

<p>Learning Objective: To understand the different relationships I have with people</p>		<p>Learning Outcomes:</p> <ul style="list-style-type: none"> To know what makes me and other people special To explore similarities and differences To name the different parts of the body To know about different community groups I am a part of To understand the different people in my family To compare different types of families To recognise how different people care for me To know who to tell if I'm worried <p>Thinking Skills:</p> <ul style="list-style-type: none"> I can share views respectfully I can give responses for ideas with evidence or examples I can agree or disagree respectfully I can connect my idea to another idea
<p>Vocabulary: Special, Similarities, Differences, Penis, Vagina, Bottom, Gender, Male, Female, Community, Family, Worry, Trust, Consent, Like, Dislike, Features, Strengths, Common, Body parts, Private, Underwear, Belong, School, Friends, Clubs, Love, Care, Trusted</p>		
Suggested Lessons	Aims of Sessions:	Content:
	Recap of prior learning:	
1	<ul style="list-style-type: none"> Things that make me unique – EYFS How things grow and change over time – EYFS How to talk about things they like and don't like – EYFS 	<p>L.O. To know what makes me and other people special</p> <p>Skill Focus: I can share views respectfully</p> <p>Show the children an unfamiliar object such as a teddy. Explain to the children that this special thing is new to the class and is keen to get to know you all and what makes you special.</p> <p>Model what you would say to the teddy and then invite the children to think about the different things they would say to the teddy to introduce themselves and show what makes them special.</p> <p>Activity – Provide the children with a fact file, grid split into four that tells someone what they look like, what their favourite colour is, what they are good at and what a friend thinks is special about me.</p> <p>Bring the children back together and ask them to share some of the different facts about themselves. Teacher to make a note on a flipchart/whiteboard and highlight when children have quite different and similar answers.</p> <p><i>To explore similarities and differences</i></p> <p>Finish the session by acknowledging that everyone has different responses and that in some ways this is often what makes them special. Show the children the key words for the lesson, similarities and differences. Highlight the meaning with examples from the previous lesson of similarities and differences. As part of pre learning for the next lesson, lead the children to the point that we have different genders within the class.</p>

<p>2</p>	<ul style="list-style-type: none"> Basic body parts – EYFS 	<p>L.O. To name the different parts of the body</p> <p>Skill Focus: I can connect my idea to another idea</p> <p>Recap the previous lesson on similarities and differences. Ask the children to provide you with different examples from within the class and then ask them what are some of the differences between boys and girls? Highlight within this that although boys and girls have some differences, there are not certain things that boys like that girls can't like.</p> <p>Activity – Provide the children with a picture of a face and point to different parts of the face. Use teddy to highlight to the children the different parts of the face. What would you call this? Take responses but then highlight that some people may call it something like a hooter, what is the correct name? Go back to teddy, is he missing anything?</p> <p>Show the children pictures of babies. Ask them to explain how we can tell which ones are boys and which are girls. Children to come back together with their responses. What names would you give to the girl's body parts under her clothes and what names would you give to boys parts under the clothes?</p> <p>Teach the children that we are all different underneath our clothes. Highlight that just like the parts of our face we have special words for these parts of the body. Boys have a penis and girls have a vagina. Is there anything under our clothes that both boys and girls have? (bottom)</p> <p>Highlight that these parts of the body are private. That is why we keep them in our underwear. Should people touch your private parts? No. Where could you let someone touch you? (Face, arm etc.) Highlight that someone should only touch you if you are comfortable with it. When we let someone touch us, we call it consent. You should tell a trusted adult if someone touches your privates.</p>
<p>3</p>		<p>L.O. To know about different community groups I am part of</p> <p>Skill Focus: I can agree or disagree respectfully</p> <p>Are we a group within our class? We all go to this school, we are all in this year and we are all in this class. This is something that we all share and is one of the groups we are a part of.</p> <p>Next talk about different interests and hobbies you have. Do any of the children have any interests that they do outside of school? Are you part of a group?</p> <p>Liberty – Highlight that just because you a part of a group that doesn't have to be the only thing that defines you. You can have choices within that group and don't always have to go along with what that group does.</p>

		<p>Activity – Create posters to advertise your own personal group. It could be something you do after school or even you class. Teddy wants to join a group but is having trouble deciding. See if you can create a poster that explains all the great things about being in your group.</p>
<p>4</p>	<ul style="list-style-type: none"> • Some family traditions – EYFS • Know immediate family members –EYFS 	<p>L.O. To understand the different people in my family</p> <p>L.O. To compare different types of families</p> <p>Skills Focus: I can give responses for ideas with evidence or examples</p> <p>(Within this lesson ensure that it is child led through their questions, showing the reality of the different families within but without the teacher conveying their own personal opinion)</p> <p>Show the children some slides with images of families. Highlight that families can be different in lots of ways by showing same sex parent families, families without parents and with grandparents instead.</p> <p>Link to what different families do. How are they different within their actions?</p> <p>Invite the children to ask questions based on the pictures. Can the children name the different family members?</p> <p>Next, ask the children to share their own experiences of families. Who would like to share what their household is like? How are our families different and what do they have that is the same? All families are different but the one thing they should have in common is that they love and look after each other.</p> <p>Activity – the children draw their own family portrait.</p> <p>Challenge – can you include your extended family, including those members who don't live with you in your house?</p>
<p>5</p>		<p>L.O. To recognise how different people care for me</p> <p>Skill Focus: I can connect my idea to another idea</p> <p>Recap the previous lesson. Within your house, who does which jobs? Are some of the jobs shared?</p> <p>Who does things for you in the house? Who cooks you dinner, takes you to the park, cheers you up when you're upset or takes you to the dentist? Who in your family makes you feel safe?</p> <p>Is there anyone outside of the house that looks after you in special ways or is it just people in your family? Encourage the children to explore other people within their community, or even outside of it, who would also take care of them. Support children through questioning e.g., who would help you if you were feeling unwell.</p>

		<p>Activity – The children can show gratitude for those individuals who help them by creating a thank you card for that individual. This could be for someone at home but could also be for someone within their community.</p>
6		<p>L.O. To know who to tell if I'm worried</p> <p>Skill Focus: I can give responses for ideas with evidence or examples</p> <p>(Lesson can be adapted to include elements of your own school's policies)</p> <p>Start the session with the teddy bear. Explain to the class that he has loved being part of the class this term but is really worried about something and doesn't know what to do. What do you think could be worrying him? Explain to the children that teddy's worry could be coming from anywhere it could be from home or from school.</p> <p>Can you help teddy by giving him some tips for what to do when he is worried. Who could you talk to? Is there anyone in school that you could talk to?</p> <p>Explain to the children that it's important to talk to people if you are feeling worried about something as the person you talk to might be able to help you. Keep asking if it's something that's continuing to really worrying you</p> <p>Highlight that you also need to know who to talk to. Model drawing around your hand and writing five people's names within it. These are people who can give you a helping hand. Make sure to include people within the community such as police officers</p> <p>Children create their own helping hand.</p>
<p>Evidence for assessment will be from:</p>		<ul style="list-style-type: none"> • What makes them special, their personal features or qualities and how everyone has different strengths and qualities unique to them • What children have in common and how they are similar or different to others • To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private* • That family is one of the groups they belong to, as well as, for example, school, friends, clubs • That there are different people in the family they belong to • How their family members, or people they feel are special, act to make them feel loved and cared for

	<ul style="list-style-type: none">• Understand what makes families the same and what makes them different, e.g. features of family life, including what families do / enjoy together• That it is important to tell someone (such as a trusted adult in school) if something about their family makes them feel unhappy or worried
Resources needed for project:	Teddy Different families pictures Baby pictures
Challenge: All tasks are accessible but there is room for stretch or solo taxonomy. SEND:	Challenge comes within the children's ability to go beyond their understanding of themselves and their own families. Can the children extend their thinking? Be aware of some children's starting points, as some families will have more or less exposure to differences. Scaffolds for helping hands Scaffolds for letter and poster work