KS2 Relationship and Sex Education

Lesson plans: Year 3

Introduction
These four lessons have been written by PSHE Lead Teachers on behalf of Brighton & Hove City Council to support the PSHE education curriculum for Year 3 pupils. These lessons are informed by Brighton & Hove’s Relationship and Sex Education Guidance for Educational Settings (2015) including KS2 Core Messages for Puberty & Relationships and national guidance including that by the PSHE Association and the Sex Education Forum and the Children and Social work Act (2017). Teachers are invited to adapt and develop these lesson plans to meet the needs of their pupils and are invited to share any ideas they have via the PSHE Forum on BEEM. Faith schools should seek advice from their Diocese.

Children and young people are naturally curious about growing up, how their bodies work and human relationships. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus challenging misconceptions and addressing concerns and worries.

The purpose of RSE is to support children and young people to learn the skills they need to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils’ age and stage of development and is an essential part of safeguarding. RSE is learning about the emotional, social and physical aspects of growing up; healthy relationships, sex, human sexuality and sexual health.

Good practice in RSE should be informed by the principle that everyone has equal worth and everybody has a right to be included and treated with respect. We can introduce and reinforce these values through teaching about gender identity, family diversity, puberty and reproduction, and protective behaviours.

Relationships and sex education is not value free and will provide a curriculum opportunity to promote school values. The other key messages or values to promote could include:

- We have the right to feel safe all of the time
- We can talk with someone about anything even if it feels awful or small
- All bodies are different and there is no such thing as a perfect body
- We have the right to say no to touches we don’t like
- Families are all different and grow in different ways, but most are places of love and care
- Babies begin and get born in different ways
- In our friendships and relationships we try and treat each other with kindness and respect
- There are lots of different ways to be a girl, and lots of different ways to be a boy, and some people don’t feel like a boy or a girl
- In grown-up relationships a man and a woman can have a relationship and get married if they want to, so can two men or two women.

It is important to reflect on the language to use when delivering sessions of RSE. Addressing a
class using personalised terms like 'you' can mean pupils receive this information as something they should be engaging in, whether or not that is the intention. Effectively this normalises the behaviour of the topic which is being delivered, or makes assumptions that might not be the case. An example could be 'when you get a girlfriend or boyfriend'. Whilst this statement rightly accepts that most young people will at some time have a relationship, the fact the statement refers to 'you' is likely to make a pupil think 'does this mean I am expected to have a relationship now? Adapting this statement to ‘if someone has a boyfriend / girlfriend’ can depersonalise the subsequent discussion and produce a safer environment for exploring the topic.

The use of the word ‘normal’ in PSHE education with a focus on equalities and diversity can be a stereotypical concept and would need to be challenged, for example, ‘girls normally play with dolls’. However in RSE, the use of the phrase ‘normal and healthy’ when talking about aspects of puberty, for example, ‘puberty can start from between age 10-16’, can be very reassuring. It is important, however, to be mindful of inclusive practice and issues of gender identity and sexual orientation and family diversity. Therefore, try to use inclusive language such as all genders rather than boys and girls, grown-ups instead of mums and dads (to ensure all family types feel included when discussion or reference is made to adults at home) and to not assume that all children will grow up to be heterosexual or be cisgender.

All children need to know the correct biological or medical names for the genitalia and reproductive organs. This will include using terms such as: vulva, vagina, clitoris, breasts, penis, testicles and scrotum and anus and nipples. In these lesson plans and in Feeling good, Feeling Safe vulva is used as the first word to learn as this word covers the external genitalia. Understanding this scientific language and having the confidence to use it to describe the personal and private parts of the body and knowing how to seek help is vital for safeguarding. In addition, using the phrase: the personal and private parts of the body, suggests that these body parts are private but not taboo and it is healthy and acceptable to name and talk about these parts.

Lesson Resources:
These lessons, the accompanying Power Points and resources are all available to download from BEEM. You will also find further guidance and lesson planning materials on the PSHE Education Service resources pages.

Assessment for and of learning opportunities are highlighted in the plans next to a suggested assessment activity and also at the end of each lesson plan.

Several of the lessons include film clips. These can be downloaded and saved for future use using websites such as Keep Vid at https://keepvid.com/

Safe learning environments:
As with all PSHE lessons it is very important to reflect on procedures and practices to establish a safe learning environment for pupils and staff. It is suggested that these lessons are delivered by a trained class teacher.

a. Before the lesson:
Schools have a statutory duty to inform parents and carers of their right to withdraw their child from relationships and sex education. Many schools inform parents and carers of their
right to withdraw as part of the induction process into their school.

It would also be best practice to inform all parents and carers before teaching units of relationships and sex education so that firstly they can inform the school of any issues it could raise in their children and secondly so they can be ready to discuss issues or answer questions at home that may arise. Information about teaching and learning about RSE could be shared in meetings for parents and carers with the PSHE Co-ordinator as well as the usual curriculum information and year group specific letters informing them of what will be covered in the lessons and when they will be taught. Extra care should be taken, perhaps in partnership with EMAS, to ensure families with English as an additional language or faith perspectives understand this aspect of the curriculum and particularly its role in safeguarding children.

Prior to delivery of these lessons, reflect on the needs and experiences of children in your class for whom the content of the lesson may be a trigger for difficult or emotional feelings. For example this could include children who:

- Are looked after or have been adopted
- Have experienced family loss or bereavement
- Have experience personally, or within the family, of sexual abuse
- Have witnessed domestic abuse
- Are questioning their gender identity
- Have a special education need or disability such that their developmental stage might mean the lesson may not be appropriate for them.

Reflect on your own and or colleagues needs and confidence to deliver these lessons and seek support from your Senior Leadership Team if necessary. This may be a lesson where co-teaching with another colleague may be appropriate. Inform support staff about the use of language, this could include for example: use of scientific terms for personal and private parts of the body and use of the term ‘grown up’. In addition, explain ground rules for keeping everyone safe in the lesson particularly about sharing of personal information both by staff and children. If these sessions bring up issues for staff, then they should be encouraged to speak with someone who could support. If possible, consider teaching this lesson before a break or at the end of the day so that pupils and do not have to go straight into another lesson afterwards.

Rehearse answering questions with colleagues and perhaps devise a script for yourselves of possible answers to pupil questions and remember to use a question box to gain time to think about responses. Appendix 6 Relationship and Sex Education Guidance for Educational Settings (2015) provides scripts for answering questions.

### b. During the lesson:

Some children may be supported to participate in the lesson by some pre-teaching before the lesson, some may need right to pass arrangements during the lesson and there may be some children for whom the lesson is not appropriate and alternative provision will needed. All arrangements should be discussed with the child, the school team around these more vulnerable children and in close consultation with parent and carers.

Be very clear and explicit about ground rules at the start of each lesson so that everybody feels safe to join in. For example, guide the class to think carefully about what they share in
the public setting of the classroom and suggest no names are used and instead, say instead *someone I know; my friend* etc. This will reinforce the expectation of respectful behaviour and reduce unintentional disclosures. It is important for the teacher and any other members of staff not to offer personal experiences as this can make children feel unsafe and think that they are expected to do the same. Negotiate use of language, for example: use of scientific language for personal and private parts of the body so that everybody is clear and feels comfortable. Reassure the class that when we have relationships and sex education lessons we are helping them to understand how they can have healthy relationships themselves and keep others safe and make healthy choices in future.

Example ground rules could include: Listen; Try to join in; Be respectful; Encourage others; No personal questions; Use scientific language for personal and private parts of the body and Think about what you share; Adults can’t keep full confidentiality.

Develop rituals, by following a similar process for each lesson, children will feel more familiar and confident and engage more fully with the content of the lesson.

If you are unsure as to how to answer a question that arises in a lesson or how much to say, use holding phrases such as ‘That is a very important question and I am going to think about it some more and answer it next lesson’ can be very helpful. This will give opportunities to discuss appropriate answers with colleagues and/or contact the PSHE Team for advice. Providing opportunities to ask questions through ask – it baskets or thought walls will also give time to reflect on appropriate ways to answer children’s questions.

It is your responsibility to maintain a positive learning environment. Prejudice or stereotypes that go unchallenged will alienate individuals or groups affected and will reinforce the prejudiced view. See section 9.6 and appendix 7 of the Brighton & Hove *Relationship and Sex Education Guidance for Educational Settings* (2015)

Signpost pupils to key members of staff within school who they may wish to talk to about any issues raised during the lesson. Remind the group of where they can go to get help and signpost children to local and national organisations that they could contact for help and support.

Use the learning outcomes of the lesson to keep the lesson focused and on track and assess learning throughout and at the end of the lesson.

**c. After the lesson:**
Check in with identified children to see if they are ok. Feedback to parents, carers, SENCO, safeguarding lead as appropriate.
Reflect on responses to questions raised with supportive colleagues. Evaluate the lesson and use this to improve the programme.

**d. Further support**
Further materials to support relationships and sex education lessons can be found on BEEM. For training for teaching in the delivery of effective relationships and sex education please contact the PSHE team: pshe@brighton-hove.gov.uk.

For national updates and resources:
Learning Objectives:
From the Brighton and Hove Programme of Study for PSHE.
Children should have the opportunity in Key Stage 2 to learn:

**H2.1** what positively and negatively affects their physical, mental and emotional health (including the media)
**H2.10** to recognise their increasing independence brings increased responsibility to keep themselves and others safe
**H2.12** That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
**H2.17** How their body will change as they approach and move through puberty
**H2.18** about human reproduction including conception (and that this can be prevented)
**H2.19** recognise how images in the media do not always reflect reality and can affect how people feel about themselves
**H2.22** to recognise when and how and who to ask for help (including outside organisations)
**H2.6** to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
**R2.14** to develop the skills to recognise and challenge inequality, prejudice, stereotyping and injustice including bullying, racism, sexism, disablism, homophobia, biphobia and transphobia
**R2.2** to recognise what constitutes a positive, healthy relationship and that they have a right to be happy and safe
**R2.3** to develop the skills to develop and maintain positive and healthy relationships
**R2.4** to be aware of different types of relationship, including those between friends and families civil partnerships and marriage

**Essential PSHE skills:**

**Essential skill 1 Identity, Self Awareness, resilience and Managing feelings**

I can identify and suggest ways to cope with my range of feelings as I grow and change
I can tell you how I can help myself feel better if I’m feeling down
I can identify and manage my feelings of embarrassment

**Essential skill 2 Getting On with others**

I can recognise what constitutes a positive, healthy relationship
I can grow positive and healthy relationships
I can tell when a friendship does not feel healthy

**Essential skill 3 Managing Risk**

I can name my personal and private body parts

**Essential skill 4 Getting help**

I can tell you where I can get help as I grow and change
I can tell you where I can get help and support online

**Essential skill 5  Media Messages- understanding and challenging /critical thinking**

I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour

I recognise prejudice and discrimination and challenge this safely

**Suggested learning outcomes:**

- I can name the female and male personal and private body parts and I can tell you what they do
- I can tell you that bodies come in all shapes and sizes
- I can tell you what I can do to feel good about myself
- I can tell you that bodies come in all shapes and sizes
- I can tell you how I pick myself up if I feel down
- I can tell you what a family is, how families are the same and different and how families change
- I can tell you what a healthy relationship is like
- I can tell you when friendship feels good
Year 3 : Lesson 1

Suggested learning questions:
- What are the names of female and male personal and private body parts and what do they do?
- Do bodies come in all shapes and sizes?

Resources:
B&H PSHE team Y3 Lesson plans and power-point
Body part cards (including personal and private parts of the body)
Venn diagram with most girls and most boys categories

<table>
<thead>
<tr>
<th>Activity and organisation</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> Talk with your partner: What do you think these lessons will be about? Why do you think we learn about Relationship and Sex Education? Explain the bigger picture for this learning: happier, healthier, and safer lives, now and in the future. Ask: How can we make sure everyone feels safe, included and valued in these lessons? Establish Ground rules. For example:</td>
<td>Explore what information is /isn’t appropriate to share in a school lesson. Explain that the teacher will offer guidance if information shared seems too personal or not for everyone to hear. Suggest phrases such as: Someone I know or a friend of mine ... rather than using names. Read and reflect on any questions and comments before each lesson and give time for noting and answering. Seek advice from colleagues or the B&amp;H PSHE team if necessary. <a href="mailto:pshe@brighton-hove.gov.uk">pshe@brighton-hove.gov.uk</a></td>
</tr>
<tr>
<td>- Listen</td>
<td></td>
</tr>
<tr>
<td>- Try to join in</td>
<td></td>
</tr>
<tr>
<td>- Be respectful</td>
<td></td>
</tr>
<tr>
<td>- Encourage others</td>
<td></td>
</tr>
<tr>
<td>- No personal questions</td>
<td></td>
</tr>
<tr>
<td>- Use scientific language for personal and private parts of the body</td>
<td></td>
</tr>
<tr>
<td>- Think about what you share</td>
<td></td>
</tr>
<tr>
<td>Explain the purpose of the question box and thought wall as a way to ask (and answer) questions both publically and more privately. Explain learning questions for today’s lesson how it fits into the learning journey for this unit of PSHE.</td>
<td></td>
</tr>
<tr>
<td>Warm up: Ask children to talk in pairs:</td>
<td>Articles about naming body parts and the link with safeguarding:</td>
</tr>
<tr>
<td>- What is similar about most boys and most girls?</td>
<td><a href="https://www.huffingtonpost.com/entry/8-reasons-not-to-call-your-childs-genitals-pet-">https://www.huffingtonpost.com/entry/8-reasons-not-to-call-your-childs-genitals-pet-</a></td>
</tr>
<tr>
<td>- What is different about most girls and most boys?</td>
<td></td>
</tr>
<tr>
<td>- Can you tell just by looking?</td>
<td></td>
</tr>
</tbody>
</table>
Take feedback.

Explain how the key physical difference between most girls and most boys are the genitals, for example, vulvas and penises.

Highlight safety rules and refer back to Pantasaurus and the NSPCC pants rule.

• These are the parts of your body under your pants
• They are important personal and private parts
• They belong to you
• Usually only you, your family or a doctor or nurse might see them

Ask children how they feel about this learning. Acknowledge the difference between RSE lessons and other lessons in the curriculum. Emphasise that learning about our bodies will help us to be healthy, happy and safe. Highlight that it is very understandable to feel embarrassed and discuss some coping strategies.

For example:

• Take three slow calming out breaths
• Say to yourself: this feeling will pass
• Remind yourself of the reasons for this learning
• Try a grounding technique

Elicit the children’s prior knowledge by asking if they can name any of the personal or private parts of the body; use scientific terms and also find out if they know why it is important to learn scientific words for these parts of the body?

Brilliant Bodies: Prepare children to watch DVD clip and explain that this will help us to learn about the names of female and male personal and private body parts and that they will see cartoons of children without clothes on.

Watch: Channel 4 Living and Growing DVD

Assessment for and of learning:
Can the children sort, name and explain the function of the personal and private parts of the body?

Essential skill 3
Managing risk

For more information about personal and private body parts: see for example: Amazing you: Getting smart about our private parts by Gail Saltz
Or Let’s Talk series by Robie H Harris

For more information about Body Image: Dove Self-esteem project https://www.dove.com/uk/dove-self-esteem-project.html

Boys and body image https://www.huffingtonpost.co.uk/entry/boys-body-image-
Unit 1 Differences: 4mins 50 to 8mins 38
Remind the children about the coping strategies for embarrassment.

**Body part sorting activity:** Ask the children in pairs to sort a selection of body part cards onto a Venn diagram (with most girls and most boys as sorting criteria).

Can they tell each other what these body parts are for?

Inside or Outside? Highlight that most of a girl’s personal and private parts are inside the body.

Building body confidence: Read and show the images from The Touching Book by Jan Hindman pages 9-15.

In pairs: play Body Part ping pong with the words you have learnt for these wonderful private and personal parts of the human body. Include: Vulva; Vagina; Penis; Testicles; Breasts; Anus; Scrotum; Nipples and Clitoris

**Growing Body confidence:**

Encourage the children to look at the images of noses and then to look carefully at their partner’s nose.

What do you notice?

Do you think all private and personal parts of our bodies look exactly the same?

Explain that just like all of our body parts, the personal and private parts of our bodies come in all shapes and sizes and that this is healthy and normal.

**Question Box:**

Give all children the opportunity to write a question that they or a year three child might want to ask after this lesson.

Place in a question box and return to these questions in a later lesson.

**Closing activities:**

Celebrate our brilliant bodies by reading a book such as:

Amazing You by Gail Saltz, Your Body is Brilliant by Sigrun
Danielsdottir or The Great Big Body Book by Mary Hoffman.

And /or move let’s celebrate our brilliant bodies by moving to a Go Noodle activity like:


**Where to get help:**
Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help.

Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.

| Assessment for and of learning: Can the children sort, name and explain the function of the personal and private parts of the body? | Essential skill 3  
Managing risk |
**Year 3: Lesson 2**

**Suggested learning questions:**
- How can we feel good about ourselves?
- Should we all look the same?
- How do I pick myself up if I feel down?

**Resources:**
- B&H PSHE team Y3 Lesson plans and power-point
- A3 Body outline
- Give yourself a hug sheet

<table>
<thead>
<tr>
<th>Activity and organisation</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap Ground rules</strong></td>
<td>See notes at the beginning of lesson 1 plans.</td>
</tr>
<tr>
<td><strong>Recap lesson 1.</strong></td>
<td></td>
</tr>
<tr>
<td>Build confidence with using scientific language for the personal and private parts of the body by playing body part ping pong with talk partners. Include key language: <strong>Vulva Vagina Penis Testicles Breasts Anus Scrotum Nipples Clitoris</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Activities to promote and grow a positive sense of self:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Same or different activity:</strong> In pairs: Children take it in turns to say something that is the same about their hair and something that is different. Children then share with their partner something they like about their hair. How did that feel? How can you make sure you keep each other safe?</td>
<td></td>
</tr>
<tr>
<td><strong>Step up to the line activity:</strong> Volunteers step up to an imaginary (or masking tape line) if:</td>
<td></td>
</tr>
</tbody>
</table>
  - You have freckles
  - You like to run and jump...
  - You wear glasses...
  - You are tall...
  - You like to swim...
| **Assessment for and of learning:** | |
| Can the children describe how they feel good about themselves? | |
| **Essential skill1** | Identity, Self Awareness, resilience and Managing feelings |
• You can ride a bike...

(Make bespoke to the needs of your class)

Ask: How does this activity make you feel about yourself?

**I am I can:**

Organise children into 3s with a body outline on a piece of A3 paper.

Inside the body outline ask children to record the skills you have already grown.

On the outside of the body outline: ask children to record skills they would like to grow.

Brief feedback.

Ask: How does this activity help us to feel good about ourselves?

Ask: How does it help to say the phrase: ‘I can’t do it yet.’

**I wish I was... I wish I had...**

Ask: Why do some people want to look different?

How could we help them to feel happy as they are?

**Staying safe:**

Explain that sometimes children get put down for how they look, for their hair colour, skin colour, body shape and size.

Clarify that this is mean behaviour.

In pairs discuss what could you safely say or do if this happened to you or a classmate?

Check class understanding of when would this become bullying behaviour?

Share and display your ideas.

**Give yourself a hug activity:**

Read the poem: Give Yourself a hug by Grace Nichols

[http://www.bbc.co.uk/learning/schoolradio/subjects/english/p](http://www.bbc.co.uk/learning/schoolradio/subjects/english/p)

**Assessment for and of learning:**

Can the children think of ways to pick themselves up when they feel down?

**Essential skill**

Identity, Self Awareness, resilience and Managing feelings

---

Make links to the schools anti-bullying policy.

Make links to Protective Behaviours Programme Feeling Good Feeling Safe core message:

Everyone has the right to feel safe all of the time.
Ask: When is the poet suggesting you might need to give yourself a hug?

What can we do to make ourselves feel good?

Share ideas and record around ‘give yourself a hug’ sheet.

Practise ‘giving yourself a hug’ by reading one of the Brilliant bodies or Amazing You’ texts of practise with an exercise from Go Noodle: Chin Up

https://app.gonoodle.com/channels/flow/chin-up?s=category&t=Manage%20Stress

**Closing activity:**

**Affirmation activity**

Ask the children to:

Take a breath in and as they breathe out to think about all the amazing things that make you, you!

Repeat x3

**Where to get help:**

Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help.

Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.

### Assessment for and of learning:

- Can the children describe how they feel good about themselves?
- Can the children think of ways to pick themselves up when they feel down?

### Essential skill

Identity, Self Awareness, resilience and Managing feelings
# Year 3 : Lesson 3

**Suggested learning questions:**
- What is a family?
- Are all families the same?
- How do families change?

## Resources:
- B&H PSHE team Y3 Lesson plans and power-point
- Set of photo-cards that include a diverse range of family types
- Card for family calculations

### Activity and organisation | Guidance
--- | ---
**Recap Ground rules**  
How can we keep ourselves safe and valued in these lessons? **Recap lesson 1 & 2.**

Explain learning questions for today’s lesson how it fits into the learning journey for this unit of PSHE.

Build confidence with using scientific language for the personal and private parts of the body by playing body part ping pong with talk partners.

Include key language: **Vulva Vagina Penis Testicles Breasts Anus Scrotum Nipples Clitoris**

**Warm up:**

Listen to this poem:  
[https://www.poetryarchive.org/poet/valerie-bloom](https://www.poetryarchive.org/poet/valerie-bloom)

What do you predict we are going to be learning about today?

Watch this film  
3mins47 [https://www.youtube.com/watch?v=JG0yqhzVuYA](https://www.youtube.com/watch?v=JG0yqhzVuYA)

What are these children talking about?

Can you say a sentence to your partner to describe your family?

Ask: **What is a family?** CT scribe a definition.

**Photo-card activity:**

Look carefully at your photo-cards.

How many different family types can you spot?

---

**Assessment for and of learning:**

Can children describe what families have in common?  
Can children describe how families change?

**Essential skill1**

Identity, Self Awareness, resilience and Managing feelings

If possible use a guided reading time for children to read a selection of age appropriate family
Who is in a family?

What might have changed in a family?

Create a class poster and/or children record as a mind map.

Ask: What is the same and what is different about families?

Watch this film clip.

https://www.youtube.com/watch?v=KD695hbkT8Y

Recap: How many types of family can you spot?

Do all families start in the same way?

Do families change?

How?

What do they all have in common?

Add to class poster and/or children add to their mind maps.

Show the Stonewall family calculation poster.

Children write a calculation for their family on card for a display.

**All Equal All different**

Explain that sometimes children get put down for having a certain type of family, for example having two mums or two dads.

Highlight that this is mean behaviour.

Ask: What could you safely say or do if this happened to you or a classmate?

Ask: When would this become bullying behaviour? Refer to school anti-bullying messages and procedures.

Make links to Protective Behaviours Programme Feeling Good Feeling Safe core message:

Everyone has the right to feel safe all of the time.

Share and display your ideas.

Practise safely responding to examples of prejudiced information texts. Set up for safe learning environment with appropriate ground rules.

**Including adopted and looked after children in Relationship and Sex education and family diversity lessons**

Before lessons:

- Discuss with child; parent/carers; School Inclusion team where appropriate if you feel a child needs extra support/strategies to feel safe during these lessons.

- Reflect on how to introduce different family types and how to include adopted and looked after children.

Inclusive script:

*Families can be made in different ways. Occasionally people who give birth to children are not able or ready to look after them and so lots of important people make a special adoption plan and the child is given to a family who are ready and able to look after them. So, children can live with the family they were born into or with a family that adopts them.*

*‘being adopted into a family’ rather than ‘being adopted’.*

*Use of the term birth – mother/parent:*

*Some parent/carers don't like phrase birth mother as not a*
language, for example: All families need a mum, you can’t have two dads and all families must look alike.

Show the Stonewall All different Same love poster and ask:

How does this message help keep everyone to feel safe?

**Diverse Family celebration**

Celebrate different families by reading from a book such as:

Who’s in my family? By Robie H Harris

Two Homes by Claire Masurel

Welcome to the family by Mary Hoffman

All you need is love by Shanni Coillins

And Tango makes three by Justin Richardson

Listen to a poem for example; Michael Rosen talking about his brother, dad or grandparents.

Try a peer massage about families.

**Where to get help:**

Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help.

Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.

'mother' to child;

Also: *We don’t want to make children in stable family think that there’s a possibility s/he may have to be adopted. They also felt the idea that deciding a child can’t live with the parents who gave birth to them and placing a child in a new family is a long legal process not a quick and easy decision is important but only if the question is asked …

We should say ‘was adopted’ not ‘is adopted' always in past tense as an event not a definition of the children now.

Seeing pregnant mums or children talking about having a baby can be tricky for adopted children.

(Also be mindful of your own or colleagues issues related to family and take care of yourselves.)

Useful websites:

https://www.stonewall.org.uk/about-us

http://www.outforourchildren.org.uk/resources/

Safe spaces leaflet for safely challenging homophobic language:

http://www.thelifecloud.net/schools/Pier2Peer/spaces/Learning-Equality-BHCCGuidanceAdvice
<table>
<thead>
<tr>
<th>Assessment for and of learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can children describe what families have in common?</td>
</tr>
<tr>
<td>Can children describe how families change?</td>
</tr>
<tr>
<td>Essential skill</td>
</tr>
<tr>
<td>Identity, Self Awareness, resilience and Managing feelings</td>
</tr>
</tbody>
</table>
### Year 3: Lesson 4

**Suggested learning questions:**
- What is a healthy relationship?
- When does friendship feel good?

**Resources:**
- B&H PSHE team Y3 Lesson plans and power-point

<table>
<thead>
<tr>
<th>Activity and organisation</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remind class of Ground rules:</strong> How will we keep each safe and valued in this lesson?</td>
<td>See notes at the beginning of the lesson plans.</td>
</tr>
<tr>
<td><strong>Recap lesson 1, 2 &amp; 3.</strong> Explain learning questions for today’s lesson how it fits into the learning journey for this unit of PSHE.</td>
<td>Core Messages:</td>
</tr>
<tr>
<td>Build confidence with using scientific language for the personal and private parts of the body by playing body part ping pong with talk partners. Include key language: <strong>Vulva Vagina Penis Testicles Breasts Anus Scrotum Nipples Clitoris</strong></td>
<td>- Enjoy it • Friendships should be fun! • If friends don’t make you feel good about being yourself, then are they good friends?</td>
</tr>
<tr>
<td><strong>Clarify the term relationship:</strong> In pairs: Talk about: What does relationship mean? Who do we have relationships with? Explain that we have relationships with lots of different people. Some of them are close to us and we see them often like family and friends. Other relationships are with people whose job it is to care for us (for example: dentist; doctor; social worker and nurse etc). Explain that we are going to focus on our friendships today. <strong>Healthy friendships</strong> In pairs discuss: How do we feel when we (our bodies) are healthy? How would we know when our friendships are healthy? What is the link?</td>
<td>- Keep Talking • Keep talking to your friends and family and ask questions when you need to • There’s nothing so awful (or too small) to talk to someone about.</td>
</tr>
<tr>
<td></td>
<td>- Stay Safe • You are the boss of your body; you have the right to say if you don’t like how you are being touched • Pay attention to your early warning signs and talk to a trusted person if you feel at all uncomfortable.</td>
</tr>
<tr>
<td></td>
<td>- Stay Connected • Remember there are people around you (parents, carers, trusted adults, teachers, mentors, ChildLine) you can get help and advice from if you’re faced with...</td>
</tr>
</tbody>
</table>
Ask the children to join in with Koo Koo Kangaroo.

https://www.youtube.com/watch?v=VMp7K5XzSpU

Discuss: What do friends like to do together?

Children to record a list of their ideas.

Use a second colour pen to record feelings words next to these activities.

For example:

Discuss when **friendships** feel **unhealthy**.

What do our bodies feel like when we are unhealthy?

When does friendship feel like this?

What might we need to do if friendship feels like?

On a separate page ask children to record a list (not using any names) of their ideas.

Use another colour pen to record feelings words next to these descriptions.

**Thinking question:** (independent reflection time and then discuss in pairs)

Is having a best friend always healthy?

Who can this hurt?

**Growing Healthy Friendships**

Watch: Go Noodle, Think about it episode: ‘Being a good friend’ https://www.youtube.com/watch?v=9PYD3oNYPwM

Ask: How can we grow our friendship skills?

In pairs: What do you think would help the most?

What little thing will you say or do today to be a good friend?

**Closing round**

‘Today the little thing I’m going to do to be a good friend is...’

**Finish with a Sing along!**

<table>
<thead>
<tr>
<th>Assessment for and of learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the children explain what a healthy and unhealthy friendship is?</td>
</tr>
<tr>
<td>Can the children explain how to grow friendship skills?</td>
</tr>
</tbody>
</table>

**Essential skill 2**
Getting on with others
Join in with a karaoke version of ‘You can count on me’ by Bruno Mars.

https://www.youtube.com/watch?v=Yc6T9iY9SOU

**Where to get help:**
Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help.

Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.

**Reflection on learning**
At the end of the unit ask children to reflect and record:

- What have I learnt?
- What I have enjoyed?
- What would I like to know more about?
- Any questions?

<table>
<thead>
<tr>
<th>Assessment for and of learning: Can the children explain what a healthy and unhealthy friendship is? Can the children explain how to grow friendship skills?</th>
<th>Essential skill 2 Getting on with others</th>
</tr>
</thead>
</table>
Core Messages for KS2 Pupils about Puberty and Relationships

1. In Your Own Time
   • At this age, some of you might start feeling attracted to or fancy people but some of you might not
   • There is no set time for these feeling to start, so don’t worry if you don’t have these feelings.

2. Be Yourself
   • How you feel about yourself, and your gender identity and your relationships may change at this time or in the future
   • You have a right to be who you want to be and not to be restricted by gender stereotypes.

3. Accept your changing body
   • Bodies develop at different speeds and into all different shapes and sizes, not just the ones you see in the media
   • You have the right to ask questions and get support with these changes.

4. Enjoy it
   • Friendships should be fun!
   • If friends don’t make you feel good about being yourself, then are they good friends?

5. Stay Safe
   • You are the boss of your body; you have the right to say if you don’t like how you are being touched
   • Pay attention to your early warning signs and talk to a trusted person if you feel at all uncomfortable.

6. Know Your Feelings
   • Puberty can be a very confusing time where you might find your mood changing often and you might have more extreme feelings about yourself and others
   • Try and name your feelings and know that all feelings are OK, it is what you decide to do about them that matters.

7. Stay In Control
   • Think about what you share with others - telling or keeping secrets
   • Notice your early warning signs and act on them!

8. Keep Talking
   • Keep talking to your friends and family and ask questions when you need to
   • There’s nothing so awful (or too small) to talk to someone about.
9. Stay Connected
• Remember there are people around you (parents, carers, trusted adults, teachers, mentors, ChildLine) you can get help and advice from if you’re faced with tricky decisions or situations or just need someone to talk to.