Sex and Relationships
Education Scheme of Work
For The Early Years Foundation Stage, Key Stage 1 and Key Stage 2
Revised edition

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SRE Scheme of Work

With thanks to all schools and colleagues who have commented on this scheme of work and supported its revision.
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PART ONE

Background and context
What does good Sex and Relationships Education (SRE) look like?

“Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.” (SRE for the 21st Century, the PSHE Association, 2014)

In its guidance, published in 2000, the DfE set out three elements that are central to effective SRE:

**Attitudes and Values**

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making.

**Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse.

**Knowledge and Understanding**

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy.
The case for delivering SRE and PSHE in primary schools

There is strong evidence that effective SRE allows children to develop important skills and knowledge that will equip them for life in the 21st Century. In the 2015 report “Life Lessons: PSHE and SRE in Schools” the Government’s Education Committee noted that:

- The National Survey of Sexual Attitudes and Lifestyles (Natsal) indicates that in 2012 the proportion of young people citing school lessons as their main source of information on sexual matters was 39%. Young people who receive sex education at school are more likely to delay starting sexual activity.

- In 2009 UNESCO published research that drew on 87 studies from a range of countries. This research indicated that “sexuality education can lead to later and more responsible sexual behaviour”.

- There is no evidence that SRE hastens children’s first experience of sexual activity.

- 74% of respondents to the Health Behaviour in School-Aged Children survey in 2014 felt that PSHE classes helped them to look after their own health, and improved their skills and abilities to consider the importance of their own health.

- Ofsted’s 2013 report on PSHE noted that there was a close correlation between overall effectiveness grades awarded to schools and their grade for PSHE.

- Ofsted has also highlighted that high-quality SRE is crucial to effective safeguarding, as it helps children recognise when they are being abused or exploited, and gives them the confidence to seek help. This is particularly important when helping pupils to safely negotiate the online world, with issues such as “sexting” and cyber bullying being areas of high risk for children.

Other research, such as the Girls’ Attitudes Survey carried out by Girl Guiding UK in 2016, indicates that relationships between the genders are being affected by online material such as pornography, with 75% of girls aged 11-21 feeling that girls are judged harshly for sexual behaviours seen as acceptable in boys, and 68% feeling that pornography influences the way women are portrayed in advertising and the media. SRE in primary schools gives children early education on concepts of consent, respect and dignity, allowing both genders to develop better emotional literacy and empathy.

In the digital age, children need a strong understanding of their personal rights and boundaries, particularly as a protective measure against online child sex offenders. The 2013 CEOP Threat Assessment estimates that around 1 000 children each year use its “Report Abuse” facility to notify the police of online exploitation and abuse by adults, with many other children putting themselves at risk through online behaviours such as sending nude images of themselves to strangers. Ofcom research indicates that children aged 5-15 spend around 13 hours a week online, making this aspect of their lives an area in which it is crucial that they receive effective education and guidance.

SRE is also an important strand when delivering the Cultural, Spiritual, Moral and Social elements of the curriculum, and in the promotion of British Values, particularly tolerance, the celebration of diversity, and a sense of personal beliefs and ethics.
The supporting framework for SRE

Although SRE is not statutory at primary level, there are strong legal and pedagogical obligations on schools to ensure its effective delivery.

The principal supporting framework consists of:

- The Statutory Framework for Early Years Foundation Stage
- The National Curriculum
- DfE Sex and Relationship Education guidance (2000)
- Supplementary guidance from the PSHE Association and Brook (2014, formally recognised by the DfE)
- Ofsted inspection framework and associated reports
- The Healthy Schools Awards Programme

The Statutory Framework for the Early Years Foundation Stage

This framework applies to schools and settings that offer education to children under the age of five. It places requirements on these settings to ensure that children are ready for school and that they develop the skills and attitudes that will best equip them for the future.

The framework considers three areas as being important for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are:

- communication and language - giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- physical development - providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food
- personal, social and emotional development - helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The framework sets out goals for children to meet in each of these areas:

- Communication and language - Listening and attention; Understanding; Speaking
- Physical development - Moving and handling; Health and self-care
- Personal, social and emotional development - Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships

The National Curriculum Key Stages 1 and 2

The National Curriculum (2013) programme of study for KS1 and 2 Science sets out the following requirements for learning that are relevant to SRE:

Year 1 statutory content

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 statutory content

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Non-statutory guidance: pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
Year 3 statutory content
• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Year 4 statutory content
No SRE-related topics.

Year 5 statutory content
• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
• describe the life process of reproduction in some plants and animals.
• describe the changes as humans develop to old age.

Non-statutory guidance: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals...they might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.

They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow ...pupils should draw a timeline to indicate stages in the growth and development of humans.

They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 statutory content
• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Notes on curriculum requirements
Before the publication of the new National Curriculum in 2013, the science programme of study included a requirement to name external body parts, including genitalia. However, the National Curriculum now only requires schools to “name the main body parts, and the senses they are associated with”. This therefore means that there is no legal requirement for schools to name genitalia. To avoid confusion, we recommend that the proper terminology for parts of the body is used from reception upwards. Explain to the children that it is fine to call their parts of the body by ‘home’ names when not in school, but to prevent misunderstanding and confusion during lessons and school, proper names must be used - for example, “penis” rather than “willy”. As well as ensuring scientific accuracy, this can be a safeguarding measure as it ensures that children are able to accurately describe anything inappropriate which they have experienced, and reduces the risk of disclosures being misunderstood by school staff.

Similarly, in the Year 5 programme of study for science, there are two issues to consider. One is that the wording of the National Curriculum now states that children should be taught that ‘animals, including humans, reproduce…’, which technically means that information relating specifically to human reproduction is now above requirements. We would encourage senior leaders within the school to discuss and decide on their approach before the delivery of these lessons.

Whilst there is no legal barrier to using photographs of body parts such as the ones described in this Scheme of Work, it is recommended that diagrams be used rather than actual photographs, as this will minimise the potential for parents and others to be opposed to the Scheme of Work being introduced.

Right to withdraw
Parents have a right to withdraw their child from any aspect of SRE that does not form part of the statutory National Curriculum. Schools should make parents aware of this right, and of the fact that they may not take their child out of statutory lessons.

Academies and Free Schools
Whilst Academies are not obliged to follow the National Curriculum, the DfE expects them to deliver a curriculum that is balanced and broadly based. They have a statutory duty to promote pupil wellbeing and must publish details of their curriculum, including PSHE and SRE. All schools should make provision for PSHE education, drawing on good practice, and are free to develop their own PSHE programme to reflect the needs of their pupils.
**DfE Sex and Relationship Education Guidance 2000**

This document is the main source of information on the delivery of the non-statutory elements of SRE. It states that:

“The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.

“All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

“Meeting these objectives will require a graduated, age-appropriate programme of sex and relationship education. Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one to-one basis or in small groups. Schools should set a framework for establishing what is appropriate and inappropriate in a whole-class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

“It is important that the transition year before moving to secondary schools supports pupils’ ongoing emotional and physical development effectively. As well as consulting parents more generally about the school’s overall policy, primary schools should consult with parents before the transition year about the detailed content of what will be taught. This process should include offering parents Sex and Relationship Education Guidance support in talking to their children about sex and relationship education and how to link this with what is being taught in school.

“Schools should have clear parameters on what children will be taught in the transition year before moving to secondary school. This should include: changes in the body related to puberty, such as periods and voice breaking; when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and how a baby is conceived and born.”

**Academies and independent schools** are not obliged to follow the National Curriculum. However, if they do not, they are still expected to show “due regard” to the 2000 guidance.

**Supplementary guidance 2014**

In 2014 the PSHE Association, Brook and the Sex Education Forum issued “Sex and Relationships Education for the 21st Century” which should be read in conjunction with the 2000 DfE guidance. It updates and supplements the 2000 document, covering the following new topics:

- Child sexual exploitation
- The role of academies and free schools
- Sexualisation
- Online safety, including self-generated indecent images (“sexting”)
- Violence in relationships
- The impact of pornography

These issues are reflected in this revised edition of the Scheme of Work.

**Ofsted**

In “Not Yet Good Enough - personal, social, health and economic education in schools” (2012) Ofsted published the findings of their review of PSHE and SRE. The report states:

“Sex and relationships education required improvement in over a third of schools, leaving some children and young people unprepared for the physical and emotional changes they will experience during puberty, and later when they grow up and form adult relationships. This is a particular concern because as recent research conducted by The Lucy Faithfull Foundation indicates, failure to provide high quality, age appropriate sex and relationships education may leave young people vulnerable to inappropriate sexual behaviours and exploitation, particularly if they are not taught the appropriate language, or have not developed the confidence to describe unwanted behaviours, do not know who to go to for help, or understand that sexual exploitation is wrong.”

The report recommends that schools be given support in accessing examples of good practice in all aspects of PSHE education.
Healthy Schools Awards Programme

Croydon actively encourages all schools in the Borough to take part in the Healthy Schools London initiative. Schools can achieve Bronze, Silver and Gold awards by working on four themes: Healthy Eating, Physical Activity, Emotional Health and Well-being, and PSHE, and by developing targeted responses to the needs of their own communities.

Other duties

In addition to the requirements of the National Curriculum, the Education Act and the Academies Act as noted above, other legislation imposes duties on schools which may influence the delivery and design of SRE:

The Special Educational Needs and Disability Act (2001) makes it unlawful for education providers to discriminate against disabled pupils, students and adult learners.

The 2015 SEND Code of Practice offers the following definitions:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Code of Practice goes on to state: “All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.” It is therefore clear that all pupils should have access to effective SRE that is tailored to their age and level of ability.

Schools can access support on all aspects of SEN from NASEN (www.nasen.org.uk)

Specialist resources for use in teaching SRE with children and young people who have SEN or disabilities are available from various suppliers, such as Body Sense (www.bodysense.org.uk)

The Equality Act 2010 replaced all previous equalities legislation, such as the Race Relations and Sex Discrimination Acts. The Department for Education produced guidance for schools in 2014 which states that: schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation…protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.”

GIRES (Gender Identity Research and Education Society) provides advice, guidance and resources to support transgender pupils and staff within schools: www.gires.org.uk

The Education Act 1996 and the Children Act 2004

The Education Act (1996) requires schools to prepare children and young people for the challenges, opportunities and responsibilities of adult life, and the Children Act (2004) imposes a duty on schools to promote their pupils’ wellbeing.

Faith, Values & SRE

All children from all faiths and cultures have an entitlement to SRE. Teaching SRE effectively means taking into account the faiths and cultures of the children in your school, and being sensitive to the range of different values and beliefs that co-exist within a multi-faith and multi-cultural society.

There are three underlying principles to be considered when planning and delivering SRE:

1) SRE must be relevant to the children, supporting them in learning about different faiths and cultures and be underpinned by values promoting equality and respect.
2) Valuing diversity and anti-discriminatory practice must be an integral part of the school’s ethos, therefore consulting and involving the school’s faith and cultural communities is essential.

3) Encourage understanding about SRE from faith communities and members of the wider community where they are encouraged to discuss their views and beliefs and feel involved with the process to develop their school’s SRE programme. See ‘Sex Education Forum Factsheet 29 – Faith, Values and Sex and Relationship Education’ www.sexeducationforum.org.uk/resources for further information.

The role of PSHE and its relationship to SRE

SRE is a statutory subject at secondary school (Key Stage 3 and 4). It is not statutory at primary level. However, the National Curriculum (published 2015) requires that “all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.” This was supported by the 2014 requirement for maintained schools to publish their curriculum; the DFE has specified that this should include the school’s delivery of PSHE.

Whilst Academy schools do not have to follow the National Curriculum, they are still subject to section 78 of the Education Act 2002 and the Academies Act 2010, which state that schools must provide a ‘balanced and broadly-based curriculum’ which promotes ‘the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life’. (PSHE Association, www.pshe-association.org.uk).

Effective PSHE delivers crucial support and skills to young people. The PSHE Association defines it as a “school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain.” PSHE may therefore cover such diverse topics as healthy eating, drug and alcohol use, resilience and self-esteem.

Although there is no obligation on primary schools to deliver SRE as a standalone subject, there are clear links to a statutory PSHE programme; for instance, a young person who has a strong sense of self-worth is likely to be able to resist peer pressure to engage in early sexual activity. Schools may therefore choose to incorporate a programme of SRE into their PSHE delivery, or they may prefer to deliver them as two discrete subjects. In either case, it will be important to acknowledge the connectivity between them and to ensure that the programmes complement each other to give students the greatest possible benefit.
PART TWO

Teaching and Learning Strategies for SRE
Planning to teach SRE

Agreements involving families

It is important to recognise that families may be anxious or concerned about the teaching of SRE. This may be for religious or cultural reasons, or it may be down to worries about the suitability of the lesson content.

Suggestions for successfully engaging parents and carers with SRE delivery include:

• informing families in plenty of time that the lessons are due to be delivered
• ensuring that they are given accurate information about the programme, what it contains, and how it will be taught
• inviting parents/carers into school to view any films or resources that may be used
• explaining the rationale behind the programme and its compliance with government policy
• welcoming questions and concerns from families, answering them honestly and openly
• making clear arrangements for consultation with families when renewing and reviewing the school’s SRE policy
• working in partnership with community or faith leaders
• reassuring parents/carers that teachers’ own beliefs will not influence their teaching of SRE
• encouraging parents and carers to join any parent/teacher association or similar at your school.

Appendix 1 contains sample letters that can be sent to parents and carers informing them of planned work around SRE. The letters may need to be adapted to best meet the needs of your school community.

Safeguarding

Teaching about consent, dignity and respect is a fundamental part of SRE. Children need to learn that they have a right to control their own body, and who can see or touch it. Some children may be vulnerable to abusive practices such as Female Genital Mutilation and they need to be given information and support; all children need to be told what to do if they are scared or worried.

Staff delivering SRE must be sensitive to potential safeguarding issues which may occur during lessons about human sex and reproduction. For example, there may be pupils in the class who have been victims of sexual abuse but who have not told anyone about their experience; alternatively, there may be children who have suffered abuse but only realise during the lesson that what has happened to them is wrong. Staff should therefore make sure that the class understands the nature of the lesson before it begins, so children are prepared. Teachers should also be familiar with their school’s safeguarding policy. It is good practice to alert the safeguarding lead when planning to deliver aspects of the SRE curriculum that deal with human sexual activity, so appropriate support can be ready both for staff and for any children affected by the lessons or their content.

Assessment

Schools that are members of the PSHE Association can access support and guidance on assessment at www.pshe-association.org.uk/curriculum-and-resources.
Group Agreements

At the start of every school year, it is helpful to develop a group agreement with the children in the class. Such an agreement sets out the expectations of both staff and pupils during SRE lessons. The group agreement must be refreshed and discussed before each SRE lesson, as this will help stop embarrassment, inappropriate and unintended disclosures and negative comments towards other pupils. The group agreement should support the broader class rules and the school’s code of conduct. For SRE, group agreements may need to have an extra statement added, for example, ‘always use the proper terminology.’ (See ‘Notes on Curriculum Requirements’ above).

**Suggested SRE Group Agreement**

- There is no such thing as a silly question
- It’s okay to say “pass” if you don’t want to answer a question
- We will use the correct words for parts of our bodies and the things our bodies can do
- We will treat each other and our teacher with respect
- If we are worried or upset about anything we learn, we can talk to our teacher after the lesson
- The teacher promises to listen to you all and to take you seriously
- Anything you say will be kept private, unless you say something that makes the teacher think you need help. If this happens they might need to tell another grown-up they trust so they can make sure you are safe
- Only one person will talk at a time, so we can all hear and learn from what is being said
- If anyone keeps on breaking this agreement, the consequences will be… [insert agreed sanction]
Learning Strategies for SRE

Classroom techniques

Suggested strategies for use in teaching SRE include:

- Agony Aunt/Uncle - Small groups that take on the role of an agony aunt or uncle, and decide on their response to an imaginary problem or letter.
- Brainstorm - Children offer suggestions about an idea or concept. All suggestions are recorded without challenge or discussion. The results can then be used to assess children’s knowledge and to challenge myths or misunderstandings.
- Buzz Group – children are placed in small groups of 3-4 then asked to discuss a scenario or dilemma for a short time. Each group then feeds their ideas back to the class.
- Circle Time - A mechanism for structured discussion, where all learners sit in a circle to discuss feelings, emotions and learning. For more information see www.circle-time.co.uk
- Continuum - An imaginary line is drawn down the classroom. One end represents ‘agree’ and the other represents ‘disagree’. Statements relating to a specific area are read out and children have to stand at a point that indicates whether they agree or disagree. They can then discuss their decision.
- Diamond 9 - small groups are given 9 cards, each with a statement relating to a particular discussion. Each group arranges their cards in order of importance in a diamond shape.
- Draw and write - pupils are asked to draw and write in response to a specific question.
- Mind mapping - write an issue or problem in the middle of a page. Lines then branch out from the centre to connect new ideas with the main themes.
- Posters/Collage - a way of illustrating a theme or a topic, using drawing or IT.
- Question Box - a way of encouraging children to ask questions about difficult topics anonymously. A sealed box with a letter slit is placed where children can easily access it. Children ‘post’ their questions, which teachers can then answer in class.
- Role Play (includes toys/puppets) - pupils/toys take on the role of another person and act out a scenario in that character.
- Rounds- all pupils are invited to express a view or opinion about a particular situation, usually at the end or the beginning of a session.
- Scenarios- children discuss the possible consequences that could befall characters in the scenario, according to characters’ choices. They then discuss how things could have gone differently.
- Snowballing- pupils work alone for a few minutes, listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their views and so on.
- Syndicates - a type of role play where pupils are in specific groups and allocated specific opinions or views. The group then has to enter negotiations with another group, putting forward and arguing for their given views.
- Time lines- children mark different things on a line that reflect the topic, for instance things they could do at different times of their life.
- Triad - a pupil engages in an activity with another pupil, while a third observes. The observer then gives feedback.
- Use of literature -a variety of literature is used to help children to identify with situations, deal with sensitive issues. Books also help children to develop their emotional vocabulary.
- Use of photographs and pictures- photographs from magazines or other media sources are used to give visual illustrations around body language, emotions, and stereotyping. Storylines from popular TV programmes or well-known books and films can also be used to spark discussion.
Resources

There are many resources that can be used to support a sex and relationship education programme. These include leaflets, books, DVDs, resource packs, and external agencies - for example, School Nurses.

Before using a resource, staff should check with their PSHE Coordinator, who will ensure that it is appropriate and meets the requirements of relevant school policies.

This section lists some DVDs and websites that may be helpful, but these will need to be assessed by your PSHE coordinator before use; teachers may also have to arrange with their ICT co-ordinator to remove school filters before downloading resources.

The following resources may support the delivery of this SoW. They are suitable for all age groups except where stated, although teachers are advised to check before using a resource for the first time to ensure it is suitable for that particular class.

Books – all available from online retailers except where stated

The “Your Emotions” series (I feel angry/jealous/worried/frightened), plus “It’s Not Fair” and “I’ll Do It” by Brian Moses.

“Owl Babies” by Martin Waddell – baby owls wait in the dark for their mother to come home, in a story exploring ideas of independence, family and safety.

“Is it Time?” by Marilyn Janovitz - daddy wolf helps his cub get ready for bedtime, making sure he brushes his fur and cleans his fangs.

“This is Our House” by Michael Rosen – George won’t let the other children play in the cardboard house, but learns that things are much more fun when we share.

“Wheels” by Shirley Hughes (from Tales from Trotter Street) – two little boys each want a bicycle. Their friendship is tested when only one of them is able to get a bike, but a close family makes everything happy again.

“The Rainbow Fish” by Marcus Pfister – the beautiful fish learns about sharing, friends and politeness.

“Princess Smartypants” and “Prince Cinders” by Babette Cole – twists on the traditional fairy stories that challenge male and female gender stereotypes, and introduce the idea of developing independence.

“Titch” and “You’ll Soon Grow into Them, Titch!” by Pat Hutchins – Titch is the youngest and smallest in the family, who inherits outgrown clothes until the day his mum says he can have something new.

“Grace and Family” by Mary Hoffman and Caroline Binch (see also “Amazing Grace” and “Princess Grace” by the same authors) – Grace is of Afro-Caribbean heritage. She learns about how to overcome prejudice, adapt to her new family, and discovers that princesses can all be different.

“Is your mama a llama?” by Deborah Guarino – the little llama learns that different animals have different mothers, but all are loved.

“Monkey Puzzle” by Julia Donaldson – the young monkey can’t find his mummy. A butterfly tries to help but keeps taking him to the wrong animal until they finally find the monkey’s daddy who takes him safely home.

“Giraffes Can’t Dance” by Giles Andreae – Gerald longs to join in the annual Jungle Dance but can’t move like the other animals. This makes him sad until he realises that he just needs different music. A book about confidence and diversity.

“I Don’t Want to Wash my Hands!” by Tony Ross – the Little Princess loves getting dirty but needs to learn why getting clean again is important.

“Dirty Bertie” and “Pooh! Is that You, Bertie?” by David Roberts – Bertie has a lot of rude habits (including picking his nose and making smells) which his family don’t like. The stories introduce the idea that whilst something may be funny, it might not be polite or hygienic.

“The Smelly Book” by Babette Cole – a rhyming story about all things that smell terrible.

“Mummy Laid an Egg!” by Babette Cole – two children tell mummy and daddy where babies really come from.
Resources

“Let’s Talk about Where Babies Come From” by Robbie Harris and Michael Emberley – a bird and a bee lead the reader through cartoons about love, babies, genes and families.

“Tell Me Again about the Night I Was Born” by Jamie Lee Curtis – a little girl asks her adoptive parents to tell her again about the night their dreams of having a family came true.

“And Tango Makes Three” by Peter Parnell and Justin Richardson – two male penguins are given an egg to hatch. Based on a true story about Roy and Silo, penguins in New York, who successfully hatched and nurtured a chick.

“Brandon’s So Bossy” by Judith Heneghan – Brandon is a bossy dragon who annoys his friends. How can he learn better social skills?

“I Want a Friend” by Tony Ross – the Little Princess learns how to make new friends when she starts school.

“Digi Duck’s Big Decision” from ChildNet International– DigiDuck gets a funny, but unkind, photo of one of his friends. Should he share it online, or will Wise Owl help him make a better choice? Introduces children to some basic online safety messages about friendship and dignity. http://www.childnet.com/resources/digiducks-big-decision

“Are you Sad, Little Bear?” by Rachel Rivett – a little bear whose granny has died learns about loss and hope from the other animals and birds.

“The Lion Inside” by Rachel Bright – the mouse feels ignored and forgotten because he is little and quiet, so he asks the confident, popular lion to help him learn to roar. To his surprise he discovers that the bold lion is actually scared of tiny mice, and an unlikely friendship develops.

“Bugs” by Sam McBratney explains the beneficial role of micro-organisms.

“But Martin!” by June Counsel – Martin is a Martian who joins some children for a very unusual first day back at school.

“Calm Down, Boris!” – Boris is an exuberant monster, whose enthusiasm sometimes gets the better of him. The book incorporates a glove puppet that helps enact the story and shows how controlling ourselves means we can still have fun.

“Chicken Clicking” by Jeanne Willis and Tony Ross – a silly chick uses the internet to buy things for herself and her friends, but gets into trouble when she uses the computer to try to make a new friend. Introduces ideas of friendship and responsibility online, as well as teaching the basic safety message of not speaking to strangers on the internet.

“The Panicosaurus” by K I Al-Ghani – suitable for all children but particularly relevant to those on the autistic spectrum, this book tells how Mabel overcomes her anxieties and defeats the Panicosaurus, with a bit of help from the Smartosaurus.

“The Huge Bag of Worries” by Virginia Ironside – Jenny is worried about lots of things and her anxieties follow her around. She doesn’t want to bother anyone else because they all look worried too, until her granny notices the problem and steps in to help.

“Have You Filled a Bucket Today?” by Carol McCloud – we can put our good feelings and happy memories in an invisible bucket, so we can get them out when we need to cheer ourselves up. We can help fill other people’s buckets too, but if we are unkind we take out some of their good feelings. A useful resource for encouraging children to think of how they affect other people.

“Hair in Funny Places” by Babette Cole - Mr and Mrs Hormone explain just what they are getting up to in our bodies as we begin puberty.

“Dogger” by Shirley Hughes- Dave is devastated when he loses Dogger, his favourite toy, but his big sister unselfishly (and unexpectedly) saves the day. A beautiful story about love, loss and kindness.

“Why do I have to?” by Laurie Leventhal-Belfer – a longer book (80 pages) for children who find themselves frustrated by everyday rules. Particularly helpful for those children who have autism or Asperger’s Syndrome.

“When Dinosaurs Die” by Laurie Krasny Brown – an honest book about how and why we die, including issues of suicide and loss in war.

“Grossology” by Sylvia Branzei – explores body odour, flatulence and ear wax, in an explanation about how our bodies work and why they need to do things we may not like.
Other resources

All phases

The Sex Education Forum website offers full guidance on all aspects of curriculum design – www.sexeducationforum.org.uk (see “resources”)

BBC Bitesize – website offering film clips, animations and learner guides on all national curriculum subjects including PSHE - www.bbc.co.uk/education

Learn Together Cambridge – offers for sale various PSHE curriculum services and training www.cambridgeshire.gov.uk/learntogether

Teaching and Learning About HIV – A resource for Key stages 1-4 by Simon Blake and Paula Power – available at www.ncb.org.uk/hiv/resources-for-professionals/teaching-learning-about-hiv

Advice and support on Female Genital Mutilation - http://forwarduk.org.uk/what-we-do/at-risk-of-fgm/

Internet safety (with a strong SRE component) – www.thinkuknow.co.uk from the CEOP Command of the National Crime Agency; also pages for parents/carers and teachers. Teachers can sign up to download free resources.

Primary-specific resources

NSPCC Pants - Helping children understand about privacy and consent – www.nspcc.org.uk

Big Talk Education – “Growing Up Safe” cards, dealing with issues such as inappropriate touching, internet safety, grooming and sexual bullying www.bigtalkeducation.co.uk/resources-for-primaries.html
SRE in the Early Years Foundation Stage

The Early Years Foundation Stage requires settings to work on 7 areas of learning and development, of which the main three are communication and language, physical development, and personal and emotional development. The grid gives examples of how SRE can be linked to the three main areas:

<table>
<thead>
<tr>
<th>Communication and language development</th>
<th>Physical development</th>
<th>Personal, social and emotional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving children opportunities to experience a rich language environment – to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</td>
<td>Providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement; understanding the importance of physical activity, and how to make healthy choices in relation to food.</td>
<td>Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.</td>
</tr>
<tr>
<td>Emotional vocabulary; sad, angry, happy, worried, confused, surprised, excited</td>
<td>To appreciate and value their body, its capabilities and uniqueness</td>
<td>To recognise some feelings and give them a name</td>
</tr>
<tr>
<td>Accurate vocabulary for parts of the body</td>
<td>To understand why hygiene is important</td>
<td>To recognise that our behaviour affects other people, especially when we are angry</td>
</tr>
<tr>
<td>Accurate vocabulary for hygiene routines and equipment – flannel, shower, toothpaste</td>
<td>Looking after ourselves, including washing, getting dressed and using the toilet independently</td>
<td>Recognising how feelings can influence friendships</td>
</tr>
<tr>
<td>Understanding how to ask for help</td>
<td>Understanding which parts of our body are private</td>
<td>Identify and name people who are special in their lives</td>
</tr>
</tbody>
</table>

Assessment at the Early Years Foundation Stage

In the final year of the EYFS, settings must make a judgement for each pupil, for each early learning goal, on whether the pupil’s learning and development is best described by the level of development expected at the end of the EYFS (expected), not yet at the level of development expected at the end of the EYFS (emerging), or beyond the level of development expected at the end of the EYFS (exceeding). For full guidance on assessing learning in the EYFS see https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook
The next section of this Scheme of Work contains a number of suggested general learning activities. These can be adapted for use with any age group, according to teachers’ assessment of ability and understanding. For example, session 3 on body awareness is suitable for years 5 and 6 who are likely to be starting puberty, but it could also be used with groups of children whose physical development has started earlier.

The activities do not have to be delivered in any particular order and teachers do not have to include every step when delivering sessions. However, we strongly recommend that schools ensure that both the plenary and debriefing activity take place. The plenary is intended to reinforce learning, whilst the debriefing creates a boundary that allows children to process what may have been a sensitive or challenging lesson, before they move on to the next part of their day. Suggested debriefing activities are shown at the end of each topic, although teachers may wish to design others for use if the topic is delivered over an extended period of time.

### General learning activities:

<table>
<thead>
<tr>
<th>Session</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emotional literacy – naming feelings</td>
</tr>
<tr>
<td>2</td>
<td>Trust and help</td>
</tr>
<tr>
<td>3</td>
<td>Body awareness</td>
</tr>
<tr>
<td>4</td>
<td>Hygiene</td>
</tr>
</tbody>
</table>

### Topic-based activities:

- Myself and others
- Body parts
- Family
- Friendships
- Choices

The topics and learning activities throughout Part 2 are those from earlier editions of the Scheme of Work, and are based on previous National Curriculum content. The topics have been retained as they still offer a broad framework that meets all current requirements for SRE, Science, SMSC and British Values; retaining them also minimises disruption to schools who may already possess suitable resources. However they have been updated to reflect changes such as the need for schools to ensure they are delivering effective online safety education.
Session 1: Emotional Literacy

Learning intention:
• To recognise and name key feelings.
• To recognise that our behaviour affects other people, especially when we are angry.

Learning Outcomes:
• 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.

Preparation and Resources:
• Before the session, prepare up to 10 items for the children to touch, taste or smell, and place each item in a different bag representing the different senses. For example: touch – cotton wool, tinsel, loose dry rice, scouring pad, teddy bear; smell – yeast extract, pot pourri, ground coffee, cloves; taste - items that do not require cold storage such as small pieces of dry cracker, sultanas, small pieces of marshmallow, slices of spring onion (NB check that none of the children has an allergy to any of the substances).
• Images showing various facial expressions associated with common feelings – eg scowling, crying, laughing. Examples are shown in Appendix 2.
• A short story in which one or more characters experiences a strong emotion. A suggested resource is “I Feel Angry” by Brain Moses and Mike Gordon.
Teacher Introduction:

Who knows what the first word they ever said was? We probably can’t remember but our mums or another grown up might have told us. My first word was…

Before we learn to talk, when we are babies, we just make noises. When we are about a year old we might say our first word. Then we quickly learn to say many more. By the time we are six, we know nearly 3 000 words. Some people even know different languages! This means we can talk about lots of different things.

(If any of the children are bi-lingual, ask them to name a familiar object in their second language (eg “garcon” for “boy”) to illustrate the way words are used to represent things or concepts).

The words we use to describe things help everyone to understand what we mean. This can be really useful when we need to talk about things nobody can see.

Ask children if they can think of anything they can’t see but which they might want to describe – for instance, how a particular food smells, how something tastes, or what a fabric feels like.

Explain that some of the things we need to be able to describe are our feelings. Feelings have their own names too. The more feelings you can describe, the more you can understand your feelings and tell other people about them.

When you know the right word for a feeling, you can talk to other people about it and you can think about it yourself.

If we are able to think and talk about our feelings, we can then make better choices about our behaviour, or we can make sure we get the right help when we need it.

Activity 1:

As a class explore what the word ‘feelings’ means. On the whiteboard or flip chart write down what the children say. Agree a suitable definition based on the children’s ideas.

Hold up pictures of different facial expressions that represent identifiable feelings such as those in Appendix 2. As a group, explore which feelings are being portrayed. Ask the children to make the same facial expression and to add other body language that goes with it (or copy what they see in the picture, if the image shows a whole figure). For example: sad would be portrayed through hunched shoulders, head down, crying and no eye contact.

Discuss whether this activity has helped them to identify what feelings the person is portraying.

Alternatively, place the images face down, and one at a time invite a child to choose one that they can then act out for the other children to guess. Ask the children to explain why they think it is that specific feeling that is being displayed.

Make a list of the common things the children describe as being associated with each feeling and put this on the wall.
**Activity 2:**

Ask a child to come up and touch, taste or smell an item in one of the bags, without looking or saying anything. Ask the rest of the class to look at their facial expression and body language to determine whether the child likes or dislikes the touch, taste or smell and how they think it makes the child feel. Use the feelings discussed above and more if necessary. Repeat with other children.

Instead of getting the class to guess what the child is feeling you could also ask the child to describe their reaction to the class.

How did this child’s reaction influence the other children in what they thought of the item in the bag? For instance, if the child showed distaste did the other children feel reluctant to explore that bag?

This activity can be extended to include sound and sight.

**Alternative Activity 2:**

Draw four columns on the white board/flipchart as shown below.

Ask each child to name something they really like (for example watching a film) and something they really don’t like (going to the dentist). Ask them what emotions they feel when thinking about each item. Give a personal example to help the children understand what is asked of them and to set some boundaries about what is appropriate.

<table>
<thead>
<tr>
<th>Like</th>
<th>How it makes me feel</th>
<th>Don’t like</th>
<th>How it makes me feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuddling my cat</td>
<td>Warm</td>
<td>to wash up</td>
<td>Cross</td>
</tr>
</tbody>
</table>
Activity 3:
Read the story, “I Feel Angry” by Brain Moses and Mike Gordon, or use a similar resource. Ask the children how they feel and how they behave when they get angry. Do they do similar things or have feelings anything like those experienced by the character in the book? (This can lead the discussion into some of the negative aspects of behaviour and appropriate and inappropriate ways of behaving.)

Plenary:
Remind the children what they have learnt:
- Different things make us have different feelings.
- We all like and dislike different things.
- We can sometimes tell how people are feeling by their facial expressions and their body language.
- Our behaviour can affect other people. Feelings are not right or wrong, they just are. No one knows more about your feelings then you. They are your feelings.

Differentiation for SEND:
Teachers should bear in mind that for children on the autistic spectrum, the identification and interpretation of feelings may be particularly tricky. Many people with ASD find things like eye contact or reading facial expressions difficult, and children may become anxious if they feel they are going to be asked to carry out tasks which they do not understand. It will be helpful to reassure any ASD learners before the start of the lesson. Activity 2 can be adapted to focus on things that an autistic child likes, so they associate the lesson with a sense of happiness—it may also help other children to understand some aspects of ASD behaviour such as obsessions or “stimming” if they hear another child say “it helps me relax” or “it calms me down.” Some ASD children may feel comfortable talking about any resources they use such as weighted blankets. Activity 3 and 4 can be used to help an autistic child identify things that make him or her feel anxious and to discuss possible coping strategies.

Activity 4:
Discuss how their behaviour, when they are experiencing the emotions described in the story, can have a negative effect on others. How can this happen? Scribe how actions, body language and words can cause problems. Alternatively, frame this discussion around the “how it makes me feel” column for their “don’t like” items from activity 2. How could they change their behaviour to avoid this effect on others?

Debriefing activity:
Go back to the things the children liked from the items in the bags, or revisit the list of those things the children say they like. Ask them to close their eyes and remember the nice feelings these things gave us. Allow quiet reflection for one minute, then end the lesson.
Session 2: Trust and help

Learning intention:
• That family and friends care for each other.

Learning Outcomes:
• To have identified family members and friends and the roles that they play.
• To know who they can talk to at home and in school.

Teacher Introduction:
This lesson is about our special people and what it means to have them in our lives. We are going to think about the adults we can trust and talk to or ask for help, in our family and outside it.

Activity 1:
Read the story “Grace and Family” by Mary Hoffman and Caroline Binch or use a similar resource.
Discuss the family in the book. Ask the children:
• What do you think a family is?
• Who is in your family?
If possible, agree a definition of “family” to display on the wall.

Activity 2:
Discuss with the children what the word ‘family’ means. Ask them to think about who makes up a family. This should not be their own family but rather reflect the general concept (this is to make the session accessible to all children in the class, including those whose families are distressed, who are living with domestic violence, or those who are Looked After).

Make a list of everyone they say eg brother, cousin, step mum/dad, uncle, foster carer, grandma. If necessary help them to distinguish between “family” and neighbours, friends etc. Scribe a separate list of these people.

Use the list to illustrate how everyone’s family is different and to highlight how many people make a family.

Make sure that the children understand that although family members are usually related by blood, there is more than one way to be family – for instance, adoptive parents and step-siblings are still family.

Resources needed:
• “Grace and Family” by Mary Hoffman and Caroline Binch or similar resource exploring the different types of family children may be familiar with; suggestions are in the Resources section of this pack.
• Paper and colouring pencils.
• Paper printed with three concentric circles.
Activity 3:

Give each child a piece of paper. Ask the children to draw a self-portrait surrounded by pictures of the people who are special to them. This time they can include those who are not “family” in the conventional sense but who are nevertheless special to that child.

Ask the children to join their portrait to the other pictures with a solid line for family and a dotted line for other special people. They should produce a simple genogram-style image like this:

- Brother
- Me
- Dad
- Dinner lady
- Teacher

Ask the children to consider their relationship with each person and to annotate the picture to show the things that make that person special. If possible, help them to focus on things relevant to SRE and PSHE:

- Makes me laugh
  - Brother
- Keeps me safe
  - Dad
- Helps me to feel good about myself
  - Teacher
- Helps me choose healthy food
  - Dinner lady
Activity 4:
Provide the children with a scenario where they could need to ask for help, such as opening a drink, tying up laces or doing a puzzle. In pairs, ask the children to role play how they would ask for help in this situation and who on their diagram from activity 3 would be a good helper. Scribe their feedback. Help them to add any new names to their diagram.

Draw up a “top 5” list of ways to ask for help. Include good words and the best approaches that could be used to ask for help, for instance:

• Always be clear about the problem – “this person is sending me rude messages online and it makes me scared”
• Try to use feeling words – “I can’t find my mum and I’m worried”
• Be polite – “Can you help me to do up this button please?”
• Think carefully about whether this person is a good choice - is a nurse a good person to ask if you are stuck with your homework?

Activity 5:
For safeguarding purposes it is important to stress that some problems can only be solved by asking a grown-up. This activity helps the children to identify suitable adults.

Give each child a large piece of paper printed with 3 concentric circles – one small, one medium and one large.

Explain that sometimes another child is not the best person to ask for help. This is because the problem needs a grown-up. Give the children some example scenarios – for example, if they are not feeling well, if they get lost at the shops, or if someone on the internet is trying to make them do something they don’t want to do.

In the centre circle ask them to put themselves. In the second, ask them to draw and label special adults who are the first people they could talk to if they needed help. In the next circle, ask them to draw the next people they could ask for help, if the other special people were not around. In the area outside of the circle ask them to think of people who they don’t know very well, who they could ask for help – shop keeper, Police, and Lollipop person. (Pictures could be used here, rather than drawing.)

Plenary:
Remind the children what they have learnt:
• What a family is.
• Everybody’s family is different.
• Who they can ask for help.
• What to do if an adult isn’t able to help you.

Debriefing activity:
Reassure the children that they can always ask staff at school to help them. Allow the children a minute to reflect quietly on how many kind people they have in their lives and that they can always find someone to help if they are worried or stuck.

Note: It may be that children identify someone within school as a helper. It is useful to alert this person (for example, the dinner lady in our genogram) that the child sees them as special, so that they may be prepared to react appropriately should the child ever need to approach them with a problem.

Differentiation for SEND:
Some children may need help with communication so it will be helpful to prepare ways for them to seek help – for instance ensuring that you are able to demonstrate the appropriate Makaton signs or can programme communication aids with helpful vocabulary.
Session 3: Body Awareness

Learning intention:
• To appreciate and value their body, its capabilities and uniqueness.

Learning Outcomes:
• 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.

Resources needed:
• Naked baby girl and boy pictures or anatomically correct naked baby dolls.
• “You’ll soon grow into them, Titch” by Pat Hutchins or similar resource
• Body outlines.
• “Differences Bingo”
• Items of baby clothing such as socks or shoes.
Teacher Introduction:
This lesson is going to develop your awareness of your body, encouraging you to be aware of how your body grows and develops and how your body is special to you. We will learn that humans produce babies that grow into children and then into adults. We are going to look at how each of us has changed from being a baby until now. Knowing how your body works and how it is special to you gives you understanding and control over it.

Introductory Activity:
Revisit the SRE working agreement, or draft one if this is not already in place (see page 15 for more information).

Activity 1:
Show the children the pictures of the naked baby boy and baby girl, or the anatomically correct dolls. On the whiteboard/flip chart, draw three columns and fill these in as you lead on the three discussion points shown:

<table>
<thead>
<tr>
<th>1. Parts of the body we can see on the dolls/pictures</th>
<th>2. Differences between babies, children and adults in the pictures</th>
<th>3. Things adults can do that babies can’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>List all the parts of the bodies the children can see on the outside, using correct names</td>
<td>Their height, their hair, their teeth, the things they eat and wear</td>
<td>Walk, run, jump, read, drive a car, know when to use the lavatory</td>
</tr>
</tbody>
</table>

Activity 2:
Read “You’ll Soon Grow into Them, Titch” by Pat Hutchins. Discuss how different parts of their body grow, and how the children know they have grown – for example when they outgrew their shoes. To prompt discussions, show the baby socks and shoes if you have these.

Activity 3:
Place the children into groups of 3 or 4. Give each group two body outlines. Say to the children that one body outline will be a boy and the other body outline will be a girl. Ask them to draw on the outline all the parts of the body that they have discussed today.
Activity 4:
Give each child a Differences Bingo grid. They have five minutes to find someone in their class who has one of the physical characteristics listed, ticking off each one as they find it (adapt these to the class so that at least one child represents each characteristic). As soon as one child has ticked all the boxes they should shout “Bingo.”

<table>
<thead>
<tr>
<th>Blue eyes</th>
<th>Brown or black hair</th>
<th>Curly hair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taller than me</td>
<td>Brown eyes</td>
<td>Fair hair</td>
</tr>
<tr>
<td>Straight hair</td>
<td>Shorter than me</td>
<td>Red hair</td>
</tr>
<tr>
<td>Same height as me</td>
<td>Has a wobbly tooth / a missing tooth</td>
<td>Same shoe size as me</td>
</tr>
</tbody>
</table>

Ask the children why they think they are all different. Introduce the idea that our characteristics come from our parents and their families. Explain the terms “ancestor” and “generation.”

Draw a simple family tree on the board, showing parents, grandparents, great-grandparents:
Activity 5:

Draw a simple family tree on the board, showing parents, grandparents, great-grandparents.

Use this to help the children appreciate how many ancestors we all have and how there are hundreds of people all through history that have given us our characteristics. This is why we are all different.

Children may need reassurance on some issues:

- Sometimes a particular characteristic can “jump” generations, which is why one child may look different to their siblings or parents, or share a particular trait
- Even if we do not live with our birth families we still share their characteristics
- Half-siblings will share only half of their inheritance so again may look different to each other

(Suggested curriculum link: history and the Romans, Vikings, Anglo Saxons – we might have ancestors from all over the world!)
Plenary:
Remind the children what they have learnt:
• Babies grow into children and into adults.
• Children can do more than babies, whilst adults can do more than children.
• The correct names for the outside of the body.
• What each part of the body does.
• That each of them is special and different from each other.

Differentiation for SEND:
Teachers will need to be sensitive to any pupil who may have a condition, injury or disability that may affect their ability to participate in some of the suggested activities. For example, in activity 5, adults must be mindful of the fact that some life-changing illnesses are inherited. Similarly, in activity 1, children with disabilities may be coming to terms with the fact that they will struggle to achieve some of the activities associated with growing up, such as learning to drive or being able to run.

Suggested alternative activities:
Activity 1 – include positive images of disabled adults, for example Paralympians or other role models children may be familiar with, such as Nikki Fox (BBC disability correspondent), Peter Dinklage or Lisa Hammond (actors), or Cerrie Burnell (CBeebies presenter). These can be accessed through internet searches for the relevant person. Discuss the things these adults can do and have achieved.

Activity 4 – Alter the Differences Bingo to reflect the characteristics of disabled children in the class (if this can be done without stigmatising or embarrassing the child/ren).

It is also important to remember that children on the autistic spectrum may be alarmed at the idea that their body will change in ways they cannot control. Suggest that the child sits quietly with his or her eyes shut. Ask them to tell you all the things they become aware of, such as their heartbeat, their breathing, the way their skin knows if there is a breeze. This can illustrate to the child that their body knows what it is doing and that they will be safe as it changes and matures.

Debriefing activity:
Ask the children to sit quietly for a moment to think about all the wonderful things their body can do. Allow one minute’s reflection and then end the lesson.
**Session 4: hygiene**

This can be a sensitive subject as some children may be less clean than others, through no fault of their own. Ensure the group agreement, especially those parts regarding respect and valuing each other, is reiterated at the beginning of the lesson.

**Learning intention:**
- To understand why hygiene is important.

**Learning Outcomes:**
- To explain why it is important to keep clean.
- To understand some basic hygiene routines.
- To understand some areas in which they can look after themselves, such as dressing and undressing.
- To know that our parents/carers help us to keep clean but that as we grow we learn to do a lot ourselves to keep clean.

**Teacher Introduction:**
As we grow older it is important that we learn how to keep clean, as this is one way to keep ourselves healthy. This lesson is going to look at some basic hygiene routines which will help us keep well and smelling nice!

**Resources:**
- “The Smelly Book” by Babette Cole, or similar such as “Dirty Bertie” by David Roberts
- “Is it Time?” by Marilyn Janovitz
- Images of hygiene items such as shampoo/bubble/bath/toothpaste, or empty containers examples are in Appendix 2
- Any specialised hygiene items used in a SEN setting that the children are familiar with and that can be used without stigma/embarrassment (eg adaptive cutlery to avoid food spills)
- General catalogues for home items, such as from Argos or similar retailer, or magazines containing suitable advertisements for items such as baths, shampoos, washing machines
- Magnifying glasses or microscope
- Body outline

**Introductory Activity:**
Read “The Smelly Book” by Babette Cole (or similar resource, such as “Dirty Bertie”) to the children. Ask the children why it is important to keep clean. Scribe their responses.
**Activity 1:**
Put the children into pairs and give them an outline of the body (an example is shown in Appendix 2). Ask the children to colour in the areas that could begin to smell if not kept clean.

Ask the children to draw pictures of what they could use to ensure that those ‘smelly bits’ are kept clean. For example, teeth are cleaned with a toothbrush and toothpaste.

Discuss when it is a good time to do each routine - before going to bed, after activities, in the morning, after going to the toilet. Write these on the body outline.

Make a list on the whiteboard of things the children can do themselves (wash their hands, choose clean clothes) and those they need help with (checking a bath is a safe temperature, cutting fingernails). Revisit the learning from session 2 about asking for help and decide who would be a good helper for these things.

**Activity 2:**
Using the catalogues and magazines, ask the children to find pictures of household things we use to keep clean, such as the bath, shower, and washing machine. Cut out these pictures and stick to a sheet of paper.

Discuss when it is important to use these things – for instance using a sink to wash hands after using the toilet, before eating, after touching something dirty.

**Activity 4:**
Show the pictures, or empty items, of things the children use to keep themselves clean. In groups ask one child to choose a picture or item without showing the others. That child then mimes using the picture or item for the other children in the group to guess.

**Activity 3:**
Ask the children to look around the classroom to find the smallest thing in the room that they can see. Line up the items found in order of size.

Ask the children to look carefully at some everyday items such as a leaf or a shell. Ask the children what they can see.

Then ask them to look again with the magnifying glass or microscope. Ask them to describe what they can see now. Explain to the children that there are some things which our eyes cannot see because they are too small.

Introduce the idea that we might have germs on our hands. These are too small for us to see with our eyes. Some germs are good for us, but others may make us ill if they enter our body so we need to wash them off.

**Activity 5:**
Read “Is it Time?” by Marilyn Janovitz, “I don’t Want to Wash my Hands” by Tony Ross, or a similar story to the class. After each page ask the children to say what they think the little wolf cub or the Princess will do next. Ask them to consider whether they would do the same as the characters, or if they would behave differently. Discuss their choice.
Plenary:
Remind the children what they have learnt:
• Why it is important to keep clean.
• Some ways of keeping clean.
• What they can do for themselves, and what they need help with.

Debriefing activity:
Encourage the children to think of all the things they can now do for themselves that they couldn’t do when they started in the class/setting. Help each child to think of at least one thing, even something small (“I now say thank you when someone helps me”). Celebrate how well they are learning and what nice people they are growing up to be.

Differentiation for SEND:
Children with disabilities are vulnerable to abuse and exploitation. Ensure children know that whilst someone might help them to wash their private parts, they should not be touched (or made to touch themselves) in ways that make them feel uncomfortable. Remind the children of what they learned about helpers in session 2.
Learning Activities: years 1–2

Overview

This part of the Scheme of Work is divided into 5 topics. When you choose to deliver the topic, within the school year, will depend upon your PSHE/SRE planning.

Each topic contains suggested activities. You can decide which are the most relevant for the needs of your children, and there is no need to deliver them all. Each activity will take between 20 and 35 minutes, depending on your children and their reaction.

The 5 topics are:

1 Myself and Others – this topic will help children to:
Know the importance of valuing themselves. • To realise that everyone is different. • 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.

2 Body Parts – this topic will help children to:
Recognise their bodies’ capabilities and uniqueness. • 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.

3 Family – this topic will help children to:
Know that there are different types of family, and that all families have special roles in children’s lives. • 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.

4 Friendships – this topic will help children to:
Understand what friendship is. • To describe who a friend is and what a friend does. • To demonstrate some skills needed to make and maintain friendships.

5 Choices – this topic will help children to:
Recognise that children can make choices. • To understand that they have choices. • To recognise that choices and responses will be affected by different factors. • To recognise that some choices will be wrong and other choices will be right. • To identify a simple way of decision making.
**Topic 1: Myself and Others**

**Learning Intention:**
- To know the importance of valuing oneself.
- To begin to realise that everyone is different.

**Learning Outcome:**
- 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.

**Resources:**
- Paper or card leaf shapes for each child printed with “I am good at”.
- Tree trunk and branches drawing or printout (large).
- Individuality Bingo grid.
- Piece of paper either printed with the heading “WANTED” or with a simple plain shield shape.

**Teacher Introduction:**
This lesson is to demonstrate that everybody is different. We all like different things – for instance I like sprouts! But I know some of you don’t. Some of you like football – but I don’t! [insert appropriate contrasts that match the class dynamic]. Sometimes we might look different to each other or talk in a different way. Some of us might wear different clothes or do different things when we are not at school. The important thing that we will be learning today is that each of us is special. We all have different skills and different abilities. By being able to recognise what makes us different and special, we encourage our self-esteem and confidence to grow.
Activity 1:
Give each child an Individuality Bingo grid. They have five minutes to find someone in their class who has one of the characteristics listed, ticking off each one as they find it (adapt these to the class so that at least one child represents each characteristic). As soon as one child has ticked all the boxes they should shout “Bingo.”

<table>
<thead>
<tr>
<th>Belongs to a club like Brownies or Cubs</th>
<th>Supports a football team</th>
<th>Can speak another language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn’t have any brothers or sisters</td>
<td>Belongs to a club at school</td>
<td>Has a pet at home</td>
</tr>
<tr>
<td>Can cook something yummy</td>
<td>Makes their own bed at home</td>
<td>Is learning a musical instrument</td>
</tr>
<tr>
<td>Has a big brother</td>
<td>Wears glasses</td>
<td>Has a little sister</td>
</tr>
</tbody>
</table>

Ask the children if they found out about any other differences that were not on the grid. Scribe a list of these.
Highlight those differences which we can see (e.g., hair colour) and those which we find out about when we talk to other people (e.g., whether someone has siblings).
Total up all the differences which were noted and compare these to the number of children in the group – “so just in our class, which is 25 children, we found 17 ways of being different.”
Activity 2:
Ask the children to pair up with someone they do not normally work or play with. Give them 5 minutes to complete the following task:
“Talk to each other and find four ways in which you are alike and four ways in which you are different to each other.” Give an example of each so the children understand the concept – for instance, “you are alike in that you are both six years old but you are different because one of you is a boy and one is a girl.”
Ask one child to scribe a list or draw a picture of the similarities and the other to scribe a list or draw a picture of the differences.
Discuss as a class what is different and what is similar. Did each pair find the same things? Did each pair interpret “alike” and “different” in the same way?

Activity 3:
Place the outline of a tree and branches on the wall.
Give each child a paper or card leaf shape printed with the words, “I am good at...” (or ask the children to write this). Ask the children to write their name on the leaf and then to write or draw to complete the sentence. Children can have as many leaves as they wish but make sure that each child completes at least one.
Ask the class to stick the leaves on the tree, reading out to the rest of the class what they have written.

Activity 4:
Explain to the children that the word “unique” means that there is nobody in the world quite the same as them.
Provide each child with a ‘WANTED’ poster or a shield outline. (If using the shield explain how heraldry was used to illustrate important things about someone so that other people could recognise them).
Ask the children to complete the poster or shield to illustrate themselves, their skills and abilities, and the things they want to get better at. Encourage them to add a self-portrait and make sure they give separate examples for each section. Exemplars are shown below:
Plenary:
Remind the children what they have learnt:
- We are all similar and different to each other.
- We each have different skills and abilities and are special in our own way.

Debriefing activity:
Ask each child to name the thing they like best, either about themselves or their favourite hobby. Allow a minute’s quiet reflection on how these things make us feel happy and proud, then end the lesson.

Differentiation for SEND:
Some children may see themselves as defined or limited by their condition or disability, especially those who have lots of medical intervention. These children may say things like “I can’t do that because I’m autistic” or may give their disability as the first of their characteristics – saying “I am blind” before anything else.

It is of course important to acknowledge the realities of life for these children and teachers need to be sensitive to the ways they may be affected by their disabilities or condition. However, it is useful to show children how they have much more in their lives. Encouraging them to focus on things they can do allows them to explore these other facets of themselves. All activities in this topic allow teachers to include this within the lesson.

Another useful resource is a blank cardboard jigsaw puzzle, available from craft or stationery shops. Children can put different things about themselves on each piece, including their condition or disability, but including other things such as talents or aspirations. Teachers can then remove the pieces relating to the disability; the child can then see how much is left and how the jigsaw still holds together even if that important piece is taken away. This can help children to see that they are more than someone with a challenging circumstance. (This activity is also useful for children who feel defined by other issues, such as “I am no good at games” or “I am the only one with two dads”).
**Topic 2: Body Parts (includes genitalia)**

This topic may be sensitive if there are children in the class with physical or sensory disabilities. Teachers may wish to consult with parents or carers before delivering this topic in order to be sure of the child’s emotional state with regard to his or her physical condition. Teachers will also need to be aware of any children who may be transgender, or have transgender or lesbian/gay parents or siblings, as these identities may prove puzzling to very young pupils when discussing how human reproduction occurs.

Some children may also have been affected by abuse, affecting their attitudes towards their body, or may only realise during the lesson that activities which they have previously accepted as normal are in fact inappropriate. Others may have experienced, or know they are at risk of, Female Genital Mutilation. Teachers should be prepared to deal with disclosures around such issues and should work with the school safeguarding lead as part of their planning for this topic.

This part of the SoW gives suggestions for matching activities to age groups, but teachers can use their own judgement when planning lessons.

**Learning Outcome:**
- To recognise and name, using the proper terminology, parts of the body and what those parts do, particularly the senses associated with each.
- To identify similarities and differences between themselves and the opposite gender.

**Learning Intention:**
- To recognise their bodies’ capabilities and uniqueness.

This lesson gives children the opportunity to explore the differences between themselves and the opposite gender. It also gives opportunities for the children to realise that gender cannot always be recognised through appearance or names, and how sometimes assumptions are made based on appearance.

**Resources needed:**
- Naked boy and girl baby pictures.
- Covered genitalia naked boy and girl pictures.
- Venn diagram (three circles interlocked as shown in the appendix).
- Gender neutral body outline.
- Images of Paralympians or show trailer for Paralympic TV Coverage (eg Channel 4 “Meet the Superhumans,” available on YouTube https://www.youtube.com/watch?v=IocLkk3aYlk.
- Images of prominent disabled people such as Steven Hawking, Nikki Fox (BBC disability correspondent), Peter Dinklage or Lisa Hammond (actors), or Cerrie Burnell (CBeebies presenter), accessible via internet searches.
- Images of guide/assistance dogs and other disability support aids.
Resource Examples:

Venn diagram

Body outline

Naked Boy

Naked Girl
Teacher Notes Year 5
To be used in conjunction with the topics on Puberty and Reproduction.

Female Reproductive System

External Female Reproductive System:
- Clitoris
- Pubic Bone
- Clitoris Hood
- Inner Labia
- Outer Labia
- Anus
- Urethra
- Vagina

Internal Female Reproductive System:
- Fallopian Tube
- Fimbria
- Uterus
- Cervix
- Ovary
- Vagina
Male Reproductive System:

- Bladder
- Pubic Bone
- Vas deferens
- Urethra
- Erectile Tissue
- Penis
- Scrotum
- Testis
- Seminal
- Prostate
- Rectum
- Epididymis
- Bulbourethral Glands
- Coccyx
- Penis with foreskin (uncircumcised)
- Penis without foreskin (circumcised)
Resource Examples:
Venn diagram

Covered Naked Boy

Covered Naked Girl
Teacher Introduction:

We are going to learn about parts of our bodies and how they help us to be special. We shall be thinking about how boys’ and girls’ bodies are different, and how they are the same. When we are talking about these things we will remember our group agreement on being polite and respectful to each other. Revisit or draft the learning agreement with the class.
Activity 1 – all stages:
Split the children into small groups and give each group a large piece of paper or card showing a body outline. Ask each group to label each part of the body they can recognise, including eyes, ears, mouth, nose. Discuss what each part of the body will do – for example, our fingers pick things up, our feet walk, our bottoms mean we can sit down.

Ask the children to then label each part with the associated sense. Discuss these in turn and remind the children that whilst some parts are only associated with one sense (for instance only our ears can hear) we can feel with nearly every part of our skin. This is why we are ticklish!

We will remember our group agreement on being polite and respectful to each other.

Activity 2 – all stages:
Explain that sometimes people can’t use their bodies in the same way as others. This might be because someone was born different, or has had an illness or accident.

Reassure the children that people with different bodies can find lots of ways to learn to do things other people can do.

Show images of guide dogs/assistance dogs and ask the children how they think the dog is helping the person. List the things that the person can now do with the dog to help them.

Remind the children of their “I am good at…” activities from the previous topic. Show images of Paralympians or the Channel 4 trailer, or other prominent figures with disabilities. Ask the children to write down all the things that these people are good at (the link to the trailer is on page 42). This is particularly good for this activity as it helps children to recognise that even everyday things like cleaning our teeth can be an achievement; not everyone can be a Paralympian but everyone can learn to do their best).

Read “Giraffes Can’t Dance” by Giles Andreae and discuss the story – how did Gerald feel when he was trying to be the same as everyone else?

Activity 3 – year 4+:
Give the children a blank Venn diagram and explain how it is used. In the bit that overlaps, in pairs ask the children to list or draw parts of the body that are common to boys and girls. Then in one of the circles list those parts that belong to girls only and in the other those parts that belong only to boys. Remind the children to use correct names and provide the correct terms if the children are not aware of them. Explain that while it is okay to use different names at home, in school it is important to use the correct name so that everyone understands one another.
Activity 4 – year 4 +:
Look at the pictures of the naked boy and girl babies. First look at the pictures where the genitalia are covered. Discuss with the children which they think is the boy and which they think is the girl. Show the pictures where the genitalia are uncovered. Go back to the Venn diagram and discuss with the children what parts of the body are the same on male and female babies and which are specific to a boy or a girl. Remind the children why it is important to use proper names, such as penis and vagina.

Plenary:
Remind the children what they have learnt:
- That boys and girls are different.
- Boys and girls have lots of parts on their bodies that are the same but some are unique to a girl and some are unique to a boy.
- The proper names of parts of the body for boys and girls.
- That we can all learn to do things even if we learn to do them in a different way to other people.

Debriefing activity:
Remind the children that they can talk to you if they are worried or confused by anything they have learned.
Ask the children to think about how wonderful their body is. Allow a minute’s quiet reflection then end the lesson.

Differentiation for SEND:
Activity 2 is designed to help all children appreciate the uniqueness of their body, even if it is affected by illness or disability. Teachers will need to be mindful of any children whose condition may be life-limiting or who are still coming to terms with any changes to their physical condition. Similarly, children should be reminded that just as able-bodied people are not all able to run fast or to tap-dance, so not all disabled people can perform as international athletes. Children should be encouraged to think in terms of their personal best rather than as needing to meet a particular role model standard.
Topic 3: Family

This topic explores families and the role they play in our lives. There may be some children who do not have family, whilst for others their family is the site of violence, distress or abuse. Some children may come from unconventional family structures, be adopted or be Looked After. In all of these circumstances, it is important that teachers handle the lesson sensitively, by encouraging the definition of family to be as wide as possible. It is perfectly acceptable for children to include imaginary friends, non-relatives or pets within their definition of “family”.

Learning Intention:
• To know that there are different types of family and that all families have special roles in children’s lives.

Learning Outcome:
• 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.

Resources needed:
• “Wheels” by Shirley Hughes
• Paper and pens/crayons
• Paper printed with a circle and the sentence “My family is special because…”

Teacher introduction:
We are going to think about families today and what they can look like.

In the olden days, if someone talked about their “family” they did not just mean their relatives like mums, uncles, or brothers – they meant everyone who lived and worked in the same place and who was a part of their lives. When we talk about family today we will think about our relatives but we will also be thinking about everyone else who is special to us. We can even think about our pets and friends who are imaginary!
Activity 1:
Discuss with the children what the word ‘family’ means. Teach them some basic words for family in other languages – “famille” from French, “Familie” from German and “Famiglia” in Italian. Point out the similarity between these words. Ask if anyone in the class speaks another language and if so ask them what word they use for “family.”
Discuss with the children why they think every language has a word for “family” and explain that it is because everyone in the world belongs to some kind of family.

Activity 2:
Ask the class to think about who makes up their family. Make a list of everyone they say - brother, cousin, stepmother, two dads, mum by herself, half-siblings. Use the list to illustrate the way that everyone’s family is different. Make sure the children understand that although family members are usually related, there is more than one way to be a family, and that these (such as being a foster child) are just as important.

Activity 3:
Read “Wheels” by Shirley Hughes to the children. Ask them to think about Carlos’ family. Who are his family? Discuss the role of each family member and why his family helped him when he was sad. Discuss what makes his family special to him. (Similar books are listed in the “resources” section).

Activity 4:
Ask each child to think about their family and the time they spend together. Give every child a piece of paper and ask them to draw all the things that they do together as a family when they have time off together. Give some introductory suggestions such as going shopping, doing housework, going to the park, swimming and so on.
Make a collage of all the drawings and discuss all the different things that the children do with their families. Scribe a list and add to it as the children think about their family life.

Activity 5:
Ask the children to think of their family and their special people, and what makes them special. Give each child a piece of paper printed with a circle and the sentence “My family is special because….” Ask the children to draw their special people inside the circle and then to complete the sentence in their own words.
Plenary:
Remind the children what they have learnt:
• That families are different.
• That families do things together and care for each other.

Differentiation for SEND:
Children with medical conditions or disabilities (or who have siblings with similar issues) may spend a lot of family time in hospital or find their leisure time restricted. Help to explain that sometimes families have to do things that are not so nice, but they do them because they care for each other.

Debriefing activity:
Count up the number of people on the scribed list of “who is our family.” Tell the children that “just for our class alone, there are X people who we care about and who we think are special.” Encourage a minute’s quiet reflection on how special people make us feel – loved, safe, happy – then close the lesson.
**Topic 4: Friendships**

This topic examines the nature of friendships and how we can be good friends to each other. It also covers aspects of online safety, helping children to explore the difference between friendships in the real and digital worlds, and introducing concepts of personal safety and responsibility when using the internet.

**Learning Intention:**
- To understand what friendship is.

**Learning Outcome:**
- To describe who a friend is and what a friend does.
- To demonstrate some skills needed to make and maintain friendships.
- To think about our online friendships.
- To understand why we need to be careful about who our online friends are.

**Resources:**
- Paper and pencils/crayons for drawing and colouring
- Print out of a generic child’s face from Google Images or similar site, the opposite gender to the teacher’s own, or use one of the images from the appendix
- “DigiDuck’s Big Decision” from ChildNet
- “Chicken Clicking” by Jeanne Willis and Tony Ross
- Either internet access to display the CEOP “ThinkUknow” website or screenshots from www.thinkuknow.co.uk

**Teacher introduction:**

We are going to look at friendships today. It’s great to have friends. You can share ideas and worries with them. You can do things together like play computer games, go for walks or just sit and chat. Sometimes friendships can be difficult too, like when a best friend moves to another town, when you argue about something, or you both want to do different things. Some people make friends easily. A lot of people find it hard to get to know others who they feel really comfortable with. Today we are going to look at what a friend is and the things that friends do, and what skills we need to make and keep our friendships.
Activity 1:
As a class explore with the children what they mean by the word “friend.” Ask them what they think makes a good friend. Scribe a list.
Ensure that ‘feeling’ words are used as well as some ‘describing’ words. Give the children some examples to start them off, such as ‘kind’, ‘happy’, ‘helpful’, and ‘funny’.

Activity 2:
Ask each child to draw a self-portrait. Ask them to draw or write what makes them a good friend and to use the portrait to illustrate this – for instance, showing themselves sharing their sweets or helping someone with homework. Place the drawings on the wall to remind the class that they are good at being friends.

Activity 3:
Put the children into pairs and ask them to draw each other’s portrait, illustrating what makes the other child a good friend. Ask them to describe their pictures to each other so each child hears positive messages from a peer - “I’ve shown you with your kitten because you always let me stroke him when I come to your house.”

Activity 4:
Put the children into groups and ask them to imagine that a friend has come to their house for tea. One of them wants to play outside but the other child wants to stay inside and play a new game instead.
Give the groups 5 minutes to think of as many ways to solve this disagreement as they can. Scribe all the ideas from the groups.
Then ask the groups to choose the solution they think is best, and to write down their reasons for this choice by asking each group to complete the following stem sentence: ‘We think... was the best idea because...”
Go around the class and ask which solutions the groups chose. There may be a clear consensus but if not, get the class to agree on the overall best solution. Explore their reasons for the choice and discuss any differences of opinion.
Activity 5:
Ask the children to think of a time when they had a disagreement with a friend. Now think about how that disagreement could have been resolved. In pairs, ask them to draw up the top 3 tips that they would use in future to solve a disagreement with friends – for instance: 1) Stay calm 2) Listen to what your friend is saying 3) Ask an adult to help.

Put the lists of tips on the wall. Compare them to the group agreement and see if the class want to change anything on the list or in the agreement.

Activity 6 - years 1 & 2:
Ask the children what they like to do online. Scribe a list of their activities, asking them to specify their favourite websites and apps. Ask which sites and apps they like to use to talk to their friends.

Explain that even if we are not face to face with our friends we still need to be kind and considerate. This is very important when we are talking to our friends online. (Note: Some children may have experienced cyber bullying or online conflict; if the class raises specific incidents explain that this is not the time to discuss them and arrange to have a proper talk about the issue later, perhaps in circle time or another suitable space in the day).

Read “DigiDuck’s Big Decision” and use the questions at the back of the book to guide discussion with the class.

Ask the children what sensible thing DigiDuck did when he was worried about the unkind picture of his friend. Show the picture of DigiDuck with his mother at the end of the story to encourage the answer that he asked a grown-up for help.

Give each child a piece of paper and ask them to decide who they would ask for help if they were worried about something on the internet. Ask them to draw a picture of themselves asking this person for help. Make sure the children choose an adult, rather than another child, and explain that some problems really need a grown-up.

If the classroom has internet access show the children the website www.thinkuknow.co.uk which is the CEOP advice site. Show the children the appropriate page for their age group. Tell them to make sure the grownups at home know about the site and ask them to write the site address on their picture. The children can then take the picture home to remind them about asking for adult help online, and to ensure they have access to the CEOP address.
Activity 7 – year 3 +:

Note: This activity takes around 45 minutes and can be delivered as a standalone lesson. It links with the IT curriculum and teachers should consult with ICT co-ordinators as part of their planning for this session.

Ask the children what they like to do online. Scribe a list of their activities, asking them to specify their favourite websites and apps.

Ask them if they like to talk to their friends online and if so, which sites or apps they use. These are likely to be social media sites such as FaceBook or WhatsApp. Ask the children if they know the rules for using these sites – most have a lower age limit of 13 years. (Information on popular apps is available at www.net-aware.org.uk but examples are shown opposite and for use in Appendix 2). Write the age limit by the side and ask the children who in the class is actually that age.

Explain to the children that if they are using sites like these, the site and its users will think they are older than they really are. (For older children, teachers can say that by signing up to the site, underage children are telling a fib about how old they are, although they might not have realised this because sometimes the rule is hidden in the "terms and conditions" when they signed up to use the site or app.) In other cases it is possible that the children did know about the rule but peer pressure or a desire to use the site meant they ignored it.

Ask the children if anyone from the site or app checked to find out if they are really old enough to be using it. The answer is almost certainly “no.”

- FaceBook – 13 years
- WhatsApp – 16 years
- Musical.ly - 13 years
- Snapchat – 13 years
- ooVoo – 13 years
- Instagram - 13 years
- Minecraft – 13 years
- YouTube – 13 years (to own a channel)
Activity 7 – year 3 +:

Ask the children to imagine that they get a friend or follower request from a new child on their favourite site but that it is really you playing a trick on them. How would they be able to tell that they are not really talking to another child? Common responses are:

“I’d see your profile picture and know it was you” - show the generic child’s face printout and say that you had downloaded this to use as your profile image as part of the trick.

“I’d hear your voice and know it was a man/woman” – remind the children that many sites are text only so they would not hear a voice.

“You’d talk about grown up stuff” – point out that as part of the trick you would be careful to talk about things children like.

Explain to the children that unless they are talking to someone they know and trust in real life, when online they can never be certain that people are who they say they are. Remind them that they are all pretending to be older than they really are in order to use the sites and apps they like, so other people can play tricks online too.

Explain that sometimes unkind people go online to find children because they want to be nasty and hurt them. At this point some children might use the word “paedophile” or speak about exaggerated fears such as being kidnapped or murdered; reassure them that these cases are very rare but that it is still important to be careful when online. Teachers can find out more about the risks to children, and appropriate responses to questions, at www.thinkuknow.co.uk

Read “Chicken Clicking.” Some children may need reassurance at the end when the chick finds that her online friend is not another chick but is actually the fox; explain that she was able to run away but that she needs help to avoid making dangerous mistakes again.

Give each child a piece of paper and the starter sentence “Dear Chick…“

Ask the children what advice they would put in a letter to the chick. Scribe these and then ask each child to write to the chick setting out these ways in which she could be more careful online – for instance, not to use the computer without asking a grown up, not to buy things online without permission, not to put her personal details online and not to talk to or meet up with strangers. Younger children can draw pictures to illustrate the advice.

If the classroom has internet access show the children the website www.thinkuknow.co.uk which is the CEOP advice site. Tell them to make sure the grownups at home know about the site and ask them to write the site address in their letter to the chick. The children can then take the letter home as a reminder of the advice and the CEOP address.

Note to activities 6 and 7:

If a child discloses that they have been groomed or exploited online, report this through the usual safeguarding processes in your school.

Parents and carers should be encouraged to report such incidents to CEOP through the “report abuse” facility on the ThinkUknow website. Reports are passed to CEOP’s child protection advisers who offer specialist support and guidance to children and families. Families should be aware that some reports spark criminal investigations.

Anyone concerned about a child’s safety in either the real or online worlds should contact the NSPCC.
Plenary:
Remind the children what they have learnt:
• What makes a good friend?
• How we can be a good friend, in real life and online.
• Why we need to be careful when making friends.
• What to do if we have a disagreement with a friend.
• Where to go for help if we have a problem with something on the internet.

Differentiation for SEND:
Children on the autistic spectrum, or those with communication difficulties, may find friendships difficult and so may need support with this session. Helping these children identify and practice strategies for social situations can be useful.
The CEOP site has some adapted resources for SEND learners, such as subtitles and British Sign Language versions of its films and a simple cartoon-style film about online safety for children and young people who have learning disabilities.

Debriefing activity:
Ask the children to think about all the ways they are a good friend and all the kind, helpful and friendly things they can do. Allow a moment’s quiet reflection then end the session.
**Topic 5: Choices**

Teachers delivering this session need to strike a balance between recognising the choices that children are able to make and acknowledging those instances where children have less autonomy. It is also important to bear in mind that in some cases children's lack of choice may be something that causes them distress or trauma – for example, where children are living with domestic violence, poverty or illness.

**Learning Intention:**
- To recognise that children can often make choices.

**Learning Outcome:**
- To understand that children often have choices.
- To recognise that choices and responses will be affected by different factors.
- To recognise that some choices will be wrong and other choices will be right.
- To identify a simple technique for decision making.

**Resources:**
- “The Rainbow Fish” by Marcus Pfister, or similar story (see “resources” section for suggestions).
- Traffic Light Cards: red = stop, decision to be made; orange = thinking time; green = go, decision made.
- One large box, brightly coloured.
- One small box, plain with a soft toy or similar attractive object inside.
- Images from the internet of adults wearing various work uniforms or clothes that identify them as having a particular role.
- Pieces of paper or sticky notes.
- Exemplar choices for activity 3.
**Teacher introduction:**

Everybody has choices, whether we are a child or an adult. We can make some choices by ourselves, like choosing what piece of fruit we are going to eat. Other choices have to be made with someone else, like choosing where our family shall go on holiday. Sometimes we might be in a situation where we might feel we don’t have a choice and this can make us sad or angry.

This lesson is going to look at the choices we can make. It is going to discuss what things can influence our choices, we shall also think about how we can tell if our choices are right or wrong.

We will also look at a tool that will help us when we need to make our choices, and think about what might happen because we made them. These things are called “consequences.”

**Activity 1:**

As a class identify and list some of the choices that the children have made before arriving in school. Scribe this list on the board. Give the class some examples to start the discussion; for instance, they chose what to have for breakfast and which pair of socks to wear.

Discuss if anything or anyone influenced their decision, such as a parent insisting they had something to eat, or having to have toast rather than cereal because the milk had gone off. Introduce the idea of “consequences” by asking the children what would have happened if they had made different choices – for instance, if they had not had breakfast they would have been hungry, if they had chosen not to wear socks their feet would be cold, if they had drunk spoilt milk they would have been ill, and so forth.

Ask the children what their dream meal would be, where they would like to eat it and with whom. Scribe this list. Encourage them to be as fanciful as possible, then discuss what influenced them on their choices – for instance did they want to eat with a celebrity, have food which they have seen advertised, or go to a place they have seen on television? Highlight any recurring themes. Ask the children why they think these things or people are attractive.

**Activity 2:**

Read “The Rainbow Fish” by Marcus Pfister or similar resource. Ask the children to reflect on the choices that the Rainbow Fish made. At each choice, stop and ask the children what the fish could have done differently and why? Try to arrive at a consensus, using the traffic light system to help them in their thought processes. (Children hold up a red card, when there is a choice to be made; hold orange card when discussing options; hold up the the green card when ready to go with their choice). Discuss any differences of opinion within the class.
Activity 3:
(Note: some children may have been coerced into activities such as gang membership or abusive relationships. Teachers need to be sensitive to these possibilities when leading this activity).

Discuss with the children that as stated in the teacher introduction, some choices are made on our own, but some choices are made with other people.

Using pieces of paper or sticky notes, ask the children to write down two choices they made by themselves, and two they have made with other people. Put the “by myself” choices in one pile (or stick to one wall) and the “with others” choices in a separate pile or on the opposite wall.

Taking each pile in turn, discuss with the children who influenced these choices and decisions. The following questions are useful prompts:

- Who influenced you in these choices?
- How did you feel when you chose to do something that someone else wanted you to do?
- Did you actually have a choice?

Using prepared exemplars, discuss with the children whether a choice might be wrong or right. Introduce the idea that sometimes choices are not clear and we cannot always tell if something is good or not.

Teachers can design examples that suit the age and abilities of the class but suggestions are:

- Deciding to buy a nice present for your friend’s birthday
- Deciding to steal a toy from the shop
- Stealing a toy from the shop to cheer up your friend who is really sad
- Not going to the park because your mum said you are not allowed to
- Going to the park even though your mum said you are not allowed to, because your friends say they won’t play with you any more if you don’t
- Choosing fruit for your snack because you want to be healthy
- Choosing a bag of crisps because all your friends are eating them

Encourage the children to think of the consequences of their choice. Ask them if they think the example is right or wrong, using the traffic light cards to help in their decision making:

- Red – the choice is wrong
- Amber – not sure
- Green – the choice is right

Teachers can use either clear-cut examples or more ambiguous scenarios, depending on the age and sophistication of the class. Older children can be introduced to the concept that some choices are not obviously right or wrong and will instead need a greater level of personal decision-making. In this case, take time to explain to the children that an important part of growing up is deciding what their own personal beliefs and boundaries might be.
Activity 3:

The choice is wrong

Not sure

The choice is right
Activity 4:

Present the children with two boxes but do not tell them what, if anything, is inside each. One box needs to be attractive, large and brightly coloured but empty. The other is small, dull and plain but contains a soft toy or similarly appealing object.

Ask the children to vote for which box they would like and why they would like it – record these answers on the whiteboard. Then open each box.

Ask the children the following questions:

• What influenced their choice?
• What surprised them when the boxes were opened?

Discuss times when the children have felt disappointed by something – for example when a famous computer game turned out to be boring, or a TV show they’d been looking forward to had a silly ending. Encourage the children to recognise that the outside does not always indicate what is inside.

Activity 5:

In groups ask the children to look at the pictures of men and women in work clothes. Ask them to choose which two people they would ask for help and their reasons why. Afterwards, remind them about the boxes and the way they discovered that the outside does not always indicate what is inside. Discuss how this applies to people as well as objects.
Activity 6:
Place the children in groups. Explain that you want them to choose who is going to be invited to a party. Give them a short list of people and say that they have to choose two people from it:

- Anna – a girl who doesn’t have any friends, because everyone says she is mean
- Jim – a boy who always has lots of money for sweets and toys which he shares with other children
- Penny – a girl who never wants to play games
- Vijay – a boy who is away from school a lot, and everyone says he plays in the park instead

Ask them to write down which children they chose to invite to the party, and why they chose them. Now give them some more information:

- Anna doesn’t have any friends yet because she has only just moved to your town, but she is actually really nice
- Jim has lots of money because he takes it from his mum’s purse without asking
- Penny doesn’t want to play games because she likes to stay indoors reading books instead, but this means she knows lots of great stories and jokes
- Vijay has an illness which means he has to go for lots of hospital appointments

Ask if this new information has changed the children’s minds. Discuss why they have revised their opinions. Explain that we sometimes need more details before we can make an accurate choice.

Two of these scenarios also allow a discussion about gossip and peer pressure, together with the importance of making our own decisions based on what we have seen or heard for ourselves.
Plenary:
Remind the children what they have learnt:
• They have choices that they can make.
• When they make choices, they can be influenced by different things – family, friends, adverts, or someone they admire.
• The traffic light code can help them make a decision.
• Not everyone or everything is as it appears on the outside.
• Sometimes we need to get more information to make the right choice.

Differentiation for SEND:
These activities should be accessible to all learners. Teachers should adapt the activities to match the abilities and understanding of the children in each class.
Some children may have medical conditions which limit their choices – for example, by imposing dietary restrictions. Encourage children to think about all the options which still remain in such cases, and that they might need to make sure other people have the right information about the reasons why they make particular choices.

Debriefing activity:
Go back to earlier work on helpers and special people. Ask the children to name one of their personal helpers. Remind them that this person can help if they have a difficult choice.
Remind the children that if they are worried about a choice they can also speak to you or to other people at school. Allow a minute’s quiet reflection and then close the lesson.
OVERVIEW

Year 2 +
Overview – Year 2+

This part of the Scheme of Work is divided into four topic areas. Although it is suggested that these activities are suitable for children in year 3 onwards, teachers may wish to use them with other age groups where they feel this is appropriate.

The four topics

• Body development
• Looking after the body
• Safety
• Secrets

It is important to work closely with the school’s safeguarding lead during the delivery of these topics as they may spark disclosures from children who are experiencing physical, emotional or sexual abuse.

It is also important to follow the guidance on involving parents and carers, as these topics include learning that some families may find sensitive.

Teachers may wish to update the learning agreements in place with their classes, in order to reflect the more adult content of these topics.
**Topic 1: Body Development**

This session is an introduction to reproduction. It contains age appropriate learning that will stimulate discussion and eliminate myths around where babies come from.

**Learning Intention:**
- To learn that humans produce babies, which grow into children and then into adults.
- To learn about how they have changed and developed since they were babies.

**Learning Outcome:**
- To know that adults have babies that develop into children and then into adults.
- To know some changes they have gone through from when they were babies to now.

**Resources:**
- Various seeds/nuts and pictures of what they grow into (or images of both)
- “Mummy Laid an Egg” by Babette Cole
- Ask the children to bring in a photograph of themselves as a baby, and one of themselves as they are now. If ultrasound pictures are available these can also be used
- Pictures of adults at various life stages from magazines or the internet
- “Let’s Talk about Where Babies Come From” by Robbie Harris and Michael Emberley
- Other suggested books and websites are listed in the “resources” section
Teacher introduction:
We are going to start thinking about how living things make new versions of themselves. This means we will learn about how our bodies change as we grow up, and how adult bodies are able to make babies.

In this lesson we will need to be mature and respectful, so we will start by reminding ourselves about our Group Agreement. Do we need to change anything in our agreement now you are older?

Activity 1:
Discuss with the children where they think flowers and trees come from. When the children have said seeds, show them some pictures of seeds and some pictures of what the seeds are going to grow into. Ask them to match the seed and the plant it will grow into. Include some things that are not often thought of as “seeds,” such as acorns or sycamore keys.

Introduce the idea that it takes time for seeds to grow into fully grown living plants. Show pictures of mature plants and trees. Ask the children to guess how long it takes for the seed to grow into the plant and arrange the pictures in order of the time taken – for instance a sunflower grows and dies within a single season, a rose bush can live for 30 years, and an oak tree can live for hundreds of years.

Activity 2:
Note: adopted or Looked After Children may not have photographs of themselves as a baby, or such photos may be very precious objects that the family is reluctant to send into school. Check with parents/carers before planning this activity.

Separate the ultrasound and baby photographs into separate groups, placed in a line on two different tables. Give each child a current photograph of one of the other children in the class. Allow 5 minutes for the children to try to match the photograph of their friend to his or her baby or ultrasound photo.

At the end of this time check to see who has found the right pictures and who picked images that don’t go together. Discuss why choices were made and whether it was easy or hard for them to tell which pictures were of the same person.

Remind the children that like the seeds and the flowers, sometimes it is very difficult to know what a baby is going to look like when they grow older.

Show the pictures of adults at their different life stages. Discuss the differences between the adults and the children as they are now, and the differences between a 20 year old and an 80 year old (basing these on the pictures you have). Ensure that the correct body names are used, where necessary – for example children may notice breast development in adult women.

Ask the children about changes they cannot see. Use this to introduce the idea that adults have responsibilities that children do not.
**Activity 3:**
Ask the children what they think the baby does in the womb. Brainstorm all their ideas. Ask them to think about what they themselves can do now, and to consider whether the baby in the womb would be able to do any of those things. Clarify what the baby can and can’t do.

Ask the children to touch their tummy buttons. Explain that its proper name is a navel. Ask if they can guess why everybody in the world has a navel.

Explain that a baby in the womb does not eat and drink in the way people do once they have been born. Instead the baby gets its food through a special cord that attaches the baby to its mother. The things the mother eats provide nutrition for the baby.

When the baby is born the cord is cut off and we are left with our navel to show where it once was.

*(Note: children who are looked after or adopted may question why their birth mothers did not keep them or may ask what the difference is between an adoptive and birth family. “Tell Me Again About the Night I was Born” is a useful resource to use with adoptive or foster children)*.

**Activity 4:**
Ask the children where they think babies come from. Be prepared for some ‘myth’ answers – the stork or under the gooseberry bush – or for children whose parents have recently had another child to be well-informed. Make a list of all their answers.

Discuss how babies begin with a little part of the dad (called sperm) and a little part of the mum (called an egg) and that a baby grows in a special place called the womb (inside the mother).

Read “Mummy Laid an Egg” by Babette Cole. Discuss each part of the story as you reach it. Be sure children know that sperm and eggs are very tiny.

**Activity 5:**
Ask the children to list things that babies can’t do – for instance, talk, walk, feed themselves. Then ask them to list the things that they can do that babies and toddlers can’t. Mark these milestones on a timeline to show how children generally develop:

- **Smile** - 2 months
- **Hold up head** - 3 months
- **Roll over** - 5 months
- **Crawl** - 8 months
- **Walk** - 18 months
- **Knowing when they need a wee** - 2 years

Ask the children to think about what their parents or carers can do, that the children can’t. Scribe a list – ensure that having babies is included.

Discuss why adults can do more things than children. Include both emotional and intellectual abilities, and social attitudes, as well as physical development, in the list of answers. So for instance, adults can buy more things because they are old enough to have finished school and started work where they earn money. However they also have to pay bills and do all the cooking and cleaning.
Plenary:
Remind the children what they have learnt:
• That adults have babies which grow into children and then into adults.
• That a baby needs a part of father (a sperm) and a part of mother (an egg) to grow.
• A baby grows in the womb until it can be born.
• Babies can’t do as many things as children can, and adults can do even more things than a child.

Debriefing activity:
Give each child a piece of paper with a stem sentence, ‘When I was a baby, I could do… but now I am 7, I can do…’ Ask the children to complete the sentence to celebrate all that they have learned to do. Allow a minute’s quiet reflection on how wonderful our bodies are, then end the lesson.

Differentiation for SEND:
Some children may have been born with disabilities or conditions which developed in the womb, or which are a result of maternal behaviours such as excessive drinking (foetal alcohol syndrome). Others may have developmental delay which means they have not yet reached some milestones. Teachers will need to be sensitive to these issues when covering the topic and should adapt the activities to meet the needs of these children – for instance, by ensuring that all the milestones discussed are ones that the whole class has passed.
**Topic 2: Looking After the Body**

Keeping clean can be a sensitive subject to discuss in a class, as some children may have problems with their personal hygiene that are beyond their control - for instance in cases of poverty or neglect. It is important to revisit the working agreement before this session to ensure that all children are treated with respect and courtesy by their peers.

**Learning Intention:**
- To learn why it is important to keep clean.

**Learning Outcome:**
- To describe how to look after particular parts of the body.
- To explain why it is important to keep clean.
- To be able to describe and carry out basic hygiene routines.
- To know what they can take responsibility for and know when they need help.

**Resources:**
- “The Smelly Book” by Babette Cole, “Dirty Bertie” or “Pooh! Is that you, Bertie?” by David Roberts
- Glitter
- Printed images of items as seen under a microscope, such as sand, hairs, a snail shell and pollen, plus images of the same items at normal magnification
- Paper, pens, paints for creative art work.

**Teacher Introduction:**

We've been learning all about our wonderful bodies and today we are going to think about ways in which we can take care of them so they don't get ill or damaged.

First of all, though, I am going to do something that will seem a bit mysterious. I'll explain later on… Sprinkle some glitter onto each child’s hands. Do not explain why you have done this. Make sure there is enough to be visible, but not so much that it will interfere with activities. A small pinch should be plenty.
Activity 1:
Read “The Smelly Book” or “Dirty Bertie/ Pooh! Is that you, Bertie?” Introduce the idea that we need to think about how our behaviour can affect our bodies and the people around us.

Ask the children for a list of things that make us smell good, and to identify any things that we use to stop a particular smell (such as deodorant being used to stop us smelling of sweat or mouthwash to make our breath smell nice). Scribe these on the whiteboard or flipchart.

Ask the children why people might want to smell nice. Add their ideas to the list, encouraging them to think of things like giving a good impression – for instance, what would they think about a doctor who was dirty and smelly?

Go back to the list of things that make us smell nice. Ask the children to think of things that make us smell bad and scribe their answers. Encourage them to think of sweat as a source of body odour.

Activity 2:
Show the images of magnified objects such as a snail shell, sand, hair and skin, and ask the children to guess what the pictures show. Show the same item at its normal magnification.

Explain that things look different because the microscope/magnifying glass makes them look bigger. This means we can see things which are too small for us to see with just our eyes.

We all have millions of very tiny things in and on our bodies which are called germs. Some germs are good for us because they do things like help us digest our food. Some germs are all right on the outside but if they get into our tummies they can make us ill. Other germs can make us smelly.

Explain that sweat on its own does not smell. We all have germs on our skin, and when these get into our sweat they make it smell. If we wash off the germs and the sweat we won’t get smelly.

(Note: some children may be alarmed at the idea that they have small things living on their bodies; “Bugs” by Sam McBratney explains the beneficial role of micro-organisms. Alternatively, some children may be fascinated and want to know more about micro-organisms and bodily functions. “Grossology” by Sylvia Branzei (for older readers) gives detailed and lively explanations of things like sweat, ear wax and flatulence).

Activity 3:
Ask the children to work in pairs. Give them a piece of paper and ask them to draw a mind map with “keeping clean” as the starting point, showing as many ways to keep clean as they can think of.

Ask the children to identify those activities that they can do by themselves and those activities that they will need help with.

Ask the children to explain their mind maps. Ensure all aspects of keeping clean have been considered.

Discuss when the activities they have identified should be done and who could help with the things the children cannot do for themselves. Ask the children to add these ideas to their mind maps.
Activity 4:
Explain that as they are so much more grown-up, you are going to ask them to help younger children learn about keeping clean. Put the class into small groups and ask each group to design a poster for the reception class(es), giving advice on why it is important to keep clean, how to keep clean at school, and who they can ask for help. Ask the class to include ideas on how they can make the posters suitable for very young children who might not yet be able to read.
Invite the reception children in so that the class can show them their posters and explain the hygiene messages. Display the finished posters near or in the reception classrooms.

Activity 5:
Remind the children about the glitter that was put on their hands at the beginning of the lesson.
Ask them to look around the room and make a list of everywhere they can now see glitter – the carpet, the door handle, the desks and so forth. Ask them to think about how the glitter got into these places. Also note if any of the children have got glitter in their hair or on their faces.
Help the children to see that glitter has been transferred from their hands to everything they have touched. Ask if they can think of anything else that might get transferred in this way, encouraging the answers “dirt” and “germs.”

Note: if time and resources allow, use different colours of glitter – for example green for girls and orange for boys. Note if boys pick up green glitter and girls pick up orange. This will allow teachers to demonstrate how transfer can take place between people as well as objects.

Activity 6:
Reassure the children that glitter and germs can be washed off and tell them that you are going to all learn a good hand washing routine:
• Wet your hands under running water (as a class, mime turning on the tap and putting hands in the water)
• Scrub your hands for a count of five (mime rubbing soap all over the hands, including the backs and between the fingers).
• Rinse your hands under running water for a count of five (mime rinsing).
• Dry your hands with a clean towel or use a hand dryer (the children can make the whooshing noise of a hand dryer).
Remind the children that sometimes we might not be able to find a sink so we can use wipes or hand gel, but these are not as good as soap and water.
Plenary:
Remind the children what they have learnt:
• That unless we keep clean we might end up getting smelly.
• That germs are easily transferred between our hands, objects and other people.
• The importance of keeping clean.
• How they can keep clean.

Debriefing activity:
Reassure the children that washing our hands is a good way to get rid of germs. Either in small groups or as a class, take the children to wash the glitter off their hands, with each group counting to five for soaping and rinsing. Cheer when each child has clean hands.

Some children may become highly anxious about germs, and in some cases repetitive hand washing can be a manifestation of conditions such as Obsessive Compulsive Disorder. It is important that teachers do not exaggerate the risks posed by germs, and that children understand that exposure to dirt is not something they should fear. If teachers are concerned about a child’s mental health they should speak to their safeguarding lead with a view to suggesting to parents that they consult their GP. For more information on Obsessive Compulsive Disorder in children and young people see www.gosh.nhs.uk/medical-information-0/search-medical-conditions/obsessive-compulsive-disorder

Differentiation for SEND:
Children with learning disabilities may struggle with the idea of micro-organisms and may in fact be fearful of magnified images, not being able to recognise that they are actually pictures of things with which the child is familiar. If this is the case then helping the child to use a magnifying glass or microscope to view the object can be helpful.

Children with physical disabilities may have specific hygiene needs such as continence care that requires them to seek help in ways their peers have outgrown. This should be handled sensitively and teachers may wish to focus the lesson on other aspects of hygiene such as cleaning teeth or putting clothes in the laundry.
**Topic 3: Safety**

For the learning outcomes to be met, all these activities will need to be delivered. Each activity will take between 20 and 35 minutes, depending on your children and the discussion it generates. Teachers may need to deliver several sessions in order to cover all aspects of the topic.

This lesson covers both physical touching and the sharing of self-generated indecent images of children (“nude selfies” or “sexting.”)

**Learning Intention:**
- To have considered personal space, touch and my body.

**Learning Outcome:**
- To know that my body belongs to me.
- To have considered touches that are okay and those which are not okay.
- To have thought about who should see the private parts of our bodies, even in pictures.
- To have identified people we can talk to.

**Resources:**
- Tray of common tactile objects such as cotton wool, tinsel, rice, a scouring pad, a teddy bear, velvet, a pine cone and sandpaper.
- A touch graph.
- Images of animals touching – eg elephants touching trunks, giraffes twining necks, a mother cat licking kittens.
- Printed signs saying “Me,” “Hug,” “High Five,” “Wave,” and “Nothing” (one word per sign).
- Printed signs saying “Family,” “Friend,” “People I know” and “Strangers” (one word per sign).
Resources note:
Teachers will be aware that this is a sensitive issue and one which may prompt disclosures, particularly about online activity. The NSPCC offers the following advice about dealing with disclosures:

• If the child discloses something that has happened online, treat this as seriously as you would if it was offline.
• Actively listen, do not look shocked or disbelieving.
• Stay calm.
• Take what the child is saying seriously.
• Do not ask for detail.
• Reassure the child that they are doing the right thing.
• Do not promise to keep secrets.
• Tell the child that you will have to share this information.
• Explain what will happen next.
• Be familiar with your safeguarding procedures. Record the information as quickly as possible – keeping to facts, not opinion.
• Sign and date everything you record.
• Get support for yourself.
• If you’re unsure of the procedures speak to your designated safeguarding lead, local social services or the NSPCC.

Activity 6 is concerned with the sharing of photographs via the internet. The activity does not explicitly reference the taking and sharing of nude images, although teachers may find children make this connection.

Teachers should be aware that children in the class may well have taken photographs of their bodies which they have then shared amongst their peers; others may have been encouraged or coerced into sharing images or webcam footage by child sex offenders.

CEOP is the command of the National Crime Agency that works to prevent online child sexual exploitation. CEOP’s analysis indicates that growing numbers of primary aged children are engaged in generating and sharing nude images of themselves. Visit www.ceop.police.uk/publications to read their current assessment of online threats to children.

If a child discloses that he or she has been encouraged or blackmailed into sharing nude images, follow your school’s safeguarding policy. Schools should promote the use of the CEOP “Report Abuse” facility (available at www.thinkuknow.co.uk) which allows incidents of online child sexual exploitation to be reported to the police.

Teacher Introduction:
This lesson will help us to think about what not acceptable when other people touch us. We will learn what the phrase “personal space” means and we will think about the times when it is okay for someone to touch us, and when it is not okay. This means we will know we need to get help to stop the other person touching us in the wrong way. We will also be thinking about who should be able to see our bodies and when we need to get help if someone is asking us to show them pictures of our bodies.

Some of the things we talk about might feel a bit scary or might make us remember things we didn’t like. If you do feel worried or want to talk about something that’s happened, you can see me or [safeguarding lead] and we will help you.

We will need to be extra good at remembering our working agreement during this lesson. We are going to remind ourselves what our agreement is and decide if we want to add anything to it.

(Review agreement and make any suggested amendments).
**Activity 1:**

Bring out a tray of objects that are commonly found in the home and have a variety of textures – for example cotton wool, tinsel, rice, a scouring pad, a teddy bear, velvet, a bath sponge and sandpaper. Split the children into groups and ask them to come up a group at a time to touch each object.

Ask the children to record whether they liked or disliked each object. Ask them to also note why they had these reactions. Do this for all the objects and then ask the children to share their findings with each other in the group. As a class, plot findings on the graph.

Discuss which object was the least popular, and why? Repeat this question but this time looking at the most popular object and why the children liked it.

Emphasise that there is no right or wrong answer, that everybody will like and dislike touching different things.

**Activity 2:**

Show the children the animal pictures. Ask if they can think of any other ways animals touch each other (be prepared for the answer that dogs sniff each other’s bottoms). Explain that touch is very important and one of the ways we can show that we like or don’t like another person.

Discuss ways that people touch each other and scribe a list. Include both positive and negative touch, such as hugging, kissing, pushing, and scratching.

Ask the children which touches they like and which touches they do not like. Tick the liked touches and put a cross by the disliked ones.

Ask the children if they feel differently depending on who is touching them and why they are doing so, using safe examples to direct the conversation. For instance we might not like our mum combing our hair because she pulls, but our best friend might do it gently so it feels nice. Emphasise that everybody will like different touches. If we don’t like the way someone is touching us, we have the right to say so and the other person should stop at once. If they don’t, we need to tell an adult we trust.

**Activity 3:**

People use lots of different things to warn of danger. Ask the children to make a list of things they think can be used to signal that something is wrong, for example smoke alarms or ambulance sirens. Write down which senses these alarms use – for instance the smell added to gas tells us that the oven has gone out, or a flashing light can mean a police car is driving past.

Ask the children if they can think of any other ways they might be warned that something is wrong. They might list things like scary music in a film, warnings on the weather forecast etc.

Give each child a piece of paper and ask them to draw a body outline. Then encourage them to think about their physical reactions to threat, such as their heart beating faster or butterflies in the tummy – the “Oh-oh” feeling – labelling the outline to show where they feel these reactions.

Put the images on the wall and use them to remind the children that it’s always a good idea to listen out for the oh-oh feeling as this can tell us we need to be careful. This applies when we are online as well as when we are in the real world.
Activity 4:

Introduce the idea of personal space. Explain that we all have an invisible space around us, which we call our “personal space”.

We feel safe when people stay outside our personal space, although we can all feel different about how much space we need. We might not like it when other people come into our personal space when we don’t want them to. Most of the time we only let people we like and trust into our personal space.

Show the children the printed signs relating to forms of contact (hug, high five, wave and nothing). Put the “Me” sign on the floor or wall.

Give the children the other contact signs. Ask them to put them in a continuum according to how intimate they think each kind of contact is, with the most intimate nearest the “Me” sign and the least intimate furthest away.

Then give the children the “relationship” signs (family, friend, people I know, strangers). Ask them to say which form of contact they would expect from each time of relationship. The aim is to help them arrange the signs as follows:

- **Me**
- **Family** – hug
- **Friend** – high five
- **People I know** – wave
- **Strangers** – nothing (no touching or talking).

Discuss the children’s ideas, especially if they at first create different pairs to the answer above. Be sensitive to cultural differences that may become evident, but help the children to understand the idea that only those we know and trust should have intimate contact with us.

Activity 5:

Building on activity 4, ask the children whether it is all right for anyone else to go into their personal space. Scribe ideas on who and why would be appropriate – for example, a nurse who was putting a bandage on our knee.

Explain that even someone we love or trust, like a parent or doctor, might make us feel they are too close. Remind the children that this is okay and they are not being silly or rude if they feel uncomfortable. Go back to the “oh-oh” feelings and ask the children for some top tips on what to do if they get the “oh-oh” feeling about someone in their personal space. Suggested responses are:

- Politely ask the other person to step back
- Step back yourself and move away
- Tell an adult they trust
- Tell another adult if the first doesn’t believe them

Ask each child to identify some adults they could talk to. This can be family, friends, community leaders or adults at school. Ask them to draw their special people and display them on the walls.

Note: ensure that school-based adults named have been given appropriate information about how to respond to a child’s raising this type of concern or making a disclosure.
Activity 6:

Ask the children if they like talking to their friends on the internet, and which sites or apps they use to do this. Scribe a list. FaceBook, WhatsApp, Face Time and ooVoo are likely responses. (Teachers who are unfamiliar with these platforms can find more information about the most popular apps at www.net-aware.org.uk)

Ask the class whether they like to share pictures on these apps and sites. Ask the children to list the kind of images they like to share – for example, a video of themselves dancing or playing a computer game. Then ask who is able to see these images once they are online. Scribe a list of the people the children believe can see the pictures. Then tell them that actually anyone in the world is able to see the things we put online.

Explain that once we have put something online we lose control of it. This is because we don’t know what the people who can see it will do with our email, text, or photo.

Use the following scenario to illustrate the concept. This can be done through straightforward story telling; through role play; or the stages of the story can be printed on cards that the teacher reveals one at a time:

- Jim has taken a silly picture of himself with his phone.
- He does not want anyone else to see the picture. He knows it was not a good choice to take it, but he decides to send it just to his best friend Sunil because he knows it will make Sunil laugh.
- Sunil thinks the picture is really funny. He keeps it on his phone.
- On the bus home, Sunil drops his phone. Tom, one of the other boys in his class, finds it.
- Tom looks on the phone and sees the silly picture of Jim.
- Tom thinks it is really funny. He takes a photo of the screen and puts it on WhatsApp where all his friends see it.
- Tom’s friends share it with all their friends.
- Now lots of people have got the silly photo that Jim didn’t want anyone to see.

Explain to the children that Jim now can never get the picture back because he doesn’t know who has got it on their phone or laptop. The picture is out there for ever.

Ask the class to discuss each stage of the scenario. Explore the following ideas:

- Why did Jim decide to share the picture with his friend?
- Why might we do something silly without thinking about it properly?
- How could Sunil have protected the picture?
- What should Tom have done when he found Sunil’s phone?
- What can Jim do now everyone has seen his picture?
- Who can help Jim?
- At what point could Jim have stopped the problem?

Ensure that the children understand the following points:

- Jim sent the picture to Sunil because he knew he would think it was funny. Sometimes we do silly things because we want to make our friends laugh; we might also do something because we want to be like our friends or to make ourselves feel that people like us.
- Sunil could have protected the picture by using security like a password on his phone. He should have deleted the picture once he had seen it.
- Tom should have given the phone straight back to Sunil, or handed it in to the bus driver. He should not have shared the picture without asking.
- There is very little Jim can do now the picture has been shared, but he can talk to an adult he trusts about how he feels.
- The problem really began when Jim took the photo in the first place. If we don’t take silly pictures, they can’t get us into trouble!

Remind the children that they can get internet safety advice from CEOP at www.thinkuknow.co.uk

ChildLine can offer support to children who have had online problems, including bullying or abuse.
Activity 7:
Teachers may also wish to download free resources from the NSPCC that focus on specific aspects of child protection:
• The PANTS rule reminds children that those parts of the body covered by their underwear are private and they shouldn’t let anyone look at or touch at them.
• Share Aware is an internet safety resource that helps children to understand the dangers of taking and sharing nude images of themselves.
Teachers can also display posters from Child Line and explain that children can phone, email or webchat this charity to talk to someone who can give them advice and help when they are worried.

Plenary:
Remind the children what they have learnt:
• That we all like and dislike different touches.
• That everyone has different personal space and this changes depending on who we are with.
• How to recognise their early warning signs that they do not like something – the “oh-oh” feeling.
• That there are people they can talk to if they are anxious or concerned.
• That taking and sending embarrassing pictures of ourselves is not a good idea.

Debriefing activity:
Ask the children to think back to the objects they liked to touch and to remember how these things made us feel – happy, giggly, warm and so forth.
Remind the children that there are lots of people who can help them if they think they are worried about how someone touches them or if they are not sure about how to react to their friends. Allow a moment’s quiet reflection on how we can always ask for help, then end the lesson.

Differentiation for SEND:
Some children may require intimate care such as changing incontinence products. Ensure that these children know that they are able to report any worries and that they will not get into trouble or be stigmatised for their physical needs. Equally, ensure that these children are helped to understand that whilst sometimes we need touch in private places to help us, there are rules to make sure that everyone is safe. Providing a child-friendly copy of the school’s intimate care policy will be useful in these circumstances.

Children on the autistic spectrum may find touch an area of hypersensitivity, or others may have obsessive behaviours around touch (such as rubbing garment labels or ribbons). Children with ADHD may associate touch with de-stressing strategies such as twiddle toys. Teachers should be mindful of these possibilities when planning activity 1.

Autistic children may also struggle with the concept of personal space. Some simple rules like “always stand an arm’s length away from someone if they are not in your family” can offer ways for these children to understand and copy social norms.
Topic 4: Secrets

Many children who experience abusive situations find it difficult to tell anyone what is happening to them, and when they do tell someone they may often choose a friend who promises to keep it secret. In other situations the abuser tells the child to keep the secret, sometimes through threatening violence or family breakup if the child makes a disclosure. Other inhibitors can be a sense of shame or guilt, particularly if the child can be made to feel that they have collaborated in the abuse – for instance by sending nude images of themselves.

This topic helps children to understand that whilst there are good secrets, there are also bad secrets. Children will be given strategies for identifying bad secrets, and for telling an adult about secrets that make them uncomfortable or distressed. Teachers should be sensitive to the fact that children in the class may be experiencing situations that are “bad” secrets, and should follow school safeguarding procedures in the event of a disclosure. The guidelines for dealing with a disclosure (shown at the start of Topic 3 - Safety) should also be followed.

Learning Intention:
• To know the difference between a good secret and a bad secret.

Learning Outcome:
• To have considered good secrets and bad secrets.
• To have identified adults a child can talk to.
• To have strategies for asking for help.

Resources:
• NSPCC Pants and NSPCC Share Aware resources.
• Paper, pens, crayons for each child.
• Cards/paper printed with the following scenarios:
• Sheet of paper showing three concentric circles (either one per child or one large one for the whole class).

Jatinder’s mum is planning a big party for Jatinder’s dad, because it is his birthday. She has invited lots of people but asked Jatinder not to say anything as it would spoil the surprise.

Alan’s friend knocks on the door. He has stolen some money from his mum’s purse and says that if Alan hides it for him he can have ten pounds to spend at the weekend.

Paul’s dad has booked a family holiday to Disneyland. He didn’t tell Paul or his big sister Isobel because he wanted it to be a surprise. Isobel found out about the holiday, but has promised her dad that she will keep it a secret from Paul.

Lisa has received a message from a much older boy asking her to be friends online. This boy says he can give Lisa lots of cheats for a game they both like, but if Lisa tells her mum they are friends, she won’t get the cheats.
**Teacher Introduction:**
Today we are going to think about secrets. Sometimes secrets are really good, but other times they might be scary or worrying. We are going to learn how to decide if a secret is good or bad, and what we should do if we have a bad secret.

If you think you might have a bad secret already you can come and tell me at the end of the lesson, or you can find [safeguarding lead]. We will help you to be safe. You won’t get into trouble.

**Activity 1:**
Ask the children what the word “secret” means and scribe their suggestions.

Ask them if they agree that there are good secrets and bad secrets. Split the children into groups and give each group a scenario card.

Ask the groups to decide if their scenario is a good or bad secret, and why they reached that conclusion.

**Activity 2:**
Put the cards showing the two “bad” secrets on the wall. Ask the children what problems they think Alan and Lisa are facing in these scenarios. Scribe the answers:

- **Alan** – he might worry that his friend might not like him anymore if he says no; he might really want the money so he might not be sensible
- **Lisa** – the boy might be tricking her (he might not really be a boy); she might really want the cheats which might make her make silly choices

Ask the children whether Alan and Lisa should agree to what the other people are asking them to do. Split the children into pairs. Ask half of the pairs to think of something Alan could say, and the other half to think of something Lisa could say, to help make the problem easier. Discuss their answers, and include things they could say if the other person persists. Examples could be:

- **Alan** – I’m really sorry but I can’t do that because I think you should give your mum her money back. Can we do something else at the weekend instead?
- **Please don’t ask me again, I don’t like the way it makes me feel. I still want to be your friend but I need to do what I think is the right thing.**
- **Lisa** – I’m not allowed to have friends without my mum knowing. I’ll ask her if it’s okay.
- **Please stop asking me. I’m going ask my dad to help me block you.**

Scribe a list of what makes a good answer when we have a problem:

- Being polite
- Say what we mean
- Be honest
- Know who to ask for help if the other person doesn’t stop
Activity 3:
In pairs ask the children to practice saying no when they are asked to keep a bad secret.
(Note: This activity can also be used to help children prepare for other safety-related situations, such as a stranger offering them a lift). Scribe a list of things that children could say, such as:
• I don’t want to do that because it makes me feel uncomfortable
• Sorry, I am going to go home instead of doing that
• I have to log off now because my dad is coming up to say good night

Adults may sometimes threaten children with violence or punishment if they tell a secret. Reassure the class that even if someone has made a threat, there are other adults who will protect them and keep them safe. Ensure that children know they will be believed and taken seriously if they make a disclosure.

Online offenders sometimes threaten to put children’s images or videos online unless the child sends more. This is however unlikely as the by doing so, the offender will make themselves vulnerable to detection.

Show the children the CEOP site at www.thinkuknow.co.uk and the “report abuse” button. Remind them that they can always report anyone who tries to make them do anything inappropriate online by clicking on this and filling in the report form. They may need to ask an adult to help them.

Activity 4:
Ask the children to think of one thing they can always do if someone is trying to make them keep a bad secret. Encourage the answer “tell a grown up.”

Give each child a piece of paper printed with 3 concentric circles, or draw the circles on the whiteboard/flipchart.

Ask the children to draw a self-portrait in the middle circle, or write “Me”.

In the next circle, write down a list of people the children could talk to in their family/immediate social network.

In the last circle, write down a list of people they could talk to at school. Outside the last circle, ask the children to list other people they did not really know but who could help them if they had a problem, such as a doctor, Scout leader or police officer.

Debriefing activity:
Refer back to the list of strategies for making situations easier, and the list of ways in which children can respond to uncomfortable situations. Remind the class that there are lots of ways they can get help if they are worried or scared and that they can always talk to you or to the school safeguarding lead. Reflect for a moment on how many people will try to help them, then close the session.

Differentiation for SEND:
Social or communication difficulties may make it hard for some children to understand when a secret is bad or harmful; similarly, children who struggle to fit in with their peers may keep secrets as a price for acceptance and friendship. It is important that all children in the class understand that asking someone to keep a secret can be harmful.

Encourage children with SEND to seek help if they are at all unsure about something they are being asked to do. These children may need extra support to recognise inappropriate or exploitative behaviours, especially online.

Plenary:
Remind the children what they have learnt:
• The difference between good secrets and bad secrets.
• How good secrets and bad secrets make you feel.
• What to say if someone asks you to do something that you are not happy about.
• Who to ask for help.
LEARNING ACTIVITIES
Year 3 +
Learning activities: year 3 +

This section of the SoW contains activities designed to support teaching around the following four topics:

- Self Esteem
- Differences and Similarities
- Decision Making
- Safety (including internet safety)

The activities can also be used as part of the Social, Cultural, Spiritual and Moral curriculum and for schools’ work to promote British Values.

The aims of the topics are:

- To help children recognise their strengths as individuals, and to give them confidence to address those areas which need to be strengthened.
- To help children to recognise diversity and to understand the cultural, ethnic, religious, gender and other groups with which people may identify.
- To give children skills and strategies that will help them to make effective decisions, recognise their personal boundaries, and to resist pressure from their peers, the internet and wider media.
- To help children identify physical and emotional hazards in different environments, and to identify sources of help and support.

As with other sections of this Scheme of Work, teachers may wish to use the activities with other age groups where this is appropriate.
**Topic 1: Self-Esteem**

For the greatest benefit from this topic, all activities should be delivered. Each should take around 30 minutes, although this will vary according to the abilities of the children and the level of discussion that is generated.

Self-esteem is sometimes confused with arrogance. However, the mental health charity Young Minds states that:

“Self-esteem is how a person feels about themselves and what they do. Someone with positive self-esteem will generally approach things thinking they are a good person who deserves love and support and can succeed in life. Someone with low or negative self-esteem will generally think they are not good at things, don’t deserve love or support and that situations will work out badly for them.

**Children and young people with high self-esteem:**
- Have a positive image of themselves
- Are confident
- Can make friends easily and are not anxious with new people
- Can play in groups or on their own
- Will try to resolve problems on their own, but if not able to will ask for help
- Can be proud of their achievements
- Can admit mistakes and learn from them
- Will try new things and adapt to change

**Children with low self-esteem:**
- Have a negative image of themselves and may feel bad, ugly, unlikeable or stupid
- Lack confidence
- Find it hard to make and keep friendships, and may feel victimised by others
- Tend to avoid new things and find change hard
- Can’t deal well with failure
- Tend to put themselves down and might say things like “I’m stupid” or “I can’t do that” before they have tried
- Are not proud of what they achieve and always think they could have done better
- Are constantly comparing themselves to their peers in a negative way

Most children will have dips in self-esteem as they go through different stages or challenges in life. Starting a new school, moving house, changes in the family and many other factors can affect a child’s confidence, but with support from parents and other adults they usually get through this.

However, some children seem to have low self-esteem from an early age. This may be partly down to their personalities – some people naturally have a more negative outlook on life than others. Other children develop low self-esteem following a difficult time such as divorce, bereavement or being bullied or abused, and can’t bounce back. Children and young people with low self-esteem are more at risk of developing depression, anxiety, self-harming and other mental health problems as they grow up, and will often find the ups and downs of life in general harder to get through.”
Learning Intention:
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify areas that need to be strengthened.

Teacher Introduction:
In other lessons we have been thinking about ways in which we are all different and special. We thought about how we are all good at different things, and today we are going to carry on with that. We are also going to think about how we can improve in those areas we are not so good at.

We need to remember our group agreement about being respectful to each other, so we can talk honestly about the way we see ourselves and how we think about ourselves.

Learning Outcome:
- 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.

Resources:
- A covered box, with a mirror inside positioned glass-side up.
- Sticky notes
- Paper, pens, crayons
**Activity 1:**

Ask the children to sit in a circle. Ask them what they think the words “special” and “unique” mean. Help them to understand that “unique” means one of a kind, something that is totally individual.

Show the children the box that contains the mirror. Tell them that inside the box they will see something special and unique. Ask them to pass the box around and one at a time to look inside it, then pass it on without saying anything. Make sure that the next child cannot see into the box before his or her turn.

When every child has looked, ask them what they saw that was special and unique. Discuss with the children that everyone is different. We each have a different personality, different likes and dislikes, different strengths and weaknesses. Ask them to think of other ways in which we are different from each other. Scribe a list to illustrate how we are all unique and special.

**Activity 2:**

Ask the children to suggest the different individual strengths people can have. Split these into three columns and scribe their suggestions. Give some examples to start the conversation:

<table>
<thead>
<tr>
<th>Physical</th>
<th>Academic</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can run really fast.</td>
<td>Very good at maths.</td>
<td>Always kind.</td>
</tr>
<tr>
<td>Can turn cartwheels.</td>
<td>Writes funny stories.</td>
<td>Reliable.</td>
</tr>
</tbody>
</table>

Give each child three sticky notes. On their notes ask them to write or draw three things they are good at that can fit into these three categories (one thing on each note). Ask each child to come up, read out their three things, then to stick the note into the appropriate column.

Ask the children how it felt to discussed their strengths and explore why they felt like this. (Note: some children may find discussing their strengths uncomfortable, either because they have low self-esteem or because they have been brought up to consider such conversations as boastful or arrogant. Help these children to understand that it is acceptable to be proud of the things we are good at).

**Activity 3:**

Using the sticky notes from activity 2 as a prompt, ask the children whether they all have the same strengths. Explain that just as we all have things we are good at, so we all have things we would like to improve. Give a personal example to help children understand this concept – “I am really good at cooking but I would like to be a better piano player.” Reassure the class that nobody is perfect and that if they identify things they want to improve they will be able to think about the new skills and knowledge they will be able to get.

Give each child a piece of paper and ask them to head it “My Personal Improvement Plan.” Ask them to then write down one thing they would like to be better at.

Then ask each child to write down or draw three steps for their Plan. For example:

“I would like to be better at playing the piano so I will:

• Make sure I do my practice every day
• Get to my piano lesson on time every week
• Listen really hard to my piano teacher”
**Plenary:**
Remind the children what they have learnt:
- Everybody is special and unique.
- We all have different strengths, although some may be similar.
- We all have areas that can be improved and strengthened.

**Debriefing activity:**
Ask the children to go back to the things they are good at and to reflect on these for a couple of minutes, then end the lesson.

**Differentiation for SEND:**
All activities are accessible to children with SEN or disabilities. However some may need extra encouragement to identify their strengths.

Some children may need support to identify realistic plans for improvement – for example a child with lower limb loss may want to improve their running, but not be able to until they have a new prosthetic which they will not receive until they have finished growing. In such cases teachers are advised to discuss the lesson with parents and carers beforehand so they can help the child to make achievable plans.
**Topic 2: Differences and Similarities**

**Learning Intention:**
- To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.

**Learning Outcome:**
- To consider factors that contribute to their own identity.
- Consider similarities and differences between people in their community.
- Understand that people’s actions and responses will be affected by different factors.
- Be able to recognise and challenge some stereotypes.

**Resources:**
- “But Martin!” by June Counsel or similar book (see “resources” section)
- Identity passport (one sheet of A4 paper per child, folded in half to make four pages)
- Pictures of people whose jobs can be identified by their clothing – such as a ballet dancer in costume, a doctor in a white coat, a builder in a hard hat, a bus driver in uniform, a soldier in khaki, a decorator in overalls, a judge in wig and gown, a firefighter in protective clothes. Where possible choose pictures that challenge stereotypes, such as a male dancer or female soldier, as below and in Appendix 2.
Resources: continued:

- Cards printed with the title of each of the jobs pictured in Appendix 2 (one title per card, such as “dancer” or “builder”)
- Choices bingo card (adapt to fit in with options available in school)

<table>
<thead>
<tr>
<th>Ballet dancer</th>
<th>Builder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus driver</td>
<td>Soldier</td>
</tr>
<tr>
<td>Doctor</td>
<td>Judge</td>
</tr>
<tr>
<td>Firefighter</td>
<td>Doctor</td>
</tr>
</tbody>
</table>

I chose toast for breakfast  I chose to play football at break  I chose to read a book at break

I chose to go to a club at break  I chose cereal at breakfast  I chose yoghurt for breakfast

I chose an apple  I chose to play by myself at break  I chose to play with my friends at break

Teacher Introduction:

We are going to be thinking again about differences. We will start to think about how differences between us can make us do things in a different way to other people, or perhaps have different ideas and opinions. This means we need to be very careful about our working agreement.

(Review working agreement if necessary).
Activity 1:
Give each child a piece of A4 paper and ask them to fold it in half to make 4 pages. Ask them to fill in the following information about themselves:

<table>
<thead>
<tr>
<th>My Identity Passport</th>
<th>My background</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is</td>
<td>Where I was born</td>
</tr>
<tr>
<td>My age is</td>
<td>Languages I speak</td>
</tr>
<tr>
<td>I am in ……. class name or number *</td>
<td>My religion, if I have one</td>
</tr>
<tr>
<td>I have ….hair and …..eyes</td>
<td>The country my family comes from</td>
</tr>
<tr>
<td>Page 1</td>
<td>Page 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My favourite things</th>
<th>My future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>I want to be a</td>
</tr>
<tr>
<td>Games</td>
<td>I want to learn how to</td>
</tr>
<tr>
<td>Place</td>
<td>I want to travel to</td>
</tr>
<tr>
<td>Music</td>
<td>I want to have a</td>
</tr>
<tr>
<td>Page 3</td>
<td>Page 4</td>
</tr>
</tbody>
</table>

*do not encourage children to put their address or date of birth in case the paper should be lost outside school. Teachers may ask children to describe themselves as boys or girls but should be sensitive to any transgender children who may be in the class.

In groups, ask the children to compare their cards. Ask them to make a list of:
- The things that are the same
- The things that are different
- The things that are similar
- The things that we can see are the same or different
- The invisible things that are the same or different

Ensure that the children recognise the ways in which some differences and similarities are not immediately obvious. Ask if they learned anything that surprised them, and why it was surprising.

Activity 2:
Divide the children into groups. Give each group one of the job name cards and ask them to write a description of someone doing that job. Ask them to include things like gender, age, the clothing or equipment that that person is likely to use at work, and why they may wear or use these things.

Ask the groups to read out what they have written down. Then show the image from the appendix relating to that job. As a class, discuss any differences between the description and the picture.

For example: A ballet dancer is likely to be described as young, thin, female, wearing a tutu. The image however is a black male wearing bright red leggings. These help him to dance freely and let the audience see his legs and feet. Questions to ask could include: why do we usually think that ballet dancers are female? Why do we assume people on a stage always wear costumes? Do we think that men who dance have to be delicate, or are they strong athletes?
Activity 3:
Ask the children what they think the word “assumption” means. Ensure that they understand the word correctly – something accepted as true without questioning or seeking proof. Ask the children about assumptions they have made or experienced. Give some examples:

- “My brother is good at football so everyone assumes I will be too”
- “My sister is taller than me so everyone assumes she is the eldest”
- “My dad sometimes needs a wheelchair so everyone assumes he can’t walk”

Ask the children how these assumptions made them feel. Pick examples that are based on a child’s looks, and introduce the idea of stereotypes. Go back to the card/picture exercise in activity 2 and ask the children if they can identify any stereotypes from their descriptions – for instance did they all think a builder would be a man?

Explain how sometimes we stereotype people on the way that they look or dress, and that this can lead to discrimination. Ensure the children understand all terms used.

Activity 4:
Ask the children what they think the world would be like if everybody were the same. Ask for their ideas on how this could be a good thing and ways in which it would not be so good.

Explain how sometimes people behave like it is not okay to be different. Ask the children if they can think of any examples – for instance if the class laughs at someone who is not good at reading. How do they think this makes the other person feel? How did they feel if it happened to them?

Emphasise that it is important for people to accept each other, including their strengths and weaknesses. Remind the class however that there are some things which should not be accepted. This is intended to help the children identify behaviours such as racism and to reinforce the learning that such attitudes are unacceptable. Scribe a list of the children’s ideas about what is not okay:

- Being unkind
- Hurting someone else
- Being nasty to someone because of the way they look, the things their family does, or because they have a disability

Activity 5:
Read the story ‘But Martin!’ and ask the following questions:

- What is the story about?
- What do you think it is trying to say?
- How do you think Martin felt?
- How do you think Lee, Lloyd, Billy and Angela felt? How do their feelings change as the story progresses?
- How is Martin different from and similar to Lee, Lloyd, Billy and Angela?
**Activity 6:**
Give each child a “choices bingo” card. Ask them to move around the room asking what choices the other children made (basing these on the questions shown on the card, for instance what they had for breakfast or what they did at break time), ticking off each option when they find a child who made that choice. The first child to identify someone making all the different choices shouts “Bingo”.

Ask the children why they made the choices they did. This may need sensitivity, for instance if there are children who did not have breakfast because of poverty or neglect.

**Debriefing activity:**
Ask the children to guess how many people are alive in the world (current estimates are 7.4 billion). Write this figure on the board – 7 400 000 000. A billion is a thousand millions.

To help contextualise this figure, explain that if you had 7.4 billion pounds you could buy:
- Three thousand Ferraris costing £200 000 each
- The most expensive yacht in the world cost £600 million – you could buy a thousand of them
- All the Crown Jewels and have money left over
- Seven Buckingham Palaces!

Then explain to the children that out of all these people in the world, nobody is exactly like them. Nobody ever has been and nobody ever will be. This is true for every single person in the world. Allow some quiet reflection on this and then close the lesson.

**Differentiation for SEND:**
Although all the activities should be adaptable to meet the needs of children with special needs, teachers need to be sensitive to the ways that difference can be experienced by these children:
- They may miss out on school life and social experiences because of medical appointments
- They may have no choice but to avoid some things such as food due to allergens, or activities such as sport
- They may have conditions which make being different very challenging – for instance having a rare or life-threatening illness
- They may have obvious physical differences to their peers
- They may experience bullying or discrimination
- Some children may not have SEND themselves but be affected by conditions or disabilities affecting siblings or relatives

Activity 3 may offer children in these situations a good chance to express how they are affected by their illness or disability. It will be important for teachers to reinforce the working agreement in these instances.

**Plenary:**
Remind the children what they have learnt:
- Each child is an individual with individual likes, dislikes and characteristics.
- That everybody is different, although some may be similar.
- That it is easy to assume things about people by looks alone.
- That our experiences and our differences will influence our choices.
Topic 3: Decision Making

Learning Intention:
- To be able to demonstrate simple decision making strategies.
- To know that there are consequences for every decision.

Learning Outcome:
- To recognise that choices require decisions.
- To be able to consider different possibilities.
- To demonstrate effective decision-making skills.

Teacher Introduction:
Everybody needs to make decisions, all through their life. We decide about all sorts of things, some of which are more important than others. We will be thinking about how to make good decisions, and we will have a chance to practice making them while we are in our safe and friendly classroom. This will be good learning for when we are making real decisions later on.

Resources:
- Choice Cards.
- Traffic Light Cards.
- Scenario work sheets (activity 2).
Activity 1:
Ask the children what the word ‘decision’ means. A useful definition is “a choice we make after considering several options and thinking about what we want to do.”
Ask the children for examples of the decisions they have made that day. Scribe a list and arrive at a total number of decisions the class has already made.
Go through each decision one at a time, and ask if the child made it:
- **alone** – I decided to have toast because mum was busy and I didn’t want to ask her to open me a new box of cereal
- **with someone else** – I decided to have toast because mum said we only had one sort of cereal left
- **in circumstances that mean it was not really a decision** - I had toast because we had run out of everything else
Explore which decisions needed help, and why this was the case.
Discuss how some decisions are easier to make than others.

Activity 2:
Put the children into small groups and give each group a scenario worksheet:

<table>
<thead>
<tr>
<th>Scenario</th>
<th>What are your choices?</th>
<th>What is your final decision?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are playing at your friend’s house. You want to watch a DVD but your friend wants to go outside.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are at your aunt’s house with your 9 year old cousin. You get a headache. Your aunt is not at home but your cousin says he knows where the Calpol is kept and offers to give you some.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You bump into another child and make them spill paint all over the floor. The teacher didn’t see this happen. She tells the other child off and says it’s their fault so they will have to stay in at playtime to clear up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are invited to your friend’s house for his dad’s birthday party. You find a full can of beer that someone has opened and then left. Your friend dares you to drink it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You leave your favourite jacket in the dining room at school. When you go back to get it, the jacket has gone.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: continued:

Alternatively give each group just one scenario. Ask them to work through the situation(s), listing their possible choices and what their final decision has been. Feedback to the class and discuss whether it was easy or difficult to make this decision.

Explore the various pressures that may have influenced their decision; for instance, they may know it’s not safe to take medicine without an adult but this can be a hard rule to keep if their headache is really bad.

Read out the following list and ask the children to put their hand up if they think each factor could influence a decision they have to make. Discuss the ways in which this can happen. Ask them if they can think of anything else that may affect their thinking. Add these suggestions to the list and put it on the wall.

<table>
<thead>
<tr>
<th>My likes and dislikes</th>
<th>What my friends say</th>
<th>What I see other children doing</th>
<th>What I see on TV or the internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>What my religion or culture says</td>
<td>What my parents or carers say</td>
<td>My health</td>
<td>School rules</td>
</tr>
</tbody>
</table>
### Activity 3:

Take the choice cards and show them to the children. Place one card on the right of the room and another on the left. (Note: the card template below shows the options in related pairs, such as making a healthy or unhealthy food choice. Teachers may wish to use these pairings or to create their own cards that meet the needs and characteristics of their school).

Ask the children which choice they prefer (e.g., fruit or crisps). Ask them to go and stand by the card that shows their choice. If they are not sure they can stand in the middle. Tell them to be honest; for instance, they don’t have to pretend they would choose the healthy option if their genuine preference is for something else.

Ask the children to describe their decision-making process. If only a few children choose one option, ask how they feel about not being in the majority.

<table>
<thead>
<tr>
<th>Have a piece of fruit</th>
<th>Eat a bag of crisps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play Minecraft</td>
<td>Play outside</td>
</tr>
<tr>
<td>Read a book</td>
<td>Watch a DVD</td>
</tr>
<tr>
<td>Make a sandwich</td>
<td>Buy some chips</td>
</tr>
<tr>
<td>Do my homework</td>
<td>Go out to see my friend</td>
</tr>
<tr>
<td>Have a shower</td>
<td>Have a quick wash</td>
</tr>
</tbody>
</table>
**Activity 4:**

Discuss with the children that all choices have consequences. Ask them what this word means and ensure they understand it correctly (the result or effect of an action or decision).

Read out the following scenario:

‘Sonja and Adam are playing in the garden when Adam sees a man he does not know. The man has been watching them, but now he comes over and offers to take the children to the shop to buy them some sweets.’

**Hold up the RED traffic light card (meaning Stop - Decision to be made.)**

What choices do Sonja and Adam have? Make a list on the board of all the choices the class suggests, even when these may not be sensible or safe (such as go with the man and get the sweets).

**Hold up the ORANGE traffic light card (meaning Discussion Time.)**

Divide the children into groups. Ask each group to discuss one of the options listed, and ask to write down the possible consequences of that choice.

Ask each group to feedback on the consequences they have identified. Split the list of options into positive and negative choices.

**Hold up the GREEN traffic light card (meaning Final Choice, decision to be made).**

Ask the children to vote (by show of hands) for the choice they consider to be the best option. As each option is voted on, allow the children to explain their choice.

Highlight the winning option and discuss why this was the best decision for Sonja and Adam to make. Ensure that the positive consequences of this decision are explored.
**Plenary:**
Remind the children what they have learnt:
- What decisions are.
- We all make lots of decisions every day.
- Some decisions are more important than others.
- Some decisions are easy and others are hard.
- Not everybody will make the same decision as you, based on the same situation.
- We can use the traffic light system to remind us to 1) stop, knowing there is a decision to be made, 2) talk and think and 3) make our final decision.

**Debriefing activity:**
Ask the children to think of the best decision they have made that day. Scribe a few examples, and explore what made these good decisions.
Remind the children of the skills they have used to make these decisions. Ask them to think quietly for a moment about these skills and the good choices that they have made, then close the lesson.

**Differentiation for SEND:**
Children on the autistic spectrum may struggle with concepts such as peer pressure or wanting to please their friends. Children with ADHD may have poor impulse control. For both groups the use of thinking and discussion time is helpful and teachers may wish to foreground this in the activities.
**Topic 4: Safety**

**Learning Intention:**
- To be able to use basic techniques to resist pressure.

**Learning Outcome:**
- To be able to identify potential pressures in different environments.
- To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know.
- To recognise coercive pressure.
- To demonstrate basic techniques to resist pressure.
- To know who they can go to for support and help.

**Resources:**
- Glove puppet
- One printed diagram per child, A4 size:
  - Paper, pens, paint, crayons
- List of scenarios (adapt these to meet the needs and characteristics of the class):

<table>
<thead>
<tr>
<th>Home</th>
<th>School</th>
<th>Out and about</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who influences me?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who can help me?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You and your friend are in a shop that sells “Pick and Mix” sweets. The shop keeper is busy serving other people. Your friend says, “Quick, steal some sweets for us. No one will see you!”

At break you are talking with a friend about another child. The friend tells you that she has been teasing and saying unkind things to the other child. She says she won’t be your friend any more unless you are unkind to this child too.

Your friend has been given a new computer game about monsters. It is really popular and everyone at school plays it, but you notice that on the box it says the game is for people who are over 16. You are a bit scared about seeing the monsters but your friend says only babies don’t play the game.

You are playing in the park with your friend and your older sister. Two of your sister’s friends arrive in the park and start smoking. They offer cigarettes to you and your friend, saying, “try one, it will make you feel good.”

You’ve been chatting to someone online for a few weeks. They are really funny and make you laugh all the time but you don’t know them in real life. They keep saying they want you to meet them in the park on Saturday and that if you don’t go they will be upset.
**Activity 1:**

Ask each child in the class to think about an item they really want. Write down their wish list.

In groups, ask them to consider:
- How did they first find out about this item?
- What makes them want it?
- Why is it better than similar things (e.g., why is one brand of phone considered more desirable than another)?
- What do other people say about it?

Ask each group to feedback their answers. Make a list of all the different people who get mentioned as having influenced the children's desires. Discuss with the class the ways in which we may be influenced and by whom.

In groups, ask the children to fill in the "Who influences me" row on the printed chart. Ask for feedback and remind the children that influences can come from many different sources, including people they know, strangers, television programmes, their friends and their teachers.

**Activity 2:**

Act out the following dialogue, using a puppet for the second character. Alternatively, ask two children to role play the scenario:

**Puppet:** ‘I really got into trouble last night’.
**Teacher:** ‘Why?’

**Puppet:** ‘My cousin wanted me to take my brother’s sweets so we could eat them.’

**Teacher:** ‘Did you think that was a good idea?’

**Puppet:** ‘No. I knew my brother would be cross when he found out and I didn’t want to take his sweets.’

**Teacher:** ‘Did you explain this to your cousin? Did you say why you didn’t want to do it?’

**Puppet:** ‘Well I tried…’

**Teacher:** ‘And?’

**Puppet:** ‘He just kept telling me to take the sweets. He wouldn’t listen to me.’

**Teacher:** ‘So did you take the sweets?’

**Puppet:** ‘Yes, and that was a mistake. My brother found out and told my mum. I told my mum that it was my cousin, but she didn’t listen. She said that was just an excuse and she didn’t want to hear it. She was very angry. She said I had to buy my brother more sweets with my pocket money and that I couldn’t play with my PlayStation for a week.’

Discuss the scenario with the children, exploring:
- Why the puppet might have given in.
- How the puppet felt about giving in.
- Why they think the puppet was not able to convince the cousin not to take the sweets.
- Why the cousin didn’t listen when the puppet said he didn’t want to take the sweets.

List all their suggestions on the board.

Ensure that the way the puppet spoke to his cousin is amongst the suggestions on the board. If two children have enacted the scenario, discuss things like body language and tone of voice as forms of communicating emotion.

Ask the children to suggest better ways for the puppet to have said no. List useful words and phrases that he could have used and how he could have made it clear to his cousin that he was not going to take the sweets. Ensure the children understand that staying calm and being polite are important components of assertiveness.
**Activity 3:**
As a class, ask the children to think of some other situations where they could be pressured to do something. Alternatively use the list of scenarios listed above.

Put the children into pairs, and allocate a scenario to each pair. Ask one child to role-play the persuader whilst the other practices the skills of resisting pressure. Then give each pair a new scenario and ask them to swap roles so both have the chance to practice resistance.

**Plenary:**
Remind the children what they have learnt:
- Pressure can come from anywhere including media, friends and family.
- Body language is as important as the words used to resist pressure.
- Top tips for resisting pressure.
- Where they can get help and support.

**Differentiation for SEND:**
Children on the autistic spectrum may struggle to recognise coercive or inappropriate behaviour, and although additional role-playing activities can help them to identify and respond to these situations, teachers should bear in mind that children may not be able to translate their learning into a variety of situations. Reinforce for these children the importance of seeking help from a trusted adult if they are at all unsure. Autistic children may also have difficulty in making decisions based on right and wrong; their desire to fit in and be like their peers can make it harder for them to both understand a moral dilemma and to choose an appropriate course of action.

**Activity 4:**
In groups ask the children to design a “top tips” poster that gives children advice on how to resist pressure from other people. Display the finished posters around school.

**Debriefing activity:**
Remind the class that they can always talk to you or to your school safeguarding lead if they are worried.

Go back through the strategies and ‘top tips’ the children have discussed. Allow a minute to reflect on these, encouraging the children to memorise them, then close the lesson.

**Activity 5:**
Individually ask the children to think about who they could tell if they felt pressurised, and who they could ask for help. Ask them to complete the second row of their chart, showing who could help them in school, out of school and at home.
OVERVIEW

Year 4 +
Overview: year 4 +

The work for this year group is divided into 3 topics:

- Emotions
- Change
- Assertiveness

When you choose to deliver these topics will depend upon your school’s planning and timetabling. Although we are suggesting that these topics suit year 4, teachers may choose to deliver them to other age groups when, in their professional judgement, this would be safe and appropriate.

The current National Curriculum for Science at year 4 does not contain any topics with a direct link to SRE. However the 2000 DfE guidance and its 2014 supplement should still be followed and the suggested topics in this SoW are designed to complement these frameworks.
Topic 1: Emotions

Learning Intention:
- To be able to communicate both positive and negative emotions in different situations.

Learning Outcome:
- To identify and recognise in themselves a range of different emotions.
- To understand how our bodies and emotions are linked.
- To understand how their emotions affect their interactions with other people.
- To give examples of their actions which can affect the emotions of other people.
- To appreciate that their emotions can lead them into risky situations.

Resources:
- Small notebook or pieces of paper for emotional dictionary.
- Pictures of people displaying emotions, taken from online sources, magazines or newspapers (or use the suggested images in Appendix 2).
- Paper printed with body outlines.
- Traffic Light Cards.
- Sticky notes.
- Paper printed with storyboard boxes.
- "When I felt good about myself" blank poster.
- “When I did not feel good about myself” blank poster.
- Paper, pens, crayons.

Teacher Introduction:
We all experience different emotions throughout the day. Another word for “emotions” is “feelings.”

When we get up in the morning, we will all feel different emotions. We might feel excited because we know something nice is going to happen, or grumpy because it’s raining.

It can be hard to understand emotions. Sometimes we might not even understand what we are feeling ourselves. We might be angry but it feels like being scared. It can be even harder for other people to understand how we are feeling, although our body language, our faces and our words can all give clues.

Because everyone is different, everyone can have different emotions. One person might be scared or upset when another person is not. This means we have to remember that other people might feel differently about things – for instance they might be upset by something we think is funny. Remembering this is called respecting other people’s feelings and being able to do this is an important part of growing up.
Activity 1:
Ask the children what the word ‘emotions’ means. Ask them to name as many emotions as they can think of, and scribe this list. Ask the children to copy the list into their “emotional dictionary.” Explore the subtleties of emotional language – for instance, is sadness the same as grief? Is happy the same as joy? Ensure that the children can understand the words on the list and use them accurately. Explain that they are building up their emotional vocabulary and that they can use their emotional dictionary to remind them of useful words. Encourage them to add new words to the dictionary as they progress.

Activity 2:
Split the children into small groups. Give each group one or more of the emotions pictures and ask them to write down what they think each one represents. Ask each group to feed back to the class, correcting any misunderstandings or errors.
As a class, discuss:
- Was the task easy or hard?
- Were some pictures easier than others? Why?
- Were there some faces that could be showing more than one emotion?
- Apart from the faces, were there any other clues that helped you to recognise the emotion?

Activity 3:
Divide the children into groups and give each group an emotion. Ask the children to mime that emotion to the other groups. The other groups need to guess which emotion it is.
At the end of each role-play, ask the children how they could tell what emotion it was. Ensure that areas such as facial expressions and body language are covered.
Activity 4:
Split the children into groups and explain that we are going to look at the ways in which our bodies and minds are connected, just like we saw when we talked about body language.

Give each group a printed body outline. Ask the children to imagine that they are about to sing a song to the whole school in assembly, or perform a similar task that they will find a little bit daunting. Alternatively they can think of a real-life situation that they have experienced (note: it is important to use a “safe” example that will not trigger flashbacks or bad memories for children who have undergone serious trauma). On the body outline, ask them to draw and label the physical symptoms they would associate with this situation.

Scribe their responses, such as butterflies in the tummy, panting, a pounding heart, shaking, having a headache.

Explain that our bodies try to keep us safe from danger. It doesn’t matter what that danger is – it could be a hungry tiger or a scary assembly! This is called “fight or flight” and it makes us want to either fight the scary thing or run away from it.

Go through the list of symptoms and explain the physiological “fight or flight” reason for them:

- **butterflies in the tummy** – our bodies stop digesting our food to concentrate on keeping safe
- **panting** – our body tries to get lots of oxygen to our muscles so we can run away or defend ourselves
- **pounding heart** – blood tries to get to our muscles quickly
- **shaking** – our muscles get tense ready to fight or run away
- **headache** – this is caused by tense muscles in our neck and shoulders

Explain that this illustrates how our bodies and emotions are connected, which is important to remember when we are thinking about how people feel. Our bodies can often give lots of clues to how we are feeling, which can help us to understand our emotions and make better choices.

Activity 5:
Ask the children to think of a time when they felt really happy and good about themselves, and to think of another time when they did not feel good about themselves. As with activity 4, it is important that children are guided towards “safe” scenarios rather than recalling a trauma such as abuse or bereavement.

Taking the “not feel good” scenario first, ask the children to write how they felt and looked on sticky notes and to put these on the “When I did not feel good about myself” blank poster. Then repeat the exercise with the “When I felt good about myself” poster. Make sure the notes are anonymous.

Use the sticky notes to lead discussion:
- Has anyone else here ever felt like this?
- Was it for the same reason, or a different reason?
- Why might things affect different people in different ways?
Activity 6:
Read “Have You Filled a Bucket Today?” by Carol McCloud. Discuss with the children how we can help other people feel good or bad by the way we act. Explore how our own behaviour and actions can be affected by our feelings and how other people can affect ours.

Activity 7:
Ask the children to name a situations when someone might feel really excited – for example waking up early on Christmas morning, running onto the beach for the first time, a hot afternoon when they had some money and the ice-cream van came around the corner.

Ask the children if they can think of any ways in which being this excited might make someone do something silly (such as tear open all the presents, dash into the sea, run out into the road). What might the consequences of these actions be?

Tell the children that sometimes, really strong emotions can stop us thinking sensibly – just like “fight and flight” can make us want to argue or run away, even if those are not the best things to do.

Ask the class to name any other strong feelings that could make them act without thinking.

In pairs, ask the children to think of a time when they acted without thinking. Give them the following prompts: what happened? What feelings do they remember? Why did they act as they did? How did other people feel about what they did? How did they feel afterwards?

Then explore what they would have done if they had stopped and thought about it, using the following prompts: would things have turned out differently? How? Would they have felt any differently about what happened?

Activity 8:
Ask each pair to break down their “stopping and thinking” scenario into six steps, for instance:
1. I heard the ice cream van’s music
2. I remembered I had my pocket money
3. I ran out onto the pavement in excitement
4. I stopped and thought
5. I crossed the road safely instead of running out into the traffic
6. I felt proud of myself for staying safe

Give each pair a storyboard and ask them to illustrate the six steps of their story, with drawings and speech bubbles.
Activity 9:
Ask the children for ideas about how they can remember to stop and think, rather than reacting with their feelings. Scribe a list. Remind the class about the traffic light system that can help them decide:
- **STOP** – decision to be made;
- **DECIDE** – discussion and thinking time; and
- **GO** – final choice, decision made.
Give each child three pieces of paper or card and ask them to design their own set of traffic light cards for use at home.
Ask the children to complete the stem sentence, ‘I have learnt that before reacting I will...” and illustrate this with a picture of themselves acting out the statement.

Plenary:
Remind the children what they have learnt:
- We all show our emotions through verbal language and body language.
- Our emotions can affect other people.
- Our actions can affect the emotions of other people.
- Our emotions can stop us from thinking and as a consequence we may do something that we later regret.

Debriefing activity:
Put the children into pairs. Ask child A to tell child B one way in which child B makes child A feel good. Repeat so each child hears a positive statement about themselves. Give some examples to start the conversation, such as “you always let me share your pens” or “you picked up my cardigan for me”.

Differentiation for SEND:
Autistic children may struggle to recognise emotions from facial expressions. These children may benefit from being helped to compile a list of “clues” such as:
- Smile, laugh = happy
- Frown, shout = angry
- Cry, not want to play = sad
- Say “ugh” and run off = disgust
Topic 2: Change

This lesson looks at what changes the children have experienced, and their feelings towards those changes. It then asks them to think about some of the new responsibilities that change has brought them.

Learning Intention:
• To appreciate that over time we change, physically and emotionally.

Learning Outcome:
• To consider changes that can take place in our lives and those of others.
• To appreciate that as we change we are able to do different things and take on different responsibilities

Teacher Introduction:

Some change happens automatically, like our hair growing or the time of year changing. Other changes are things we decide to do.

Some changes can be scary, like going to a new school or trying to do something for the first time. Other changes might be good fun, like being allowed to do more things now you are older. Today we are going to think about the kind of changes that mean we have to take some new responsibilities and do different things.

We will be talking about our bodies and how they change so we need to remember our working agreement.

Resources:
• One change grid per child
**Activity 1:**
Discuss with the children what the word ‘change’ means. Ask the children to individually think of a time when something changed for them in some way. Scribe their answers, using the following safe examples as prompts: changing class, moving home, getting a new teacher, meeting dad’s new girlfriend, mum having a baby, changes the children have noticed about their bodies.

Ask them to think back to that time and think about how it made them feel. Discuss the following questions:
- Can they name the emotions they felt – were they happy, scared, frightened, angry, sorry, surprised, eager?
- Do they know why they felt like this?
- Did different children feel different emotions in similar circumstances? Why might this have been the case?

**Activity 2:**
Ask the class to name something which they have noticed changing or growing in the last few weeks or months. Examples could be a flower blooming, leaves changing colour, bread going mouldy, or the children outgrowing their shoes.

Ask them to remember as much as possible about the changes (for example, the smell of the mould, the way their shoes pinched). Highlight all the answers.

Individually, ask the children to respond to the question: ‘What body changes have happened to me and what will happen to me in the future?’
(Note: teachers will need to be sensitive to any child who may have a progressive illness or disability and for whom changes may be associated with ill-health and discomfort).

Ask the children to draw or write down as many body changes that they can think of. Remind them to use proper body terminology where they know it. Include things like hair growing longer or getting more dexterous as well as the changes associated with sexual maturity.

Discuss as a class the changes that have been identified. Help the children to identify any body changes that they may have missed out.

Reassure the children that everyone changes at a different rate and that there is nothing they can do to speed up or slow down their personal physical development. They don’t need to worry if they are changing faster or more slowly than their friends.

**Activity 3:**
Discuss with the children what the word ‘responsibilities’ means. Ask them children what responsibilities they have – for instance, getting up in time for school, keeping their bedroom tidy, putting their clothes away, being on the school council.

As a class discuss in which areas they feel they can take on more responsibility and in which areas they would like to take on more responsibility. Scribe a list and help the children to explore these areas, using the prompt questions:
- Are the two areas (having and wanting responsibility) the same?
- What is stopping them for taking more responsibility in areas that they like?
- In which areas do you feel that you are not ready for more responsibility?
Activity 4:
Individually ask the children to think of four changes that are going to happen to them, and write them on the change grid.

<table>
<thead>
<tr>
<th>Change 1</th>
<th>Change 2</th>
<th>Change 3</th>
<th>Change 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growing breasts and body hair</td>
<td>Going to secondary school</td>
<td>Being allowed to have my ears pierced</td>
<td>Going on the bus by myself</td>
</tr>
</tbody>
</table>

In groups of four, ask the children to share their grids, and then to consider the following questions:

- What are you looking forward to the most?
- What worries you the most?
- As a result of these changes, what new responsibilities will you have?
- Will everyone feel and experience the same changes as you?
- Who can you talk to if you are worried?

Ask the groups to feed back to the rest of the class.

Debriefing activity:
Reassure the children that physical changes will happen without problems – their body knows what it is doing. To illustrate this, ask the class to sit quietly with their eyes closed. Ask them to notice their heart beating, their breath, the way their skin can feel the breeze. Their body is doing all of these things and will be able to change all by itself.

Differentiation for SEND:
Some parents may find it difficult to accept that their disabled child is going to become a sexually mature human being, with his or her own physical desires; others may still be struggling with their own emotional reactions to the child’s disabilities or condition.

Parents may find resources from the fpa (www.fpa.org.uk) and from learning disabilities.org.uk (www.learningdisabilities.org.uk) helpful both in terms of talking to their children and in coming to terms with their own reactions to the child’s development.

Some children may have life-limiting conditions and teachers should be mindful of this when planning lessons.

Plenary:
Remind the children what they have learnt:

- Change can bring strong feelings.
- Some changes affect everybody.
- Some changes only affect individuals.
- We take on more responsibilities as we grow and change.
- Everyone is different. We all have our own clock for growing and changing, and being ready for more responsibilities.
Topic 3: Assertiveness

Learning Intention:
• To understand and be able to use assertiveness skills.

Learning Outcome:
• To have practised being assertive in different situations.

Resources:
• Paper, pens, crayons.

Teacher Introduction:
Assertiveness is a key skill needed in relationships, and in everyday life. Being assertive is not being angry or shouting. By understanding what assertiveness means and by being able to practise assertiveness in our classroom, where it is safe, we will be able to learn how to be assertive in everyday life.
**Activity 1:**
Discuss with the children what assertiveness means. A good definition is “being able to communicate our thoughts, beliefs, opinions and emotions in a positive and confident way”. Agree on a definition and explore how it is different from shouting and angry insistence.

**Activity 2:**
In pairs, ask the children to think of situations when they have been asked to do something they did not want to do (if they cannot think of one, ask them to consider a situation that a friend has been in, or one they have seen or heard about.) Steer the class towards safe examples, such as “your friend wanted you to watch a tv programme you’re not allowed to see,” as this activity may otherwise be distressing for children who have experienced abuse or coercion.

Ask the class to describe the situations they have thought of, and scribe the responses.

In small groups ask each group to choose a situation from the list, and think of ways that they could say ‘no’ . List all the different ways that each group comes up with.

In pairs, ask the children to role-play some of their solutions to their chosen situation, with one person acting as persuader and the other using the suggested strategy. A useful prompt is “No, I don’t want to because…

When both children have practiced being the persuader and the respondent, let them choose another scenario and repeat the exercise with the children swapping roles.

Bring the group back together and ask the children:
- How did it feel to be the persuader?
- How did you deal with rejection when the other child said no?
- How did it feel being the responder?
- What strategy did you use to deal with the pressure?
- What made your strategy a good one?
- How could it have been better?
Activity 3:

Explain to the children that there are 3 different types of behaviour people might use when trying to deal with pressure:

- Aggressive behaviour (angry, threatening or hurtful)
- Assertive behaviour (calm, strong, confident)
- Passive behaviour (not saying what we mean, letting other people do what they want)

Ask the children what they think these words mean, and help them to arrive at suitable definitions (suggestions are shown in brackets above). Ask if they can think of an example of each, taking their ideas from stories, soap operas and films. Discuss the characteristics of assertive behaviour.

Give each child a piece of paper and ask them to write down examples of both verbal and non-verbal assertiveness skills. Suggested responses are:

<table>
<thead>
<tr>
<th>Verbal assertiveness skills</th>
<th>Non-verbal assertiveness skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not shouting</td>
<td>Listening to the other person</td>
</tr>
<tr>
<td>Using words to describe your feelings</td>
<td>Keeping your body still</td>
</tr>
<tr>
<td>Repeating what you want</td>
<td>Not jabbing your fingers or waving your arms</td>
</tr>
<tr>
<td>Being clear about what you want</td>
<td>Standing or sitting up straight</td>
</tr>
</tbody>
</table>

Ask the children in pairs to practise a different scenario from activity 2, this time using as many of the verbal or non-verbal skills as they can. Repeat the persuader/resister roles, ensuring both children experience each role.

Ask the children:

- Was it easier to remain firm when they were using the assertiveness skills discussed? Why?
- Did the persuader notice any difference this time, and if so, what?
- Did the resisting child’s body language back up what they were saying? If not, what could have been better?

Activity 4:

Ask the children in groups to design a top tips poster explaining ‘How to be Assertive.’ Display the finished posters around the school.
Plenary:
Remind the children what they have learnt:
• What assertiveness means.
• The verbal and non-verbal skills needed to be assertive.
• The difference between assertiveness and aggression.

Debriefing activity:
Remind the children that they will need assertiveness skills as they grow up, as they will need to be able to resist pressure and stick to doing what they think is right. This is one of the responsibilities we take on as we get older. Remind them that they are growing up and that they are all learning good and useful skills which will help them throughout their lives. Allow a minute’s quiet reflection on the lesson then move on to the next part of the day.

Differentiation for SEND:
It can be difficult for disabled children to demonstrate assertiveness, particularly when they have problems with mobility or independence skills. Parents who are accustomed to providing all aspects of their child’s care may also find it hard to accept his or her growing desire for independence and autonomy. It will be important to work with parents and carers so they are prepared for this stage in their child’s life. The sample letters in this SoW can be adapted to give specific information and support to these families.

Children with autistic spectrum disorders may find it hard to read and interpret emotions, and so extra support may be necessary for this group. Giving these children very clear examples and reminders (such as a set of labelled picture cards showing emotions and appropriate body language) so they can have a point of reference when discussing abstract concepts such as feelings can be helpful. School SENCOs and the educational psychology service will be able to provide further advice.
OVERVIEW
Year 5 +
Overview: Year 5 +

This section of the SoW is divided into four topics:

**Relationships**
- To be aware that there are different types of relationships, including marriage and those between family and friends.
- To identify behaviour and attitudes which contribute to maintaining friendships and relationships.
- To have explored some of the differences in relationships between friends and family.
- To be able to consider and discuss a range of family types including single-sex parents, single parents, foster carers.
- To have considered the meaning of the word love.
- To have considered how other people feel in some situations and how this helps or hinders friendships.
- To have practised skills needed to maintain relationships.

**Support networks**
- To identify their support network and how, when and where to find support when the people in their network cannot help.
- Identify people in their support network and describe why they are special to them.
- Demonstrate that they know how to ask for help and support.
- Identify whom to ask for help in certain situations.
- Identify some sources of outside support beyond their immediate network.
- Identify possible risks in seeking support and how to manage these.

**Puberty**
- The physical and emotional changes that take place at puberty.
- To name the main male and female internal and external sexual reproductive parts, using the correct terminology.
- To be aware that puberty occurs at different times for different people and be able to explain why.
- To identify and describe the main physical and emotional changes that take place at puberty for boys and girls.
- To be able to identify and understand how hygiene needs change during puberty.

**Reproduction and pregnancy**
- To make clear the link between changes at puberty, sexual intercourse and the start of a baby.
- To explore girls’ perceptions of boys, and boys’ perceptions of girls in a variety of situations.

**Teacher Notes**

Teachers need to feel confident when teaching these topics, especially when explaining physical structures and changes. The following explanatory notes will be useful, but further clinical information can be found on the NHS site [www.nhs.uk](http://www.nhs.uk).
**External Female Reproductive System:**
- **Clitoral hood** - This is a protective hood of skin that covers the clitoris. There is no standard size or shape for the hood.
- **Clitoris** - This is a sexual organ. Only a small part of the clitoris is visible - a round bump portion located above the opening of the urethra and vagina. It extends within the body and it is the only part of the female body with the sole function of providing pleasure.
- **Inner labia** - These are two smaller folds, inside of the outer labia. They extend from the clitoris downward, and backward for about 4 cm. on either side of the vulva.
- **Outer labia** - These are two prominent folds of skin which extend downward and backward from the mons pubis to the perineum.
- **Urethra** - The urethra is about 1-2 inches long and opens in the vulva between the clitoris and the vaginal opening. The urethra is a tube which allows the passing of urine.
- **Vulva** - This is the collective name of the external parts of the female reproductive system.

**Internal Female Reproductive System:**
- **Cervix** - This is the neck of the womb. It has a small (pin size) hole in the middle to allow menstruation, and which stretches open (dilates) during childbirth.
- **Endometrium** - The lining of the womb which thickens every month and is shed if fertilisation does not occur.
- **Fallopian tubes** - These are two very fine tubes leading from the ovaries into the uterus. Each is about 7–14 cm long. After ovulation, the egg enters the Fallopian tube and travels toward the uterus, pushed along by movements of cilia (fine hair-like structures) on the inner lining of the tubes. If the egg is fertilized while in the Fallopian tube, then it normally continues its journey into the womb where it implants in the uterus wall, which signals the beginning of pregnancy. Occasionally the embryo implants into the Fallopian tube instead of the uterus, which is known as an ectopic pregnancy.
- **Fimbriae** - These are a fringe of tissue around the entry to each Fallopian tube. When ovulation (the release of an egg from the ovary) is about to occur, sex hormones activate the fimbriae, causing them to gently sweep the released egg into the Fallopian tube.
- **Myometrium** - The muscular tissue of the uterus.
- **Ovary** - There are two ovaries in the body, one on either side of the uterus. Each ovary is about the size of an almond and is the organ where eggs are stored and released. Girls are born with eggs within their ovaries. Eggs are around the size of a grain of sand. Ovaries are not directly connected to the Fallopian tubes.
- **Perineum** - The skin between the vagina and the anus.
- **Uterus** - This is also known as the womb. It is about the size and shape of a small pear. It is a muscular structure which stretches as the baby grows.
- **Vagina** - This is a muscular tube about 15 cm long. It stretches from the cervix down to the vulva where it opens between the legs. The vagina is very elastic and it stretches to allow a baby to be born.

**External Male Reproductive System:**
- **Foreskin** - This is a piece of skin that covers and protects the head of the penis when not erect. It may be removed (circumcision) for medical reasons or as part of a religious rite.
- **Penis** - The penis is the man’s sexual organ. This becomes hard and erect to allow the sperm to be ejaculated.
- **Scrotum** - This is the bag of skin which hangs on the outside of the body, and which contains the testes (testicles). It helps keep the testes at a constant temperature, just below the rest of the body. This is necessary for sperm to be made. When the body is hot the scrotum moves further away from the body to keep cool; when it is cold the scrotum draws up closer to the body for warmth.
- **Urethra** - This is a tube running down the length of the penis from the bladder, through the prostate gland to the opening at the end of the penis. It allows the passing of urine from the bladder to the outside of the body. Sperm also travels down the urethra to be ejaculated.
Internal Male Reproductive System:

- **Bulbourethral glands** – these are small glands that produce a clear, viscous secretion known as pre-ejaculate. This fluid helps to lubricate the urethra for sperm to pass through, and to help flush out any residual urine or foreign matter. It is possible for this fluid to pick up sperm, remaining from previous ejaculations, and carry them out prior to the next ejaculation, which is why withdrawal is an unreliable method of contraception.

- **Epididymis** – a tube where semen is stored until it is ejaculated.

- **Erectile tissue** – the penis is made up of erectile tissue. The tissue acts like a sponge and when it becomes filled with blood, the penis becomes hard and erect.

- **Prostate gland** – this structure is slightly larger than a walnut. The main function of the prostate is to store and secrete a clear, slightly alkaline fluid that, along with sperm, makes semen. The rest of the seminal fluid is produced by the seminal vesicles.

- **Semen** – the fluid and sperm ejaculated from the penis.

- **Seminal Vesicle** – this structure makes a significant proportion of the fluid that ultimately becomes semen. About 70% of the seminal fluid originates form the seminal vesicles. The fluid provides nutrient energy for the sperm as they travel through the female reproductive system.

- **Sperm** - sperm (spermatozoa) are made in the testes. These cells come in two types; “male” and “female.” Sperm cells that make female offspring after fertilization differ in that they carry an X chromosome, while sperm cells that make male offspring carry a Y chromosome.

- **Testis or testicle** – this is where sperm is made.

- **Vas Deferens** – these tubes carry the sperm from the testes to the penis.

**Puberty**

Puberty is the physical process whereby a child develops into a sexually mature adult, capable of reproduction. It can start anywhere from 9 – 16 years of age. Puberty that begins when a child is 8 or after the age of 14 can be described as early or late, and parents or carers may wish to discuss this with the family GP.

Puberty is controlled by hormones. The brain sends a message to the pituitary gland, which starts to make hormones (Follicle Stimulating Hormone (FSH), Luteinizing Hormone (LH), and Growth Hormones.) These hormones cause puberty changes to occur by stimulating the ovaries in girls or the testes in boys.

**Some changes at puberty are experienced by boys and girls:**

**Boys’ changes**

- Adam’s apple becomes more prominent
- Involuntary erections
- Testicles drop
- Voice breaks
- Wet dreams may occur

**Girls’ Changes**

- Breast development
- Hips widen
- Menstruation (periods) begins

**Puberty for girls**

**Hormonal effects**

The ovaries produce oestrogen, which is the female sex hormone Oestrogen causes:

- Breasts and nipples to enlarge
- Fat to be laid down on breasts and hips.
- The uterus, vagina, and fallopian tubes to grow in size
- The walls of the vagina to thicken and grow moist

The ovaries produce progesterone, which along with the oestrogen, helps periods become regular. A small amount of testosterone is also produced in the ovaries.

This is responsible for:

- Body hair
- Body odour
- Acne
- Sexual feelings
**Physical changes**

**Breast development**

The first sign of breast development is firm lumps (breast buds) under the nipples. It is not uncommon for one breast to develop faster than the other. It is also normal for breasts to be cone shaped during this phase of development. Nipples may become more prominent and the areolas darken. Girls may wish to start wearing a bra for comfort and support, and should learn to check their breasts for lumps. Becoming familiar with their breasts and what is “normal for them” is an important part of cancer awareness.

**Growth spurt**

Girls can experience growth spurts of up to 100mm a year for 1-2 years, although this then slows down.

**Menstruation (periods)**

Every month an egg (ovum) is released from the ovaries. It travels down the Fallopian tubes and if it is not fertilised by a sperm, it disintegrates in the uterus. Meanwhile, the uterus lining has become plush and thick so the fertilised egg can embed and begin to grow into a baby. If this does not occur, the uterus lining breaks down and is shed by the body, along with the disintegrated egg. This shedding is called menstruation or a period.

A period can last anything from 3-9 days. There is no fixed age at which girls begin to menstruate. The menstrual cycle is controlled by hormones. The cycle runs from the first day of one period (day one) to the first day of the next (usually 28 days later), although this varies from woman to woman.

- **Day one:** Bleeding begins and lasts for around 5 days. At the same time a new egg begins to ripen in its follicle within the ovary.
- **Day five:** The lining of the uterus has been shed and bleeding stops. The new ovum ripens and moves along the surface of the ovary. The follicle is also producing oestrogen, which is causing the uterus lining to become thick and plush again.
- **Day fourteen (approximately):** The egg is ejected from the follicle and enters one of the Fallopian tubes. Meanwhile progesterone is working on the uterus lining, making it soft and spongy. The ovum travels along the Fallopian tube to the uterus. If it is fertilised by a sperm, the ovum will embed in the lining of the uterus.
- **Day twenty-eight (approximately):** If fertilisation does not occur, the egg and the uterus lining will not be needed so they break down and are shed from the body through the vagina. This is the start of the period and a new cycle.

When girls first begin to menstruate their cycles can take time to settle down and become regular. Girls need to know that having their period need not restrict their daily activities, and teachers may need to dispel myths (such as “a woman should not wash her hair whilst she has her period.”)

**Pubic hair**

This starts off light coloured and fine but gradually darkens. The pubic hair protects the sensitive skin of the vagina. Some women shave or wax their pubic hair.

**Underarm hair**

This usually starts to grow after the pubic hair. Some women shave their underarm hair but others do not. As with the shaving or waxing of pubic hair, teachers should stress that this is a matter of personal preference.

**Pre-menstrual tension (PMT)**

This is caused by hormones and can begin up to a week before menstrual bleeding starts. It can include sore breasts, bloating, irritability and fatigue.

**Puberty for Boys**

**Hormonal effects**

The Luteinizing Hormone acts on the Leydig cells in the testes, which makes them secrete the male sex hormone testosterone. Testosterone causes:

- Growth of the penis and scrotum
- A growth spurt
- The growth of facial hair and body hair
- A change in body odour
- The deepening of the voice
- The build-up of muscles

**Period pain (Dysmenorrhoea)**

This can be a dull ache or cramping in the lower abdomen. To deal with it, girls can do gentle exercise; use a hot water bottle on the area; or take some painkillers.
• It is also responsible for sexual feelings, erections and increased aggression
• Follicle Stimulating Hormone stimulates the growth of the testicles

Puberty changes for boys

Body hair
Hair grows on the genitals, underarms, chest, arms and legs. It may also appear on the arms, back and shoulders. This growth is triggered by testosterone.

Breast growth
Boys may need reassurance if they notice changes to their breasts. The areola gets wider and darker, whilst the nipples get larger. Sometimes boys may notice a slight swelling and feel that their breasts look like cones. This is normal and usually disappears in a year.

Facial hair
Boys typically start to develop facial hair between the ages of 14-16.

Growth spurt
Boys continue to grow until their late teens, and during puberty can grow up to 120mm in a year.

Involuntary erections
These erections happen without stimulation. The penis becomes stiff and big and sticks out from the body, due to an increase in blood to the spongy erectile tissue. This causes the muscles at the base of the penis to tighten, thereby preventing the blood from getting out, and making the penis become wider and longer. Involuntary erections can occur at any time, especially when the boy is under stress, and may be a source of embarrassment.

Voice breaking
Between the ages of 11-16 the voice deepens. This is due to the larynx getting bigger and the vocal cords getting longer, a process which can take some time. Whilst this is happening boys may experience a waver or crack in their voice. The larynx also tilts as it grows, causing the prominent “Adam’s Apple” in a man’s throat.

Wet dreams
A wet dream is a spontaneous ejaculation of semen, which occurs whilst a boy is asleep. It is frequently a boy’s first experience of ejaculation. Wet dreams (sometimes called “nocturnal emissions”) happen when the body empties the testicles to make way for the production of new sperm.

Reproduction
For a woman to become pregnant, an egg needs to be released from the ovary and the man’s sperm needs to be ‘fertilise’ it.

During sexual intercourse, sperm are ejaculated from a man’s penis into the woman’s vagina. In one ejaculation there may be more than three million sperm. Each sperm resemble a tadpole and is so small that it can only be seen under a microscope.

When ejaculated into the vagina, the sperm swim through the cervix and into the uterus to find the egg. They swim through the uterus, and as they do not know which ovary has released the egg, the sperm divide, some into the right fallopian tube and some into the left fallopian tube. By this time only a hundred or so sperm are left.

If sperm find the egg, only one sperm may then join with the egg and fertilise it. This joining is the moment of conception and is the start of a baby. If a sperm does not fertilise the egg, the egg passes out of the woman’s body through the vagina as her period.

Pregnancy
In the very early weeks, the developing baby is called an embryo.

The fertilised egg moves slowly along the fallopian tube towards the womb. The joined egg and sperm form one single cell. This cell divides again and again so that by the time the embryo reaches the womb it has become a mass of over 100 cells.

Once in the womb, the embryo burrows into the womb lining. This is called implantation.

4 weeks after conception – The embryo settles into the womb lining. Its outer cells reach out like roots to link with the mother’s blood whilst the inner cells form three layers. Each of these layers will grow to be different parts of the body:

Layer1 – becomes the brain and nervous system, skin, eyes and ears.

Layer 2 - becomes the lungs, stomach and guts.

Layer 3 - becomes the heart, blood, muscles and bones.
**Five weeks after conception** – This when a woman is likely to miss her period and start to think that she may be pregnant. The baby’s nervous system is starting to develop as a groove forms in the top layer of cells. The cells fold up and round to make a hollow tube called the neural tube and others become the baby’s brain and spinal cord. At the same time the heart is forming and the baby already has some of its own blood vessels. A string of these blood vessels connects baby and mother and will become the umbilical cord.

**Weeks 6-7** - the baby’s heart begins to beat. There is a bump on the head because the brain is developing. Dimples on the side of the head will become the ears and there are thickenings where the eyes will be. On the body, bumps are forming which will become muscles and bones and small swellings (called ‘limb buds’) show where the arms and legs are growing.

**Weeks 8-9** – the embryo is now called a foetus. Its face is slowly forming. The eyes are more obvious and have some colour in them. There is a mouth, with a tongue. There are now the beginnings of hands and feet, with the ridges where the fingers and toes will be. The major internal organs are all developing – the heart, brain, lungs, kidneys, liver and gut.

**12 weeks after conception** – the foetus is fully formed. It has all its organs, muscles, limbs and bones and its sex organs are well developed. From now on it only has to grow and mature. The baby is already moving about, but the movements cannot be felt.

**By about 14 weeks** – the heartbeat is strong and can be heard using an ultrasound detector. The heartbeat is very fast – about twice as fast as a normal adult’s heartbeat. The pregnancy may just be beginning to show, but this varies from woman to woman.

**Weeks 15 – 22** - The baby is growing quickly. The body grows bigger so that the head and body are more in proportion and the baby does not look so top heavy. The face begins to look much more human and the hair is beginning to grow as well as eyebrows and eyelashes. The eyelids stay closed over the eyes. The lines on the skin of the fingers are now formed, so that the baby already has its own individual fingerprint. Finger and toenails are growing and the baby has a firm handgrip. At about 22 weeks the baby becomes covered in a very fine, soft hair called ‘lanugo’. The lanugo disappears before birth; sometimes just a little is left and disappears later.

**Weeks 16– 22** - the mother will feel the baby move for the first time.

**Weeks 23 – 30** - the baby is now moving about vigorously and responds to touch and to sound. A very loud noise close by may make it jump and kick. It is also swallowing small amounts of the amniotic fluid in which it is floating and passing tiny amounts of urine back into the fluid. The baby may also begin to follow a pattern for waking and sleeping. The baby is now covered in a white, greasy substance called vernix. It is thought that this may be to protect the baby’s skin as it floats in the amniotic fluid. The vernix mostly disappears before the birth.

**Week 24** - the baby is now thought to be ‘viable’. This means that the baby is now thought to have a chance of survival if it is born. Most babies born before this time cannot live because their lungs and other vital organs are not developed well enough. The care that can now be given in neonatal units means that more and more babies born early do survive.

**Week 26 weeks** - the baby’s eyelids open for the first time. The eyes are almost always blue or dark blue. It is not until some weeks after birth they will become the colour that they stay, although some babies do have brown eyes at birth.

**Weeks 31 - 40** - the baby is growing plumper so the skin, which was quite wrinkled, is now smoother. Both the vernix and the lanugo begin to disappear. By about 32 weeks the baby is usually lying with its head downwards ready for birth. Sometimes before the birth the head may move down into the pelvis and is said to be ‘engaged’ but sometimes the baby’s head does not engage until labour has started.

**Birth**

The baby has to leave the uterus and travel down the vagina in order to be born. This can take many hours and can be very painful, so mothers take pain relief to stop it hurting. The cervix stretches so it is wide enough for the baby to pass through. When it has stretched to about 10 centimetres the mother can push the baby out with her muscles. This is hard work and is why this part of giving birth is called ‘labour.’

The baby’s head is usually the first part to be born. Sometimes a baby is born bottom first, which is called a breech birth. A baby may need to be born by Caesarean section, which is an operation in which the mother’s abdomen is cut open by a surgeon and the baby taken out of her body.

Once the baby is born the placenta is also expelled from the uterus.


**Topic 1: Relationships**

**Learning Intention:**
- To be aware that there are different types of relationships, including marriage and those between family and friends.
- To identify behaviour and attitudes which contribute to maintaining friendships and relationships, including an understanding of consent.

**Learning Outcome:**
- To have explored some of the differences in relationships between friends and family.
- To have explored the concept of online relationships and whether these are true “friendships”.
- To be able to consider and discuss a range of family types including homosexual/lesbian parents, single parents, foster carers.
- To have considered the meaning of the word love and the variety of different meanings that it has.
- To have considered how other people feel in some situations and how this helps or hinders friendships.
- To have practised skills needed to maintain relationships, including the issue of consent.

**Teacher Introduction:**
Many people will have different ideas of what the word ‘relationship’ means. This lesson will help us to think about the term ‘relationship’ and examine what relationships we all have. It will also give us an opportunity to look at the word ‘love’ in the context of relationships and explore what we mean when this word is used.

We need to remember our working agreement and to be kind and respectful to each other whilst we are thinking about these things.

**Resources:**
- Dictionary per group
- Paper, pens, crayons
- Small pieces of paper or card
- Paper heart shape or piece of paper printed with a heart outline per child
- Sample Agony Aunt/Uncle letter
- Traffic Light Cards
Activity 1:
Ask the children what the word ‘relationship’ means. Brainstorm as many words as possible to describe the various relationships that may exist between people. Scribe a list and ensure that all relationships are included, such as same-sex parents, step-siblings, aunts, cousins and so on. Ensure that children understand the difference between relatives and non-familial relationships.

Activity 2:
Give each child a piece of paper. Explain the conventions of how family trees are drawn. Ask each child to draw his or her own immediate family tree. Help the children to recognise the relationships within their family circle (for example that their father’s brother is their uncle). Label each person with both their name and their relationship status (such as “cousin.”)

Activity 3:
Ask the children to think about their family, including relatives they have not included on their family tree. Explore the following questions, reassuring the children that it is okay to be honest:
• Do you like everyone in your family?
• Are all family members a friend?
• Are some of your friends closer to you than members of your family?

Activity 4:
Ask the children to consider the following questions and scribe their responses:
• Is everyone we meet a friend?
• What makes a friend different to an acquaintance or member of our family?
• Is everybody in our family a friend?
Individually, ask each child to think about what makes a good friend, and to write a list of qualities that friends should have. Ask them then to choose one quality from their list that they consider the most important. Ask them to write it on a separate piece of paper or card. In pairs ask the children to compare their choices and discuss why they have chosen that quality above the others.

Ask the pair to find another pair to form a group of 4 and to discuss the same, then the same with a group of eight.

Ask the groups of eight to look at the qualities they have chosen and to arrange them in order of importance. Children may choose to do this by putting the cards in a line, or in a ‘diamond 9’ with the most important card at the top, followed by the next two, the next three and so forth. As a class discuss the differences and the similarities between the card selections.

Ask the children to feed back. Use their answers to explore any questions which arise, such as whether some friends need different things from us than others – for instance, if our friend is disabled or struggles to understand things in the same way as we do.
Activity 5:

(Note: This activity is designed to raise key issues: the risks of talking to strangers online; the risks of sending images; cyberbullying; whether someone we talk to online is a “friend”; and the issue of consent. Teachers can find out more about these problems by visiting www.thinkuknow.co.uk/teachers or www.thinkuknow.co.uk/parents)

Ask the children if they use the internet to talk to their friends. Scribe a list of the apps and websites they use to do this.

Put the children into groups and give each group one of the following scenarios:

“I am 10. I like using a game site and I have lots of friends on it. Some of them are people from my class and some are people in America who talk to me while I am on the site. One boy in New York was really nice to me. He dared me to send him some pictures of me in my underwear. I sent the pictures and now he says he will tell my mum unless I send him some more. I don’t want to.”

“I am 9. I used my phone to send my friend a picture of me looking really silly. Now we have had an argument and he says he is going to send the silly picture to everyone at school, even though he knows I don’t want him to. Everyone will laugh at me and be mean.”

“I am 10. I found some embarrassing pictures on my sister’s laptop. She has been mean to me so I sent them to her friends, even though I knew she wanted them to be a secret. Now her friends are laughing at her and the photos have been sent all over our school. She is very unhappy.”

Ask the groups to discuss the scenarios and to feedback the responses. Explore the emotions they think the writers had at different stages in the story. Ensure the class understands key messages:

- Someone we don’t know is a stranger, whether this is in real life or on the internet. Just as we would not share secrets or pictures with a stranger in the park, so we should not do so online.
- The moment we put something online we cannot get it back and we cannot control what happens to it.
- The way we feel can make us do something unkind or risky without thinking about it.
- We should always check before sending something about other people, to make sure they give their consent.
- We have the right to say no to things, and our feelings should be respected by others.
- We can always get help with online problems by going to www.thinkuknow.co.uk or by calling ChildLine.)
Activity 6:

Ask the children to consider what they think are the differences between ‘friends’ and ‘husbands and wives’ or ‘people in a long term relationship’. Scribe their thoughts and discuss:

Do adults and children look for different things in their different relationships? Or are some things common to all relationships?

Do people in different relationships look for different things – for instance, would we look for things in a friend that we do not look for in a husband or wife?

When ‘love’ is mentioned, focus on this word and ask the children to reflect on what this word means. Ask them to make a list of everything they ‘love’.

In pairs ask the children to look up the word ‘love’ in a dictionary or online. Compare different definitions and ask the children to choose their favourite.

With their definition, ask the children whether everything on their list is something they love, or whether there are other words that could be used for it. Ask them to write down their responses -using the following grid may be helpful:

<table>
<thead>
<tr>
<th>Thing or person</th>
<th>Best word to describe how I feel about it/ them</th>
</tr>
</thead>
<tbody>
<tr>
<td>My mum</td>
<td>Love</td>
</tr>
<tr>
<td>My dog</td>
<td>Love</td>
</tr>
<tr>
<td>My X Box</td>
<td>Really like</td>
</tr>
<tr>
<td>Crystal Palace Football Team</td>
<td>Admire</td>
</tr>
</tbody>
</table>

Give each child a paper heart shape or piece of paper printed with a heart. Give them the prompt “Love is…” and ask the children to write a sentence inside the heart that they think sums up love for them.
Activity 7:
Ask the children what they think makes good advice – for example:
• that it is neutral
• that it sees all points of view
• that it is honest
• that it makes constructive suggestions
• that it is polite
• that it is realistic
Scribe the list of responses.

Explain what an Agony Aunt or Uncle is, using the sample below to illustrate the concept. Ask one child to read out the letter from “Molly”.

Dear Agony Aunt Alice,
My mum gets really cross with me because my room is a mess. Mum and I used to keep it tidy together but now I am in year 5 I would rather go out and play after doing my homework than tidy up. Mum got a job last year and now says she has to go to work all day and can’t do it for me. I don’t like it when she is cross with me because it makes me upset. I love my mum and want to make her proud of me but I still want to be able to see my friends. What should I do?
From Molly, aged 10

Before reading the response, ask the children what kind of advice they would give Molly. Scribe their ideas, then read out the Agony Aunt’s response:

Dear Molly,
Lots of children have this sort of problem. It happens when we grow up and need to start taking more responsibility for ourselves.

Your mum might not understand how upset you are, but you need to remember that she is working hard and is probably tired. Have you told her how it makes you feel when she shouts? Try telling her calmly – find a nice peaceful time and say something like “Mum, I know I need to do more to help you but please don’t shout at me because it makes me very unhappy. Can we talk about how we can both make this better?”

Maybe you could agree that you will spend ten minutes every night tidying up. This means that you will be able to keep your room nice but still have lots of time to play afterwards. Your mum can agree that she won’t shout at you as long as you stick to your part of the agreement. I hope this means that you and your mum can have a happy time together.

From, Agony Auntie Alice.

Ask the children how the response matches their ideas of what makes good advice, and whether they agree with the Agony Aunt’s reply. Would they add anything else?

Ask the children why they think someone might prefer to write to a stranger in a newspaper or website rather than talk to someone face to face.
Activity 8:
Ask the children to think of a time when they had an argument with a friend. Emphasise that this needs to be something they feel safe talking about – for instance, make sure it is not an on-going dispute, one that involves several children, or one that has caused arguments amongst parents. Teachers should be prepared for this activity to bring up issues of online conflict, such as comments made on social media.
Ask the child to think about the reasons for the argument, reminding them that they need to be honest about their own actions as well as other people’s.
Ask each child to write a letter to an Agony Aunt or Uncle about their argument. Collect all the letters and distribute them at random, asking the children to take on the role of Agony Aunt or Uncle and to write a reply to the letter they have been given.
Return the original letters and the replies to their authors and let the children read the advice they have been given. Ask the children if they think the advice is helpful, reassuring them that they can talk to you if they are worried or upset about their problem (or anything else that may be affecting them).

Activity 9:
Ask the children what they think are the top 5 pieces of advice for maintaining friendships. In groups, ask them to create a poster to display these “top tips” and put the finished work on the wall around school.

Debriefing activity:
Ask the children to remember the top tips for maintaining friendships, and to think about a time when they have done something good for a friend. Allow them to reflect on this and how it made them feel, then close the session.

Plenary:
Remind the children what they have learnt:
- They have explored different types of relationships.
- They have thought about what makes a good friend.
- They have discussed the difference between friendships and other sorts of relationships.
- They have talked about the different meanings of the word ‘love’.
- They have thought about ways to solve dilemmas involving relationships.

Differentiation for SEND:
These activities should be suitable for all children, although those on the autistic spectrum may require additional support with interpretation and expression of emotions, particularly those of other people. Activity 4 can be expanded to explore the ways in which we may need to show extra qualities, such as empathy or patience, with friends who are affected by learning or physical disabilities.
**Topic 2: Support networks**

**Learning Intention:**
- To identify their support network and how, when and where to find support when the people in their network cannot help.

**Learning Outcome:**
- Identify people in a personal support network and describe why these people are special.
- Understand and demonstrate how to ask for help and support.
- Understand and identify appropriate people to ask for help in particular situations.
- Identify some sources of support outside their immediate network, including for problems that occur online.
- Know how to call for help from the emergency services.
- Identify possible risks that may arise when we seek support and how we can manage these.

**Resources:**
- Sample Agony Aunt/Uncle letters (unless children write them.)
- List of local and national help services for children.
- Paper, pens, crayons.
- Dead mobile or toy phones.

**Teacher Introduction:**
As we get older, we experience lots of change and lots of different feelings. This can mean we need to ask for help sometimes so it’s important that we know where we can go and who we can talk to if we have a problem. This lesson will help us to think about the people that we know who can help us, and also how to get help from people whom we don’t know.
**Activity 1:**
Discuss that sometimes everybody, adults and children alike, finds themselves with a problem that they cannot solve themselves and need help. Give a personal example of this – for instance “I locked myself out of my house so I had to ask my neighbour for help. She helped by calling a locksmith for me. The locksmith helped me by getting the door open.”

Ask the children to suggest situations in which children and young people may need help from an adult. Scribe a list of their responses on the board. Encourage a wide range of answers, from all aspects of the children’s lives, but remind the children that they should only discuss things that they feel safe talking about in the classroom setting. If they are worried about things they can’t raise in public, remind them they can talk to you or the school safeguarding lead.

Suggested prompts could be:
- I am worried because my friend has begun to smoke and wants me to start too.
- I am worried because my big brother is drinking a lot of alcohol.
- I am getting lots of horrible comments from strangers on my Instagram stories.

**Activity 2:**
Draw two columns on the flipchart or whiteboard, heading one “People I know” and the other “People I don’t know.”

Using the list of scenarios from activity 1, ask the children to call out names or titles of different people they could ask for help if they have a problem. Decide whether these are people we know or don’t know. Discuss those cases where it may be unclear - for instance, we might know that a police officer can help us but we don’t know him or her personally.

Ensure that national organisations such as CEOP, the NSPCC and ChildLine are included.

Add a third column to the chart, headed “Why?” Discuss with the children why they would turn to the adults or organisations identified and scribe their responses.

Split the children into groups. Using the chart as a prompt, ask each group to design a poster, titled “Where I Can Get Help.” Display the posters around the school. If preferred, children can design a smaller poster which they can keep as a personal reminder.
Activity 3:
Choose one of the situations from the list compiled in activity 1. Ask the children what they would say to initiate a discussion with an adult. Discuss:
• When would be an appropriate time to start the conversation?
• What times would be best to avoid having a serious discussion?
• What is a good way to start the conversation?
• What would they do if the adult they went to sent them away or told them ‘that’s nothing to worry about’?
• What are the risks when asking for help from people they do not know - for instance, asking strangers for help if they get lost in the street?

Suggested responses would be:
• Choose a time when you can both talk calmly and won’t get interrupted.
• Don’t choose a time when the other person is going to be busy – like the end of break when you know a teacher has to go indoors to the next lesson.
• Have more than one person to ask and keep trying.
• We need to be careful when we talk to strangers so we need to choose a safe person.

It will be useful to compile a list of suitable people who can be approached by children who need help. Suggestions could include:
• Assistants in public libraries.
• People in uniform, like a traffic warden.
• People at reception desks in places like hotels, doctors’ surgeries and offices.
• Shop assistants, people who work in banks, bus drivers, people who work at railway stations.
• Places like nurseries and children’s centres.

Choose another scenario from the list and ask the class for a volunteer who wants to play the role of the child asking you (the teacher) for help. Ask the class to decide on what a good introduction would be, such as “please can I talk to you about something that is worrying me?”

Role play the situation, with the adult displaying different reactions, such as:
• “I’m sorry, I’m too busy at the moment.”
• “I’m sure there’s nothing to worry about.”
• “Don’t be silly.”
• “Just block them.”

At appropriate points, stop the role play and ask the other children to suggest new strategies for the volunteer. Role play each in turn to explore how these might look or sound. Ask the children which they think worked best.
Activity 4:
Use the agony aunt/uncle letters from the topic work on relationships. Alternatively, carry out that activity as part of this topic. As noted earlier, ensure that the children know they should only use safe scenarios as the basis for their letters and that they should talk to you outside the lesson if they have anything they are worried about which cannot be discussed in class.

Ask the children to look at the list of adults and organisations from activity 1 in this topic. Using it as a prompt, ask them to decide who would be the most appropriate people or group to offer advice and help in the situations described.

Split the children into small groups and ask them to decide on suitable ways in which the letter-writer or caller could approach the person or organisation being asked for help, or ways in which the helper could respond. Give some suitable prompts, such as:

- “I have something I need help with, can we talk about it at playtime please?”
- “Children can contact ChildLine in lots of ways, for example…”
- “I can’t find my dad and I am scared. Can you help me please?”
- “Hello, I am ringing because…”
- “Children can report problems to CEOP by going to www.thinkuknow.co.uk and clicking on…”

Display the suggestions and the letters in the classroom.

Activity 5:
Explain that sometimes we need to call for help in an emergency. It’s important that we know how to do this properly so the right help can come quickly.

Ask the children what number we need to call if there is an emergency (999). Discuss which situations require a 999 call:

- If we see someone get run over
- If we think we are in danger
- If we discover a big fire

Ask the children in pairs to write a list of the things they think the emergency services need to know. Scribe their responses, ensuring that they include:

- Where the emergency is
- Who is involved
- What has happened
- Which service is needed (or services)

Choose one of the emergency situations the children have identified. Using the following script, help the children to role play making a 999 call with the teacher playing the role of the call centre operator and the children using the dead mobiles or toy phones:

“Emergency services, which service do you require? What is the incident? Where is the incident? Who needs help?”

Allow each child to experience making a call. Discuss times when it would not be appropriate to call 999 and ensure that they know why it is never acceptable to deliberately make a hoax call.
Plenary:
Remind the children what they have learnt:
• That they all have people who they can ask for help and that these will be different people for each child.
• Help can be needed for lots of different situations.
• Different people can help with different problems.
• How to ask for help safely.
• Not to be put off asking for help, if the first adult chosen does not help or sends you away.
• Practical skills needed for asking for help, including how to make an emergency call.

Debriefing activity:
Remind the class that they can always talk to teachers or other support services such as ChildLine if they are worried, and explain that the school has a policy designed to make sure that all children in the school are safe. Reassure the class that they will always be taken seriously if they ask for help at school. Allow a moment’s quiet reflection and close the session.

Differentiation for SEND:
Children with learning disabilities may not always recognise dangerous situations. Teachers may wish to add an extra activity to help these children identify scenarios on which they may need to seek help and to give them ideas for how they can protect themselves.
Topic 3: Puberty

This topic is delivered as part of the science National Curriculum and is therefore statutory. Parents do not have the right to withdraw their children from statutory elements of the curriculum.

Learning Intention:
- To understand the physical and emotional changes that take place at puberty.

Learning Outcome:
- To name the main male and female internal and external sexual reproductive parts, using the correct terminology.
- To be aware that puberty occurs at different times for different people and be able to explain why.
- To identify and describe the main physical and emotional changes that take place at puberty for boys and girls.
- To be able to identify and understand how hygiene needs change during puberty.
- To make clear the link between changes at puberty, sexual intercourse and the start of a baby.
- To explore girls’ perceptions of boys and boys’ perceptions of girls in a variety of situations.

Resources:
- “Hair in Funny Places” by Babette Cole.
- Question Box.
- Paper, pens, crayons.
- List of “rude” or slang terms, such as “willy” and “bum.”
- Printed outlines of the male and female reproductive systems.
- Printed outlines of the mature male and female body shapes.

Please see Teacher’s Notes for background information on the physical changes of puberty.

Teacher Introduction:
We can all find it scary when things change. It’s even scarier if we don’t know what’s going to happen and what it means.

You are at the age now when you can expect some changes to happen to your bodies. This is a time of your life called puberty and it can be a difficult time if you don’t know what to expect. That’s why we are going to make sure that you understand what the changes will be so you will be confident about them when they do happen.

In this lesson we will be looking in detail at how our bodies change. We will need to remember our working agreement so we can all feel safe and comfortable asking questions and talking about how we feel. If there is something you want to know but don’t want to say so in the lesson you can write your question down and put it in the question box, and in our next lesson I’ll make sure I include the answer.
Activity 1:
This topic may generate lots of giggling and inappropriate joking. It is important that teachers recognise that this behaviour is probably due to nervousness and embarrassment. To counter this it may be helpful to carry out an “ice-breaker” exercise. These are useful in that they reduce the power of “rude” words or slang terms whilst at the same time allowing teachers to ensure that all children understand the correct language.

Show a nude male and a nude female outline and ask the children what words they use to describe the different parts of the body. Scribe a list of these, pointing out which are not socially acceptable.

Beside each term, write the correct term (for example, “breast” for “boob.”) Explain to the class that these correct terms are the words that will be used in the lesson.

Activity 2:
Individually ask the children what puberty means to them. Scribe their responses, ensuring that they all understand that “puberty” means the stage of life in which humans transition from having a child’s body to an adult’s one, and that this is to allow men and women to have babies.

Activity 3:
In small mixed groups ask the children to label the male and female reproductive systems. Give each group a list of words and ask them to match the word to the correct part:

- Penis
- Fallopian tubes
- Prostate
- Fimbriae
- Vagina
- Epididymis
- Seminal vesicle
- Cervix
- Uterus
- Vas deferens
- Bladder
- Testicle

Ensure that the foreskin is discussed. Explain that some boys and men will have a foreskin but some will not. Sometimes the foreskin is removed, either for health reasons (perhaps because it is too tight) or because of religious beliefs such as those in Islam or Judaism.

Discuss with the children the actual size of the reproductive organs and show where the internal parts sit within the body.
Activity 4:
Read the story, “Hair in Funny Places” by Babette Cole.
Discuss the age at which puberty could start and reassure the children that everyone is different and thus may start puberty at different ages.
Explore with the children how puberty starts and how it is triggered.
Explain that a part of our brain called the hypothalamus sends a message to the pituitary gland, which is a tiny gland in our brains. The pituitary gland is in charge of our hormones and it sends out the hormones that make our bodies start to change.

Help the children to draw a Hormone Chain:

The hypothalamus sends gonadotropin-releasing hormone to the …

Pituitary gland, which sends two more hormones called luteinising hormone and follicle-stimulation hormone to the…

Ovaries in girls, which start to make…

The female hormone oestrogen

Testicles in boys, which start to make…

The male hormone testosterone

Oestrogen and testosterone make boys’ and girls’ bodies start changing. However boys have some oestrogen and girls have some testosterone.

Note: this activity will need sensitive handling if there are any transgender children in the class, or if any of the children have transgender relatives or friends.
Activity 5:
Put the children into same sex groups.
Give each group two body outlines. Ask the groups to label one outline to show all the changes that boys go through and the other to show girls’ changes.
Ask the groups to feed back, asking girls to describe male changes and boys to feedback on the changes females experience. Use a blank outline to give the children the correct information for both boys and girls, using correct terminology. Ensure that any misunderstandings are addressed.
Put the correctly labelled outlines on the wall. Using the flipchart or whiteboard, draw up a “change chart” with the following headings:
- Changes that only happen to girls
- Changes that only happen to boys
- Changes that happen to both boys and girls
Ask the children which change(s) fit into which category and complete the chart.
Put the completed “change chart” on the wall beside the body outlines. Remind the children that they can put any questions into the Question Box.

Activity 6:
Take each change listed on the change chart and discuss how they might affect us in real life. Suggested discussion points include:
- Dealing with periods at school
- Dealing with involuntary erections at school
- Keeping clean during periods and after a wet dream
- Needing new clothes like bras
- Needing to learn to shave
By the end of this activity it should be recognised that both boys and girls undergo change and that both boys and girls can find puberty a challenging time, and although the majority of changes are similar, both genders undergo unique changes as well.
Discuss what children can do by themselves to help deal with puberty (e.g. washing themselves) and what they may need help with (buying toiletries, washing clothes). Ask the children to think back to the “support network” activity and to think about who they would ask to help them with aspects of puberty.

Activity 7:
Use the changes noted on the body outline to lead a discussion on the purpose of puberty, for example:
- Breasts develop so a woman can feed a baby
- Testicles descend so a man can make sperm and become a father
- Periods start so a woman’s womb is ready for her to become pregnant and have a baby
Ensure that children are clear about the developments they will experience and that they understand that eggs and sperm are needed for reproduction.
Plenary:
Discuss what the children have learnt:
• The structures of the male and female reproductive systems.
• The physical and emotional changes of puberty for boys and girls.
• The practical implications of puberty.
• That boys and girls might have different perceptions of what each gender goes through.
• Why our bodies go through puberty.

Debriefing activity:
Explain that some changes are not so easily explained, for instance why men develop hair on their chests. Ask the children to come up with some funny explanations to create a sense of amusement and control around the topic. Allow time for them to write questions for the question box, then end the session.

Differentiation for SEND:
Some children with learning disabilities may be alarmed at the idea that their body will change; they may also struggle to understand that there are social conventions around the discussion of physical functions such as periods and erections. Teachers may wish to emphasise this aspect of puberty with an activity aimed to help children to understand what is socially acceptable and what is not.

Suggested activity i
Resources needed: Pictures of people wearing different functional clothing – such as a coat, a tracksuit, high visibility vests.
Ask the children what these clothes do (keep us warm, help us run fast, make sure we can be seen in the dark).
Explain that as well to keep us warm or safe our clothes do something else. Ask the children if they can guess what this is. Encourage the answer that clothes protect our dignity (“they stop other people seeing our private parts”).
Remind the children that there are parts of our body that nobody else is allowed to see our touch (the NSPCC Pants resource may be helpful here).
Discuss with the children that just like some parts of our body are private, so some of the things our body can do are private too. Ask the children what these things are. Scribe a list and ensure that it includes things like “talk about periods with strangers” and “tell people I have an erection.”

Suggested activity ii
Read “Pooh! Is that you, Bertie?” Discuss with the children why Bertie’s behaviour might seem funny but is not really acceptable. Help them think of good advice they could give Bertie, and write this as a list of reminders to display on the wall.

Children may also be anxious about their personal development. Some may be alarmed that their body is changing in ways they cannot control. For these children, the exercise on page 35 may be useful. Others may have early or delayed development as a result of their disability or condition; teachers may find some of the “Differences” activities (see pages 32 and 33) helpful.

Girls with learning disabilities may find the booklet “I change my pad” helpful. It is available from the entre for HIV and Sexual Health, Sheffield: www.sexualhealthsheffield.nhs.uk or from BodySense: www.bodysense.org.uk. Girls who require help with intimate care such as changing sanitary protection should be reassured that school staff will treat them with dignity and respect – a child-friendly version of the school’s Intimate Care policy can be a useful way to deal with this anxiety. Similarly, boys receiving continence care may be embarrassed about staff witnessing involuntary erections, so similar reassurance will be required.
**Topic 4: Reproduction and Pregnancy**

This topic is part of the science National Curriculum and must therefore be delivered. Parents and carers do not have the right to withdraw their child from this aspect of SRE.

Please see Teacher’s Notes for further supporting information on this topic.

Children should be taught that sex before the age of 16 is illegal, and that it should always be a consensual part of a respectful relationship. This may be a sensitive topic for children who have been victims of sexual abuse; teachers should remind the class that they can talk to a supportive adult outside of the lesson if they are worried or frightened. It is good practice to liaise with the school safeguarding lead before delivering these sessions.

The sessions focus on heterosexual relationships as the learning intention is around reproduction. However, teachers should also be prepared to answer questions on gay or lesbian relationships, explaining that whilst these couples can and do have caring and respectful sex, conception can only take place when a male sperm meets a female egg.

**Learning Intention:**
- To be aware of the facts of the human life cycle, including sexual intercourse.

**Learning Outcome:**
- To be able to explain how conception occurs in humans.
- To understand that many people use contraception to control when they have children and how many they have.
- To be aware of the stages of development of a baby in the uterus.
- To be able to discuss some of the responsibilities of parenthood.

**Resources:**
- “Mummy Laid an Egg” by Babette Cole
- Paper, pens, crayons
- Question box
- Pictures illustrating the development of the embryo and foetus throughout pregnancy (as shown in Appendix 2).

**Teacher Introduction:**
We have been learning about how our bodies change when we go through that part of our lives called “puberty.” In this lesson we are going to learn about why we go through puberty and about how babies are made. We will also be thinking about how babies grow before they are born and how they are born.

We need to remember our working agreement in this lesson. If you have any questions you don’t want to ask out loud, don’t forget that you can write them down and put them in the question box.
**Activity 1:**

Read “Mummy Laid an Egg” by Babette Cole.

In groups, ask the children to discuss, using proper terminology, how conception occurs in humans. Ask each group to feed back what they think, so you can clarify any misunderstandings. Ensure that all children are clear about how conception takes place. Scribe a step-by-step list which can be put on the wall to remind the children as you work through the topic.

Explain that when a man puts his penis inside a woman’s vagina we say they are having “sexual intercourse” or “sex.” Emphasise that it is illegal to have sex before the age of 16, and that sex is something which should be a consensual part of a respectful relationship.

**Activity 2:**

Discuss how the fertilised egg develops, once the egg and the sperm have joined.

Place the children in groups. Using the pregnancy images, ask the children to place the pictures of foetus into the right growth order. Discuss what the baby can do at each stage. (Refer back to the teachers’ notes for information). Teachers will need to be sensitive to any children who come from same-sex families.

**Activity 3:**

Ask the children if they can think of reasons why a couple might not want to have a baby at a particular time. Encourage answers such as wanting to travel or get a house, not having enough money, and not feeling ready. Explain that some couples do not want to have babies at all.

Refer back to the step-by-step list created in activity 1. Ask the children where they think people could interrupt the process of conception. Encourage the answer “stop the sperm meeting the egg.”

Explain that there are lots of ways to stop the sperm meeting the egg. These ways are called contraception. Some are used by the man and some by the woman.

Explain to the children that the main forms of contraception are:

- **Barriers** – these are things like condoms or diaphragms, which stop the sperm from getting to the egg. Condoms are tubes of very thin latex which are usually rolled over the man’s penis to catch the sperm and stop it going into the woman’s body. Condoms can also stop germs being passed between the man and the woman, which is important because some illnesses are spread through having sex.

- **Coils** – these are small pieces of plastic or metal that a doctor puts into the woman’s womb. They either stop an egg from being released or stop a fertilised egg from embedding itself in the lining of the womb.

- **Pills** – these change a woman’s hormones so she can’t become pregnant.

- **Not having sex** – this is called abstinence. Because sex is something people do when they love each other, many couples find this difficult.

- Sometimes a man might take his penis out of the woman’s vagina before the sperm comes out. This is not a good method of contraception as sometimes a few sperm can come out before the rest, so the woman might still become pregnant.
Activity 4:
In groups, ask the children to write or draw the things that a parent has to do for a new baby. Scribe their responses and explore these in further details – for example, parents need to change a nappy but they also have to buy the nappies, dispose of the used ones, keep the baby and themselves clean and so on. Referring back to the activities in activity 3 on page 70, when children discussed what babies can and cannot do, may be useful.

Ask the children which things parents have to do sound like fun and which are not fun. Discuss how caring for a baby impacts on parents’ lives. If any of the children have a baby sibling, ask them how the new child has affected their life – for instance, waking them up at night, baby equipment taking up space at home.

Plenary:
Remind the children what they have learnt:
• How pregnancy in humans occurs.
• How couples can prevent conception.
• How the foetus develops in the womb.
• Some of the responsibilities of being a parent and the impact of becoming a parent.

Debriefing activity:
Take the pictures of the developing foetus. Discuss with the children how amazing it is that such a tiny ball of cells can grow into first a baby, then a toddler, and then into them. Use this to reassure any children who may be anxious about puberty that their body knows what it is doing and that they will successfully grow into adults. Allow a moment for children to reflect or to write their questions for the question box, then end the session.

Differentiation for SEND:
Ensure that children clearly understand the process of conception and are not confused by the humorous ideas within the story “Mummy Laid an Egg.” Using a baby doll to role play care may help to make activity 4 more accessible for children with learning disabilities.

Some children may have conditions or disabilities which mean they are unlikely to ever become parents themselves. Teachers should be sensitive to this situation when delivering the sessions.
Overview: Year 6

Work for this year is divided into 4 topics:
- Resolving conflict in relationships
- Taking risks
- Stereotyping
- Prejudice, discrimination and consent

These topics have the following learning outcomes:
- To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices.
- To be able to describe different types of conflict.
- To explain how actions may help or hinder conflict situations.
- To be able to recognise a win-win situation.
- To know how to respond in these situations.
- To be able to explain their choices and stand by their choices in the face of pressure.
- To recognise and challenge stereotypes.
- To be able to identify some risks in specific situations, including within their online lives.
- To be able to identify what influences their decisions.
- To understand how self-confidence, communication skills and assertiveness can help them to keep safe including as part of their online activities.
- To have practiced voicing their concerns and their choices in the face of different pressures.
- To be able to define what stereotyping is.
- To have explored media – music, television, magazines etc – portrayal of stereotypical images.
- To have practiced challenging stereotypical views in a safe environment.
- To recognise the impact of discrimination.
- To have an understanding of what it means to be lesbian, gay, bisexual or transgender.
- To understand that there are laws in the UK that prohibit discrimination on the grounds of sexuality, gender, race and age.
- To understand their right to give and withhold consent.
**Topic 1: Resolving Conflict in Relationships**

**Learning Intention:**
- To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices.

**Learning Outcome:**
- To be able to describe different types of conflict.
- To explain how actions can help and hinder conflict situations.
- To know how to respond in these situations.

**Resources:**
- Magazine and newspaper pictures of conflict between individuals.
- Paper, pens, crayons.

**Teacher Introduction:**
Being able to understand conflict, and make things better, is a very important skill for all of us. Conflict can happen in all our relationships, and even with people we don’t know. Sometimes it happens between big groups of people, like gangs, or even between countries. It’s important that we know what can help us to manage conflict in our lives.

*Note: it is important that teachers give safe examples of conflict. Children in the class may have been affected by domestic violence or even be refugees from war zones, and such situations may make it difficult for the child to engage in the lesson. Setting out clear safety boundaries will help teachers to manage children’s anxieties and allow safe participation.*
Activity 1:
Ask the children what they think the word “conflict” can mean. Scribe their ideas and as a class, decide on a preferred definition, such as “a serious disagreement or argument, that might go on for some time.” Ensure that the children can distinguish between personal conflict and international conflicts; it is important that they understand “conflict” can also mean incompatibility.

When the class has decided on its preferred definition, ask the children individually to think of a time when they had conflict with a friend or a member of their family. Give a safe example as a prompt, for instance “remember a time when you and your brother both wanted to play with the same toy” or “I used to have arguments with my mum because she wouldn’t let me stay up late.”

In pairs, ask the children to take it in turns to tell each other about the conflict they experienced. Discuss how it made them feel, and how these feelings affected the conflict. Ask the class to feedback on their ideas.

Ask pairs to join together, so the children are now in groups of 4. In these groups, discuss what made the conflicts worse and what made things better.

Ask the groups to feedback to the whole class. Scribe their responses, putting them into two lists: things that helped and things that made things worse. Ask the children if they can see any common themes amongst the two lists.

Activity 2:
Using the “things that helped” list as a prompt, ask the class to think of ways to resolve conflict. Make a list of their suggestions, ensuring that they include:

- listening to each other
- walking away
- counting to ten before speaking
- being prepared to admit you are wrong
- saying sorry
- finding help.

Check off any answers that are on both lists. Put these on a “top tips” list for display in the classroom.

Ask the children to think back to the initial activity where they identified different examples of conflict they had experienced. Ask them to consider whether the “top tips” for resolving conflict would have worked in these situations. Explore those cases where the children say the tips would not have helped.
Activity 3:

Discuss the meaning of each of these words:

- Negotiation (discussion aimed at reaching an agreement, with both sides being prepared to give and take in order to arrive at a settlement)
- Persuasion (using arguments and examples to convince someone that you are right)
- Compromise (an agreement reached after both sides have made concessions)

Ensure that the children have a good understanding of each, reminding them of the “top tips” from activity 2. Explain that you are going to give them a chance to practice these skills in the classroom.

Read out the following scenarios:

1) Libby, Adam and Sangita are best friends and spend a lot of time together. They are deciding what to do at the weekend. Adam and Sangita want to go ice skating, but Libby is not very good at ice skating and wants to go to the shops. She has already asked her mum to take them and her mum has agreed. Now there is conflict between the friends and Libby’s mum.

2) Harvey is a very keen football player and he has been asked to play for his team in a football tournament on Saturday morning. He says he will go and his dad agrees to take him, but then his friend Bill reminds him that they have already got tickets for the cinema. Now there is conflict between Harvey, his dad, and Bill.

3) Lucy and her big sister Katie both want to be allowed to go to the shops by themselves. Their mum says that Katie can go now she is 13, but Lucy is still too young and can only go with Katie. Katie says that she wants to go by herself and won’t take Lucy with her. Now there is conflict between Lucy, Katie and their mum.

Divide the children into groups of five and give each group one of the above scenarios. Ask the children to role play the scenario with the aim of arriving at a solution. Three children should play the characters with the other two observing. The observers should note the strategies being used by the characters, and the others should try to note what emotions they think their character is feeling. The observers can stop the role play at any time and offer other suggestions for the ‘actors’ to try out.

Feed back on the strategies each group used in their role plays. Group them under the headings negotiation, persuasion, and compromise. Scribe a list of useful words and behaviours used for each – for instance, Katie might say “I want to go by myself today because I want to feel grown up, but I promise I will take Lucy with me tomorrow.”

Ask the children to think about why the adults in the scenarios might react differently to the conflicts. Refer back to activity 4 from the topic on reproduction and pregnancy to recap on issues of responsibility for children and how these change as a child grows older.
Plenary:
Remind the children what they have learnt:
- What a conflict is.
- The different types of conflict.
- Emotions that may arise during conflict.
- What factors make the conflict worse.
- How our reaction to conflict might change depending on our age and role.
- Strategies for resolving conflicts.
- Skills and behaviours needed to use those strategies in conflict situations.

Debriefing activity:
Ensure that the children do not have any lingering emotional reactions brought up from the personal conflicts they described. Reinforce their learning about skills for ending conflict, and encourage them to practice these in their daily lives. Remind the class that these skills are part of growing up and becoming responsible, and praise them for their increasing maturity. Allow a moment’s quiet reflection, then end the session.

Differentiation for SEND:
Children with learning disabilities or who are on the autistic spectrum may struggle with this topic as it requires an understanding of behaviour and emotions which may not be obvious. For example some people may try to resolve conflict or express their unhappiness with a situation through silence or passive-aggression.

Children with SEND may also unwittingly cause conflict through their inability to process social information – for example the autistic child who does not understand the concept of friendly teasing and who “goes too far” in his or her attempts to join in – or through the impact their needs have on others (for example causing jealousy and resentment amongst siblings). Children with special needs may also be vulnerable to bullying and to exploitation, particularly online, where their needs may make it harder for them to recognise inappropriate behaviour or where their desire to be accepted makes them take risks that other children would not.

Equally, there are social attitudes towards disability which can make it harder for these children to learn social skills such as conflict management; parents and carers may find it hard to let a child experiment and explore, either because they have become accustomed to providing all aspects of their care, or else because the disability or condition is such a dominant force in the family’s life that it overshadows the fact that a child is experiencing normal emotional development.

Working with your school SENCO can be helpful in this and other areas of SRE, as can involving parents, social care and other professionals.

The charity Scope has good advice for teachers delivering PSHE to children with SEND:
www.scope.org.uk/Support/professionals/learning-together/subject-areas/PSHE/key-stage/1-1
**Topic 2: Taking Risks**

This topic is delivered as part of the science national curriculum and is therefore statutory. Parents do not have the right to withdraw their children from statutory elements of the curriculum.

**Learning Intention:**
- To be able to explain their choices and stand by their choices in the face of pressure.

**Learning Outcome:**
- To be able to identify some risks in specific situations, including within their online lives.
- To be able to identify what influences their decisions.
- To understand how self-confidence, communication skills and assertiveness can help them to keep safe.
- To have practiced voicing their concerns and exercising choice in the face of different pressures, including as part of their online activities.

**Resources:**
- Situation cards
- Risk Cards – cards printed with either Low Risk, Medium Risk, High Risk and No Risk
- Risk assessment grid (see activity 2)
- Pressure cards - see activity 6
- Situation cards – printed with the following scenarios:
  - Going to the shops
  - Accepting a lift from your aunt
  - Picking up a syringe you find
  - Playing on a building site
  - Eating some sweets you found
  - Smoking a cigarette
  - Crossing the road
  - Using a knife to cut up an orange
  - Travelling in a car
  - Going to the cinema
  - Meeting up with an online friend
  - Making a hot drink
  - Playing football in the park
  - Helping your neighbour take their shopping indoors

**Teacher Introduction:**
In this topic we will be thinking about the skills we need to understand risk and to make sure we stay safe. We all face risks every day. Some are more difficult than others to deal with, and sometimes other people can try to make us take risks, but we need to learn to recognise risk and deal with it in the best possible way. We will also be learning how to assess risk and make sensible choices.
Activity 1:
Discuss with the children what the word ‘risk’ means and agree on a group definition (a situation that means someone is exposed to harm; it also means the likelihood of that harm happening and its possible severity).

Activity 2:
Ask the children to imagine that they are about to cross the road. They can walk down to a zebra crossing, but they could also cross where they are. It is a clear sunny day and they can see that there is no traffic. The road is narrow and they can easily get across in time. Would they cross the road where they are, or go to the zebra crossing?

Now ask them to imagine that it is a dark and rainy night. It is hard to tell if there are any cars coming because there are lots of lights from shops and houses. They are carrying a heavy bag that slows them down and the road is quite wide. Would they cross where they are, or go down to the zebra crossing?

Ask the children to vote on each scenario and to explain their decision. Explain that what they have just done is to make an assessment of the risk – they have thought about and measured – the probable harm that each situation could cause them, and made a decision about it. This means that they are already good at thinking about risk and making good choices so they can be confident about the topic.
Activity 3:
Explain to the children that to understand risk we need to be able to assess it – that is, to make a judgement about the possible harm we could suffer. Once we have done that, we can decide what we need to do in order to protect ourselves. Remind them of how well they did this in activity 2.

Put the children into groups and give each group a risk assessment grid.

<table>
<thead>
<tr>
<th>Action/situation</th>
<th>What could go wrong?</th>
<th>Is this High, Medium, Low or No risk?</th>
<th>What I can do to protect myself</th>
<th>After I do these things, the risk is…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a hot drink</td>
<td>I could burn myself with hot water or steam</td>
<td>Medium – a burn will be painful</td>
<td>Don’t over-fill the kettle Put the mug by the kettle so I don’t have to carry it far Ask dad to help</td>
<td>Low</td>
</tr>
</tbody>
</table>

Give the groups a selection of scenario cards. Ask the children to decide what could go wrong in each situation and whether this makes it High, Medium, Low or No risk. Fill in the grid accordingly. Explain that we can never be entirely free from risk, but we can often find ways to reduce it. Then ask the children to reflect on what they could do to reduce the risk and protect themselves. Add these details to the grid and then decide whether the protective measures reduce the risk, and if so, what the new risk level is.

Ask the groups to feed back. Discuss any differences of opinion and explore things that might heighten or reduce risk for a particular person or situation.
**Activity 4:**
Ask the children what influences them when making decisions. Scribe their responses and discuss these as a class. Ensure that the list includes other people (friends, families, community leaders) and things like television, adverts, fashion, and celebrities. Ask the children why they take these people or things into account when making a decision. For example, why would it matter what their friends think?

**Activity 5:**
Ask the children to think of something that they would really like to own or do. Ask them to design an advertisement poster for this, highlighting what it is about the item or activity that makes it so attractive, including factors like “all my friends have been there” or “I want to be like my favourite singer who wears one.”

Put all the finished adverts on the tables and ask the children to walk around, noting the things that have been identified as influences. Make a list of these. Discuss with the class why these are so powerful, and how important it is to be aware of them as things that affect our decisions.

Discuss the difference between influence and pressure. Ask the children for examples of times when they have felt pressurised into doing something they didn’t really want to, and explore how this felt. (Note: Teachers should be mindful that some children in the class may be experiencing coercive abuse. It is important to give safe prompts for this discussion, such as “I wore the jumper my granny knitted, even though it itched, because everyone made me feel like I should.” Remind the children that they can speak to you after the lesson if they are worried about anything).
Activity 6:

In pairs, give each child two scenario cards from the following selection (alternatively, teachers can create their own to reflect school or class issues):

- Your friend wants you to play a new online game. You like games but this one has an 18 age rating and looks very violent. You are not allowed to play adult games and your mum will ground you if she finds out. Your friend says that if you don’t join in, he will tell everyone you were too scared to play.

- Your big sister has a new boyfriend. When he comes to your house he gives you sips of his beer and tries to get you to have a puff on his cigarette. You don’t want to because you know it is dangerous. The boyfriend laughs at you, saying you are being a big baby and that smoking and drinking show you are grown up.

- You have gone to the shop with your cousin. They haven’t got any money and they want you to distract the shop keeper while they steal some sweets. They say that if you don’t, they will tell your mum it was your idea to take the sweets.

- Your younger brother wants to play football with you, but you have got an important homework project to finish. He keeps interrupting you, saying school is boring and that you are being stupid to work so hard. You are doing really well at school and hope to get a prize for the project.

Ask the children to role play the scenarios, with one being the persuader and the other resisting the pressure. After five minutes, move to the other scenario and swap roles.

When the exercise is finished, ask the children to feed back, focusing on the emotions they experienced in each role. Scribe these.

Then ask the children to identify the strategies that they used as the persuader, and those which worked well for resisting pressure in each scenario. Scribe these beside the list of emotions. Ensure that body language, tone of voice and vocabulary are covered.

Discuss how each strategy can diffuse or counter a particular emotion – for instance, staying calm can prevent an escalation of anger.

Remind the children that if they are being pressurised they should seek help from an adult they trust.
Plenary:
Remind the children what they have learnt:
• Most situations have an element of risk.
• We can assess the level of risk in a situation and make our choices accordingly.
• Our choices can be influenced by many different factors.
• Tone of voice, assertiveness and positive body language will help us to resist pressure.

Debriefing activity:
Remind the children of all the different skills they have learned – such as assertiveness and staying calm. Explain that these are all signs that they are growing up and becoming mature young people, which is something to celebrate. Allow some quiet reflection and end the session.

Differentiation for SEND:
Children with disabilities may find it hard to resist pressure because of their reliance on other people for care, mobility and so forth. Teachers can help these children to identify areas in which they can assert choice and express themselves. It can also be helpful to work with families and encourage them to allow greater levels of autonomy and choice.

In other cases, children may be vulnerable to pressure and exploitation because their learning disability makes them less able to recognise inappropriate or coercive situations. Teachers may wish to offer further activities designed to help these children understand when they are being pressurised or when someone is trying to influence them.
Topic 2: Stereotyping

Learning Intention:
- To recognise and challenge stereotypes.

Learning Outcome:
- To be able to define what stereotyping is.
- To be able to identify when stereotyping occurs.
- To have explored media – music, television, magazines etc – portrayal of stereotypical images.
- To have practiced challenging stereotypical views in a safe environment.

Teacher Introduction:
We are going to be thinking about the way we make decisions about other people. We will be learning about how things like television programmes and adverts can affect our judgement, and we will take some time to think about how we can make sure we always try to think for ourselves. We will use the example of gender – boys and girls, men and women – in the lessons but there are other ways in which we need to be careful, such as when we are thinking about people from other countries. We will need to remember our working agreement for these lessons.
**Activity 1:**

Ask the children to suggest ways in which they think boys and girls are different – apart from their bodies - and scribe their answers. Talk to the children about the reasons for their suggestions, giving the boys and girls a chance to question and react to each other’s responses.

Discuss the historical and social reasons why these differences might exist – for example, describing how in the past, married women in some professions (for example teachers) were not allowed to work and so would be housewives whilst men were the breadwinners; how there were no nurseries and pre-schools so someone had to stay at home to look after children and people thought that women were better at this than men; and how in the days before automation many jobs required a great deal of physical strength.

**Resources:**

- One large “agree” and one large “disagree” card.
- Pens, paper, crayons.
- Sticky notes.
- A sheet printed with the following “agree” and “disagree” statements (alternatively teachers may wish to draw up their own to reflect local need):

<table>
<thead>
<tr>
<th>Agree Statesments</th>
<th>Disagree Statesments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls have long hair</td>
<td>Boys should not play computer games</td>
</tr>
<tr>
<td>Boys have short hair</td>
<td></td>
</tr>
<tr>
<td>Boys wear trousers</td>
<td>Boys like playing with cars</td>
</tr>
<tr>
<td>Girls like playing with dolls</td>
<td></td>
</tr>
<tr>
<td>Girls are gentle</td>
<td>Boys are rough</td>
</tr>
<tr>
<td>Boys like science</td>
<td>Girls like pink</td>
</tr>
<tr>
<td>Boys like science</td>
<td></td>
</tr>
<tr>
<td>Boys shouldn’t cry</td>
<td></td>
</tr>
<tr>
<td>Women are better at caring for babies than men</td>
<td>Men and women share the housework</td>
</tr>
<tr>
<td>Men and women should share the housework</td>
<td>Men are stronger than women</td>
</tr>
<tr>
<td>Men are better at cooking than women</td>
<td>Men are best at football</td>
</tr>
<tr>
<td>Men do not make good teachers</td>
<td>Women are better drivers than men</td>
</tr>
<tr>
<td>Women are better at dancing than men</td>
<td>Men and women should wear what they like</td>
</tr>
<tr>
<td>Men are best at football</td>
<td></td>
</tr>
<tr>
<td>Women are better drivers than men</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2:
Using the suggestions as a prompt, explore with the class what they feel makes a “perfect” man and woman and scribe their suggestions for each (for example, a “perfect” woman should be slim, pretty, have long hair, be tall, clever, and rich, wear designer clothes and so forth). Ask where the children got these ideas from – for example, through newspapers, music videos, television programmes.

Write up any celebrities’ names that are suggested and explain that these ideals are an example of stereotyping. Ask the children to arrive at a class definition of “stereotyping,” such as “an idea that we hold about how something or someone is like, without really knowing about it.”

Ask the children if they know any perfect men and women in real life – people who meet all the criteria they have decided make someone “perfect”. Explore the difference between someone who is perfect for us and someone who meets the media stereotypes. Use the examples as an illustration of how stereotypes can sometimes be wrong.

Activity 3:
Note: teachers might find this video useful preparation for delivering this session: www.inspiringthefuture.org/redraw-the-balance

Explain to the children that the difference between reality and stereotypes can cause discrimination. Describe how you are going to illustrate this by thinking of the way we can stereotype boys and girls. Ask the children to think of ways that this could cause problems:

- It can give us unrealistic ideas about someone else, which might not be fair.
- It can make us think there are things we should be able to do, just because we are a boy or a girl, and we might feel bad if we can’t do those things.
- It might make us feel bad if there are things we like doing that the stereotype says we should not like or be good at.

Divide the children into groups. Using sticky notes, ask them to write down as many jobs as they can think of, with one job per note.

On an a piece of flipchart paper, draw two columns, one headed “jobs done by women” and the other “jobs done by men”. Ask the children to come up and put their sticky notes in what they think is the appropriate column; if they think a job can be done by either gender, put the note across the dividing line between the columns.

Discuss the children’s ideas. Explore why they think a job can be done by only one gender and what the historic or social context for this might be. Then consider the modern context and discuss whether this changes the children’s minds. Link their original ideas to the list of stereotypical ideals noted in activity 1.

Ask if they can think of any jobs that can only be done by a male and any that can only be done by a female. Use internet search engines to find examples that disprove these ideas – for instance images of male nurses and female soldiers (a female soldier, builder and firefighter are shown in Appendix 2).
**Activity 4:**

Pin up the large “agree” and “disagree” cards on opposite walls of the classroom. Explain that you are going to read out some statements about men and women (from your prepared list). Ask the children to think about the statement carefully and then go and stand by the notice which most reflects how they feel about the statement.

Ask the children to think about their choice and to explain it to the person next to them, then invite the children to share their views with the group. Discuss the resulting thoughts, feelings and reactions. (Note: this is likely to prove a lively session. The use of a speaking object may help to maintain order and to ensure that all children get a chance to speak. This is a toy or similar item which is passed around the class, and only the child holding it is allowed to speak).

Encourage the children to challenge the ideas and opinions with which they disagree. Remind them to use their assertiveness skills.

Scribe a list of good strategies or phrases children could use for challenging stereotypes, for instance:

- Be polite and assertive.
- Give examples, such as “I disagree because my dad is a nurse and he is really good at his job.”
- Saying things like “I’m afraid I don’t agree with you. I think that a girl can be a great engineer.”

Ensure the children understand the importance of respecting the differences between men and women. This may require sensitive handling if children come from cultures where more traditional gender roles are valued.

**Activity 5:**

Divide the children into pairs and ask them to identify one way of preventing stereotyping and discrimination. Suggested prompts could be:

- Get to know someone before we form ideas about them
- Don’t just rely on someone’s appearance for our ideas about them
- Remember that everyone is different

In groups, ask the class to create a classroom poster on how to prevent stereotyping to illustrate their responses.
Plenary:
Remind the children what has been learnt
• What stereotyping is.
• When stereotyping can occur.
• How media can influence and aid stereotyping.
• How to challenge a stereotypical statement.
• Ways of preventing stereotyping and discrimination.

Debriefing activity:
Show the children images of people who have successfully challenged stereotypes, such as Elizabeth Garrett Anderson (Britain’s first female doctor) or David Weir, wheelchair athlete.

Explain that these people were not put off by the way other people saw them and that they went on to do the things that they were interested in and passionate about. Ask the children to think of something they would like to achieve, and how it would feel to do so. Allow a moment’s quiet reflection, then close the session.

Differentiation for SEND:
Children with disabilities or learning needs may already have experienced stereotyping. Asking them to share how this affected them, and how they overcame it, can be a powerful learning tool but ensure that the child is comfortable to discuss these issues before bringing them to their peers’ attention. For others with SEN or disabilities, this topic can be an important tool for building their self-esteem and aspirations.
Note: This topic introduces concepts of gender identity and sexual orientation. In 2014, the campaign group Stonewall commissioned a YouGov poll to assess issues of homophobic bullying in primary schools. 45% of respondents indicated that pupils in their school experience this form of bullying, and seven out of ten teachers reported that they hear homophobic language in school. Homophobic bullying is defined as abuse that is aimed at people who are gay, lesbian, bisexual or transgender (LGBT). It can affect people who define themselves as being a member of these groups, or those who have friends and relatives who are LGBT; it can also target people who are thought to be LGBT, regardless of whether they actually identify as such – often because they fit a stereotypical view of how an LGBT person looks or behaves. Transphobic bullying is that aimed at people who have changed, or in the process of changing, the gender they were given at birth. As with homophobic bullying, transphobic abuse can be aimed at a child who has a trans friend or relation, or at children who are wrongly perceived to be transgender.

Teachers should be mindful that some families may have strongly-held views about issues of sexual orientation. It is good practice to ensure that parents and carers are given the chance to ask questions and seek reassurance before delivering this topic; it can be helpful to point out that schools have a legal duty to eliminate discrimination on the grounds of sexual orientation and gender reassignment. Ofsted will also examine the work being done in schools to reduce homophobic and transphobic bullying. The sample letter to parents at Appendix 1 contains some suitable wording which schools may find helpful.

Learning Intention:
• To develop respect for others and oneself

Learning Outcome:
• To understand that we all have our own personal identity
• To understand the different ways people can identify themselves
• To understand that some elements of our identity should remain private, with an emphasis on children’s online activities
• To understand that we have the right to give or withhold consent for things we do or do not want to do
• To practice asking for, giving and refusing consent in a safe environment
• To know where to go for help if our identity or refusals are not respected

Resources:
• Paper, pens, crayons and a large envelope per child
• Child-friendly anti-bullying policy which can be found at www.stonewall.org.uk/our-work/education-resources (Getting Started Toolkit)
• “Who am I?” cards - images of well-known and distinctive public or fictitious figures (eg the Queen, Harry Potter, the Headteacher of your school)
• “Who am I?” question cards – see activity 1
• A4 sheet printed with basic human outline. A suitable outline can be found Appendix 2. The image should be printed in the centre of the sheet (allowing space to write inside and outside the outline)
Activity 1:
Put the children into pairs and give one child a “Who am I?” card. The cards should show the image of the person, with their name underneath.

Give the other child a “Who am I?” questions card. This should show key questions which the second child should ask (these can be adapted to fit the images chosen):
- Is the person male or female?
- Are they young, middle aged, or old?
- What colour is their hair?
- Do they wear glasses?
- Have they got a beard or moustache?
- Do they have any special talent or power?
- Do they have a special title?

The first child has to answer the questions honestly. At the end, the second child has to try to guess who is in the picture.

Ask the children how they found this game. Were some questions more useful than others?
Then ask the children to each answer the questions about themselves. Do they think that this information would be enough to describe them properly?

Activity 2:
Ask the class what they think “identity” means. Children will probably answer with their names.

Explain that “identity” has another, deeper meaning; it is the things that we believe about ourselves, or what kind of person we see ourselves as being. These can include:
- Things we are good at (sporty, academic, helpful, jokey)
- Things we are not so good at (reading, art, science, doing what we are told)
- Things we like (games, food, activities)
- Things we believe about our bodies (strong, weak, gender, ethnicity)
- Things we think (the things we agree or disagree with, our faith, morals)
- Things we believe about our feelings (who we like, the kind of person we want to be)

Put these prompts on the board or flipchart.

Give each child a body outline sheet. Reassure them that this will remain private so they can be honest. If possible, give each child space so nobody else can see their sheet. Ask them to write, draw and decorate the outline so that it illustrates their own thoughts about their identity. Encourage them to be honest.

I believe we should all be honest
I see myself as British and Jamaican
I see myself as a kind person
I believe my disability should not get in my way
I see myself as someone who likes gentle people
I believe in God
I see myself as a boy
I see myself as someone who could be better at maths

When each child has finished, offer them an envelope so they can keep their picture private. Whilst it is unlikely that a child will use this exercise to raise questions about their sexual orientation or gender, they may take the opportunity to voice likes or beliefs that may be difficult for them to admit in public (for instance, a boy who describes himself as liking dolls or a girl who says she feels more comfortable in male clothes). Allow the children to store their picture securely at school if they wish.
Activity 3:

Explain to the children that some people might disapprove of parts of our identity (perhaps give a safe personal example, such as “my mother doesn’t like my wearing trousers because she thinks that women should only wear skirts.”) Ask if the class can think of any further examples. It may be useful to revisit the work done around stereotypes to help the children make the association between truth and assumption.

Explore why people might disapprove of someone else’s identity. Identify fear, insecurity and ignorance as key factors and discuss how these can lead to prejudice and discrimination.

Ensure the children understand these terms: prejudice means a preconceived opinion, not based on facts or evidence; discrimination means treating someone unfairly or unkindly because of the way we think about them.

Give the children a grid showing examples of discrimination. Ask the children to write down why they think someone behaved as they did, such as:

<table>
<thead>
<tr>
<th>What happened?</th>
<th>Why is this prejudice?</th>
<th>Why was this discrimination?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mickey wanted to get some friends to join his football team. He didn’t ask Ann to play but he did ask all the boys.</td>
<td>Mickey is prejudiced because he thinks only boys should play football.</td>
<td>Ann didn’t get asked to join the team just because she is a girl.</td>
</tr>
<tr>
<td>Edwin wanted to join the sewing club at school. Tom now doesn’t want to sit next to him in class and calls him “Edwina.”</td>
<td>Tom is prejudiced because he thinks sewing is just for girls.</td>
<td>Tom is being unkind because he thinks Edwin is doing something only girls should like.</td>
</tr>
<tr>
<td>Andrew and Peter are in year 6 and spend all their time together. Lisa calls them names and say they love each other. Andrew and Peter didn’t get asked to Lisa’s birthday party that term.</td>
<td>Lisa is prejudiced because she thinks that boys should not form very close friendships with other boys.</td>
<td>Andrew and Peter did not get invited to the party because Lisa thought they should like girls instead of each other.</td>
</tr>
</tbody>
</table>

Then explore how things could be different if we learn a bit more about other people before making up our minds about them:

- What if Ann’s dad is a Premier League football coach who taught her how to play?
- What if Edwin’s mum is a fashion designer who makes clothes for people on TV and Edwin wants to do the same job when he grows up?
- What if Andrew and Peter have both been adopted and they like having someone to talk to about how this makes them feel?

Would Mickey, Tom and Lisa feel differently and behave differently if they knew these things?

Explain that even if we change our behaviour, we might still be prejudiced unless we change our beliefs.
Activity 4:

Return to the example of Andrew and Peter in the previous activity. Ask the class why they think the other children were mean to the boys and what names they think they were called. Scribe a list.

Explain that using language like “gay” as an insult is never acceptable and that to be gay, lesbian, bisexual or transgender is not something to be ashamed of or bullied about. If necessary, explain these terms (and others, including the term “straight”) using the child-friendly language recommended by Stonewall:

**Gay** - The word gay is used to mean someone who falls in love with, or wants to have a relationship with, people who are the same gender as them. This means that a gay man is someone who loves another man and a gay woman is someone who loves another woman. Some gay women prefer to be called lesbians. Because of this, some children might have two dads or two mums. (Explain that in this context “love” means to be in a romantic relationship with someone, rather than the “love” we might feel for a parent or pet. The activity on page 129 may help with this).

**Lesbian** – this word describes a woman who falls in love with, or wants to have a relationship with, another woman. An example is two mums who are in love with each other. Some lesbian women prefer to call themselves gay.

**Bisexual** - Bisexual is a word used to describe someone who falls in love with, or wants to have a relationship with, either someone of the same gender as them or with someone of a different gender to them. For example a bisexual man might fall in love with another man, or with a woman. A bisexual person might say that the gender of the person they fall in love with doesn’t matter to them.

**Cis** – someone whose gender identity matches the one that they were given at birth; sometimes “non-trans” may be used.

**“Trans” is short for transgender.** This is a word that describes people who feel that the gender they were given as a baby doesn’t match the gender they feel themselves to be. For example, someone who is given the gender ‘boy’ as a baby but feels that they are really a girl could say that they are “trans.” Sometimes people have medical treatment and operations so their bodies match the gender they feel themselves to be, but not all trans people do this.

**LGBT** – this is short for Lesbian, Gay, Bisexual and Transgender. Sometimes people add “Q” for “questioning” – people who are thinking about their sexuality or gender but have not made a decision about how they see themselves. Sometimes it means “Queer,” which was in the past an offensive term but is now adopted by many young people who do not see themselves as fitting into any of the usual categories around sex and gender.

**Straight** - A straight or heterosexual person is someone who falls in love with, or wants to have a relationship with, people who are the opposite gender to them. For example, a man who only wants to be in a relationship with a woman, or a girl who only wants to be in love with a boy, would probably say that they are straight.

Teachers may need to discuss religious attitudes to homosexuality. Explain that although people may have different opinions, there are laws that make it illegal to be nasty to someone just because they are LGBT. It is also illegal to be nasty to someone just because they seem to be LGBT, regardless of whether or not they actually are.

Remind the class that just as there are laws for the whole country, there are similar rules in school, such as the anti-bullying policy. Teachers may want to revisit this with the class.

Ask the class what they think Peter and Andrew could do about the way Lisa is being unkind to them. Scribe their answers. Ask what they think might be behind Lisa’s behaviour and how she could be helped to understand that regardless of whether Peter and Andrew are gay or not, they deserve to be treated kindly and with respect.
Activity 5:

Note: these activities are concerned with the issue of consent. Teachers should be mindful that some children may live in circumstances where their experience of consent is limited – for instance if they are being coerced into abusive activity. Some children may be in situations where a grooming process has led them to believe that they are consenting to abuse, or there may be cultural factors which foster a sense that consent is not relevant.

Ask the children what they think the word “consent” means and scribe their answers. Agree on a suitable definition, such as "permission for something to happen or an agreement to do something."

Ask the class for examples of things they have given their consent to that day. Ensure that safe examples are used, such as “I consented to my sister borrowing my hair band”. Ask what made them give their consent in each situation – for instance, was there a successful negotiation with another person? Scribe this list, splitting responses into positive consent (“I wanted my sister to look nice for the concert, so I lent her my hair band”) and those which were less so (“I said yes because my mum said I had to lend her the hair band.”) Highlight those responses which involved another person’s opinion.

Activity 6:

Refer to the list of factors that influenced consent. Discuss the characteristics of positive consent, such as:

- I wanted to give permission or agree because it would make me happy
- I knew it was a good/kind/friendly thing that I was agreeing to
- I was able to think about it and make up my own mind

Discuss the role of other people and how this can influence our decision to give consent to something. Explore ways in which this can be positive:

- My mum whispered that my sister really wanted to look nice for the concert, so I lent her my hair band
- My teacher said that if our photographs were put on the school website our names would not be shown, so I agreed that my photo could be used
- My doctor told me that if I let him look at my sore arm he could tell me what was wrong with it, so I allowed him into my personal space

Discuss with the class the ways that other people can negatively affect our decision to give consent, for example through peer pressure or bullying. Scribe the characteristics of negative consent, such as:

- The other person doesn’t listen to what I want, whether I consent or not
- The other person doesn’t care that I am upset or scared about what they are asking me to do
- The other person wants me to do something that I think is bad or wrong

Compare the two lists of ways in which other people can affect our decision to give consent. Explore ways in which the children feel they can be positive influences on others. Teachers may find it helpful to refer back to the activities on pressure and influence (page 143) at this stage.
Activity 7:

Explain that there are rules in place that give children rights, including around their ability to give consent. These are set out in something called the United Nations Convention on the Rights of the Child. A child-friendly version is available here: www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf

Key points for discussion with the class are:

**Article 12** – “You have the right to give your opinion, and for adults to listen and take it seriously”

- Ask the class for ideas on how adults could listen to their views and how your school seeks to hear the pupil voice. Is there anything they would change?

**Article 16** - “You have the right to privacy.”

- Children can ask to see a doctor or nurse by themselves and can ask for their treatment to be private. Doctors will decide whether this is in the child’s best interests and whether he or she is able to make such a decision safely.

**Article 36** - “You have the right to protection from any kind of exploitation (being taken advantage of).”

- Understanding their right to refuse consent is a key part of protecting children from exploitation. This Scheme of Work sets out key skills that can help children to recognise abusive and exploitative situations. Teachers may wish to revisit some of these when discussing how children can be kept safe.

Activity 8:

Explain to the class that there are some things which children are not allowed to do, regardless of whether or not they consent. These things are set out in laws that are designed to protect children from harm or exploitation.

Ask the children what age they think someone has to be before he or she can do the things on the following list (answers are in brackets):

- Buy cigarettes (18)
- Get a part time job (14)
- Get married (16 with one parent’s permission)
- Take a photo of themselves with no clothes on (18)

Discuss with the children why these rules are in place and how they protect children.

**Note:** anyone under the age of 18 who takes or shares a nude image of themselves is creating and distributing an indecent image of a child. For more information on this, see the UKCCIS document “Sexting in Schools and Colleges,” which can be downloaded from https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Children may use the term “age of consent” in the context of consenting to sexual activity. Teachers need to explain that a child aged 12 or under cannot give consent to sexual activity, regardless of whether they believe that they have given such consent. The age of consent in England and Wales is 16, and schools will need to work closely with their safeguarding lead and local social care in cases where children between 13 and 16 are sexually active.
Appendix 1: Sample letters to parents and carers

Early Years Foundation Stage

Dear Parents and Carers,

I am writing to let you know that this term the children will be learning about their emotions and their bodies. The topics covered will include:

• What emotions do I feel?
• How can I tell other people how I feel?
• Can my emotions affect my friends?
• Who is in my family?
• Who can I talk to at home and at school?
• What can my body do and what is it good at?
• What does my body look like?
• How does my body work?
• What do I need to do to keep clean and healthy?
• When can I help myself and when should I ask for help?

These support the key areas of Communication and Language, Physical Development, and Personal, Social and Emotional Development (PSE). The lessons are designed to give our children a good basis for understanding themselves and their bodies, and in their later years at school will be the basis for further science and Sex and Relationships Education lessons. This will be in line with the requirements of the National Curriculum.

Teachers will answer questions from the children honestly and in suitable language. The resources that we will be using have been chosen because they are appropriate to the age and needs of the children. If you would like to see any of these resources, please let us know.

We believe that parents and carers play an important part in their child’s education, and we would like to encourage you to explore these topics with your child at home as well. The Early Years Foundation Stage Coordinator / PSHE Coordinator is able to offer help and advice, and we have attached a short information sheet which we hope is useful.

You have the right to withdraw your child from the elements of Sex and Relationships Education which are not included in the National Curriculum. If you would like to discuss this, please contact the Head Teacher. If you have any questions you would like to ask about these lessons please do not hesitate to contact the class teacher or the Early Years Foundation Stage Coordinator.

Yours sincerely,
Year 1

Dear Parent/Carer,

Sex and Relationships Education (SRE) in Year 1

During this term we will be introducing some lessons and activities that are designed to meet some important parts of the National Curriculum. These topics cover some elements of Science and some elements of Personal, Social and Health Education (PSHE), and for your child they will include:

• Myself and Others
• Body Parts
• Family
• Friendships
• Choices

Your child will be exploring the above topics through examining the following questions:

• Why am I special?
• Who is special to me and why?
• How is my body special?
• What are the names of the main parts of the body?
• Who is my family?
• Are all families like mine?
• How can I be a good friend?
• What are my friends like and how are we different?
• How can I choose?
• When should I say ‘No’ and how should I say it?
• Who can I ask for help?

Teachers will answer questions from the children honestly and in suitable language. The resources that we will be using have been chosen because they are appropriate to the age and needs of the children. If you would like to see any of these resources, please let us know.

We believe that parents play an important part in their child’s Sex and Relationships Education, and we would like to encourage you to explore these questions and topics with your child at home as well. Our PSHE Coordinator is able to offer help and advice, and we have attached a short information sheet which we hope is useful.

You have the right to withdraw your child from the elements of Sex and Relationships Education which are not included in the National Curriculum. If you would like to discuss this, please contact the Head Teacher. If you have any questions you would like to ask about this please do not hesitate to contact the class teacher or the PSHE coordinator.

Yours sincerely,
Year 2

Dear Parent/Carer,

Sex and Relationships Education in Year 2

As part of an ongoing programme of Sex and Relationship Education (SRE) within our school we will shortly be looking at the following topics with your child:

- Body development
- Looking after my body
- Safety and Secrets

Your child will be exploring the above topics through examining the following questions:

- Where do babies come from?
- How do babies change and grow?
- What changes have happened to me since I was a baby?
- How do parents care for babies?
- Why is it important to stay clean?
- What can I do for myself to keep clean and healthy?
- How is my body special?
- What are the different emotions I might feel?
- Who can I share my emotions with?
- What are good and bad secrets?
- Who can I ask for help?

These topics cover some elements of Science and some elements of Personal, Social and Health Education (PSHE). They will also include some aspects of staying safe online.

Teachers will answer questions from the children honestly and in suitable language. The resources that we will be using have been chosen because they are appropriate to the age and needs of the children. If you would like to see any of these resources, please let us know.

We believe that parents play an important part in their child’s Sex and Relationships Education, and we would like to encourage you to explore these topics with your child at home as well. Our PSHE Coordinator is able to offer help and advice, and we have attached a short information sheet which we hope is useful.

You have the right to withdraw your child from the elements of Sex and Relationships Education which are not included in the National Curriculum. If you would like to discuss this, please contact the Head Teacher. If you have any questions you would like to ask about this please do not hesitate to contact the class teacher or the PSHE coordinator.

Yours sincerely,
Year 3

Dear Parent/Carer

Sex and Relationships Education in Year 3

During this term we will be looking at the following areas as part of an ongoing programme of Sex and Relationships Education (SRE) within our school. This is delivered as part of the National Curriculum. These topics cover some elements of Science and some elements of Personal, Social and Health Education (PSHE) and for your child will be:

- Self Esteem
- Differences and Similarities
- Decision Making
- Safety (including internet safety)

Your child will be exploring the above topics through examining the following questions:

- How am I special?
- What am I good at and what can I develop?
- How do people live their lives differently from me?
- What affects our choices?
- How can I choose?
- When should I say ‘No’ and how should I say it?
- How am I influenced when making choices?
- How do my actions and emotions affect the way others feel?
- Where can I get help?

Teachers will answer questions from the children honestly and in suitable language. The resources that we will be using have been chosen because they are appropriate to the age and needs of the children. If you would like to see any of these resources, please let us know.

We believe that parents play an important part in their child’s Sex and Relationships Education, and we would like to encourage you to explore these topics with your child at home as well. Our PSHE Coordinator is able to offer help and advice, and we have attached a short information sheet which we hope is useful.

You have the right to withdraw your child from the elements of Sex and Relationships Education which are not included in the National Curriculum. If you would like to discuss this, please contact the Head Teacher. If you have any questions you would like to ask about this please do not hesitate to contact the class teacher or the PSHE coordinator.

Yours sincerely,
Year 4

Dear Parent/Carer,

Sex and Relationships Education in Year 4

During this term we will be looking at the following areas as part of an ongoing programme of Sex and Relationships Education (SRE) within our school. These topics cover some elements of Science and some elements of Personal, Social and Health Education (PSHE), and for your child will include:

- Emotions
- Change
- Assertiveness

The children will be exploring the above topics through examining the following questions:

- What feeling and emotions do I experience in different situations?
- What other feelings and emotions affect me?
- How do my actions and emotions affect the way others feel?
- Who can I talk to about the way I feel?
- What changes have happened to me?
- What changes are going to happen to me?
- What am I responsible for now and how will this change?
- How can I be assertive?

Teachers will answer questions from the children honestly and in suitable language. The resources that we will be using have been chosen because they are appropriate to the age and needs of the children. If you would like to see any of these resources, please let us know.

We believe that parents play an important part in their child’s Sex and Relationships Education, and we would like to encourage you to explore these topics with your child at home as well. Our PSHE Coordinator is able to offer help and advice, and we have attached a short information sheet which we hope is useful.

You have the right to withdraw your child from the elements of Sex and Relationships Education which are not included in the National Curriculum. If you would like to discuss this, please contact the Head Teacher. If you have any questions you would like to ask about this or any other aspect of Sex and Relationships Education please do not hesitate to contact the class teacher or the PSHE coordinator.

Yours sincerely,
Year 5

Dear Parent/Carer, Sex and Relationships Education in Year 5

During this term we will be looking at the following areas as part of an ongoing programme of Sex and Relationships Education (SRE) within our school. These topics are being delivered in line with the National Curriculum and cover some elements of Science and some elements of Personal, Social and Health Education (PSHE) will be:

- Relationships
- Support Networks
- Puberty & Hygiene
- Reproduction & Pregnancy

Our children will be exploring the above topics through examining the following questions:

- What sort of relationships do I have and how have they changed?
- What other types of relationships are there?
- How can I maintain and improve my relationships?
- Why are love and trust important?
- What or who might influence my decisions?
- Who can I ask for help?
- Where else might I get help?
- What happens to boys and girls when they reach puberty?
- Does everyone change at the same rate?
- How can I keep my changing body clean?
- How can I stop germs spreading?
- What should adults think about before they have a baby?
- How are babies made?
- How do parents not have babies?
- How does a baby develop in the uterus?

Teachers will answer questions from the children honestly and in suitable language. The resources that we will be using have been chosen because they are appropriate to the age and needs of the children. If you would like to see any of these resources, please let us know.

We believe that parents play an important part in their child’s Sex and Relationships Education, and we would like to encourage you to explore these topics with your child at home as well. Our PSHE Coordinator is able to offer help and advice, and we have attached a short information sheet which we hope is useful.

You have the right to withdraw your child from the elements of Sex and Relationships Education which are not included in the National Curriculum. If you would like to discuss this, please contact the Head Teacher. If you have any questions you would like to ask about this please do not hesitate to contact the class teacher or the PSHE coordinator.

Yours sincerely,
Year 6

Dear Parent/Carer,

Sex and Relationships Education in Year 6

During this term we will be looking at the following areas as part of an ongoing programme of Sex and Relationships Education (SRE) within our school. These topics Sex and Relationships Education cover some elements of Science and some elements of Personal, Social and Health Education (PSHE) will include:

- Resolving Conflict in Relationships
- Taking Risks
- Stereotyping
- Consent and respect, including homophobic and transphobic bullying

Our children will be exploring the above topics through examining the following questions:

- What is conflict?
- How can I help prevent or resolve conflict? How do I determine risk?
- What or who might influence my decisions?
- How do I make and stick to my decisions?
- What is stereotyping?
- Where is stereotyping portrayed?
- What does it mean to respect others, especially other lifestyles and beliefs?
- What does consent mean and why is it so important?
- What does identity mean and why should I respect the way others identify themselves?

Covering these topics means that our school will be meeting the requirements of both the Department for Education and Ofsted.

Teachers will answer questions from the children honestly and in suitable language. The resources that we will be using have been chosen because they are appropriate to the age and needs of the children. If you would like to see any of these resources, please let us know.

We believe that parents play an important part in their child’s Sex and Relationships Education, and we would like to encourage you to explore these questions/topics with your child at home as well. Our PSHE Coordinator is able to offer help and advice, and we have attached a short information sheet which we hope is useful.

You have the right to withdraw your child from the elements of Sex and Relationships Education which are not included in the National Curriculum. If you would like to discuss this, please contact the Head Teacher. If you have any questions you would like to ask about this please do not hesitate to contact the class teacher or the PSHE coordinator.

Yours sincerely,
Body outline

Naked Boy

Naked Girl
Teacher Notes Year 5

To be used in conjunction with the topics on Puberty and Reproduction.

Female Reproductive System

External Female Reproductive System:
- Clitoris
- Pubic Bone
- Inner Labia
- Outer Labia
- Anus
- Urethra
- Clitoris Hood

Internal Female Reproductive System:
- Fallopian Tube
- Uterus
- Cervix
- Ovary
- Vagina
- Fimbria
Male Reproductive System:

- Bladder
- Pubic Bone
- Vas deferens
- Urethra
- Erectile Tissue
- Penis
- Scrotum
- Epididmis
- Testis
- Seminal
- Prostate
- Rectum
- Bulbourethral Glands
- Coccyx

Penis with foreskin (uncircumcised)

Penis without foreskin (circumcised)

Foreskin
Venn diagram

Body outline

Naked Boy

Naked Girl
Male Reproductive System

- Penis
- Fallopian tubes
- Endometrium
- Bladder
- Testicle
- Epididymis
- Foreskin
- Prostate
- Myometrium
- Cervix
- Fimbriae
- Follicle
- Seminal vesicle
- Vas deferens

Female Reproductive System

- Fallopian tube
- Uterus
- Ovary
- Cervix
- Vagina
APPENDIX 3
Appendix 3: Information sheet for parents

Discussing sex and relationships with children can make parents and carers feel all sorts of emotions – embarrassment, shyness and being worried that the child will ask a question they can’t answer are all common fears that adults have. We hope that this information sheet will reassure you and help you to support your child as they go through these important parts of the curriculum.

How do I approach talking about sex and relationships with my child?

Children generally ask questions when they are ready to know something, so there is no need to plan a big conversation. However, you may notice things that make you think your child would benefit from some information – perhaps they are getting shy about being seen in the bath, or you think they are starting puberty.

Pick a quiet time when you won’t be disturbed and when you won’t have to rush off. Sitting face to face can feel awkward so choose a spot where you can each look the other way if you want to!

Stories in soap operas, films and newspapers can be a good starting point and can help to take some of the embarrassment out of the subject – talking about someone else is always easier than talking about ourselves. Try saying something like “what do you think that character on TV is feeling about growing up?” or “I see that your favourite pop star is going to have a baby. Do you have any questions about babies and where they come from?”

Be prepared for your child to be embarrassed and to reject the conversation; if that happens, just reassure them that they can come to you at any time if they ever do have anything they’d like to talk about.

My own sex and relationships education was pretty bad. Where can I get information to share with my child?

The best approach is to ask your child’s teacher. He or she will be happy to go through the lessons with you so you know what will be covered and which resources will be used. That way you can be confident that you and the school will be saying the same things.

There are some good books available for all age groups that deal with all aspects of sex and relationships. “Mummy Laid an Egg” and “Hair in Funny Places” are both by Babette Cole and are funny, easily understood stories covering where babies come from and what happens at puberty. Your local library may have copies or else they are available online. Sometimes two or three families club together to buy a couple of books that they then share – this can help keep costs down. The FPA has a range of free fact sheets for parents and carers on their website at http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers

What else can I do?

Be honest – if you don’t know the answer, say so and suggest that you will look it up. If you promise to find out an answer it’s important that you do go back to the child with the information.

Set clear boundaries so your child knows what you are not prepared to discuss – for instance, your own experiences of puberty or your own adult relationships.

It is helpful if adults at home act as good role models for the issues that the children will be learning about, such as respect, consent and dignity. Remind your child that as they are growing up they can also show good manners and respect for other people.