

Year 3



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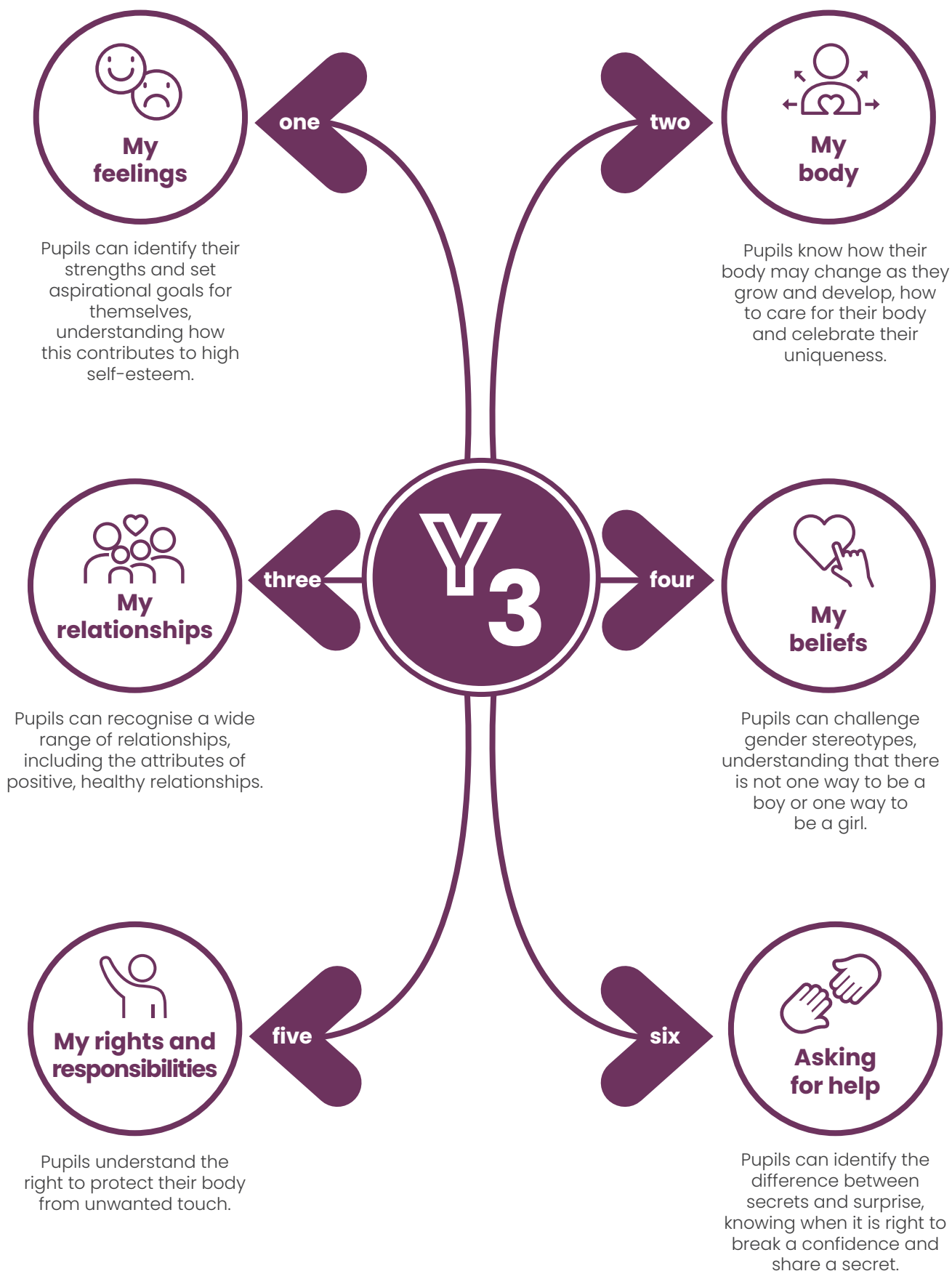
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Lesson one: My feelings



Lesson aim:

Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.



Learning outcomes:

- I understand the term self-esteem and know why it is important to have high self esteem
- I can recognise some of my strengths
- I have set an aspirational personal goal for myself



Resources required:

- Resource sheet: Character
- Resource sheet: Certificate
- Balloons
- Small slips of paper
- Pens
- Paper strips

Key words: aspiration, compliment, self-esteem

Teacher notes:

High self-esteem lies at the heart of pupil health and wellbeing, contributing towards a reduction in risk taking behaviours. Encouraging pupils to identify and celebrate their strengths and confidently accept compliments without embarrassment is a clear demonstration of fostering healthy self-esteem. Any negative self-talk by pupils needs to be addressed sensitively throughout the lesson. It is important to be mindful that some pupils may have low self-esteem and will find the lesson a greater challenge than pupils with healthy self-esteem.

Begin the lesson by...

Explaining that in this lesson we will be learning about why it is important to be proud of ourselves. Our views about ourselves can change over time but it is important to be kind to ourselves. We will think about the things we are good at as well as the parts of our personality we are proud of. Reassure pupils that it is good to feel good about yourself! Remind pupils of the working agreement.



Activity one: Compliment choices

Ask pupils to share ideas about something that has made them feel good about themselves within the last week. It is important if a pupil attempts to downplay their achievement that you encourage them to discuss it with pride.

Suggested answers: *a good piece of school work; sporting achievement; an act of kindness; celebrating something at home; receiving a certificate etc.*

Explain how we all have different strengths, and that this is beneficial. If we were all good at the same things it would not be possible to function as a society. For example, if we were all talented artists, who would be the doctors etc?

Tell pupils that you are going to read out several things that some of them might be good at. Include relevant pupil examples from the previous activity, as well as the examples. If pupils feel it is a strength for them, they stand up:

- Reading
- Drawing
- Being a good friend
- Sport: football, swimming, running, gymnastics etc
- Singing
- Playing an instrument
- Helping others
- Being kind
- Include some pupil suggestions from the beginning of the activity, if relevant

Continue this activity until all pupils are stood up, or if you prefer for pupils to stand at each suggestion then ensure everyone has stood at least once.

Tell pupils that they are going to be asked to take it in turns to give a compliment to the person they are sat next to. Explain that a compliment is when someone says something nice about you and it is appropriate to say 'thank you' in response. It is important not to dismiss the compliment. Your class may benefit from you demonstrating this with another member of staff.



Activity two: Self-talk for self esteem

Explain to pupils that self-esteem is the way we feel about ourselves. Some people have high self-esteem and some people have low self-esteem. Self-esteem can vary throughout a person's life depending on their experiences.

Display the characters at the front of the class. One to represent a person of the pupils' age with high self-esteem (mark this with an upward arrow), the other to represent a person of the pupils' age with low self-esteem (mark this with a downward arrow). Tell pupils that our self-esteem affects the way we think, feel and behave. Draw a brain inside the head of the characters, a heart inside the chest of the characters and arrows coming from each character to help pupils visualise this.

Tell pupils to focus on the low self-esteem character. Ask pupils to identify how this character may think. Draw/write these inside the character's head.

Suggested answers: *'I can't do it'; 'what is the point in trying' etc.*

Ask pupils to identify the way the character may feel about themselves. Draw/write these inside the character's chest.

Suggested answers: *'I don't like myself', 'no-one would want to be my friend' etc.*

Finally, ask pupils how the character might behave. Draw/write these at the end of the arrows.

Suggested answers: *pushing people away/bullying; being quiet and withdrawn; not wanting to put hands up in class; being less confident to put themselves forward for school plays and competitive sport etc.*

Repeat the process with the high self-esteem character.

Discuss as a class what the differences between the characters are.



Which character would be the happiest? Why is this?

How does positive self-talk influence feelings, behaviour and happiness?

Tell pupils to write on slips of paper how they feel about themselves. They need to fold these up and insert into a balloon before blowing their balloons up and tying a knot in them. Ask pupils to write down the behaviour that they feel they exhibit to others on the outside of the balloon with permanent marker pens. Ask pupils to reflect on these behaviours, considering if they want to feel and behave this way. Reassure pupils that this is a private activity and that they will not be asked to share this with anyone else in the classroom.

Summarise this activity by explaining to pupils that if they experience low self-esteem, telling themselves positive thoughts and focusing on what they are good at can help to raise their self-esteem.



What positive self-talk could you say to yourself if you were experiencing low self-esteem?



Activity three: Aspirational paper chains

Give each pupil three strips of paper. Tell them to write/illustrate on each strip of paper an aspiration for their future. Tell pupils to join their paper strips to make a paper chain. These can be hung on the back of their chair or joined together to make a class paper chain of aspirations for the future. This can be hung up in the class as a visual reminder for pupils.



Extension:

Give each pupil a certificate template. Tell pupils to complete the certificate before writing a compliment on it. These can be laminated and used as a desk mat or displayed in class with the paperchain of aspirations.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some examples of positive self-talk that can be used to build self-esteem. Reassure pupils that it is natural to experience a range of feelings about ourselves, sometimes these can change over time. Remind pupils that it is important to be positive to ourselves and others to keep self-esteem high. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



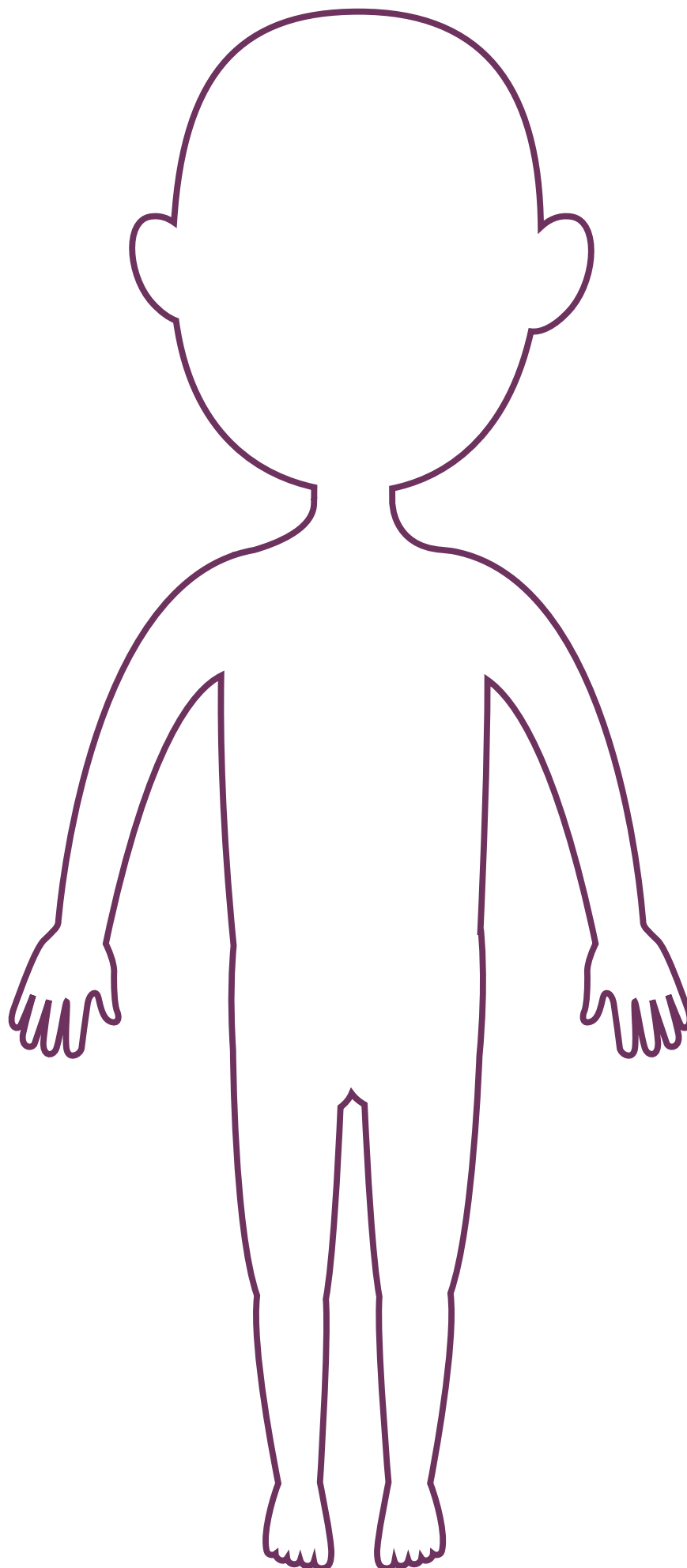
Assessment:

Activity one: Pupils could stand up, demonstrating recognition of at least one personal strength.

Activity two: Pupils considered a range of internal thoughts, feelings and outward behaviours related to low and high self-esteem through fictional characters. Additionally, pupils considered their own self-esteem through the balloon activity.

Activity three: Pupils made a paper chain of future aspirations.

Evidence of assessment: Low and high self-esteem characters; paper chain of aspirations, compliment certificates, if extension activity completed.





Self Esteem Certificate

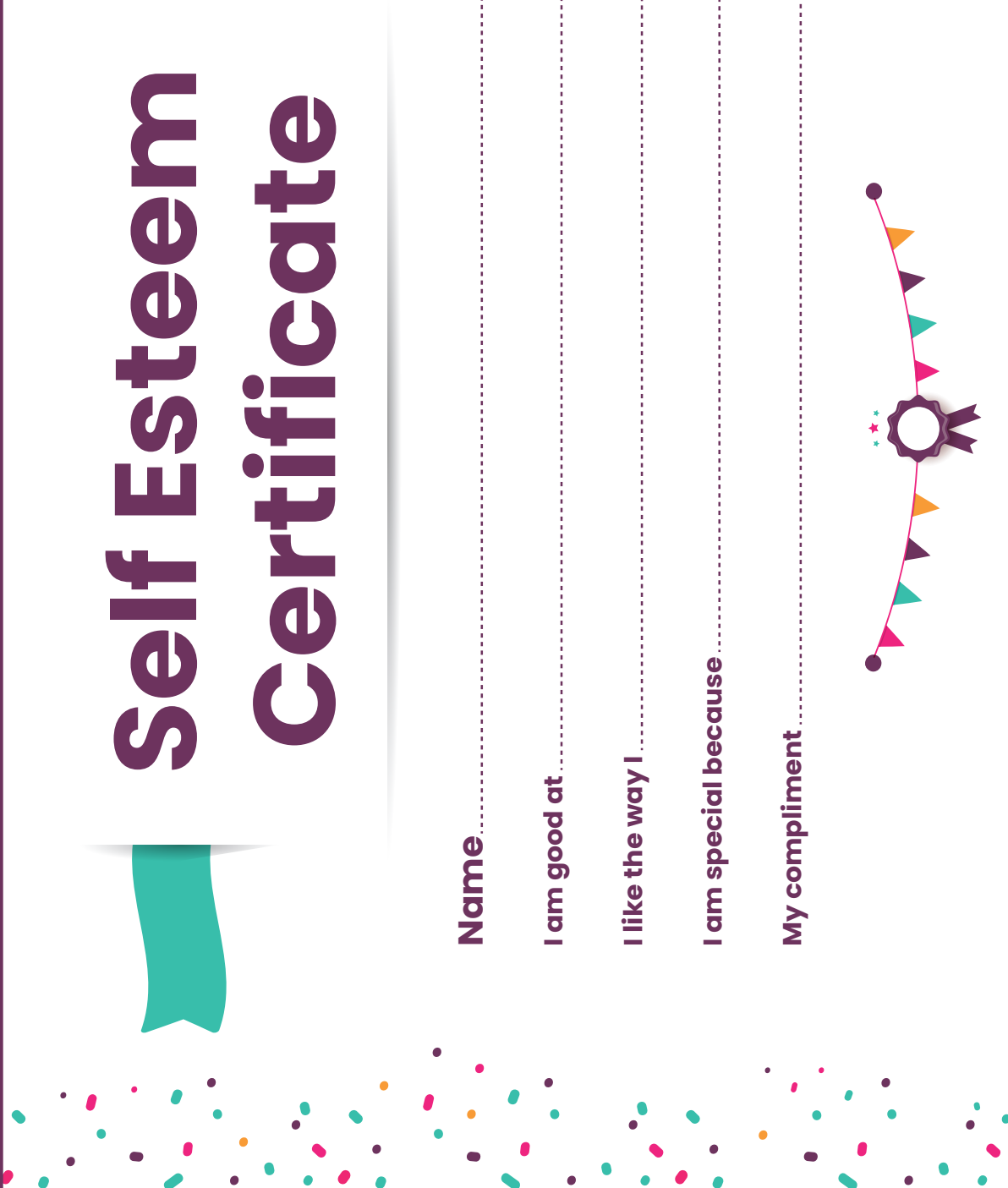
Name.....

I am good at.....

I like the way I.....

I am special because.....

My compliment.....




Lesson two: My body



Lesson aim:

Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.



Learning outcomes:

- I understand how my body might change as I grow and develop
- I can celebrate everybody's physical uniqueness
- I know how to keep my body clean and hygienic



Resources required:

- Resource sheet: Top Trumps style characters
- Resource sheet: Hand washing guide
- Chalk powder/glitter

Key words: penis, vulva, hygiene

Teacher notes:

Be mindful of pupils who are physically very different from most other pupils due to disability, early onset puberty, born intersex etc. It is also important to be sensitive to pupils who are gender questioning or identify as transgender. It might be appropriate to include relevant variations within the lesson activities to ensure all pupils are fully included and lesson content is relevant. When talking to pupils about the body it is helpful to avoid the term 'normal', exchanging this term for 'natural'. Encourage scientific terms for the body, including genitalia.

When teaching Activity three, chalk powder can be substituted for coloured glitter if necessary.

Begin the lesson by...

Explaining to pupils that in this lesson they will be learning about the human body. This will include how the body might change as people grow up and how bodies are all different. Reassure pupils that whilst they may find using correct scientific terminology for the body uncomfortable to start with, it is important to have a common language when talking about the body so everyone is clear what is being discussed. It is also good to become confident to use the correct scientific words comfortably. Remind pupils of the working agreement.



Activity one: My Age



What are the good things about being your age? A teenager? An adult? A much older person? Discuss the suggestions as a class.

Divide the class into pairs. Provide each pair with a complete set of Top Trumps style characters. Tell pupils to look at the characters and write the age they think the character is underneath it. Next cut out the characters so each pupil has one complete family. Tell pupils to place their characters in order of height, giving the smallest character one star, up to eight stars for the tallest. Repeat this process by ordering and adding stars for how healthy, knowledgeable and fun they think each character is, up to eight stars.

It does not matter how pupils order and score the factors; it will reflect their experience of the people they know, media influences and their individual values and opinions.

Tell pupils to use their character cards to play a game of in the style of Top Trumps.

Top Trump rules:

1. To start the game, shuffle cards and deal face down.
2. The pupil who is next due to have their birthday starts the game. This player starts by reading out a category from the card (age, health, knowledge or fun).
3. The player with the highest age or number of stars for the category wins the cards being played in that round, moving those cards to the bottom of their pile.
4. If there is a draw, the cards are placed in the middle. The next winner includes these cards in their 'win'.
5. The game continues until a pupil has won all the cards, or after the teacher says it is time to end the game, in which case it is the pupil who has the most number of cards at the end of the game.



Activity two: Brilliantly unique!

Tell the class to stand or sit in a circle.

Explain that all bodies are different. People are different heights, have different colour skin, different shoe sizes, hair colour etc. This would be an appropriate opportunity to mention anything specifically relevant to your class, such as having one arm etc.

Invite pupils to look at each other's noses, and ask: Is anyone's nose identical to theirs? Reinforce that we are all unique, which is brilliant!

Tell pupils that you are going to read out some statements. If the statement is true for them, they need to exchange places with another pupil who is moving.

- I have blue eyes
- I am tall
- I have freckles
- I have two hands
- I have long hair
- I have a penis (you may need to explain that this is the scientific term for the 'private part' for a boy)
- I wear glasses
- I can run fast
- I have brown hair
- I have a vulva (you may need to explain that this is the scientific term for the 'private part' for a girl)
- I have a birth mark
- My shoe size is a size one or bigger
- I have two ears



How does it feel to share similarities with other pupils in the class?



How does it feel to know you are completely unique to other people in the class?

Discuss the answers as a class. Ensure the discussion highlights that it is good to be different.



Activity three: Stop, shake, spread



Why it is important to keep the body clean? How can people keep the body clean and healthy?

Suggested answers: having regular baths or showers, washing hands after visiting the toilet and before eating, changing underwear every day, brushing teeth at least twice a day etc.

Tell approximately 1/3 of the class to dip their hand in some chalk powder, enough to coat the palms of their hands well. Tell all the pupils to circulate around the classroom until you shout, 'stop and shake'. When pupils hear your command, they need to shake hands with the person nearest to them. Repeat four times. Ask pupils to look at their hands and sit down if they have no chalk on their hands and to remain standing if they have. Encourage pupils to look around the classroom at how many people are standing. Explain how bacteria on our hands spread in the same way the chalk has. We have a responsibility to keep our own bodies clean and to prevent spreading bacteria to others. Washing hands can help to clean bacteria off and prevent the spread of germs when hands are properly washed.

Give pupils laminated copies of the hand washing guides and explain the technique by demonstrating to the class. Instruct pupils to wash their hands for two minutes using the technique you have just demonstrated for 20–30 seconds. Teach pupils a 20–30 second song that they will be familiar with such as happy birthday and encourage them to sing this in their head as they wash their hands to experience how long the 20–30 seconds feels.



Extension:

Tell pupils to design a poster to promote hand washing. Display the best ones above hand washing stations around the school.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest ways that they can help to keep their bodies hygienically clean. Remind pupils that as they grow older and mature their bodies will continually change throughout their lives. Reassure pupils that our bodies are all uniquely different and that this is completely natural and should be celebrated. It is important to be positive about our bodies, to keep them healthy and have positive attitudes towards our natural bodies. It is never OK to be unkind towards someone because their body is different in some way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils discussed ideas about maturing, reflecting positive statements for each stage. They have considered these at greater depth, recognising differing views to their peers through a game in the style of Top Trumps.

Activity two: Pupils recognised their similarities and differences by swapping places with their peers.

Activity three: Pupils suggested methods for maintaining personal hygiene, developed an understanding of how bacteria is spread and demonstrated correct handwashing routine to help prevent the spread of bacteria.

Evidence of assessment: Handwashing poster, if extension activity completed.



Height ☆☆☆☆☆
 Health ☆☆☆☆☆
 Knowledge ☆☆☆☆☆
 Fun ☆☆☆☆☆

Guess my age



Height ☆☆☆☆☆
 Health ☆☆☆☆☆
 Knowledge ☆☆☆☆☆
 Fun ☆☆☆☆☆

Guess my age



Height ☆☆☆☆☆
 Health ☆☆☆☆☆
 Knowledge ☆☆☆☆☆
 Fun ☆☆☆☆☆

Guess my age



Height ☆☆☆☆☆
 Health ☆☆☆☆☆
 Knowledge ☆☆☆☆☆
 Fun ☆☆☆☆☆

Guess my age




Height ☆☆☆☆☆

Health ☆☆☆☆☆

Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

Guess my age




Height ☆☆☆☆☆

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Guess my age




Height ☆☆☆☆☆

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Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

Guess my age




Height ☆☆☆☆☆

Health ☆☆☆☆☆

Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

Guess my age



Height ☆☆☆☆☆
 Health ☆☆☆☆☆
 Knowledge ☆☆☆☆☆
 Fun ☆☆☆☆☆

Guess my age



Height ☆☆☆☆☆
 Health ☆☆☆☆☆
 Knowledge ☆☆☆☆☆
 Fun ☆☆☆☆☆

Guess my age



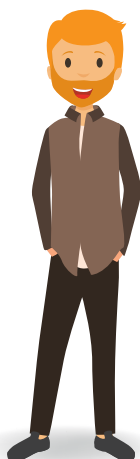
Height ☆☆☆☆☆
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Guess my age



Height ☆☆☆☆☆
 Health ☆☆☆☆☆
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Guess my age



Height ★★★★★
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 Health ★★★★★
 Knowledge ★★★★★
 Fun ★★★★★

Guess my age

1 Use soap



2 Rub palm to palm with fingers



3 Rub back of hands



4 Rub each wrist



5 Rinse your hands



6 Dry your hands



Lesson three: My relationships



Lesson aim:

Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.



Learning outcomes:

- I know what a relationship is and the different types of relationships that people enjoy
- I can identify the different types of relationships that I am in
- I have considered ways people show that they care for each other within a relationship



Resources required:

- Resource sheet: Spinner wheel (printed onto card)
- Resource sheet: Spinner characters
- Resource sheet: Bee pledge card
- Paper fasteners

Key words: relationship

Teacher notes:

It is important pupils feel comfortable to talk about all the relationships that matter to them, including those with non-blood relatives, pets etc. It is also important that pupils can equally celebrate the different types of families within which they live including foster families, same sex parents, grandparents etc.

Be mindful that some pupils will have normalised unhealthy relationship behaviours from their own home environments. These pupils may therefore find the contents of the lesson challenging. It would be inappropriate to comment negatively on any examples of perceived unhealthy relationship behaviours. Feedback discussions could focus on considering how the pupil felt in the circumstance, or if there was a kinder way to express the view etc.

Begin the lesson by...

Explaining that in this lesson we will be learning about a wide range of relationships. A relationship describes how people are connected to each other. They may be connected by blood such as a parent or brother/sister, through marriage/civil partnership, by choosing to spend time with and care for each other, such as a friendship or when in a relationship and have chosen not to get married or enter a civil partnership. Reassure pupils that all relationships are valuable if they are meaningful to the people within them. Remind pupils of the working agreement.



Activity one: Relationship roulette

Give each pupil a spinner template. Instruct pupils to cut the spinner and arrow templates out, stick a character of their choice into each space on the spinner then attach the arrow to the spinner using a paper fastener.

Divide the class into pairs. Tell pupils to simultaneously spin their arrows. Once the arrows have settled ask pupils to look at the characters their arrows have landed on and decide what type of relationship the two characters are in. Ask pupils to share with the class some examples of relationships they discussed. Highlight any missed examples such as two dads, living in a children's home together etc.

Summarise this activity by reassuring pupils that all types of relationships are important. It is also important that the people in the relationship love, respect and take care of each other in a healthy and respectful way.



Activity two: Relationship map

Give each pupil a piece of paper and ask them to draw a basic picture of themselves in the middle of the paper. Ask pupils to think about the people they are in a relationship with. Tell pupils to write the names, or if time allows illustrate the people who they identify as being in a relationship with around them, placing the relationships that are closest nearest to the illustration of them.



Activity three: Respectful relationships

Tell pupils to look at their picture from Activity two and think about the ways these people help to care, love and respect them.

Assign each pupil a letter of the alphabet. Tell them to think of something starting with this letter that people can do to show they care, love and respect someone. Once pupils have had a chance to reflect and generate an idea, ask them to shout out their ideas as you call out the alphabet. Below are some possible suggestions if they become stuck for ideas:

- Ask them how they are
- Be kind to them
- Care for them
- Do nice things for them
- Everyday try to do something nice
- Forgive them if they do something to you by accident
- Give them a present on special days
- Help them
- Interested in what they say
- Joke with them
- Kind
- Listen to them
- Make time to be with them
- Not be unkind to them
- Open with them about your feelings
- Polite
- Question their views
- Remember their birthday
- Smile when you see them
- Talk with them
- Undo their shoes for them
- Videos can be made with them to enjoy watching together
- Wait for them so you can walk to school together
- X – give them a kiss
- You could give them a compliment
- Zoo – take them to the zoo and have a fun day!

Finish the task by asking pupils what they thought was the thing that they would most like someone to do for them to show them that they cared. If presents are suggested as a way of showing someone you love and care for them, remind pupils that presents are not the only way and if presents are given they should always be given freely without any expectation of anything in return.



Extension:



What relationship behaviour is most important to you, so you can enjoy respectful relationships? Is this something that you can pledge to be like yourself within your own relationships?

Suggested answers: *I pledge to be kind; fair; encouraging; supportive; positive; helpful; forgiving; tolerant; honest; reliable; considerate; compassionate; responsible; thankful.*

Give each pupil a bee. Tell pupils to write and complete the statement 'I pledge to be...within my relationships.' Pupils can decorate their pledge bees and give them to someone they are in a relationship with. Alternatively, you can adapt the activity to make pledges of respectful relationship behaviours for use within the classroom. These can be stapled together and displayed within the classroom as a visual reminder to support classroom relationships and pupil behaviour.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share examples of respectful, healthy relationship behaviours. Reassure pupils that there are a diverse range of relationships, all are valuable if they are important to the people involved in them. Remind pupils that it is important that the people in the relationship love, respect and take care of each other in a healthy, respectful way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



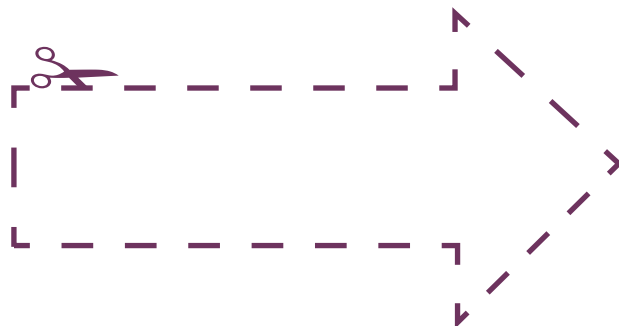
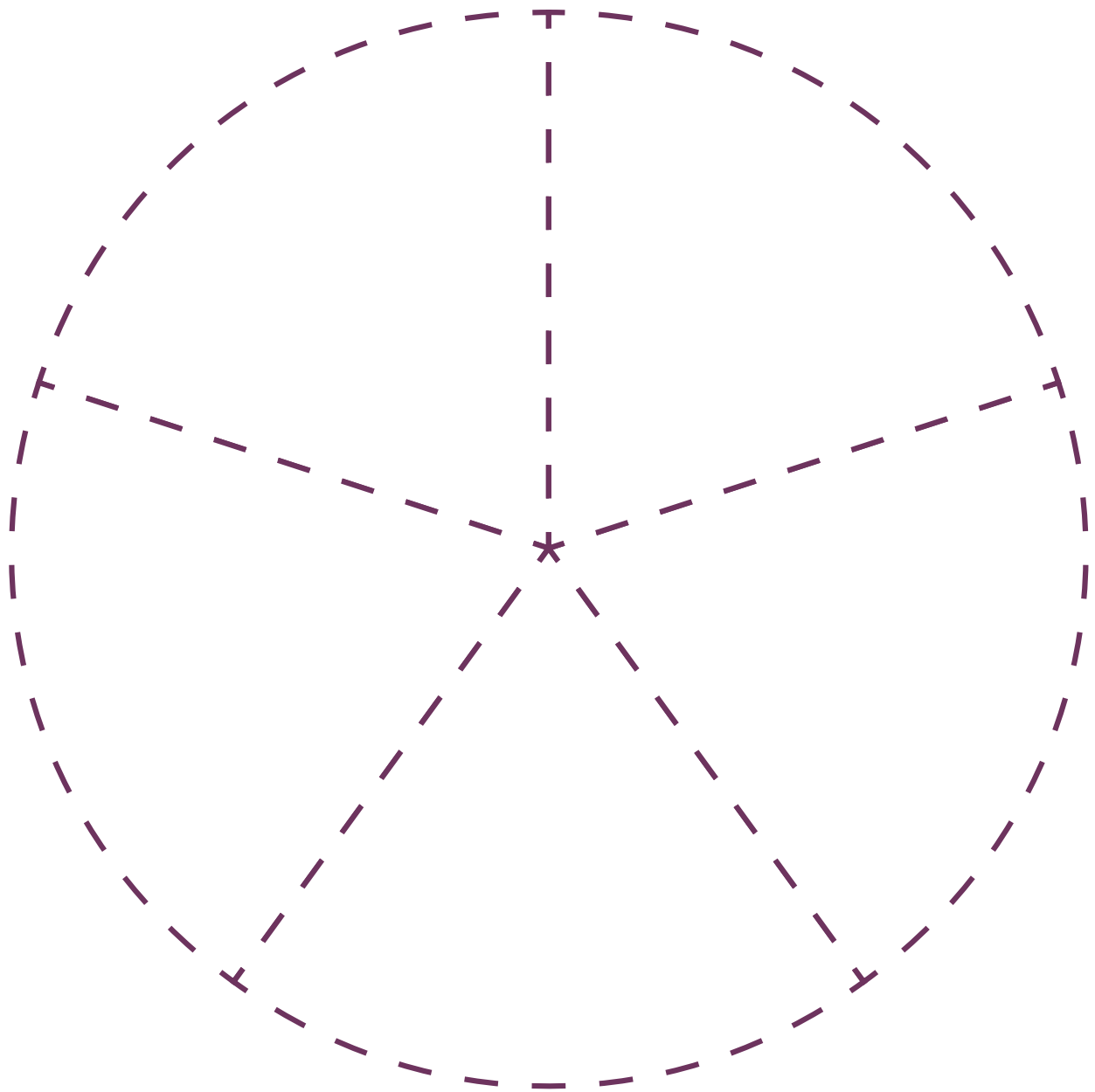
Assessment:

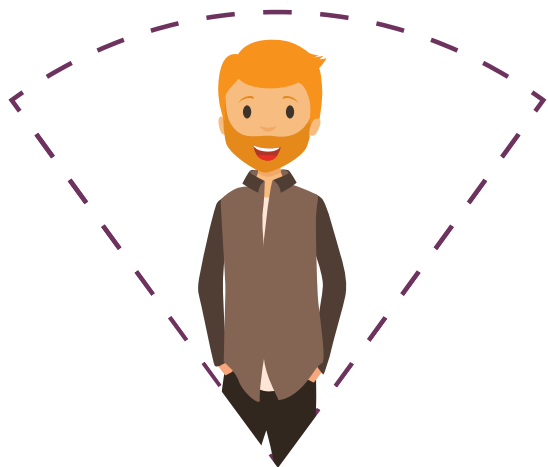
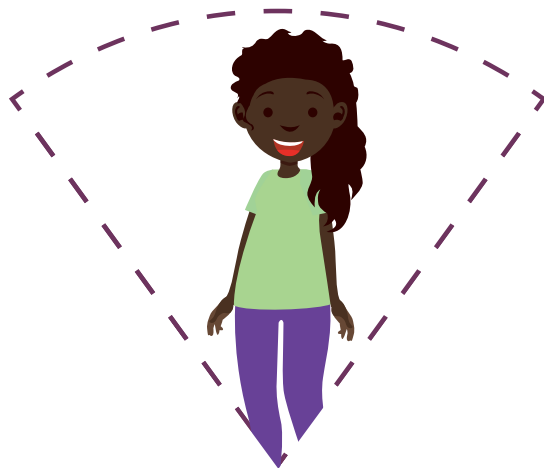
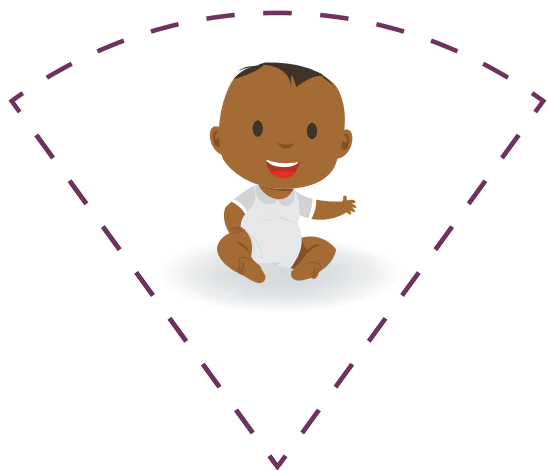
Activity one: Pupils identified a wide range of relationships by playing relationship roulette. The random connection between the two characters enabled them to broaden their relationship knowledge beyond that of their personal experiences.

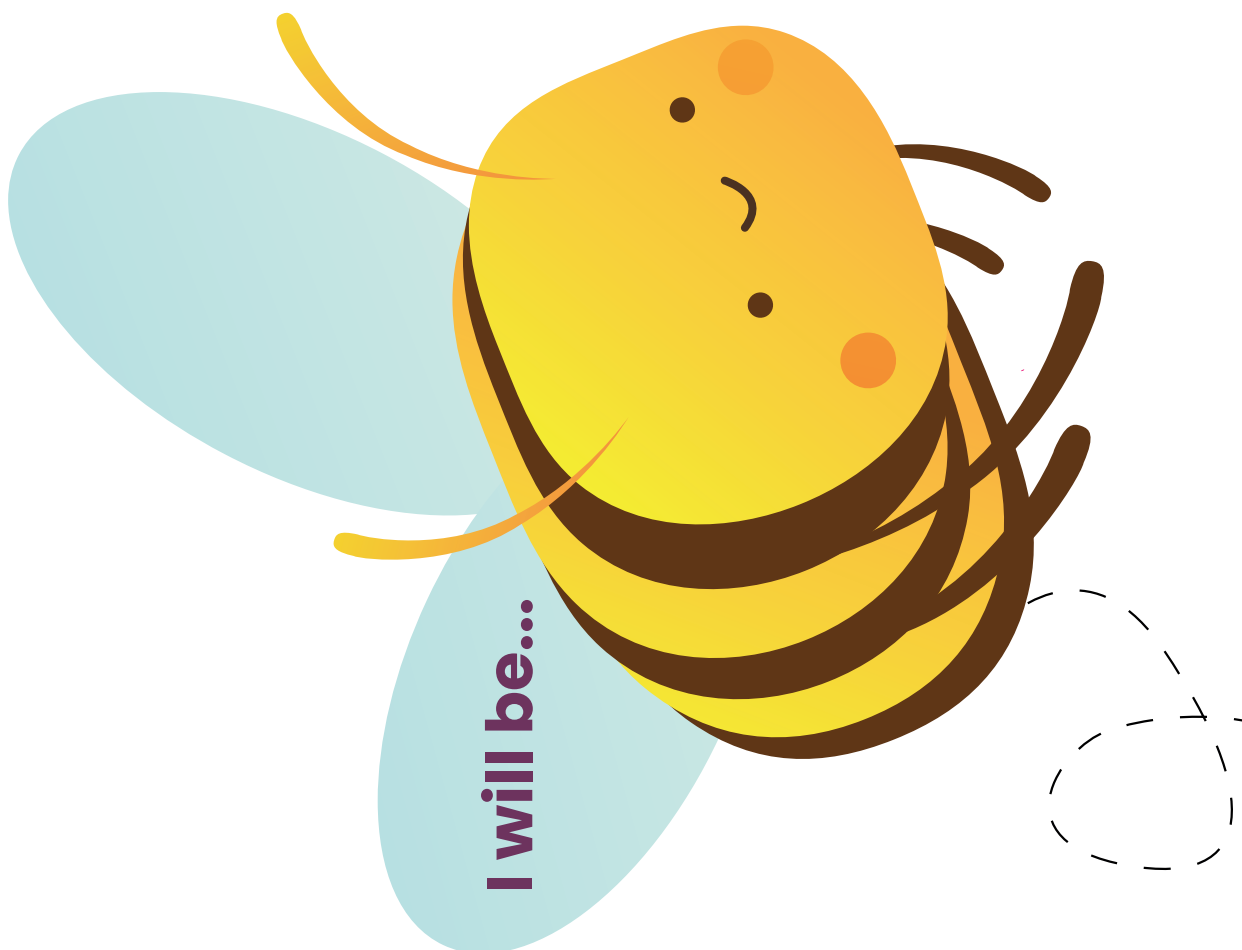
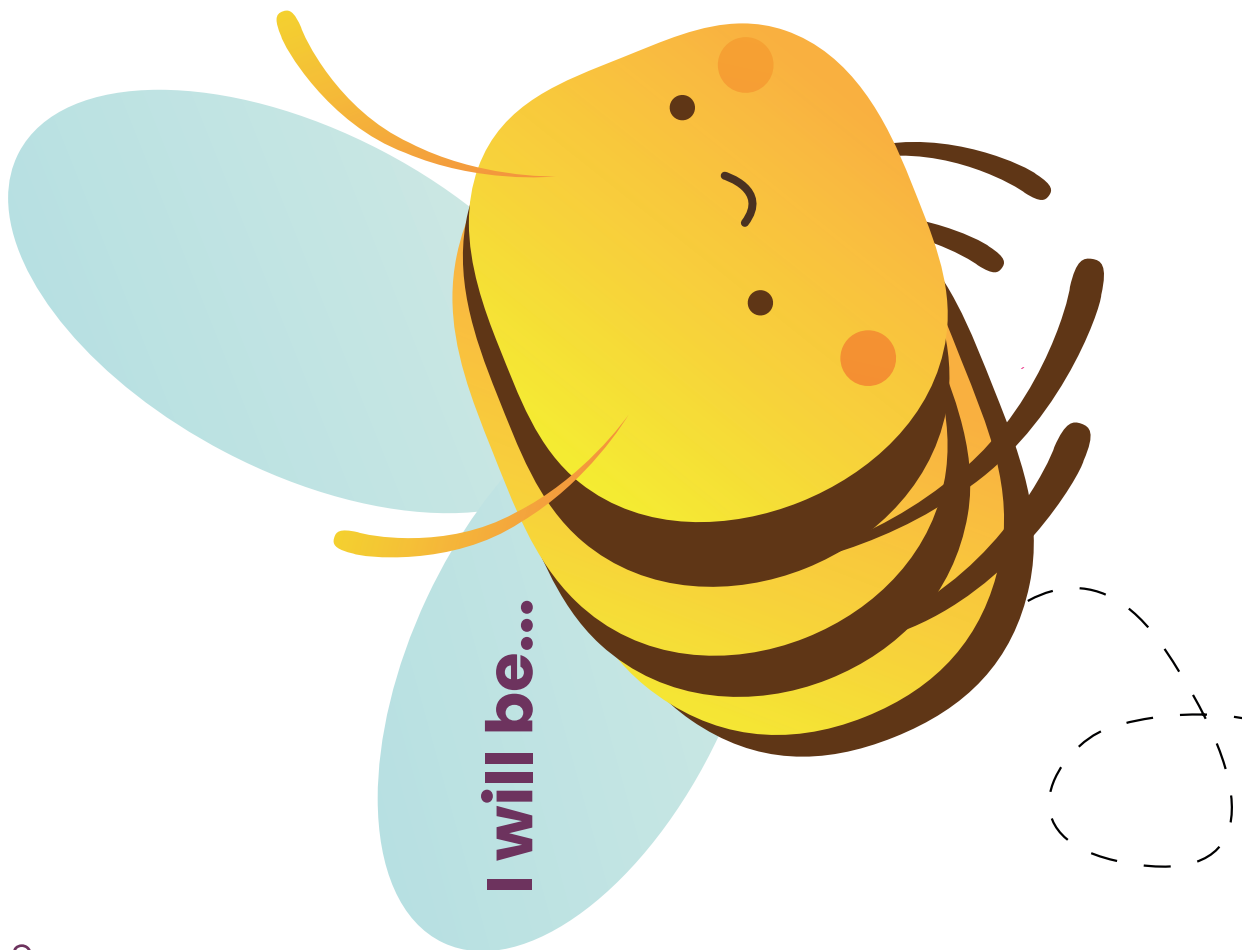
Activity two: Pupils identified the special people that they are in a relationship with, reflecting on the context of the relationship.

Activity three: Pupils identified a wide range of respectful relationship behaviours as a class, using the alphabet to stimulate a wide range of suggestions.

Evidence of assessment: Relationship spinners; relationship maps; pledge bees, if extension activity completed.







Lesson four: My beliefs



Lesson aim:

Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.



Learning outcomes:

- I have identified that there are ways in which some people believe that a boy should behave, and a girl should behave
- I recognise that girls and boys have lots of similarities
- I know that I can follow my aspirations, irrespective of the gender that I was born



Resources required:

- Resource sheet: Thumb spectrum signs
- Media/advertising images of girls and boys fashion, hobbies, toys etc
- Post-it notes

Key words: gender, stereotype

Teacher notes:

The focus of this lesson is on gender stereotypes, enabling pupils to recognise and challenge stereotypes. It is important to be mindful that some pupils may identify as gender questioning or transgender.

If you have time prior to the lesson you could do an anonymous opinion poll to ask pupils their responses to the values spectrum activity in Activity two, as an alternative to pupils exposing their personal opinions if you feel this would be a more effective approach for your class.

Begin the lesson by...

Explaining that in this lesson we will be learning about gender stereotypes. Your gender describes how much you feel like a boy, or a girl. Some people believe that there are certain ways that people should behave, think and feel because they are born as a boy or a girl. This includes how they dress, the toys they play with and the jobs they later do as an adult. This view is called a stereotype. In this case it is a gender stereotype. If you have collated some images from the media/toy advertisements, these could be shared now to emphasise how the media can also reinforce gender stereotypes. Remind pupils of the working agreement.



Activity one: Differences?

Divide the class into four groups. Provide each group with a body outline or ask the groups to draw around one of the pupils within their group. Ask two of the groups to write/illustrate their outline with everything that they believe being a boy is about, whilst the remaining two groups do the same for a girl.

Ask pupils to draw clothing, hair, favourite toy etc. Tell them to write/illustrate the things that their character likes to do in their spare time, favourite film etc. Finally, ask pupils to name their character. If pupils choose to draw a penis and testicles or a vulva, encourage them to use the scientific terms. Ask each group to introduce their character to the rest of the class and share the things that they believe makes them a boy/girl.

Highlight any similarities and differences between the boy and girl character. If the pupils have not referred to different genitalia you could introduce this by saying 'There are some very different biological differences between boys and girls. Can anyone tell me what this is? Boys are born with a penis, and girls are born with a vulva'.



Does being born physically a boy (with a penis) or physically a girl (with a vulva) make any difference to your feelings, likes and dislikes?

Discuss their ideas as a class. Highlight that there is not one way to be a boy or one way to be a girl. Some people don't feel like a boy or a girl. Some people are born like a boy (with a penis) but feel like a girl inside or born like a girl (with a vulva) but feel like a boy inside.



Activity two: Values spectrum

Display the agree, disagree and don't know thumb signs on a wall in the classroom to make a values spectrum. Tell pupils that you are going to read out some statements. Ask pupils to move along the line to demonstrate how much they agree or disagree with the statements that you read out. Reassure pupils that there are not necessarily right or wrong answers to the statements, it is more that it reflects their personal opinion. Remind pupils not to move with their friends or most of the class. It is OK to have a different opinion to other people and that everyone's views will be respected. Discuss each point with the pupils to explore their views and any misconceptions.

- **Boys are stronger than girls** – Are boys always physically stronger than girls? Do we give everyone an equal chance to be physically strong? *How important is being strong with your views, feelings and emotions?*
- **Girls like pink and boys like blue** – Why are some toys and fashion items aimed at boys or girls? Why is pink and blue used to differentiate? *You could ask pupils to share their favourite colours and comment on how interesting the range of colours are and that it would be boring if everyone liked blue or pink.*
- **Girls cry more than boys** – Is it more acceptable for girls to cry? Are girls more likely to be seen crying in TV programmes or films? *Why is this? Is it OK for anyone to cry if they are feeling upset?*
- **All boys like football** – Lots of girls like football too, but the sport is largely dominated by boys. Is it fair that men's professional football is more available to watch on TV than women's professional football? Do boys and girls play football equally at break times in school? *Why is this?*
- **All girls like to wear dresses** – Some girls prefer not to wear dresses and some boys like to wear dresses. Is it more acceptable for a girl to wear trousers, than it is for a boy to wear a dress? *Why is this? Is it fair?*
- **Girls and boys are equal** – Are boys and girls given the same opportunities as each other?

Highlight and feedback any key points or trends from the class discussions as relevant.



Activity three: Positive pictures

Ask pupils to think if there has ever been something that they have wanted to do (playing with a toy, wearing an item of clothing, joining a club, having a hairstyle etc) but avoided doing because they think people will be unkind as it is not 'typical' for their gender. Tell pupils not to share the incident, but to share how this made them feel by drawing a face to express their feeling on a post-it note. Collect the feeling faces in and display them on a wall. Invite the class to look at the feeling faces. Discuss the impact of conforming to a gender stereotype when you would prefer not to. Highlight to pupils that the emotions are largely unhappy ones.



Should someone change the things they want to do to avoid other people being unkind to them, if this makes them unhappy?

Discuss as a class, highlight and feedback any key points. Reassure pupils that it is always OK to be the person you want to be and that our unique differences should be celebrated.

Tell pupils to draw a picture of themselves in the future with the clothing and hair etc that they might like to have, include writing a job they might do when they are older.



Extension:

Provide pupils with examples of t-shirt adverts. Tell pupils to design a poster that advertises a t-shirt to be marketed to any child, irrespective of their gender. Encourage pupils to consider their choice of style, colour and words used to promote the t-shirt.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share examples of respectful, healthy relationship behaviours. Reassure pupils that there are a diverse range of relationships, all are valuable if they are important to the people involved in them. Remind pupils that it is important that the people in the relationship love, respect and take care of each other in a healthy, respectful way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



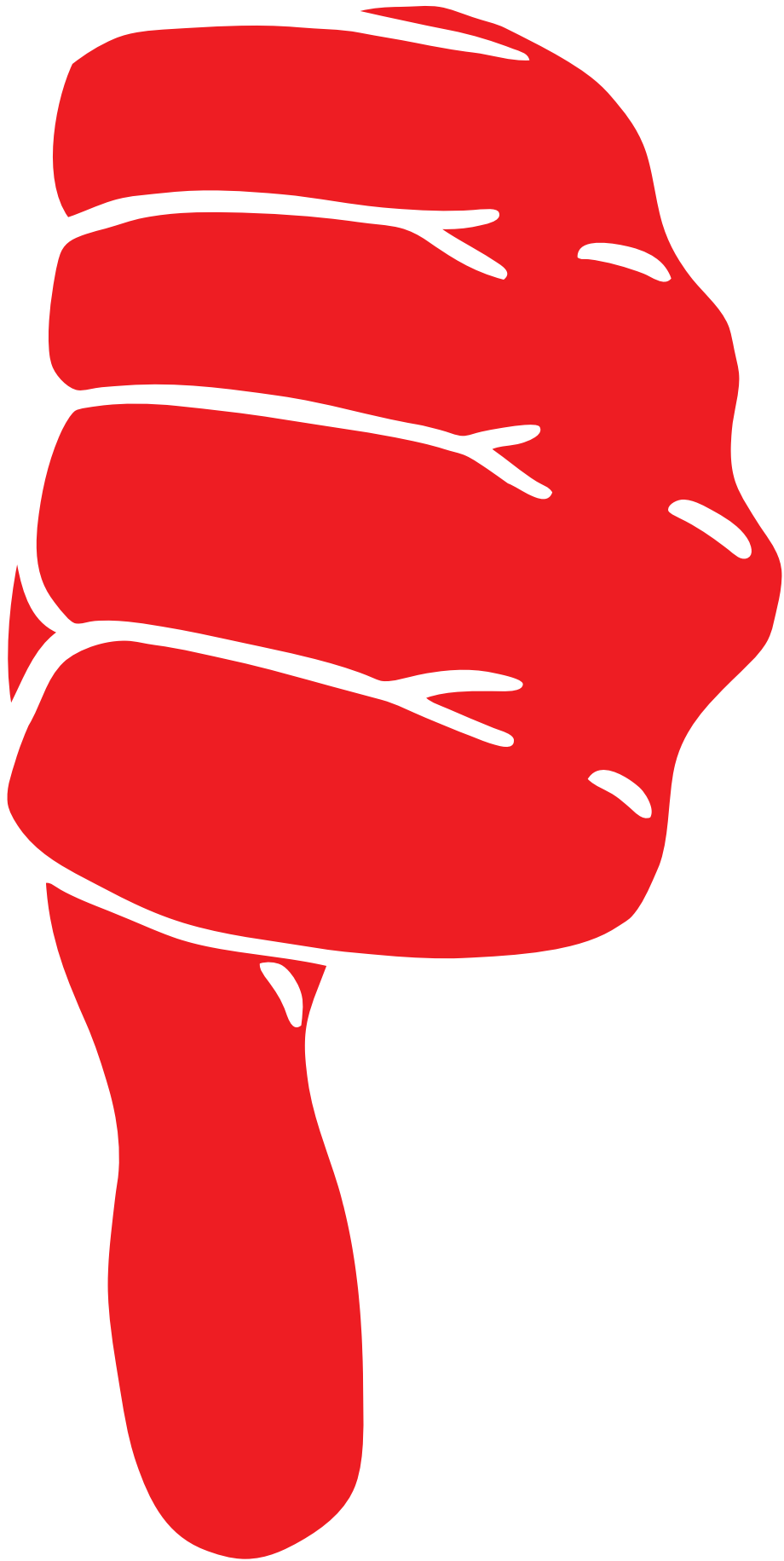
Assessment:

Activity one: Pupils considered stereotypical views of people based on their gender, recognising similarities between both genders through a fictional character.

Activity two: Pupils considered and challenged their own values and judgements of people based on gender, as well as those of their peers through a spectrum activity.

Activity three: Pupils identified positive aspirations for their futures that are not restricted by the stereotypical views of gender.

Evidence of assessment: Girl and boy characters, positive pictures; t-shirt design, if extension activity completed.







Lesson five: My rights and responsibilities



Lesson aim:

Pupils understand the right to protect their body from unwanted touch.



Learning outcomes:

- I know that it is my right to decide who can touch my body
- I have thought about the reasons why some people may need to touch my body
- I know how to respond if someone touches my body without my permission



Resources required:

- Resource sheet: Body part labels
- A range of Items for touching
- A4 sheet of paper

Key words: penis, testicles, vulva, vagina

Teacher notes:

Some pupils may have already experienced unwanted and/or sexual touching. This may make it harder for them to engage in this lesson and use appropriate behaviours. It is important for you to demonstrate an openness in discussing this sensitive topic so pupils see that you are someone who is willing to talk about it. As this lesson has the potential to enable safeguarding disclosures ensure pupils know who and when to talk to a trusted adult in school. It is advisable to notify the school safeguarding leads and pastoral support workers that you will be teaching this lesson, allowing them to prepare for any disclosures. Ensure that you are familiar with the safeguarding policy and procedures within your school.

It is important to teach that ANY unwanted touch/ intrusion of personal space that makes a pupil feel uncomfortable or unsafe should be responded to, not just inappropriate touching of the genitalia. It may be helpful to check pupil understanding of scientific terms for the genitalia prior to teaching this lesson.

Begin the lesson by:

Explaining that we will be learning about how our bodies belong to us, and that we have a right to keep our bodies private when we want to, and a responsibility to make sure we do not touch other people in a way that might make them feel uncomfortable. Some touches feel comfortable, nice and may make us feel safe and happy. Some touches can feel uncomfortable but safe, these may make us feel embarrassed or awkward. Some touches can feel uncomfortable and unsafe, these may make us feel hurt or scared. This lesson will help them to think about people they might be happy to allow to touch their body and the parts of their body they are happy to be touched. Remind pupils of the working agreement. Confirm what pupils should do if they have some information to share during or after the lesson.



Activity one: Teacher says

Tell pupils to call out all the parts of the human body. Write the body parts on the board as they are called out. Make sure the following body parts are included:

Hands, face, mouth, hair, bottom, nose, stomach, back, legs, arms, vulva, chest, penis and testicles.

Remind pupils that the 'private parts' for someone born as a boy are called a 'penis' and 'testicles'. For someone born as a girl, the 'private parts' are called a 'vulva' (everything on the outside of the private part that they can see), a vagina (everything on the inside of the private part of their body) and breasts (the extra tissue that develops on their chest as they grow older). Tell pupils that these are the scientific names to describe these parts of the body. It is important that they learn them and feel comfortable to use them in case they ever need to talk about these parts of their body.

Explain to pupils that they are going to play a game of 'Teacher Says' and when you call out the instruction the pupils need to do as instructed unless you do not say 'teacher says'. For example:

- Wave your hands
- Pretend to brush your hair
- Sit on your bottom
- Wiggle your nose
- Stand up if you have a vulva and vagina
- Rub your tummy like you're hungry
- Pat yourself on the back
- March your legs
- Cross your arms
- Stand up if you have a penis and testicles
- Open and close your mouth
- Pull a funny face
- Beat your chest like a gorilla

Reassure pupils that it is OK to touch your own body, although some parts of the body and some touching is done in private, like when we go to the toilet. Remind pupils that it is not OK for someone to touch them without their permission in or in a way that makes them feel uncomfortable. As everyone has different ideas about what is comfortable it can be helpful to ask someone before touching them.



Activity two: To touch or not to touch?

Lay different items around the classroom for pupils to touch. These could include flour, warm water, rice, slime, jelly, fairy liquid, toothpaste, feathers, sand, custard, ice cubes, cotton wool etc.

Tell pupils to circulate around the room taking it in turns to touch the different items. Ask pupils to consider if they like the feel of the items or not as they complete the activity. Once pupils have explored the different items tell them to return to their seats.



What items did you most like to touch? Why? What items did you least like to touch? Why?

Highlight that everyone likes different things. This is the same with touching bodies. Explain some people like to be cuddled and some people do not. It can depend on the person who is cuddling you. Tell pupils that no one should touch their body without their permission. It is important not to touch someone else's body without checking that they are happy for you to touch them.

Give each pupil a set of body part labels and a plain sheet of A4 paper. Tell pupils to draw a happy face on the sheet of A4 paper. Explain that you are going to read out some different people that may touch their body. After you have read out each person, ask them to hide under the paper the parts that they would not be comfortable for that person to touch and lay the body parts that they would be comfortable for the person to touch on top of the paper, around the happy face. Reassure pupils that this is an individual activity, everyone has different comfort levels and there is not a right or wrong answer.

- Parents/Carers
- Friend
- Nurse/Doctor/Paramedic
- Faith leader
- Teacher
- Police officer
- Fire person
- Stranger
- Friend's parent/carer
- Brother/Sister



Does your comfort around touch depend who is touching you? Does your comfort around touch depend where someone is touching you? Does your comfort around touch depend how someone is touching you? For example, someone may tickle your arm or they might bite it.

Reassure pupils that even if someone has touched you before and you have been comfortable for them to, if you become uncomfortable then it is important that you tell them you do not want them to touch you this time.



Activity three: Stop!

Reiterate to pupils they have every right to refuse to allow someone to touch their body. If they feel uncomfortable when someone touches them, they can say 'Stop! I do not like it'. Tell pupils that the way they say this can make it have more effect, so the person doing the touching is more likely to stop straight away.

Demonstrate saying 'Stop! I do not like it' to the class first quietly, looking down at the floor and then loudly, slowly and looking straight at them, with appropriate tone and hand gesture.



Which demonstration would be more likely to make someone stop touching them? Why?

Divide the class into pairs. Tell pupils to use samples of the items they touched in Activity two, taking it in turns to rehearse asking if they can rub this on the top of their partner's hand. It is up to their partner to say 'yes, I am comfortable for you to do that' or 'No, please do not touch me with that'. As people can change their mind, their partner may also say 'Stop, I do not like it', even if they initially said 'yes', because they then found the touch became uncomfortable. Encourage pupils to adopt the correct volume, tone, eye contact and hand gestures.

Summarise this activity by explaining to pupils that if anyone touches them in a way that makes them feel uncomfortable they must tell an adult they trust. That person can help make sure it doesn't happen again. Remind pupils who they can talk to if they have anything they want to share after the lesson.



Extension:

Read pupils the following scenarios.

1. Every time Toby's uncle visits he makes him sit on his lap. Toby didn't used to mind but now he is older he does not like it anymore.
2. During break time, a boy from another class put his hands up Tilly's skirt for a dare and ran away. Tilly was very upset.
3. George was building Lego at home when his older sister's friend told him he was cute and started to cuddle him. This made George feel uncomfortable.
4. During a fall out at the park, Theo kicks Harry's testicles and runs away. Theo is in a lot of pain.

After each scenario:



What could the person do?

Discuss pupil responses, highlighting effective strategies.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to explain what is meant by an uncomfortable touch, an uncomfortable but safe touch and an uncomfortable and unsafe touch. Ask pupils to suggest strategies they can utilise if someone touches them in a way that makes them feel uncomfortable. Reassure pupils we all have different levels of comfort, they have the right to choose what they find comfortable and an uncomfortable touch. Remind pupils that they have a right to keep their body private when they want to and a responsibility to make sure they do not touch other people in a way that might make them feel uncomfortable. Emphasise that they must tell an adult they trust if anyone makes them feel uncomfortable in any way so that the person can make sure it stops happening. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



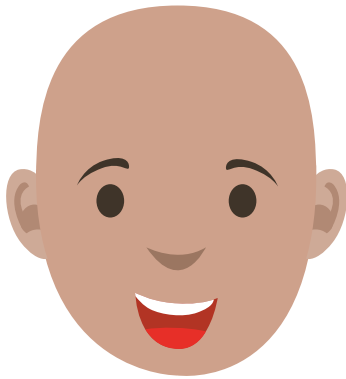
Assessment:

Activity one: Pupils considered stereotypical views of people based on their gender, recognising similarities between both genders through a fictional character.

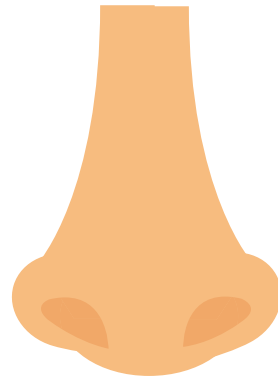
Activity two: Pupils considered and challenged their own values and judgements of people based on gender, as well as those of their peers through a spectrum activity.

Activity three: Pupils identified positive aspirations for their futures that are not restricted by the stereotypical views of gender.

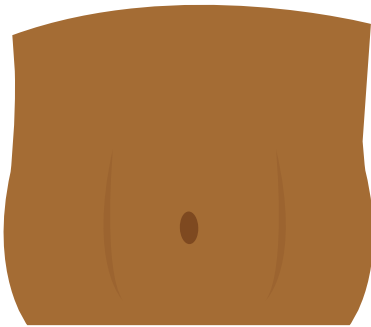
Evidence of assessment: Girl and boy characters, positive pictures; t-shirt design, if extension activity completed.



Face



Nose



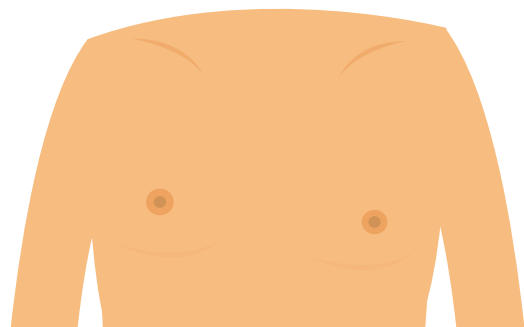
Stomach



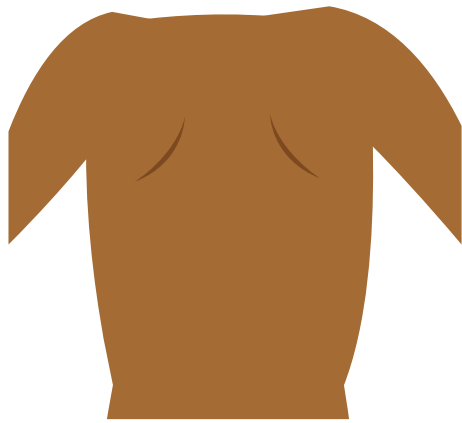
Hair



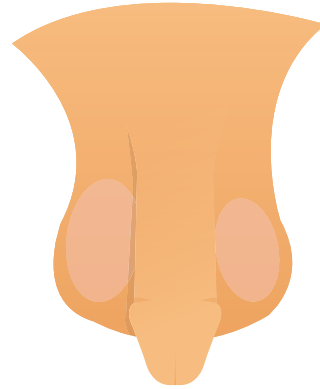
Arms



Chest



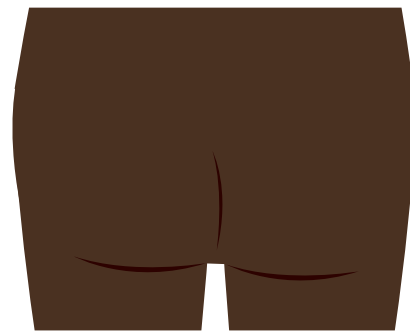
Back



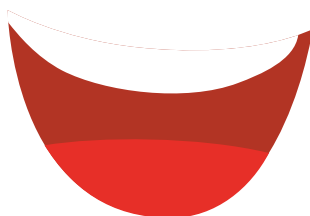
Testicles



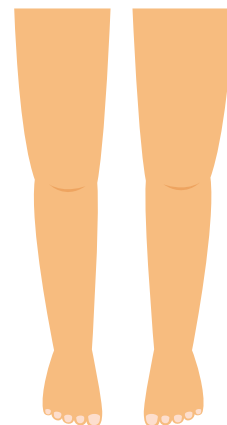
Vagina



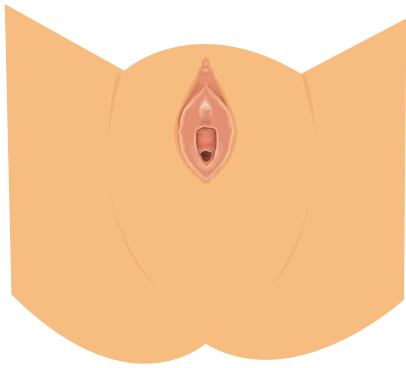
Buttocks



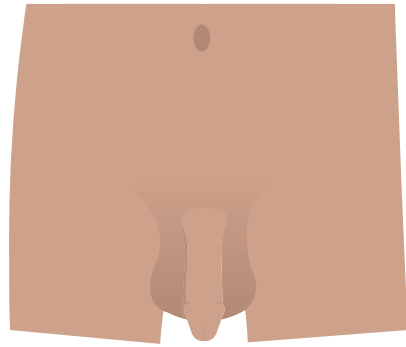
Mouth



Legs



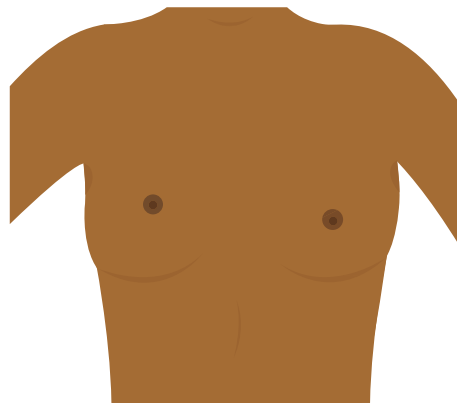
Vulva



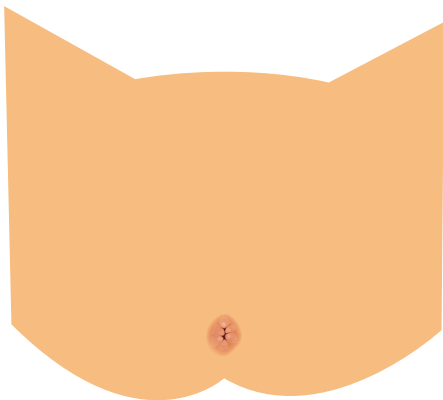
Penis



Hands



Breasts



Anus



Ear

Lesson six: Asking for help



Lesson aim:

Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.



Learning outcomes:

- I can identify a secret and a surprise, understanding the difference
- I know that it is OK to keep a surprise and that it is important to share a secret
- I have considered ways of sharing a secret appropriately



Resources required:

- Box wrapped in wrapping paper with a surprise inside. The surprise could be a birthday cake or something that you think pupils would be excited to receive as a present.
- Paper

Teacher notes:

The subject matter of this lesson may lead to responses that cause concern or safeguarding disclosures. Pupils are being taught the skills to share inappropriate or harmful 'secrets'. It is therefore vitally important that you are familiar with the school's safeguarding policy and procedures. It may also be helpful to let other relevant staff know that this lesson is being taught so they can be prepared if a child comes to them to make a disclosure.

When teaching this lesson be careful to make a clear distinction between a surprise which can be described as something nice that someone will eventually find out about and a secret, which can be described as things that should be shared and not hidden if they are wrong, naughty or makes them feel worried.

Begin the lesson by...

Explaining to pupils that this lesson is looking at the difference between secrets and surprises. A surprise is different to a secret. It is nice to keep a surprise for something special and exciting such as a birthday party or a present. A secret is something that is not meant to be shared in order to hide something bad. It is important to tell an adult they trust if someone has asked them to keep a secret that is worrying them. Reassure pupils if they want to tell you something about a secret someone has asked them to keep that is worrying them, it is important they do so at the end of the lesson, not in front of the class.

Remind pupils of the working agreement.



Activity one: Surprise!

Invite pupils to share the nicest surprise that they have had with the class.

Tell pupils to sit or stand in a circle and imagine that it is their birthday. Pick up the box containing the surprise. Open the box demonstrating your surprise through facial expressions, clapping hands etc. Shut the box and pass it to the next pupil inviting them to open the box and react to the surprise. Tell pupils it is important not to let anyone else see what is in the box or do anything that spoils the surprise for another pupil. Continue to pass the box around allowing pupils to respond to the surprise until everyone has had a turn.

Change the item in the box and repeat the process. This time when you open the box you can briefly show the class the 'surprise' before shutting the box and passing it around the circle of pupils.



How did it feel to get excited by a nice surprise? Did knowing what was inside the box after the surprise had been ruined reduce the fun and excitement of the surprise?

Summarise this activity by asking pupils to tell you a definition of a surprise, to check their full understanding.

A surprise is something nice that for someone else, that they will find out about in the end. You can tell other people but not the person/people who the surprise is for.



Activity two: Secrets

Tell pupils that secrets are different to surprises. Sometimes secrets can make us feel worried, anxious, sad or scared.



What types of things might someone ask them to keep a secret? Remind pupils not to share actual secrets.

Examples may include: *saying things about people that are not very nice; hiding something that has been broken; not telling anyone that they are being bullied, touching them in a way that makes them feel uncomfortable etc.*

Reading out the examples below, and relevant examples from the pupil suggestions. After each scenario ask pupils to discuss as a class how each one might make them feel and why.

1. Seeing a film at a friend's house that you found frightening and which you would not be allowed to watch at home
2. Someone threatening to hit you at school and saying they will do it harder if you tell anyone

3. Someone who keeps talking to you on an online game/asking you for information on a social media site
4. Kicking a ball that breaks a window and running away so no one knows
5. An adult touching the 'private parts' of your body such as your penis or vulva
6. Being invited to a surprise birthday party

Divide the class into small groups. Provide each group with a different scenario. Ask pupils to discuss in their groups what they would do if a friend told them that the scenario had happened to them. Task each group to present their scenario solution to the rest of the class. This can be done as a role play, a cartoon illustration or another method of their choice.

Activity three: Helping hand

Remind pupils that secrets which make them feel worried should always be shared with an adult that they trust and not kept as a secret, even if they have been threatened that something bad will happen if they share the secret. Reassure pupils that telling an adult they trust will help to ensure nothing bad happens.



Who would be an appropriate adult that you could talk to if you needed to share a secret?

Suggested answers: *childline, teacher, family member, older sibling, doctor/nurse, police officer etc*

Tell pupils to draw around their hand. In each finger ask pupils to write a different person that they could talk to if they had something that they wanted to share with an adult.



Extension:

Provide pupils with an opportunity to rehearse the skills of asking for help. Divide the class into pairs. Ask each pair to select a scenario from Activity two. Tell each pupil to select a person from their helping hand and take it in turns to role-play approaching the person identified on their helping hand for support with the chosen scenario. Invite pupils to share their roleplays with the class. Highlight and discuss the effective elements of the role-plays with the class.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to describe the difference between a secret and a surprise and some strategies they have learned about how to share a secret if they need to. Reassure pupils that it is important to share a secret with an adult they trust, even if they have been threatened that something bad will happen to them if they tell someone. Remind pupils that it is not OK to ask someone to keep a secret for you, but to ask them to help you to do the right thing and deal with the situation. Signpost pupils to who they can talk to in school if they have any concerns or questions.



Assessment:

Activity one: Pupils experienced the positive elements of a surprise, understanding why surprises may need to be hidden from someone for a period of time.

Activity two: Pupils verbally identified the difference between a secret and surprise, recognising that scenario six did not require telling someone and that scenario five was of a particularly serious nature and required an immediate response.

Activity three: Pupils identified five different people they could report a 'secret' to if needed by making a 'helping hand'.

Evidence of assessment: Helping hand.