

Sex and Relationship Education Primary Scheme

Produced By:

Elaine Robson (North Tyneside School Improvement Service)

Claire Liddle (Burradon Community Primary School)

March 2017



North Tyneside Council



SRE Primary Curriculum Overview March 2017

Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expect respect Consider & challenge gender expectations using toys	Expect respect Friends, secrets and people who can help us.	Expect respect Gender, careers and assumptions	Expect respect Resolving conflict and where to get help	Expect respect Examining violence, excuses and responsibility	Expect respect Secrets and stories	Expect respect Court Room Game
Different families/same love - posters/stories Stereotypes and challenging them girls/ boys Formal introduction of terms Lesbian, gay - through stories	Different families/same love -posters/stories Stereotypes and challenging them girls/ boys Formal introduction of terms Lesbian, gay - through stories	Different families/same love -posters/stories Stereotypes and challenging them girls/ boys Formal introduction of terms Lesbian, gay - through stories	Different families/same love -posters/stories Formal introduction of terms Lesbian, gay - through stories Homophobic language	Different families/same love -posters/stories Formal introduction of terms Lesbian, gay, transgender - through stories Homophobic language	Different families/same love -posters/stories Formal introduction of terms Lesbian, gay, bisexual and transgender. Homophobic language Homophobic language	Different families/same love -posters/stories Formal introduction of terms Lesbian, gay and transgender Homophobic language
Underwear rule https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/	Underwear rule https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/	Underwear rule https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/	Underwear rule https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/	Underwear rule https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/	Underwear rule https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/	Underwear rule https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
Myself and others	Myself and others (Feelings)	Differences: boys and girls including body parts	Self esteem	Growing and Changing	Puberty for boys and girls	Building good relationships
Family networks	Body parts	Life cycles	Difference male and female	Personal hygiene	Menstruation and wet dreams for boys	Puberty and reproduction
Body Awareness	Family	Everybody needs caring for	Challenging gender stereotypes	Liking and loving	Puberty and hygiene	Conception and pregnancy
Hygiene	Friends	Keeping yourself clean and healthy	Special people and who we can trust	Being assertive	Building good relationships	Difference and diversity
	Choices	Me and my relationships	Responsibilities, Choices and consequences	Standing up to persuaders	Keeping safe in relationships	Keeping Safe CSE resources Alright Charlie
			Safety			Changes

The suggested activities in this scheme are to support schools to deliver a comprehensive SRE programme that meets the need of their children. Schools are reminded to ensure that the scheme follows guidance laid out in their school SRE policy.

References:

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

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

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

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

'My Underpants Rule' book by Kate and Rod Power

Useful links:

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

[file:///C:/Users/cliddle.BURRADON.081/Downloads/Expect_Respect_Education_Toolkit_PRINT\(1\)%20\(2\).PDF](file:///C:/Users/cliddle.BURRADON.081/Downloads/Expect_Respect_Education_Toolkit_PRINT(1)%20(2).PDF)

Underwear rule: NSPCC <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

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

Social and Emotional aspects of learning (**SEAL**) resource:

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

Childline:

http://www.childline.org.uk/Pages/Home.aspx?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_E_BND_Grant_Childline_Pur_e_Brand&utm_term=childline&gclid=COzPhoOv2MgCFSP4wgodwYclUQ&gclidsrc=aw.ds

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

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

PSHE Association guidance on teaching about mental health

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

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

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

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

Foundation Stage

	Learning Intentions and Outcomes	Activities	Suggested resources
	Be able to talk about themselves and the girls/ boys toys they like to play with and begin to accept that, although girls and boys are not the same, they can still play with a whole range of toys.	Expect Respect Looking at and challenging gender expectations using toys	
FS	<p><u>Lesson One:</u> Myself and others Learning Outcomes</p> <ul style="list-style-type: none"> To begin to have identified some of their feelings and recognised some of the ways they express them. To recognise how our feelings can influence our friendships. To realise that their behaviour (words and actions) can affect other people. 	<p><u>Activity 1</u> What feelings can we have? Can we make a happy face, scared face, angry face, calm face, sad face; take photographs for display. Use the feelings fans from the SEAL resources to develop understanding of how our feelings can be shown by our facial expressions.</p> <p>Discuss scenarios and ask children to make a face to show how this would make them feel e.g. someone taking their toy, calling them a name, giving them a present, falling over, winning a prize, losing their coat. Think about how our behaviour affects how others feel – use scenarios and stories to illustrate. Use feelings fans when reading stories to show the feelings of the characters.</p> <p>End the lesson when children say a time they felt good. I read my book, I didn't cry at the dentist and she gave me a sticker, I remembered my PE kit and my teacher was pleased. Teacher to share their feel good idea.</p> <p>Begin to think about 'big feelings' and 'small feelings' - Is feeling happy a big or a small feeling?</p>	<p>SEAL and SEAD Social and Emotional Aspects of Learning in the Early years (National Strategies)</p> <p>Health for Life 4-5 Noreen Wetton and Adrian King; Nelson Thornes publications</p>
FS	<p><u>Lesson Two:</u> Family Networks</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> To have identified family members and friends and the roles they play. To know who they can talk to at home and at school. 	<p><u>Activity 1</u> Ask children to draw who is in their family. Discuss ideas with the class. Get children to bring photographs in. Discuss different types of family. Get children to discuss their family. Produce a display of different families. What special things do they do together?</p> <p><u>Activity 2</u> If you are sad who can you talk to? Discuss at home and at school. Draw pictures of the people who care for us. Discuss the roles of family at home e.g. My dad is a great cook; My grandma is a great story reader; My mam is great at painting; My grandpa is great at football</p>	
FS	<u>Lesson Three:</u>	<u>Activity 1</u>	

	<p>My Body</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To know that humans produce babies that grow into children and then into adults. • To consider the ways they have changed physically since they were born. • To begin to recognise the proper names for the external parts of the body. • To be able to describe some of the functions of some of the parts of the body. • To describe ways people are different and similar. 	<p>In small groups, ask the children to look at photographs of themselves at different ages <i>e.g. new born, toddler and now</i>. Explain that as we become older our bodies grow. Look at the photos and describe the physical growth and changes that have taken place between each picture. Think about what their bodies could and could not do at each age, including what they can do now. List the suggestions for each photo and help the children to see the progression and changes that have taken place in their physical capabilities. Look for similarities and differences between themselves and other children in the group. Draw pictures to show what their bodies can do at each age.</p> <p><u>Activity 2</u> Read I Can Do it! By Shigeo Watanabe. Think about things that they have learnt to do with their bodies since they were babies. Complete sentence stem 'I can...' To the tune of 'Here we go Round the Mulberry Bush' ask the children to sing and mime the things they have learnt to do with their bodies <i>e.g. 'I know how to ride a bike, ride a bike, ride a bike'</i></p> <p><u>Activity 3</u> Draw a picture of themselves and label the different parts of their body that they can see from the outside <i>e.g. leg, arm, hand etc</i>. Ask the children to share their labelled drawings and make a list of all the different parts of the body. Sing 'Head, Shoulders, Knees and Toes' with actions. Provide small groups of children with a variety of coloured photos and pictures, cut from magazines, catalogues etc. Ask the children to identify similarities and differences in eye and hair colour, skin tone, facial expressions, male and female. Talk to the children about different sizes and shapes of people and extend their language of size and shape: tall, small, middle-sized, big, bigger, biggest, thin, long legs, long arms</p>	<p>SEAL and SEAD Social and Emotional Aspects of Learning in the Early years (National Strategies)</p> <p>Health for Life 4-5 Noreen Wetton and Adrian King; Nelson Thornes publications</p>
FS	<p><u>Unit Four :</u> Hygiene</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Explain why it is important to keep clean. • Understand some basic hygiene routines. • Understand some areas in which they 	<p><u>Activity 1</u> Read I'm having a bath with Papa by Shigeo Watanabe or Andrew's Bath by David McPhail. Ask the children why they think having a bath is important and introduce the idea of keeping clean. Think of other ways to keep clean and make a list of ideas <i>e.g. washing hands, cleaning teeth, washing hair, cutting nails</i>. Discuss when it is important to wash their hands <i>e.g. before eating, after using the toilet, if they cut themselves, after handling animals, plants or soil, after painting or using crayons and dough etc</i>. Talk about what might be on their hands and introduce the idea of germs being bugs that we cannot see, which may make us ill if they enter our bodies. Explain how we can stop this</p>	<p>SEAL and SEAD Social and Emotional Aspects of Learning in the Early years (National Strategies)</p> <p>Health for Life 4-5 Noreen Wetton and Adrian King; Nelson Thornes publications.</p>

	<ul style="list-style-type: none"> • Can look after themselves e.g. dressing and undressing 	<p>from happening by washing our hands, washing and covering cuts and making sure that we don't put anything into our mouths which might have germs on it.</p> <p><u>Activity 2</u> Draw and label pictures of things they can do to keep themselves clean and germ-free e.g. <i>brush teeth, wash clothes, wash hair</i>. In Circle Time, ask the children to share their pictures and complete the sentence stem 'I keep myself clean by...' Provide small groups of children with dolls in a 'bathroom' equipped with bowls of water, a towel, a flannel, a nailbrush, toothpaste, a toothbrush, soap, shampoo etc. Ask the children to imagine they are responsible for keeping these dolls clean and to demonstrate how they would do this. The children can wash the dolls, scrub their nails, brush their teeth and so on.</p> <p><u>Activity 3</u> In Circle Time, explain that as we grow we learn to do more things and that as we get older there are more things that we are able to do to look after ourselves. Talk with the children about things they can do now for themselves that they could not do when they were younger. Ask the children to identify activities with which they require help. Ask the children who could help them with these activities and make a list of the people they suggest.</p>	<p>'How do I eat it?' Shigeo Watanabe.</p> <p>'I'm having a bath with Papa' Shigeo Watanabe</p> <p>'Andrew's Bath' David McPhail.</p>
--	--	---	---

Key Stage 1: Year 1

	Learning Intentions and Outcomes	Activities	Suggested resources
	<p>To think about how their behaviour affects others and how other's behaviour affects them.</p> <p>Begin to be able to distinguish friendly and unfriendly behaviour or good or bad secrets and know when and where to go for help.</p>	<p>EXPECT RESPECT</p> <p>Friends, secrets and people who can help us</p>	
Y1	<p>Lesson One: Myself and others</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents. • To know and value the different groups to which they belong. • To recognise similarities and differences between themselves and their peers. 	<p><u>Activity 1</u></p> <p>Small groups of children look at their face in a mirror and talk about what they see. Look at their eyes, are they both the same colour? Are there flecks of different colours in their eyes? Is their hair the same colour all over? Is it straight, curly or wavy? Is their skin pale, reddish, freckled, olive, brown, dark brown or black? Look at other facial features, such as the chin, forehead and eyebrows.</p> <p>Draw self-portraits or paint a picture of their face. List the ways that we are the same, the physical attributes they share and also the feelings that they share.</p> <p><u>Activity 2</u></p> <p>Revisit pictures / self portraits. Discuss how are we different? Does being different make us feel good, or not so good? Explain that we all have similarities and differences and this makes us all unique / special.</p> <p>Ask the children..What is special about you? What are you good at? In a round ask children to complete the sentence 'I am good at..' circle activity. Teach the children to give complements to each other about what they are good at.</p> <p>Discuss groups we belong to e.g. school, church, dancing, football, beavers, rainbows etc. What do we have in common with people in these groups? Why do we like being in a group?</p>	<p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication (p.23 +)</p> <p>Key Stage 1 Lesson plans, p 47-73, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez & Vanessa Cooper, NCB, 2006</p> <p>SEAL (Social and Emotional Aspects of Learning) National Strategies 'Good to be me'</p> <p>'The Truth About Babies' Andrea Shavick</p>

<p>Y1</p>	<p>Lesson Two Body Parts</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To identify similarities and differences between themselves and the opposite gender. • To recognise and name, using the proper terminology, parts of the body and what those parts do. 	<p><u>Activity 1</u> Discuss whether there are things mainly boys do and things which mainly girls do. Talk about stereotyping. Give mixed pairs a list of things including clothing, TV programmes, books, sports and hobbies. Ask pairs to cut these lists up and sort them into boys things, girls things or both. Come back as a class and discuss.</p> <p><u>Activity 2</u> As a class, ask the children to think about the bodies of boys and girls and make a list of all the body parts they can think of that can be seen from the outside. Give pairs or small groups an A3 outline of a boy and a girl and the list of body parts. Ask the children to draw as many body parts as they can in the appropriate space <i>e.g. eyes, ears, toes etc.</i> Visit each group and encourage the children to discuss the differences between boys and girls. Some children may wish to discuss the differences between men and women. Talk about these differences using the outlined body and introduce language as appropriate to the needs of the child.</p> <p>Tell the children that personal names <i>e.g. willie</i> are acceptable but introduce the correct terms <i>e.g. penis, vagina and breasts</i>. Show the children a list with named body parts and compare to the list they have made. If necessary add further body parts to the lists to ensure that the children's suggestions are included.</p>	<p>'You'll Soon Grow Into Them Titch', Pat Hutchins</p>
-----------	--	--	---

<p>Y1</p>	<p><u>Lesson Three:</u> Family</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To be able to describe their family. • To understand why their families are special. • To identify different ways that families and individual members care for each other. • To have identified their special people and be able to describe what makes them special 	<p><u>Activity 1</u> Ask children to draw who is in their family. Discuss ideas with the class. Snowball activity: something special about my family. (we play games, we go on bike rides etc)</p> <p><u>Activity 2</u> Discuss different types of family. Get children to discuss their family. How is it the same and different from other families? Produce a display of different families.</p> <p><u>Activity 3</u> Discussion of other special people – Who is special to them? Teachers, friends, football team etc. What makes them special? Who can you trust? Is it ok to say no? Keep secrets? Begin discussions about secrets – what are they?</p>	<p>‘The family book’ Todd Park</p> <p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication</p> <p>SEAL (Social and Emotional Aspects of Learning) National Strategies ‘Good to be me’</p>
<p>Y1</p>	<p><u>Lesson Four :</u> Friendships</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To describe who a friend is and what a friend does. • To demonstrate some skills needed to make and maintain friendships 	<p><u>Activity 1</u> Draw and write about your perfect friend. Discuss with others in the class. As a class identify the characteristics of an ideal friend. Display ideas that can be referred to.</p> <p><u>Activity 2</u> Yes/no Continuum activity. Key Question: Does a friend boss you about? Does a friend call you names? Does a friend leave you out? Does a friend share?</p>	<p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication (p63 +; 87+)</p>
<p>Y1</p>	<p><u>Lesson Five:</u> Choices</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To understand that they have choices. • To recognise that choices and responses will be affected by different factors. • To recognise that some choices will have consequences. 	<p><u>Activity 1</u> What is a choice? If you had to choose between chocolate and crisps what would you choose? Why? Practice with other questions. Then discuss how choices have consequence e.g. If you choose not to do homework what will happen? If you choose to be cruel to your friend what will happen? If you choose to not wear your helmet on your bike? If you choose to help your teacher tidy up?</p> <p><u>Activity 2</u> Discuss how sometimes people can ask us to do things we maybe shouldn’t e.g. ‘He told me to turn the tap on in the toilet and block the sink...’ Discuss. Do we have to do what other people say even if we think it is not a good idea? Would you do these things if your friend asked you to? Yes/no continuum 1) Run across a busy road</p>	<p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication (p57+)</p>

	<ul style="list-style-type: none">• To identify a simple way for decision making	<ol style="list-style-type: none">2) Eat all the cake3) Make a card for a friend who is sad.4) Tell an adult if a friend is sad.5) Snap a pencil.6) Steal a toy. <p>Discuss and review</p>	
--	--	--	--

Key Stage 1: Year 2

	Learning Intentions and Outcomes	Activities	Suggested resources
	To discuss which careers are carried out by men or women in a class; talk about some of the assumptions made on the basis of gender or size; have some ideas about what they want to do in the future	Expect Respect Gender, career and assumptions	
Y2	<p><u>Lesson 1</u> Difference between boys and girls including body parts</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> Describe the differences between males and females Name the male and female body parts. 	<p><u>Activity 1</u> Give pairs or small groups an A3 outline of a boy and a girl and the list of body parts from previous session. Ask the children to draw as many body parts as they can in the appropriate space e.g. eyes, ears, toes etc. Visit each group and encourage the children to discuss the differences between boys and girls. Some children may wish to discuss the differences between men and women. Talk about these differences using the outlined body and introduce language as appropriate to the needs of the child</p> <p><u>Activity 2</u> Refer back to previous sessions and discuss as a class how there are similarities and differences between boys and girls and between all people generally. Pairs conduct a class survey choosing either hair colour, length, style or eye colour. Do a tally chart to find out how many children in the class have these characteristics. Discuss the findings as a class and emphasise how it shows us that we have similarities and differences regardless of whether we are male or female. Play a class version of 'Guess Who?' All stand up and ask questions like: Are you a girl? Do you have long hair? Do you have any brothers? Children who answer 'yes' remain standing. Continue the game until only one child is standing. Make sure the attributes selected are positive.</p>	<p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication</p> <p>Key Stage 1 Lesson plans, p 47-73, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez & Vanessa Cooper, NCB, 2006</p> <p>SEAL (Social and Emotional Aspects of Learning) National Strategies</p>

<p>Y2</p>	<p><u>Lesson Two:</u> Life cycles</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Understand that all living things grow and reproduce as part of a life cycle. 	<p><u>Activity 1</u> Discuss with children where different living things come from <i>e.g. flowers come from seeds</i>. Give children a selection of flowers to investigate. Can they name the different parts e.g. leaf, stem etc.? Show them a selection of seeds and let the children examine them. Can you tell what the plant will look like from looking at the seed? Talk about how plants grow from seeds. As a class, list different living things on the board e.g. frog, butterfly, bird, kitten, oak tree etc. Pairs decide where these come from and then feedback to the class and discuss. Provide the children with a set of cards showing pictures of babies, toddlers, older children and adults such as mums and dads and grandparents. In groups ask the children to sequence the pictures to show how people grow and change.</p> <p><u>Activity 2</u> Ask the children to bring in photographs of themselves as babies and another recent photo. Help the children to make a time line by mounting the photos at either end of a strip of paper and drawing a line in between. Ask the children to draw and label developments that have taken place in their physical capabilities since they were babies and place them on the time line <i>e.g. crawling, walking, running, using a skipping rope, swimming 5 metres, 10 metres</i>. Encourage the children to share and talk about their time lines</p>	<p>‘The World Is Full of Babies’, Mick Manning & Brita Granstrom</p> <p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication (p.25+; p.93)</p>
<p>Y2</p>	<p><u>Lesson Four:</u> Everybody Needs Caring For</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Identify ways to show care towards each other • Understand that we all have different needs and need different types of care 	<p><u>Activity 1</u> How do we look after each other? Draw and write about the things we can do to care for each other. Give scenario examples e.g. Paul has fallen over – what could we do? Lucy has forgotten her pencil case what could we do? Jo is in a wheelchair because he has broken his leg. How could we help? Paul’s grandma has died? Use examples from your class. How do we show kindness?</p>	<p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication (p. 151+)</p>

<p>Y2</p>	<p>Lesson Five: Keeping yourself clean and healthy</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Describe how to look after particular parts of the body • Explain why it is important to to keep clean • Describe and carry out basic hygiene • Know what to take responsibility for and when to ask for help 	<p><u>Activity 1</u> Ask the children about how they look after themselves and their bodies. In circle time ask the children to take it in turns to mime something they do to look after themselves <i>e.g. brush hair, clean teeth, get dressed</i>. The other children can try to guess the mime action and then join in by copying. Use the song 'Here we go round the mulberry bush', each time the mime is guessed and the other children are ready to join in.</p> <p><u>Activity 2</u> Discuss when it is important to wash their hands <i>e.g. before eating, if they cut themselves, after handling animals, plants or soil, after painting etc</i>. Talk about what might be on their hands and introduce idea of germs. Make a list of ways germs can get into their bodies <i>e.g. through their mouths and through cuts</i>. Explain how they can stop this by washing their hands, washing and covering cuts and making sure they do not put anything in their mouths which might have germs on it. In small groups children make a list of things they can do to keep themselves clean and germ free <i>e.g. brush teeth, wash clothes, wash hair, change clothes, underwear</i>. Discuss ideas as a whole class.</p> <p><u>Activity 3</u> Give each child two cards showing a smiley face and a sad face. In circle time read a number of scenarios to the children using fictional characters which involve good and bad hygiene practices <i>e.g. 'Mr Brown brushes his teeth every morning', 'Miss Walker washes her hands before lunch', 'Mr and Mrs Mean share a tooth brush', 'Miss Small wipes her nose on her sleeve'</i>. Ask the children to show either their smiley or sad face once they have listened to the scenario and decided whether it represents 'good hygiene' or 'bad hygiene'. Talk through each scenario and discuss the reasons for the children's choices.</p>	<p>'e Bug' activities http://www.e-bug.eu</p>
	<p>Lesson 6: Me and my relationships</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • To recognise that friends care for each other and relationships should be based on fairness and kindness. • To recognise that sometimes we need to say no to our friends 	<p><u>Activity 1</u> Review what a friend is. Talk about the friends we have inside of school, outside school and other places. How do we know they are our friends? List ideas, make pictures of friends and write their characteristics around them. What are the rules for keeping friends? - list and display in the classroom</p> <p><u>Activity 2 - Bargains</u> Discuss what good friends do for each other. In circle work share 'I was a good friend when ...' Explore what a 'bargain' is or the 'give and take' part of friendship <i>e.g. 'if you do that .. I will do this..'</i> What are the 'good bargains' we make with our friends? What are the bad bargains. Ask children to share examples. Children could role play examples. Alternatively use a continuum <i>e.g. It is a good bargain if ... 'Your friend</i></p>	<p>Health for Life 4-7 years Noreen Wetton and Trefor Williams; Nelson Thornes publication (p.175 +)</p> <p>SEAL (Social and Emotional Aspects of Learning) National Strategies 'Relationships' 'Getting on and falling out'</p>

	<ul style="list-style-type: none">• To understand that sometimes friends quarrel and our actions affect the feelings of others.	<p>shares their sweets and you share yours the next day'. Develop an understanding of fairness when bargains are made and discuss how to say 'No' if you do not want to do something.</p> <p><u>Activity 3</u></p> <p>Talk about the sorts of quarrels that friends have. Invite the children to act these out or write them as a play / story. How does it feel when you quarrel? What sorts of things do you do? What might you say? On a heart shaped piece of paper ask the children to write in pencil something horrible that was said to them. Crumple up the heart. Ask the children to open up the heart shape and rub out the hurtful words. What do they notice? Does the heart look the same? Rubbing out hurtful words is difficult, saying sorry can not always make things better. Discuss how you can rebuild a friendship? Put ideas on a paper brick and build a wall of friendship. Remind children about what a good friend is.</p>	
--	---	---	--

Key Stage 2: Year 3

	Learning Outcomes	Activities	Suggested resources
	Be able to discuss how arguments make you feel; have some ideas about how to recognise negative feelings and behaviour; think about how their behaviour effects other and how other behaviour effects them; know who to go to for help.	Expect respect Resolving conflict and where to get help	
Y3	<p><u>Lesson One:</u> Self Esteem</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To see oneself as special, to recognise strengths, abilities and personal characteristics. • To have begun to build self esteem and confidence by looking at their skills and achievements • To begin to identify personal areas that need improvement. 	<p>SEAL resources throughout the year.</p> <p><u>Activity 1</u> Discuss their own strengths and things they are good at with a partner and then as a group. Make a group or individual coat of arms that illustrated individual strengths.</p>	<p>Health for Life 8-11 Noreen wetton and Trefor Williams; Nelson Thornes. (p.146 Coat of arms)</p> <p>Key Stage 1 Lesson plans, p 47-73, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez & Vanessa Cooper, NCB, 2006</p> <p>SEAL (Social and Emotional Aspects of Learning)</p>

<p>Y3</p>	<p><u>Lesson Two:</u> Differences: Males and Females</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify the differences between males and females Name male and female body parts using agreed words 	<p><u>Activity 1</u> Discuss as a class how there are similarities and differences between boys and girls and between all people generally. (Use words biological terms for penis and vagina). Pairs conduct a class survey choosing either hair colour, length, style or eye colour. Do a tally chart to find out how many children in the class have these characteristics. Discuss the findings as a class and emphasise how it shows us that we have similarities and differences regardless of whether we are male or female.</p> <p><u>Activity 2</u> Ask the children in groups to collect pictures of men and women from magazines to make a collage. Ask them to be thinking about the difference the pictures show between men and women <i>e.g. more facial hair, wider shoulders, men are generally taller, women generally have smaller hands etc.</i> Ask the children to consider whether men and women sometimes behave differently. Link to jobs when they are older. When using magazine pictures consider how realistic they are. Do people really look like this all of the time? Are most people that shape etc.</p>	<p>National Strategies 'Good to be me'</p> <p>Living and Growing, Unit 1, Programme http://www.channel4learning.com/</p> <p>'Amazing Grace', Mary Hoffman and Caroline Binch 'Happy Families', Allan Ahlberg 'Princess Smartypants', Babette Cole</p>
<p>Y3</p>	<p><u>Lesson Three:</u> Challenging Gender Stereotypes</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Understand that males and females can do the same tasks and enjoy the same things Understand that there are different stereotypes (fixed ideas) about what males and females can do. 	<p><u>Activity 1</u> What makes a family and different types of family- step family, one parent family, 2 mothers, 2 fathers, foster family, adoptive family etc. All families are special. Read a story about this. Discuss strengths of different members of the family and the different things they like to do. Why is it nice that we are all different and special? (we all bring something to the family.)</p> <p><u>Activity 2</u> Recap on learning in Year 2 about typical male and female characteristics. Give children a list and they are to sort into man, woman or everyone – footballer, chef, nurse, teacher, mechanic, hairdresser et. Discuss how all these professions can be done by male and female. Look at some high profile people and discuss their career. https://www.teachers.org.uk/files/boys-things-revise-8875.pdf for more ideas.</p> <p><u>Activity 3</u> Complete lesson 2 from 'All together' resource. This challenges stereotypes. All Together: Promoting diversity and equality in the Primary classroom. Cardiff against Bullying: https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf</p>	<p>The Family Book, Todd Parr Who's in a Family? Robert Skutch Nutmeg Gets a Little Sister, Judith Foxon Happy Families, Allan Ahlberg Spark Learns to Fly, Judith Foxon</p>

<p>Y3</p>	<p>Lesson four: Special people and who we can trust</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Talk about people who are special to them and why. • Discuss who they can trust and why. 	<p><u>Activity 1</u> Discuss who is special to them – family, friends, teachers etc. Discuss why they are special? Draw pictures of their families and friends.</p> <p><u>Activity 2</u> Talk about trust. What is trust? Who can we trust and why? How do we know who to trust? Complete circle of trust (see link) http://d1jrw5jterzxwu.cloudfront.net/sites/default/files/default/files/uploads/sample-boundaries-michael_meuers.jpg Discuss who to go to if somebody that you trust lets you down.</p>	<p>Health for Life 4-7 Noreen wetton and Trefor Williams; Nelson Thornes. (p.175 Special people)</p>
<p>Y3</p>	<p>Lesson Five: Responsibilities, choices and consequences.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To recognise that children and adults have responsibilities. • To recognise that all actions have consequences. 	<p><u>Activity 1</u> Ask the children to think about the grown-ups in their lives and how they behave and the kind of things they do. Ask the children to make a list of ‘grown-up’s responsibilities’ e.g. <i>paying taxes, their families</i> and a list of ‘children’s responsibilities’ e.g. <i>going to school, looking after our belongings</i>. Discuss which areas they feel they can take on more responsibility and areas they would like to take on more responsibility, but feel it might not be allowed by their families or teachers. Ask the children to identify areas in which they feel they are not ready for more responsibility.</p> <p><u>Activity 2</u> Discuss the consequences of different actions. Give children statements. In pairs they are to discuss the consequences. If I don’t eat my dinner I will be hungry. Etc. Discuss the consequences of risky behaviour such as going to the park when you are not allowed etc. What could the consequences of these behaviour be? Who’s responsibility is it?</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes. (p.71 +; p.192)</p>
<p>Y3</p>	<p>Lesson Six: Safety</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To be able to identify potential dangers in different environments. • To know what is safe and unsafe and why. • To know what to do if something dangerous or frightening happens. 	<p><u>Activity 1</u> What is safety? What do we need to keep safe from? What is it like to feel safe? Ask children to list ideas. Discuss feelings that show we feel safe.</p> <p>Discuss feeling unsafe. Children to give scenarios. What feelings would we experience? Can they act out the scenarios? Does everyone feel scared about the same thing?</p> <p><u>Activity 2</u> Explore our different views on whether something is safe or unsafe (risky or not). Using agree/ disagree continuum scenarios, debate different opinions on whether a situation is safe or unsafe e.g. It is safe to run over the road without looking; It is safe to take sweets from a stranger; It is safe to go home with</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes. (p. 95+ Keeping myself safe)</p>

		<p>someone you meet at the park; It is safe to go for tea at your friend's house; It is safe to ask a police officer if you are lost; It is safe to tell your teacher a secret.</p> <p><u>Activity 3</u> Refer to risky scenarios considered in activity 2 and discuss what you would do. Who can you ask for help? Who can you tell? Who can you trust? If someone is hurt what do you do?</p> <p>Additional lessons: Basic First Aid</p> <p>http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children</p>	<p>Health for Life 8-11 Noreen wetton and Trefor Williams; Nelson Thornes. (p.97)</p> <p>Red Cross teaching resources on First Aid</p>
--	--	--	--

Key Stage 2: Year 4

	Learning Intentions and Outcomes	Activities	Suggested resources
	To think about how their behaviour affects others and how they can play a role in helping to stop violence, even in other peoples arguments; have some ideas about how to avoid violent reactions and begin to take responsibility for actions	Expect respect Examining violence, excuses and responsibility	
Y4	<p>Lesson One: Growing and Changing</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Describe the main stages of growing up. Describe the changes that happen when a child grows up. 	<p><u>Activity 1</u> Discuss what we mean by being 'grown-up' e.g. <i>when are people grown up? What makes each age group different? When are people old? When are they middle-aged? When do you stop being a child?</i> Record their ideas on large paper. Complete the sentence stem 'People are grown-up when....'</p> <p><u>Activity 2</u> Children to draw a time line of growing up – born, started to walk, started nursery, and other things that have happened to them. Teacher model a timeline. Then ask children to think about what they think or want to happen on their timeline as they grow up. Can they ask people at home to do a timeline? What feelings might they have?</p>	<p>Health for Life 7-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p. 95 – 106; p. 178- 191)</p> <p>SEAL (Social and Emotional Aspects of Learning) National Strategies 'Good to be me' 'Changes'</p>
Y4	<p>Lesson Two: Personal hygiene</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> To understand the benefits of carrying out regular person hygiene routines. 	<p><u>Activity 1</u> Complete the sentence stem 'I keep myself clean by...'. Ask the children why they think we should keep ourselves clean. Discuss the importance of cleanliness in order to keep healthy and avoid diseases. Explain the nature of bacteria and make a list of all the places bacteria might be found e.g. <i>toilets, unclean surfaces, dirty tissues, unclean skin and clothes</i>. Talk about the need to care for your appearance so that you look good and feel good about yourself when you meet other people.</p>	

	<ul style="list-style-type: none"> To know that bacteria and viruses can affect health and that following simple routines can reduce their spread. 	<p><u>Activity 2</u> Provide small groups of children with the following scenario ‘Heidi never has time to wash in the morning because she always gets up late. She only brushes her teeth if she is going out with her friends. Sometimes she sleeps in her clothes if she is too tired to get ready for bed. She uses gel and hairspray on her hair and sometimes she forgets to wash it. She often forgets to put her clothes out to be washed.’ Ask the groups to think about how people might react to Heidi and discuss what advice they would like to give her. Ask the groups to share their opinions with another group and note similarities and differences. Repeat this activity with a similar scenario involving a boy.</p> <p><u>Activity 3</u> Ask the children in pairs to list all the different ways they are able to keep themselves clean. Use two different colours and highlight aspects for which they are responsible in one colour and aspects of their personal hygiene for which an adult is responsible with another colour. Ask the children to compare their lists and look for similarities and differences. Discuss how these responsibilities will change as they become older. http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=289&id=2146</p>	<p>e-Bug resources www.e-bug.eu</p>
<p>Y4</p>	<p><u>Lesson three:</u> Liking and loving</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify feelings and understand how they affect behaviour. To deepen understanding of good and not so good feelings Explore what to do when friendships break down 	<p><u>Activity 1</u> Thought shower with children the things the love or say they love for example love my mum, I love chips, I love One direction etc. Think of as many as they can. Discuss what things they like or they love. What is the difference between liking and loving?</p> <p><u>Activity 2</u> Discuss as a class the different types of love <i>e.g. love for family, friends, pets, possessions.</i> Work in pairs to complete the sentence stem, ‘Love is...’ Encourage children to think about the kind of love that is all about caring for another person and wanting the best for them. Use these sentences to make a ‘Love is...’ class poem.</p> <p><u>Activity 3</u> How do you show someone that you like or love them? How do you know you are liked or loved? List. What happens when you fall out with someone you like or love? Can children give examples? How do you feel? How can you make amends? Give scenario cards to the children to discuss – what would they do? Where could you go for help? What happens when people you love let you down? How can you make yourself feel better?</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes (p. 123 -124)</p> <p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes (p. 113 – 115)</p>

<p>Y4</p>	<p>Lesson Four: Being assertive</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To have practised being assertive in different situations. • Be self-confident in a range of situations 	<p><u>Activity 1</u> What does being assertive mean? SEAL – ‘Good to be me’. https://www.tes.com/teaching-resource/what-is-being-assertive-6150815 Discuss characteristics of an assertive person. Make their own assertive character for the classroom identifying assertive characteristics. This character could be put into different situations to show how they would react. http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=2411</p> <p><u>Activity 2</u> Look at terms passive, aggressive and assertive. Give children scenarios to sort. Walk around the classroom in an aggressive way, passive way or assertive way. Watch out for assertive behaviour in the classroom and celebrate it. Discuss that assertiveness is not being bossy or unkind.</p>	<p>SEAL (Social and Emotional Aspects of Learning) National Strategies ‘Good to be me’ ‘Getting on and falling out’ ‘Changes’</p>
<p>Y4</p>	<p>Lesson Five: Standing up to persuaders</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To recognise the people we can trust. • To understand that people may try to persuade us to do things. • To think about how to say ‘no’ assertively. 	<p><u>Activity 1</u> Who are the people that influence us or tell us what to do? How do they influence us/ What language do they use? ? Draw and write activity – draw a persuader</p> <p><u>Activity 2</u> Do we always have to do what others say if we think it is a bad idea Where could we go for help? Who are the people we would trust and what do they do? Draw someone you trust on the middle of a circle and write why you trust them around the outside.</p> <p><u>Activity 2</u> Remind children about previous learning about risk. Outline some risky situations e.g. running over the metro line, going on a bike at night without lights, taking sweets from someone you do not know, going to someone’s house without telling your family. Discuss - who are the people who try to persuade us to do unsafe/risky things? What might they say? Put persuasive statements in speech bubbles. What can we do? What can we say? Put answers to the persuasive statements in different speech bubbles. Do not be a lemming: http://www.slideserve.com/duante/be-yourself-not-a-lemming</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes (p. 26+)</p> <p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes (p. 105)</p>

Key Stage 2: Year 5

	Learning Intentions and Outcomes	Activities	Suggested resources
	<ul style="list-style-type: none"> To think about how their behaviour effects others and how they can play a role in helping others even if this sometimes means telling a secret Understand that sometimes children are experiencing problems at home that they find difficult to share with others. 	<p>Secrets and stories http://www.womensaid.org.uk/page.asp?section=00010001001400100004&sectionTitle=Education+Toolkit</p> <p>Links with lesson 5</p>	
Y5	<p>Lesson one: Puberty for boys and girls</p> <p>Learning Outcomes;</p> <ul style="list-style-type: none"> Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence. To know how their body will and emotions may change as they approach and move through puberty. Understand why girls and women have periods. Know and discuss how to manage periods 	<p><u>Activity 1 (class teacher)</u> Ask the children to think about all the ways that they have changed since they were babies. Ask them to draw and write about these changes organising their responses into different categories <i>e.g. appearance, personality and what they can do now that they could not do before</i>. Discuss which changes we can do something about and which we cannot. Discuss how children will be having their puberty talks and to think of any questions they have. http://kidshealth.org/kid/grow/body_stuff/puberty.html</p> <p>Mrs liddle to support these talks – puberty letter to go out to parents.</p> <p><u>Activity 2</u> Discuss ground rules and show children the question box. Discuss that they can add questions to the question box which staff may be able to answer. Discuss the idea of respect for one another.</p> <p>Explain that the process of changing and growing up from boys and girls to becoming men and women is called puberty. What do the children understand about this word? Children could work in groups and make a graffiti board of all the word that come into their heads when they think of the word 'Puberty'. Explain that puberty is a time when we start to experience strong and fluctuating feelings and this is a normal part of growing up. Hormones in our bodies influence these feeling and the changes that occur to our bodies during puberty.</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes (p181-185)</p> <p>Childline.org.uk</p> <p>See Childline: 'Top 6 Puberty myths'</p>

	<ul style="list-style-type: none">• Understand that boys may have wet dreams	<p>In small groups give children a large piece of paper and ask them to identify and list physical and emotional changes that they think happen during puberty. Can they list them under the categories of boys, girls or both? Give children the laminated cards. Can they sort them into boys, girls or both changes? Look at puberty powerpoint and discuss.</p> <p>watch puberty video. (if we can get it!)</p> <p>Discuss girls starting their periods and discuss this is their body getting ready to have a baby. If the egg is not fertilised then the girl will have a “period” when the egg comes away ready for a new one. Discuss how the girls will be going out with Mrs Smith to discuss this in more detail. Discuss how it is important that boys know about this as girls can become quite sensitive. Mrs Smith to take out girls and discuss in more detail. http://www.nhs.uk/Livewell/menstrualcycle/Pages/Whatisthemenstrualcycle.aspx look at tampons and pads as well. Look at period flow chart, social story and give children information to take home.</p> <p>Mrs Liddle to stay with boys and look at wet dreams on power point. https://www.childline.org.uk/videos/pages/puberty.aspx http://kidshealth.org/kid/grow/</p> <p>come back together and allow children to ask questions or put questions in the box. Do puberty quiz. Discuss how we will arrange a follow up session to deal with any questions.</p> <p>Give out some information for children to take home.</p>	
--	--	--	--

<p>Y5</p>	<p>Lesson Two: Puberty and Hygiene</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Explain how to stay clean during puberty. • To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. 	<p><u>Activity 1</u> In groups ask the children to look at a range of items that have something to do with hygiene <i>e.g. detergents, razor, toothbrush, spot cream, sanitary towel, shampoo</i>. Ask the children to discuss what you have given them and record their opinions under the following headings ‘What is it?’ ‘What is it used for?’ ‘Is it for male or female use or both?’ ‘Is it for children or adults or both?’ ‘Is it important to use or not?’ As a class discuss each item and gather feedback from each group</p> <p><u>Activity 2</u> Discuss the need for keeping clean even more during puberty. Draw an outline of a body and draw on the parts that need to be kept clean and how to do this. Remind children about vocabulary used and that words used by families for body parts in not wrong but in schools, doctors, hospitals and information books ‘biological’ language should be used.</p> <p>Selected children share ideas and discuss.</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes (p.177 -196)</p>
<p>Y5</p>	<p>Lesson three: Building Good Relationships</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To be aware of different types of relationship, including those between acquaintances, friends, relatives and families • To recognise what constitutes a positive, healthy relationship. • To recognise a risky or negative relationship • To recognise ways in which a relationship can be unhealthy and who to talk to if they need support • To respect equality and diversity in a relationship 	<p><u>Activity 1</u> Ask children what the word ‘relationship’ means? What is a relationship? Who do we have relationships with? Are all relationships the same? As a class make a list of the people we know, do we have the same sort of relationship with them all? Are some relationships more special than others? Why? Who are the people we have a close relationship to? Children could list these individually and then share some ideas <i>e.g.</i> parents, family members, friends, best friends? What is a good relationship? How does it make you feel?</p> <p>Explore healthy and unhealthy relationships by thinking out what good friend does and does not do. Use a variety of scenarios and ask children to stand along a Yes / No continuum to indicate whether this is a good friend does <i>e.g.</i>: A good friend is..</p> <ul style="list-style-type: none"> • someone who shares their sweets with you • someone who doesn’t mind if you play with another friend sometimes • someone who tells you what to do all the time • someone who tries to persuade you to do things you don’t want to do • someone who shares what you have told them privately with others • someone you have fun with 	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p.265+)</p> <p>SEAL resource: ‘Relationship’ theme http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/node/65895?uc=force_uj</p>

	<ul style="list-style-type: none"> Begin to consider the similarities and differences between friendships and intimate relationships. 	<ul style="list-style-type: none"> someone who is kind to you someone who you feel safe with <p><u>Activity 2</u> Ask children to write a friendship problem anonymously to the 'Class Agony Aunt'. Collect up problems and share them out inviting children to give advice about how to deal with the problems. Alternatively, teacher could provide some prepared problems and ask groups of children to offer advice.</p> <p><u>Activity 3</u> In circle time, ask the children to complete the sentence stem, 'Love is...' As a class, ask the children if they know what love is and talk about the many different types of love we feel for special people e.g. <i>family members, friends, pets, role models, girlfriends and boyfriends</i>. In pairs or groups, ask the children to write a poem called 'Love is...' which conveys all the different types of love people have for others and how love is given and shown. Encourage the children to share their poems with others.</p> <p>Discuss the idea of relationships in terms of boyfriends and girlfriends. What does it mean to fancy someone? How does this make you feel? Remind children about what a healthy relationship involves? – trust, kindness, respect, patience. Invite children to list more ideas.</p> <p>How will your relationships change as you get older? – Discuss ideas</p>	<p>See p.271 of Health for Life 8-11, for dealing with 'How can I cope with being left out'.</p> <p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p.290 - 291)</p>
Y5	<p><u>Lesson four: Keeping Safe in relationships</u></p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> To know how to respond to risky or negative relationships To recognise their increasing independence brings increased responsibility to keep themselves and others 	<p><u>Activity 1</u> Discuss keeping safe and what that means. How do we feel when we are safe? Discuss ideas as a class? Where do we feel safest? Why?</p> <p>Who are the people we feel safe with? Ask children to make a list of the people they feel safe with. Discuss why we feel safe with these people? As a class compile a list of the characteristics of someone we feel safe with, someone we trust? Why do we trust these people? Can we trust everyone? What do we do if someone we trust lets us down? Think of examples when this might happen e.g. your best friend forgets to meet you at the park, your friend shares something you have told them in confidence, your sister says gets cross and calls you names, your brother laughs when you get 3 out of 10 in a spelling test. What can you do? Who can we tell?</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p255 – 260) See p.159 for 'In what ways can people be dangerous'</p> <p>NSPCC resources: What to teach kids about strangers: http://www.ncpc.org/topics/violent-crime-and-personal-</p>

	<p>safe</p> <ul style="list-style-type: none"> • Know and understand about keeping themselves safe when involved with risky activities • To understand the concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. 	<p><u>Activity 2</u> Begin to focus on trust in relationships with particular consideration to understanding secrets that should and should not be kept. Ask children what 'keeping a secret means'. What sort of secrets might we keep? Should we always keep secrets? When should we tell someone about a secret? Provide children with a selection of secrets and in pairs / small groups ask them to sort them into secrets they should keep and secrets they should tell someone e.g.:</p> <ul style="list-style-type: none"> • A surprise birthday party for mum • A leaving card for someone in your class • Your friend has told you they fancy someone in your class • A friend tells you someone is hurting them at home • Your friend is being bullied • Someone is asking you to do things you do not want to do and tells you not to tell • You saw your brother hit his girlfriend • An older friend gives you a present for telling a lie • A friend tells you they have made friends with someone line and are going to meet them at the park <p>Discuss what to do about the secret you think you should tell someone about. Who can you tell? If someone asked you to keep a secret you felt was not a safe one who would you go to for help? Can we always trust adults?</p>	<p>safety/strangers</p>
--	---	---	---

Key Stage 2: Year 6

	Learning Intentions and Outcomes	Activities	Suggested resources
	<ul style="list-style-type: none"> • To think about some of the assumptions underlying stereotypical views of male and female behaviour and how these stereotypes affect them and their own reactions • To understand that their actions 	<p>Expect Respect: Court room game</p> <p>http://www.womensaid.org.uk/page.asp?section=00010001001400100004&sectionTitle=Education+Toolkit</p>	<p>SEAL: Relationships theme</p>

	effect themselves and others		
	<p>Lesson one: Building good relationships</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • To develop and maintain a variety of healthy relationships • To recognise that relationships can be unhealthy and who to go to for support • To understand that everyone has human rights and children have their own special rights set out in the United Nations Declaration of the Rights of the Child. 	<p><u>Activity 1</u> Remind children about what they have learned about health and unhealthy friendships / relationships. Working in small groups, ask children to list examples of healthy and unhealthy relationships. Alternatively provide children with a list of examples of behaviours and ask them to sort them into whether this what people do in a healthy relationship or not e.g. (children might think of their own)</p> <ul style="list-style-type: none"> • Call your boyfriend names • Tell your girlfriend she looks nice • Go out to the pictures • Stop your girlfriend seeing her friends • Check your boyfriends phone • Buy your boyfriend some tickets to go to the football • Comfort your girlfriend when she is upset • Make a meal for your girlfriend • Make fun of your boyfriend in front of his friends? <p><u>Activity 2</u> Bill of rights – this activity could link to learning about the rights of the child Give each child a scroll. On this they must right what they have the ‘right’ to in a relationship / friendship. They can design and decorate their scroll but must work on the content first e.g. ‘I have the right to be listened to’, ‘I have the right to feel safe’, ‘I have the right to be treated with kindness’. Children can share their ideas and present their ‘rights’. Scrolls can be displayed. Explain / discuss with that with rights come responsibility and the right to respect means they have a responsibility to treat others with respect. How do we treat others with respect? – Make a class charter.</p> <p><u>Possible Activity 3 – (Based on the needs of the children, prior learning and following SRE policy and guidance)</u> Learning about the Rights of the Child can provide an opportunity to discuss that some people do not adhere to these rights. There are some cultural practices that go against British law and universal human rights such as Forced Marriage, Female Genital Mutilation or adults touching children when they do not want to be touched or harming them. Remind children that there are lots of people who can help if they are worried or feel hurt. What organisations have they heard of? Is the Childline number displayed in school?</p>	<p>UNICEF http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</p> <p>SEAL: Getting on and falling out theme</p> <p>Childline.org.uk http://www.childline.org.uk/Pages/Home.aspx?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_E_BND_Grant_Childline_Pure_Brand&utm_term=childline&qclid=COzPhoOv2MgCFSP4wgodwYclUQ&qclsrc=aw.ds</p>

Y6	<p><u>Lesson two:</u> Puberty and Reproduction</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence. 	<p><u>Activity 1</u> Revisit discussion about how we change as we get older physically and emotionally. Ask children to draw a teenager who is going through puberty. Invite the children to write around the figure all of the changes that might be taking place. This could also be arranged in small groups. Recap on learning from Y5 and explain that puberty happens as we change from a child to an adult.</p> <p><u>Activity 2</u> Discuss what adults can do that is different to children e.g. work, drive, travel, get married, have children, have a family. Ask the children what they are looking forward to doing when they are an adult? When adults love each other they want to be together and might get married or have a civil partnership. They might want to have their own family. Ask children draw or write down how they think babies are made in preparation for next activity.</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p. 282)</p> <p>Key Stage 2 Lesson plans, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez & Vanessa Cooper, NCB, 2006 p.108-110</p>
	<p><u>Lesson three:</u> Conception and pregnancy</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> To know about the facts of the human lifecycle, including how babies are made. Identify some of the skills and qualities needed to be a parent and carer Recognise that both men and women can take on these roles and responsibilities 	<p><u>Activity 1 –</u> Build on prior learning discussions about puberty, body changes and growing up. In groups, ask the children to sequence a set of cards describing how a woman becomes pregnant. The cards will include stages such as sexual intercourse, sperm travelling to the womb and the woman’s egg and the man’s sperm fusing together to form a new cell. Discuss each stage of the sequence with the children. In groups ask them to sequence a set of pictures which show how the fertilised egg develops into a foetus and then a baby. http://www.bbc.co.uk/bitesize/ks3/science/organisms_behaviour_health/reproduction/revision/5/</p> <p>Once the sequence is complete invite children to ask questions using a question box if preferred.</p> <p><u>Activity 2</u> Revisit how we change as we grow up and consider caring for a baby. What does a baby need? Who looks after babies? Is it easy to look after a baby? What skills and qualities does a parent need? List ideas. What did your parents have to do for you when you were a baby? What can you do for yourself now?</p>	<p>Living and Growing, Unit 2, Programme 5, How Babies are Made, DVD from Channel 4 Learning.</p>

<p>Y6</p>	<p>Lesson four:</p> <p>Difference and diversity</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity Considered why being different can provoke bullying and why this is unacceptable To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours and prejudice based language 	<p>Links to and can follow on from Expect Respect lesson.</p> <p><u>Activity 1</u> 'No Outsiders' Read the following quote by Desmond Tutu to the class: 'Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality.' Archbishop Desmond Tutu, February 2004. Discuss what it means to be an 'outsider'. With pupils seated in a circle, start the session with a 'no outsiders circle', asking pupils to consider the person next to them and say "[name] is special because..." moving around the circle until everyone has been included. Briefly discuss if this helps everyone to feel included, and explore whether anyone has felt like an insider or outsider over the past week. What can we do to help?</p> <p><u>Activity 2:</u> 'Diversity' Write the word 'diversity' on the board. Ask pupils to offer suggestions as to what it means, (i.e. difference), and make a list of the ways in which we are different, within this class and also more generally. Discuss whether those are positive differences or whether they can be negative differences at times. Is it the difference that is positive or negative, or people's reaction to it? Discussion Points: In what ways are human beings different? The same? How does it feel when we're the same as others? (e.g. a sense of belonging, safety, included?) How does it feel when we're different to others? Can you think of a time when you felt very different to others? Remember prior learning about respect and healthy relationships. Using a Yes / No continuum ask children if it is ok ...</p> <ul style="list-style-type: none"> To call someone a name because they have a different colour skin To leave someone out because they spoiled your To tease someone because they support a different football team To borrow someone's pens without asking To live with two Mums For a woman to join the army For a man to be a nurse To call someone gay <p>Give time to discuss children's opinions and encourage children to challenge views that demonstrate prejudice</p> <p><u>Activity 3</u> Show 2 party bags, one full of the same things and one full of a variety of things. Discuss which would be the preferred party bag. Encourage children to see that</p>	<p>All Together: Promoting diversity and equality in the Primary classroom. Cardiff against Bullying: https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf</p> <p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p271)</p> <p>SEAL: Say No to Bullying theme; Getting on and Falling out theme and Relationships theme.</p>
-----------	---	--	--

		<p>life is much more fulfilling, interesting when we are different and how different life would be if we were all the same.</p>	
<p>Y6</p>	<p><u>Lesson five: Keeping safe</u></p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • To manage risk to physical and emotional health and wellbeing • How to recognise risky or negative relationships and ask for help • To recognise and manage dares • To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. 	<p><u>Activity 1</u></p> <p>Ask children to recall what they have learned about keeping safe. What are the dangers we need to keep safe from? How do we keep safe? Recognise that we all see risk different. Carry out a Yes/ No continuum using the stem it 'Is it a risky to...' (Alternatively use it is safe to..)</p> <ul style="list-style-type: none"> • Walk to the shops on your own • Go to a party with an teenager that you have met in the park • Jump off the pier • Play football • Go swimming in the sea • Try an alcoholic drink given to you by a friend • Play football • Tell your friend your password • Arrange to meet somebody you have met online • Run across the metro line • Talk to someone you do not know <p>Discuss why these activities are risky / not risky, safe / unsafe. Discuss how some people see risk differently such as the age children are allowed to go on the bus on their own, walk home from school, cook etc. Some activities would always be risky.</p> <p><u>Activity 2</u></p> <p>Discuss relationships as we get older. How do relationships with boyfriends and girlfriends change as we get older?</p> <p>Discuss how people could try them persuade them to do things. Write examples on different pieces of flip chart paper e.g.</p>	<p><i>Key Stage 2 Lesson plans, Laying the Foundations: Sex and Relationships Education in Primary Schools, Anna Martinez & Vanessa Cooper, NCB, 2006 (p.91/92)</i></p> <p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p.258-259)</p>

- Someone tried to persuade them to go home with them without telling anyone first.
- Someone wanted them to keep a secret
- They had to sniff or taste a secret powder before they could become a member of the gang
- Someone they didn't know asked them to help them look for a lost pet
- An older person asks them to send a photograph in their underwear
- Boyfriend or girlfriend wants to put their arm around you all the time

Put children into groups. Give a scenario to each group and ask them to explain what they would do in this situation, give 5 minutes. Carousel scenarios around each group inviting children to add anything to the solutions that is helpful. Discuss scenarios and debate solutions. How would these situations make you feel? How could we be assertive in these situations? Who could we go to for help?

Activity 3

Using persuading scenarios above invite children to role play these situations to the rest of the class. One child can be the persuader and another child must resist being persuaded. Children could write their own scenarios to act out. Consider persuasive language that can be used e.g. please, I'll be your friend if, you would be really helping if.. How does it feel to say 'no'. (This lesson links to drug, alcohol and tobacco scheme)

As we get older who is responsible for keeping up safe?

Child sexual exploitation/grooming resources including video and workbook (can be linked with puberty lesson and go on puberty lesson)
use Alright Charlie from Brake Education to reinforce this learning.

<http://www.mesmac.co.uk/projects/blast/for-professionals/resources>

Health for Life 8-11

Noreen Wetton and Trefor Williams; Nelson Thornes publication (p26 -28; 221+)

See p.243 for 'Who is responsible for keeping me safe wherever I am?'

	<p><u>Lesson six:</u> Changes</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • To learn about change including transitions, loss, separation, divorce and bereavement • To recognise that increased independence brings increased responsibility 	<p>Social and emotional aspects of learning Changes theme Year 6 materials</p> <p>http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/nod/e/87009</p>	<p>Health for Life 8-11 Noreen Wetton and Trefor Williams; Nelson Thornes publication (p.283 How are we changing?)</p>
--	--	---	---