parent
- Teacher
- Religious leader
- Brother or Sister
- Doctor
- Stranger
- Friend

Discuss any differences and highlight key trends. Reaffirm that it is never OK for someone to touch our 'private parts', this is the penis for a boy and vulva for a girl, without our permission.

Ask pupils to pair, square and share ideas about what they would do to stop a person from touching them if it made them feel uncomfortable.

Suggested answers may include: *saying 'I don't want you to do that' clearly and assertively; scream and run away; remove yourself from the situation and find an adult you trust.*



Extension:

Demonstrate to the class effective strategies to tell someone to stop touching them. Consider body language, facial expression, volume of voice, speed of speech and tone. Tell pupils to work in pairs to practice telling someone to stop touching them.

Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to share examples of safe or comfortable touch. Ask pupils to share examples of strategies should they experience unwanted or unsafe touch. Remind pupils it is important to be aware that you may be comfortable or OK with a touch that someone else is uncomfortable with. If you are ever touched in a way you do not feel comfortable with, they must tell an adult you trust, and to keep telling them if the uncomfortable touch does not stop until it does. Reassure pupils that they can talk to an adult in the school who will listen and help them to make unwanted touching stop. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



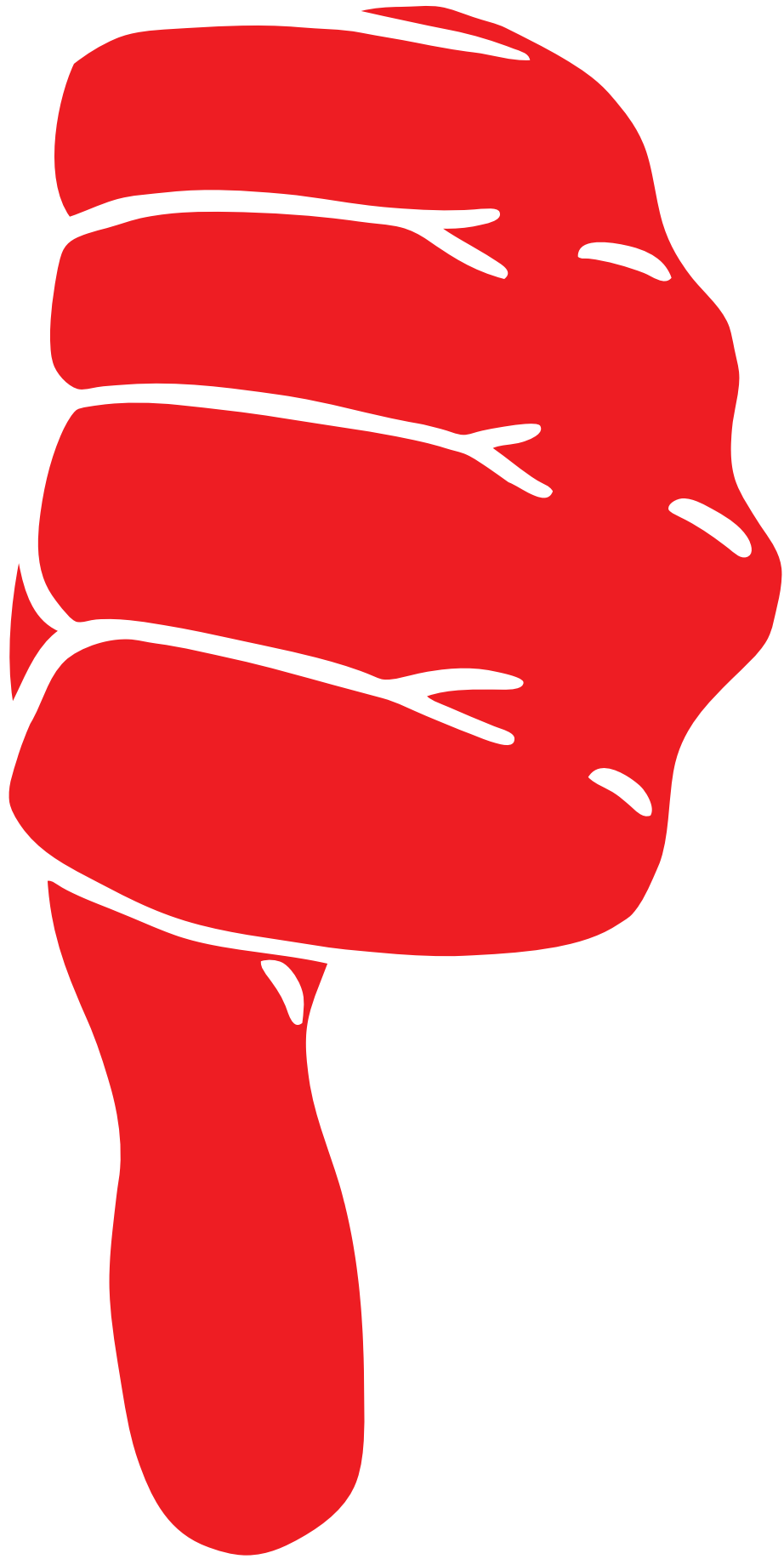
Assessment:

Activity one: Pupils positioned themselves on a spectrum to identify different types of touch, considering the contexts in which touch can feel comfortable or uncomfortable.

Activity two: Pupils worked in pairs using 'safe' and 'unsafe' hand signs to identify their own personal space and consider differing levels of personal space for others.

Activity three: Pupils recognised times when safe touch is necessary and their autonomy over their own body being touched.

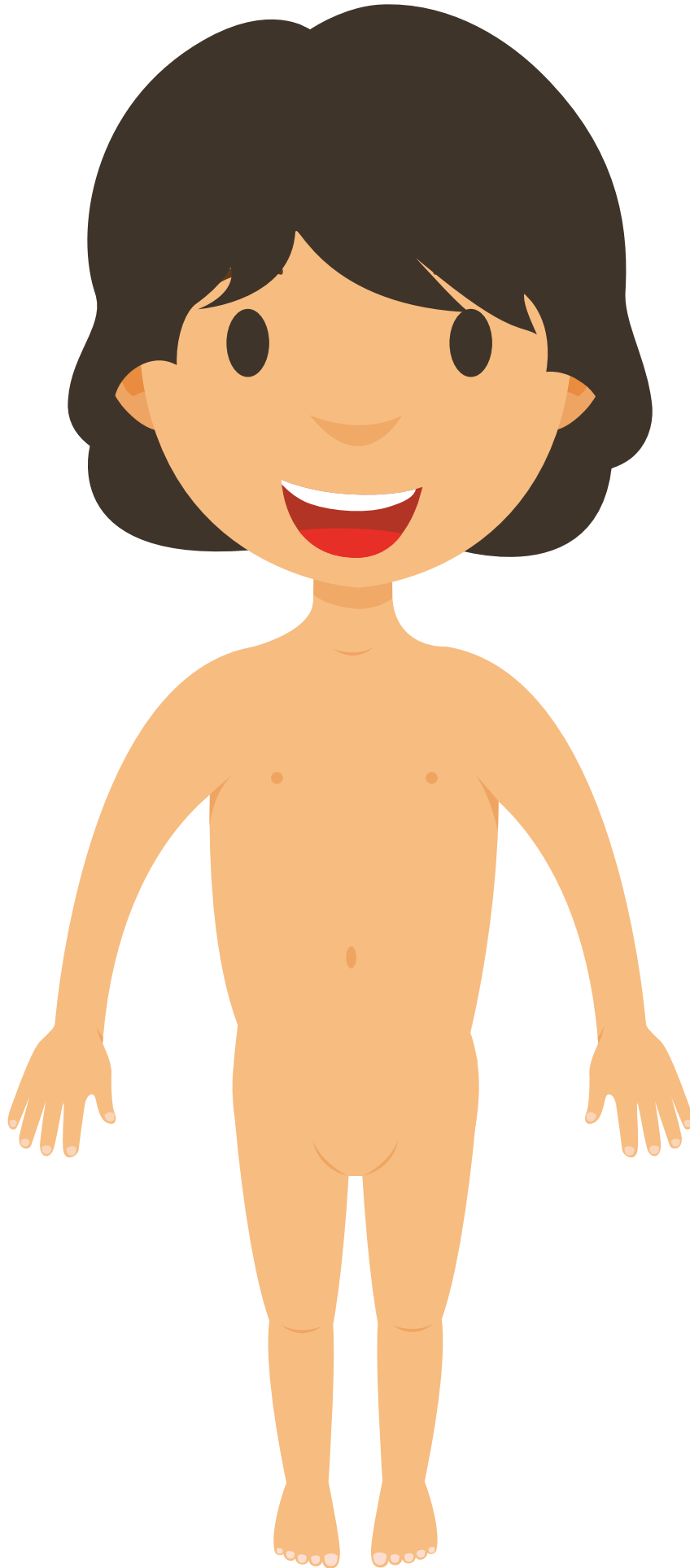
Evidence of assessment: Photographs of pupils showing their safe and unsafe hands in Activity two.

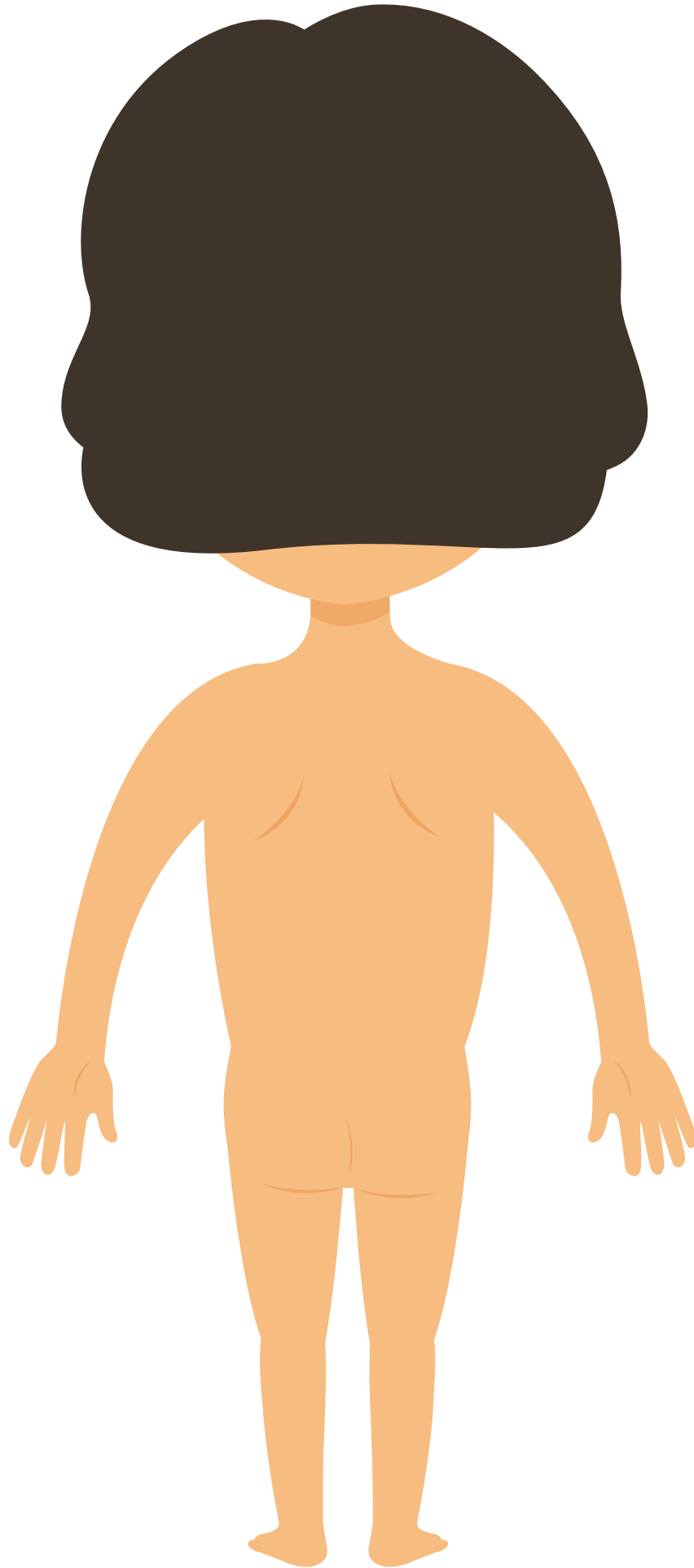












Lesson six: Asking for help



Lesson aim:

Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.



Learning outcomes:

- I know what a secret is
- I know what a surprise is
- I can tell someone if I am asked to keep something a secret that makes me feel uncomfortable, worried or afraid



Resources required:

- Resource sheet: Share the secret/keep the secret
- Lidded box with a nice surprise (sweets/toy) inside
- Jars/small boxes
- Selection of craft materials for decorating the jars/boxes

Key words: secret, surprise

Teacher notes:

When facilitating this lesson, be very mindful of your own use of language so that a surprise is always reinforced as something nice, that someone will find out about eventually. A secret is something that is not intended to be found out about. A secret can feel uncomfortable to keep.

This lesson has the potential to lead to safeguarding disclosures. Ensure pupils know when, who and how to tell someone about a 'secret' that has been making them feel uncomfortable, worried or afraid. Familiarise yourself with the school safeguarding policy and procedures. Inform other school staff this lesson is taking place, in case it prompts a disclosure following the lesson.

Inform parents/carers that the worry jars will be coming home. Parents can agree with their child a place in the home this will kept, to provide a consistent channel of communication that eases discussion about difficult topics.

Begin the lesson by...

Explaining that in this lesson we will be learning about the difference between surprises and secrets. A surprise is something nice which is shared in time. For example, when it is someone's birthday they are often given a nice surprise such as a present, birthday cake and maybe even a surprise party! A secret is different to a surprise. Secrets are kept from people with the intention that they will never find out and can make us feel uncomfortable to keep. For example, if something has been broken, someone has been unkind or they are doing something wrong and don't want anyone to find out. Reassure pupils that it can sometimes be hard to know the difference between a secret and a surprise but if anything makes them feel uncomfortable, worried or afraid they should always tell a trusted adult about it. Remind pupils of the working agreement.

Activity one: Surprise!

Tell pupils to sit in a circle. Explain we are going to pretend we have a surprise present, no one is allowed to spoil the surprise for anyone else. Using a pre-prepared box with a present inside, silently role-play opening the box as if you have been given a present that you are very excited about. As you lift the lid look surprised and happy demonstrating this through the facial expressions and body language. Pass the box around the circle asking pupils to take it in turns to lift the lid and silently role-play how they would feel if they received this surprise present.

At the end, you could allow pupils to enjoy the surprise by eating the sweets or playing with the toy, cuddling the teddy etc.

Tell pupils that this is one example of a surprise. A surprise is something nice that someone does for someone else, who will find out about it in time.



Activity two: Secrets

Tell pupils to sit in a circle. Ask pupils to take it in turns to suggest something that someone might ask to be kept a secret. After each pupil makes their suggestion, pass the empty box around the circle telling the pupils to pretend to put the 'secret' in the box. Afterwards shut the lid on the box.



What would happen if all the 'secrets' stayed inside the box forever.

Would it be OK for all these secrets to be kept forever?

Would there be things happening that should not?

Suggested answers may include: *hiding something that has been broken, being bullied, showing someone something that you shouldn't, someone showing you something that they shouldn't, someone touching your body in a place where you are uncomfortable to be touched, someone telling you about something they are frightened by and need help with.*

Display the 'share a secret' or 'keep the secret' signs on a classroom wall, where there is enough space for pupils to move around freely. Using some of the pupil suggestions and the suggested answers above, ask pupils to position themselves under the 'share the secret' or 'keep the secret' sign to indicate how they would respond to each scenario. Discuss the responses as a class.



Why would you not want to/why would it be important to share this 'secret'?

How might you feel telling someone about the 'secret'?

Suggested answers may include: *scared; nervous; upset; sad; relieved etc.*

Reassure pupils that it is always the right thing to tell an adult they trust about anything that is making them feel uncomfortable, worried or afraid. Telling someone is likely to make them feel better about the secret eventually.



Activity three: Worry jar

Provide each pupil with a jar/small box they can decorate using a range of craft materials. Explain that this jar/box is a worry jar/box. They can put slips of paper with their worries written or illustrated inside the jar/box. Encourage pupils to agree a place that this can be kept in their home so parents/carers can check it with them. Explain that this is one way that they can share a difficult secret that they may find hard to talk about.



Extension:

Tell pupils to work in pairs to roleplay different ways of asking an adult they trust for help with an uncomfortable secret. Ask pupils not to focus on the detail of the secret, but on the strategy and language when asking for help. If time allows, the role-plays can be shared with the class. Discuss the strengths of the approaches demonstrated.

Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to suggest reasons why it is important to tell an adult they trust if they are asked to keep a secret that makes them feel uncomfortable. Reassure pupils that no one should ever ask them to keep a secret that makes them feel uncomfortable, worried or afraid. If someone does this, the best thing to do is to tell an adult that they trust, and even if they find this difficult to do, they will feel better afterwards. Remind pupils that in this school they can talk to any adult and the adult will listen and help them to deal with the situation. Signpost pupils to the school mechanisms for asking for help and who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils correctly identified a range of surprises, explaining how a nice surprise feels comfortable and can trigger positive emotions.

Activity two: Pupils correctly identified a range of secrets, explaining how secrets can feel uncomfortable. Pupils demonstrated an awareness of knowing when to share a secret to ask for help.

Activity three: Pupils made a worry jar/box that could be taken home and used as a communication strategy if they find asking for help difficult.

Evidence of assessment: Photograph of pupil positioning on 'keep the secret' or 'share the secret' activity. Worry jar/box.





KS1 RSE Solution

This resource is a Relationships and Sex Education (RSE) solution for time pressured teachers, ensuring RSE is relevant to the current needs of children growing, learning and living in the modern world.

Forming a complete schedule of work that utilises evidence-based teaching strategies, the resource meets national legislation and guidance requirements to support schools to teach a spiral curriculum for KS1.

The resource has been written by a national RSE Adviser who has first-hand experience of teaching RSE in a wide range of settings. It is part of a package of training, resources and consultancy to help schools teach RSE effectively.

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