

YOUR ACCESS TO PSHE ASSOCIATION MATERIALS AND INTELLECTUAL PROPERTY RIGHTS

PSHE education is the school curriculum subject designed to keep children and young people safe, healthy and prepared for life, and work, in modern Britain. The best PSHE education is a partnership between parents/carers and schools — and this includes transparency regarding curriculum content and materials.

We are therefore delighted to provide parent/carer copies of all PSHE Association member materials that cover RSE (Relationships and Sex Education).

This is an example of such a resource. It has been shared with you as a parent/carer by the school or individual who is a PSHE Association member.

We are happy to grant access on this basis of giving you full, personal access to the resource contents, but appreciate your adherence to the following requirements regarding intellectual property rights given the resource is otherwise only accessible to schools and individuals that subscribe to PSHE Association membership.

INTELLECTUAL PROPERTY RIGHTS

We are the owner or the licensee of all intellectual property rights in the materials. These works are protected by copyright laws and treaties around the world. All such rights are reserved.

You may print off one copy, and may download extracts, of any page(s) for your personal use as a parent/carer of a pupil at your child's school.

You must not modify the paper or digital copies of any materials you have printed off or downloaded in any way, and you must not use any illustrations, photographs, video or audio sequences or any graphics separately from any accompanying text.

Our status (and that of any identified contributors) as the authors of the materials must always be acknowledged. You must not use any part of the materials for commercial purposes without obtaining a licence to do so from us or our licensors.

You are not permitted to copy, share — electronically (including social media) or otherwise — any part of our materials in breach of these terms of use. Your right to use such materials will cease immediately upon such a breach and you must, at our option, return or destroy any copies of the materials you have made.

Changing and growing up

Lesson plans and resources for Year 1-2



Lesson plans.....2

Lesson 1: My special people.....2

Lesson 2: Growing up — the human life cycle.....6

Lesson 3: Everybody's body.....10

Resources.....15

Lesson 1.....15

Lesson 2.....18

Lesson 3.....20

This is the first of three lessons on the theme of growing and changing for key stage 1 pupils. This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2.

Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> about the special people in our lives and how we care for one another
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can identify who special people might be <input checked="" type="checkbox"/> I can explain what makes someone 'special' and important <input checked="" type="checkbox"/> I can describe the different ways special people care for us <input checked="" type="checkbox"/> I can recognise how we can care for them in return
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Children's story: <i>Grandfather and I</i> by Helen E Buckley (a video of this being read is available online) <input checked="" type="checkbox"/> Resource 1: Special people spidergram (1 per pair) <input checked="" type="checkbox"/> Resource 2: Caring for each other (1 per pupil) <input checked="" type="checkbox"/> Resource 2a: Caring for each other (support, 1 per pupil requiring additional support)

Activity	Description	Time
Introduction	Introduce learning objectives and outcomes and revisit ground rules.	2
Baseline assessment	Pupils demonstrate their understanding by completing the sentence: <i>A special person is...</i>	5
Read the story	Pupils listen to and discuss the story of <i>Grandfather and I</i> by Helen E Buckley.	15
Special people spidergram	Pupils identify some special people in their own life.	10
Writing about someone special	Pupils discuss what makes a 'special person' and write some sentences about their own special person.	10
Caring for each other grid	Pupils complete a grid to explain how special people can care for each other.	10
Reflection and endpoint assessment	Pupils revisit the baseline assessment activity and reflect on how their thinking has changed.	5
Signpost support	Pupils are reminded that if they ever feel uncomfortable or unsure about something involving a special person, they should tell another adult they trust.	3

Climate for learning	<p>Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.</p> <p>It is important to consider sensitivities and prior knowledge about specific pupils' circumstances. The topic of special people may be particularly sensitive for some pupils, e.g. those living in vulnerable situations, who are being cared for outside of their immediate family, have been affected by difficult family circumstances, or have experienced bereavement. If safeguarding concerns (such as possible neglect) arise during this lesson, report these to the Designated Safeguarding Lead.</p>
Key words	special, person, people, friend, family, care, caring, help, thanks
Baseline assessment	<p>Introduction 2 mins</p> <p>Briefly introduce today's learning objective and outcomes and remind pupils about the agreed class ground rules.</p>
	<p>Baseline assessment activity 5 mins</p> <p>Show pupils slide 4 and ask them to finish the sentence starter: A special person is...</p> <p>Pupils should individually write their ideas in their books or (if this is not practical) can discuss their ideas in pairs before contributing to a class discussion. If using this method, record pupils' responses on the board to revisit at the end of the lesson.</p> <p>Encourage pupils to share their ideas without providing prompts so you get a clear sense of their starting points. Observe pupils' responses to gauge their existing knowledge, understanding and attitudes, as well as any misconceptions that need addressing. Keep their work safe – it will be used to assess learning at the end of the lesson.</p>
Core activities	<p>Read and discuss the story 15 mins</p> <p>Read the story <i>Grandfather and I</i> by Helen E Buckley (available online) to the class. Use questioning to draw out the special relationship between the child and their Grandfather and check pupils' understanding. For example:</p> <ul style="list-style-type: none"> • What things do the child and Grandfather like doing together? (<i>e.g. going for walks, looking at plants, reading</i>) • What words could you use to describe Grandfather? (<i>e.g. kind, calm, caring, slow</i>) • What does Grandfather do that is special? (<i>e.g. doesn't rush, spends time with the child, listens</i>) • Why is Grandfather an important (special) person in the child's life? (<i>e.g. because he cares for the child, because the child trusts him and likes spending time with him</i>)

Special people spidergram

10 mins

Ask pupils if they can identify other people mentioned in the story who might be special to the child (for example, father, mother, brothers and sisters).

Using **Resource 1: Special people spidergram**, model creating a special people spidergram for the child in the story. Write their name (you will need to invent one) or do a quick drawing of them in the central circle and around the outside write some of the different special people that were mentioned in the story. You could also model thinking about other people, not mentioned in the story, who might be special to the child, such as people at school (e.g. friends, teachers, lunchtime supervisors).

Next, ask pupils to use **Resource 1: Special people spidergram** to create their own spidergram, identifying special people in their life. Prompt pupils to consider family, friends, people at school or in their local community, as well as any pets or animals that might be special to them.

This activity is personalised to support children to identify their own network of special people. However, there is no expectation that children share their spidergram with others in the class. You may wish to circulate around the class while pupils are working and discuss with them their choices for identifying special people.

Writing about someone special

10 mins

Ask pupils to pick one of the special people from their spidergram and give them time to think about each of these questions in turn:

- What word could you use to describe this special person?
- Can you think of one thing you and your special person like doing together?
- Why are they a special person in your life?

Using these reflections, pupils write some sentences to describe their special person and explain what makes them special. Provide sentence prompts as needed using slide 8.

Support: Pupils create a 'wordle' about the special person (using pictures or symbols instead of words).

Challenge: Pupils write a letter to their special person, describing their character traits and explaining why they are important to them.

Caring for each other grid

10 mins

Ask pupils to think about how the Grandfather (or any of the other special people mentioned in the story) might help and care for the child. *Pupils will need to infer ideas from the story as not all the information will be mentioned in the book.* Discuss the importance of special people helping and caring for each other, including how the child might help and care for the Grandfather.

Using **Resource 2: Caring for each other** as a guide, model recording some of the pupils' ideas on ways the Grandfather and child might care for each other.

Next, give every pupil a copy of **Resource 2: Caring for each other**. Pupils add ideas on how else special people can help and care for us and how else we might help and care for special people. They should use drawing and writing to add their ideas to the grid.

Support: Pupils use the suggestions in **Resource 2a: Caring for each other (support)** and place these in the right place on the grid. Note that some of the ideas can go in both columns (e.g. listening, cuddling). Pupils could copy them out or cut and stick them.

Endpoint assessment and signposting support

Reflection and endpoint assessment

5 mins

Return to pupils' baseline assessment activity: **A special person is...** and ask them to amend or add ideas as a result of their learning. This could be done orally if this was the format used in the baseline assessment, and could be added to the responses you recorded at the start of the lesson. Or, if pupils completed the baseline individually, they could edit their work with a coloured pen or pencil. This can be used as evidence of learning and progress, and also to inform further teaching.

Signposting support

3 mins

This lesson focuses on positive, happy relationships, and does not touch on inappropriate or unsafe behaviours. Emphasize to pupils that our special people are those who make us feel safe and comfortable, and that if they ever feel uncomfortable or unsure about something, even with a person they know well, they should tell an adult they trust. This could be another special person – for example, someone at home (parent, grandparent, uncle, aunt) or someone in school (teacher, teaching assistant, midday supervisor).

Extension activity

Graffiti board

With the class, make a graffiti board on the board or flipchart to show what pupils have learned about 'special people'. Each pupil can contribute one word, picture or symbol.

Thank you card

Ask pupils to design a thank you card to give to their chosen special person.

Lesson 2: Growing up — the human life cycle

KS1 Year 1-2

This is the second of three lessons on the theme of growing and changing, for key stage 1 pupils. This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older.

Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> about how we change as we grow.
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can recognise the main stages of the human life cycle (baby, child, adult) and that the process of growing takes time <input checked="" type="checkbox"/> I can describe what changes when people grow from young to old <input checked="" type="checkbox"/> I can identify ways children our age might be more independent now than when they were younger
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Resource 1: Writing frame (1 per pupil who needs support) <input checked="" type="checkbox"/> Resource 2: Things we can do (1 per small group / pair) <input checked="" type="checkbox"/> Children's story: The Growing Story by Ruth Krauss and Helen Oxenbury (a video of this being read is available online)

Activity	Description	Time
Baseline assessment	Pupils demonstrate their current understanding by listing the things that change as children grow.	5
Introduction	Introduce learning objective and outcomes and revisit ground rules.	5
Spot the difference	Pupils identify some differences between babies and children.	15
Class discussion: different needs	The class discuss what babies need and compare this to the needs of people at different stages of the life cycle.	10
Thinking about responsibilities	Pupils work in groups to identify things they are responsible for now and things they will be responsible for in the future.	15
Reflection and endpoint assessment	Pupils revisit the baseline assessment activity to demonstrate how their understanding has changed or developed.	7
Signpost support	Pupils are reminded about speaking to a trusted adult at home or at school if they have worries about growing and changing.	3

Climate for learning	<p>Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.</p> <p>When discussing the needs of people at different ages, it will be important to recognise that these needs differ depending on a variety of things, not just their age, and that everyone has different rates of growth. During the lesson pupils consider things they are able to do independently now and things they will be able to do in the future. Be sensitive to pupils with disabilities (e.g. adapting Resource 4: Things we can do if required.)</p>
Key words	<p>grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility, human life cycle</p>
Baseline assessment	<p>Baseline assessment activity 5 mins</p> <p>Using slide 2, explain that Taylor’s granny lives in another country and has come to visit for the first time since Taylor was a baby. Ask pupils to list some different ways in which Taylor might have changed. Pupils can discuss their ideas in pairs before contributing to a class discussion. Record pupils’ ideas on the board to revisit at the end of the lesson.</p> <p>Encourage pupils to share their ideas without providing prompts so you get a clear idea of their starting points. Observe pupils’ responses to gauge their existing knowledge, understanding and attitudes, as well as any misconceptions that need addressing. Keep the list safe – it will be used to assess learning at the end of the lesson.</p>
	<p>Introduction 5 mins</p> <p>Briefly introduce today’s learning objectives and outcomes and remind pupils about the agreed ground rules.</p> <p>Show pupils slide 4 and ask them ‘what do these pictures show?’. Establish that the pictures show people at different ages and different stages of life.</p> <p>Ask pupils to discuss in pairs whether the pictures are in the right order and agree the correct order as a class before moving on to slide 5 to confirm the correct order; baby, then child, then teenager, then adult, then older person.</p>
Core activities	<p>Spot the difference 15 mins</p> <p>Ask the class to look at the photos of the baby and child on slide 6 and as a class, discuss the differences between the two life stages. You may want to give prompts such as:</p> <ul style="list-style-type: none"> • What do they look like? (hair, height, teeth) • What type of clothes do they wear? • What / how might they eat and drink? • How do they move? • What do they do or like to do? <p>Using Resource 1: Writing frame ask pupils to write or draw the differences between the child as a baby and as they are now.</p>

Support: Pupils respond orally to the sentence prompts and have their answers scribed.

Challenge: Pupils complete the challenge on **Resource 1: Writing frame**, considering how the child will be similar / different when they become an adult.

Class discussion: different needs

10 mins

In pairs, ask pupils to consider the picture of the baby again (on slide 7) and discuss all the ways a baby needs to be cared for. Make a list of the pupils' suggestions on the board. Their ideas might include: to be fed, have their nappy changed, to be bathed, rocked to sleep, cuddled, weighed at the clinic, given medicine if they are poorly etc..

Discuss briefly with the pupils whether these are the same needs that children of their age have too. If they are the same, mark them with a tick. If they are different, discuss how and why children of different ages have different needs. Draw out that people of all different ages and stages of the life cycle have needs and that these change as they get older.

Challenge: Choose another age range from the life cycle (adult or older person) and identify any similarities or differences in terms of their needs, in comparison to the needs of a baby (or child).

Thinking about responsibilities

15 mins

Talk about how growing up means becoming increasingly independent and responsible. Provide the pupils with a list of ideas — **Resource 2: Things we can do (now, in the future)**.

Pupils work in small groups and identify which things they are responsible for, or allowed to do now and which they are still too young to do, or be responsible for. Pupils can circle the ideas, using two different colours, i.e. one colour circle to show what they can do now and another to show what they might be able to do in the future, when they are older. Be sensitive to pupils with special educational needs or disabilities, and adapt the ideas sheet if required.

Support: Ask pupils to concentrate on circling the 'things they can do now'. Once they have finished, ask them to look through the things they haven't circled and draw out that these are things they might be responsible for or able to do in the future. If appropriate, they could choose one to set as a target for themselves e.g. 'By the end of year 1, I will be able to brush my teeth on my own'.

Challenge: Ask pupils to add one more idea for 'things we can do now' and one more idea for 'things we might do when we are older' to their sheet. They should circle these with the relevant colour.

Bring the class back together to compare ideas. Establish that there will be things that the child might be able to do now, like putting on a coat, tidying their things or saying sorry, and some things they will be able to do in the future, like driving a car or using the laptop by themselves.

Reflection and endpoint assessment

7 mins

Pupils share with a partner something this lesson has made them think about growing and the human life cycle.

Show pupils the list they made in the baseline assessment, which captured different ways in which a baby might change as they grow into a child. In pairs, ask pupils to discuss if they have any more suggestions or if they would change anything as a result of the lesson. They could also share any ideas of how a child will change as they continue to grow towards adulthood. Using a different colour, add any new ideas to the class list or edit any existing ideas. You may wish to photograph the edited class list as evidence of learning and progress, and also to inform further teaching.

Signposting support

3 mins

Emphasise to pupils that if they have any questions or worries about growing or changing, they can always speak to an adult they trust. This could be one of the special people they learned about in lesson 1 – for example, someone they trust at home (parent, carer) or in school (teacher, teaching assistant, midday supervisor).

Extension activity

The human life cycle

Provide pupils with a bag of objects that might be used by people at different stages of the human life cycle. Ask them to choose an object and match it to one of the stages of the human life cycle shown on slide 14 (baby, child, adult, older person) and explain their decision.

Include things like: a rattle, ball, toy car, handbag or shopping bag, wallet or purse, newspaper/magazine, hats, mobile phone, glasses, walking stick.

Be prepared to challenge any stereotypes that arise, such as all older people use walking sticks, or walking sticks are only used by older people.

The growing story

As a class, read *The Growing Story* by Ruth Krauss and Helen Oxenbury ([available online](#) – or an alternative story about growing and changing if preferred) and discuss questions such as:

1. How does the character feel about growing up? (*e.g. excited, impatient and curious*)
2. How are things and animals growing and changing around the character? (*everything seems to be growing quickly, e.g. the grass growing taller, fruit ripening, the chicks becoming chickens and the puppy becoming a dog*)
3. What is not so good about growing and getting older? (*sometimes it can mean doing things that might be less enjoyable at first, like learning difficult times tables or doing other things that can seem tricky to begin with*)
4. What is good about growing and getting older? (*it can be exciting – it can mean being able to do different/more things*)

Note that you will need to review these questions and adapt as necessary if you choose an alternative story.

Lesson 3: Everybody's body

KS1 Year 1-2

This is the last of three lessons on the theme of growing and changing, for key stage 1 pupils. In this lesson, pupils learn the correct terminology for male and female genitalia. It is important for younger pupils to know how to name body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe. The learning in this lesson is built on in key stage 2, when pupils learn about puberty and the changes that occur when growing from children to adults.

Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> to name different parts of the body, including genitalia
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can describe similarities and differences between myself and others <input checked="" type="checkbox"/> I can recognise and use the correct names for main parts of the body <input checked="" type="checkbox"/> I can recognise that some parts of the body are private
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Two anatomically correct baby dolls (one male and one female) dressed identically. If not available, slides 7 and 8 can be used <input checked="" type="checkbox"/> Different coloured pom poms or bean bags (1 per pupil and at least two of each colour so pupils can pair with someone who has the same colour as them) <input checked="" type="checkbox"/> Resource 1: Body parts labels (1 set per small group) <input checked="" type="checkbox"/> Resource 2: Body outlines (1 per small group, printed A3 size)

Activity	Description	Time
Introduction	Introduce learning objectives and outcomes and revisit ground rules.	2
Baseline assessment	Pupils draw and write about boys and girls to demonstrate their current understanding.	10
Pom pom game	Pupils play a game to introduce, or recap, the concept of similarities and differences.	8
Naming body parts	Teacher introduces names of body parts, including external genitalia, using baby dolls as a stimulus.	10
Labelling body outlines	Pupils work in small groups to label body outlines with male and female body parts.	15
Private body parts	Pupils identify private body parts and guess the body part described in a riddle.	5
Reflection and endpoint assessment	Pupils repeat the baseline assessment activity and see how their understanding has changed.	5
Signpost support	Pupils are introduced to, or reminded about the NSPCC's underwear rule and sources of support.	5

Climate for learning	<p>Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.</p> <p>It is important to consider sensitivities and prior knowledge about specific pupils' circumstances. For example, this topic may be especially sensitive to pupils who have experienced any kind of sexual abuse (including peer-on-peer abuse). It may also be sensitive for those with visual differences – such as a scar, mark or condition that affects their appearance. You may wish to share the lesson topic with these children ahead of the lesson and, if it feels appropriate, place them in a group with yourself or support staff (e.g. during the pom pom game) to provide extra support during the lesson.</p> <p>If safeguarding concerns arise during this lesson, these should be reported to the Designated Safeguarding Lead.</p> <p>This lesson does not explore the terms 'sex' and 'gender' directly, but makes careful use of language, recognising that medical professionals observe and record a child's sex at birth based on their genitalia (though sometimes this is not clear in the case of children with differences in sex development (DSD), also referred to as intersex). In the lesson the terms male/female and boy/girl refer to biological sex/sex recorded at birth. However, a child may not always identify with the sex recorded at their birth. If you have pupils who identify as non-binary or trans, it is advisable to discuss the lesson content and approach with them, their parent(s) or carer(s) before teaching the lesson.</p>
Key words	<p>same, different, male, female, boy, girl, body, born, private parts, genitals, penis, testicles, vagina, vulva</p>
Baseline assessment	<p>Introduction 2 mins</p> <p>Briefly introduce today's learning objective and outcomes and remind pupils about the agreed class ground rules.</p>
	<p>Baseline assessment activity 10 mins</p> <p>Ask the pupils to draw two children – a boy and a girl – and to write around their pictures what the boy and girl look like.</p> <p>As this is a baseline assessment, ask pupils to work individually but reassure them not to worry about spelling or drawing skill: you are just interested in their first ideas. Observe their responses to gauge their existing knowledge, understanding and attitudes, as well as any misconceptions or gaps that need addressing. Look out for any stereotypes that children may be illustrating through their answers (for example, that all girls have long hair and all boys have short hair) which should be challenged throughout the lesson). Keep their work safe - it will be used to assess learning at the end of the lesson.</p>

Pom pom game

8 mins

Play a game to illustrate the different types of similarities and differences that can exist between people. Before playing, remind pupils of the ground rules and the importance of being kind with our words when discussing similarities and differences:

- Gather the class in a circle
- Give each pupil a coloured pompom or beanbag (make sure there are different colours)
- When you say 'Go', the pompoms are passed to the next person (just once) in a clockwise direction. Make sure everyone has a pompom.
- Repeat a couple of times: you can speed up or slow down or change the direction.
- After a couple of minutes, ask pupils to spread out and pair up with someone who has a different coloured pompom.
- In their pair, ask pupils to find something that is different about them using the sentence starter on slide 4:

We are different because... (For example, 'We are different because we have different colour hair' or 'I like animal stories but you like superheroes.').

- Next, ask pupils to move again and find someone that has the same coloured pompom as them
- Ask them to find something else that makes them the same or that they have in common, using the sentence starter on slide 4: *We are the same because...* (For example, 'We are the same because we both wear glasses')
- Repeat a few times, allowing for pupils to form different pairs.

If pompoms/bean bags are not available, the game can be played by asking pupils to move while music is playing and freeze when the music stops. They then form a pair with the person closest to them and discuss the differences and similarities as above.

Bring the class back together and discuss how some things that are the same or different can be seen immediately, (such as how someone looks), for example *'We both wear glasses'* or *'We both have long hair'* and others are less obvious, for example *'We both like bananas'* or *'We don't like football.'*

Explain that in this lesson, we will be mostly thinking about those things that can be seen; the physical similarities and differences between people.

Naming body parts

10 mins

Explain that people's bodies are different. When babies are born, the midwife or doctor says whether they are male (boy) or female (girl) by looking at their body parts.

Show the class the anatomically correct baby dolls (two identical dolls about the size of a new-born baby – ensure they are dressed the same and that one is male and one female). Slide 7 can be used if dolls are not available). Ask pupils to point out all of the parts of the baby dolls' bodies that are the same and name them. Next, ask them to guess which they think is male and which they think is female – how will they know? If the babies were older, would it be easier? This could be a good opportunity to challenge any stereotypes you observed in the baseline assessment around how boys and girls might look.

Pupils are likely to say that they will need to undress them or 'look at their private parts'. Discuss what we mean when we talk about private parts — the parts of our body that we keep to ourselves, that we cover up with our underwear.

Undress the dolls – or show slide 8 – and ask the pupils to spot the difference; their private parts are different. Point out the genitals (one private part) and explain that these parts can look a bit different for everyone (in the same way that our ears, eyes and noses can look different from other people's).

Discuss how people have all sorts of names for male and female genitals, but there are some scientific words that are important for them to learn. Ask if anyone knows the scientific name for male and female genitals? Show slide 9, and reveal the words penis, testicles, vulva and vagina, and say the words aloud as a class. Ensure pupils are clear that 'vulva' refers to external body parts (or parts outside the body) whereas the 'vagina' is internal (inside the body). The opening of the vagina is part of the vulva, as is the urethra (the opening urine/pee comes out of).

Labelling body outlines

20 mins

Show slide 10 and tell the pupils that they are now going to do a group activity to show the similarities and differences between female bodies and male bodies. Provide each group with **Resource 1: Body parts word labels** and an A3 copy of **Resource 2: Body outlines**, scissors and glue. Ask the pupils to correctly organise the labels on the body outlines. Pupils can draw arrows to label the body parts. They only need to draw one arrow for each bodypart (for example, they only need to label one elbow).

Support: In a small group, ask pupils to point to and name the relevant body parts on anatomically correct dolls and then use sticky tape to attach the labels.

Bring the class back together and use slide 11 to reinforce the correct names for body parts. Use this slide to emphasise that some body parts come in pairs (e.g. elbows, eyes, shoulders) and that only the opening of the vagina can be seen from outside because it is inside the body. The buttocks/bottom are not visible on the body outline, so check that pupils have correctly identified where they are on the body.

Private body parts

5 mins

Using a coloured pencil ask groups to circle on their outlines the parts of the body that are 'private' or that are usually covered by underwear (they should circle the vulva, penis and testicles, buttocks/bottom and surrounding areas).

Share the following 'riddle' and ask pupils to look at their human outlines and discuss in their groups what the body part could be:

This part of the body is:

- **Not** on the head
- Private
- Covered by underwear

As a class, establish that this could be the vagina, vulva, penis, testicles or buttocks/bottom.

Reflection and endpoint assessment**7 mins**

Give pupils back their 'draw and write' activity that they did at the beginning of the lesson. Ask them to add to or amend their response, in a different colour, to show how their thinking might have changed as a result of the lesson. This can be used as evidence of learning and progress, and also to inform further teaching.

If time allows, ask pupils to share what they have learned with a partner using the sentence starter:

Before this lesson, I didn't know that... but now I know that...

Signposting support**5 mins**

Remind pupils that the genitals and buttocks/bottom are sometimes called 'private parts'. Private parts are parts of the body covered by our underwear: we have the right to keep these private or to ourselves. Sometimes a doctor, nurse or family member might have to look at, or touch a child's private parts (including genitals) but they should always explain why and ask the child if it is OK first.

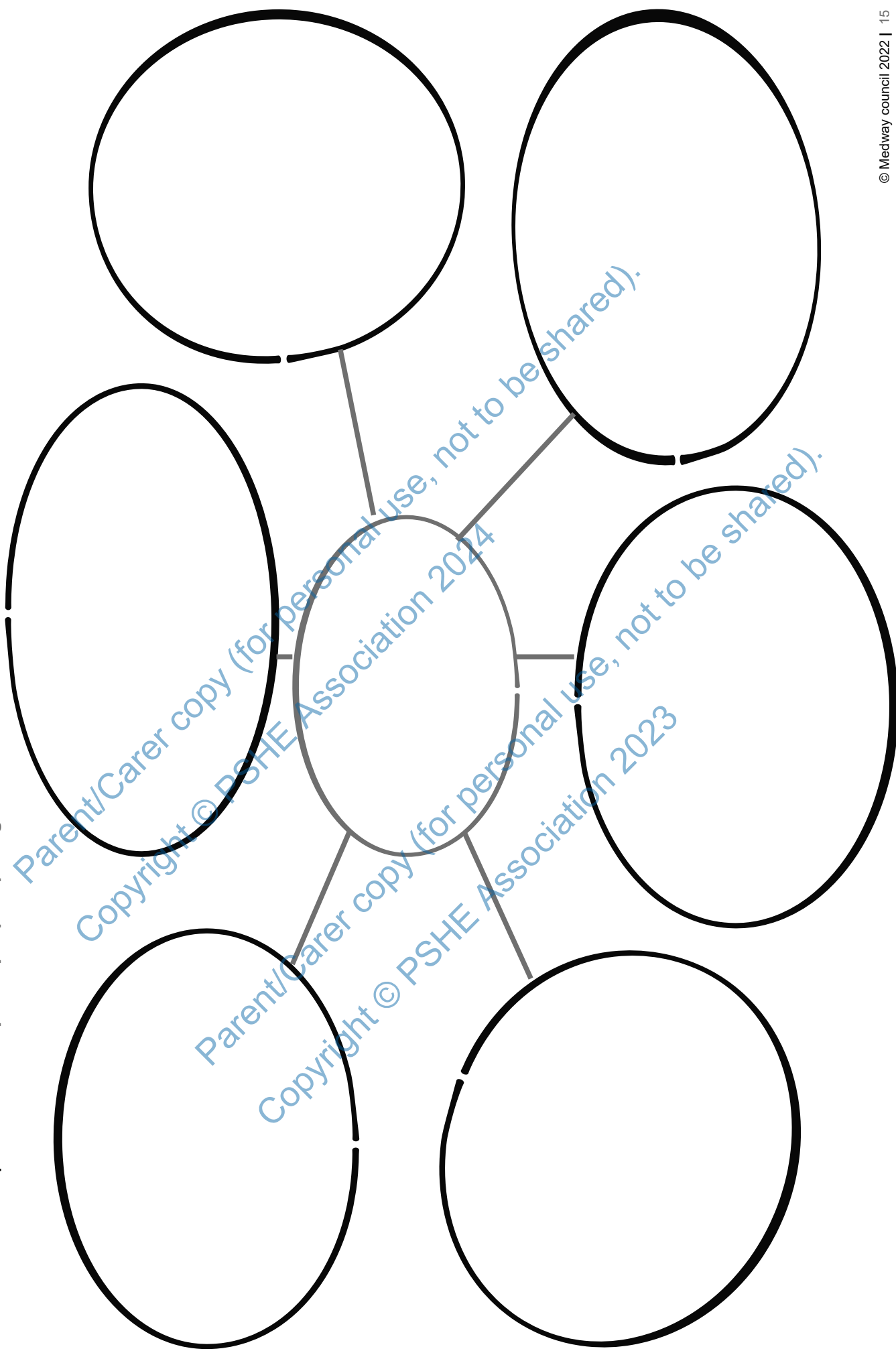
Reinforce this with the **NSPCC underwear rule** — PANTS:

- **P** Private parts (including genitals) are private (We have the right to keep our private parts to ourselves. Sometimes a doctor, nurse or family member might need to look at or touch a child's private parts, but they should always explain why and ask the child if it's OK first.)
- **A** Always remember your body belongs to you (If someone asks to see or tries to touch a child underneath their underwear, the child should say 'NO' – and tell someone they trust.)
- **N** No means no (Everyone has the right to say no – even to a family member or someone they love.)
- **T** Talk about secrets that upset you (Bad secrets are those that make us feel sad, worried or frightened – tell a trusted adult about a bad secret straight away.)
- **S** Speak up, someone can help (Talk to a trusted adult about stuff that makes you worried or upset.)

Emphasise that if pupils have any questions or worries about anything they learned in the lesson today, they should speak to an adult they trust. This could be one of the special people they learned about in lesson 1 – for example, someone they trust at home or in school.

Extension activity**Looking at animals**

Discuss animals with the pupils, noting how they are male or female just like people. Show pupils a range of anatomically correct farmyard animal toys or images. Ask them to identify which are male and which are female.



Ways special people can help and care for me...	Ways I can help and care for special people...
<p>Parent/Carer copy (for personal use, not to be shared). Copyright © PSHE Association 2024</p>	<p>Parent/Carer copy (for personal use, not to be shared). Copyright © PSHE Association 2023</p>



making food



helping me get ready
for school



cuddling



putting toys away



taking me places, like
the park



reading together



helping at home



listening



helping me when I'm
sad

When they were a baby...

They ate _____ and drank _____.

They wore _____.

They liked _____.

They could _____.



Now they are older...

They eat _____ and drink _____.

They wear _____.

They like _____.

Now they can _____.



In the future...

How will they be similar when they grow up to be an adult?

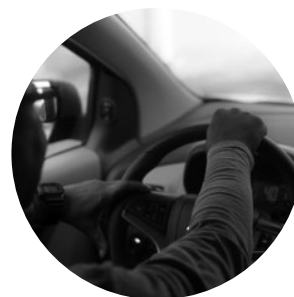
How will they be different when they grow up to be an adult?

Things we can do now ☐

Things we might do
when we are older ☐



Use a knife and fork



Drive a car



Use a laptop on our own



Hang our coats up



Tie our shoelaces



Play indoors alone



Cook



Tidy up our toys



Own a mobile phone



Travel to school alone



Say sorry



Pack our school bags



Wash our hair



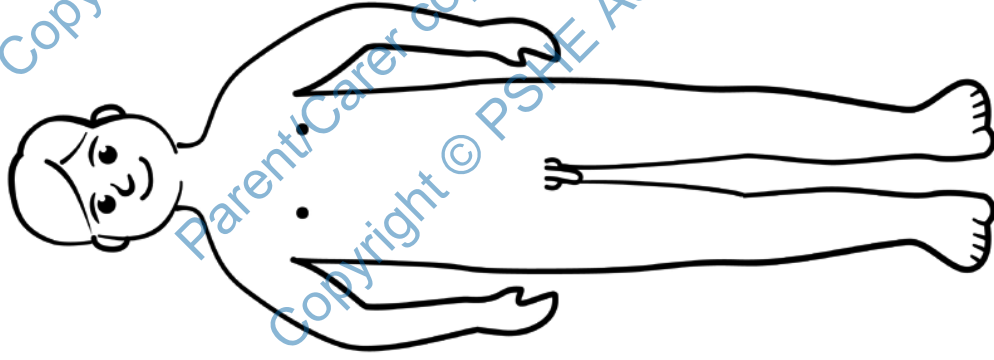
Choose a healthier snack

ankle	testicles	penis
vulva	elbow	mouth
tummy	eye	shoulder
knee	bottom or buttocks	neck
wrist	chest	ear
nipple	hand	foot

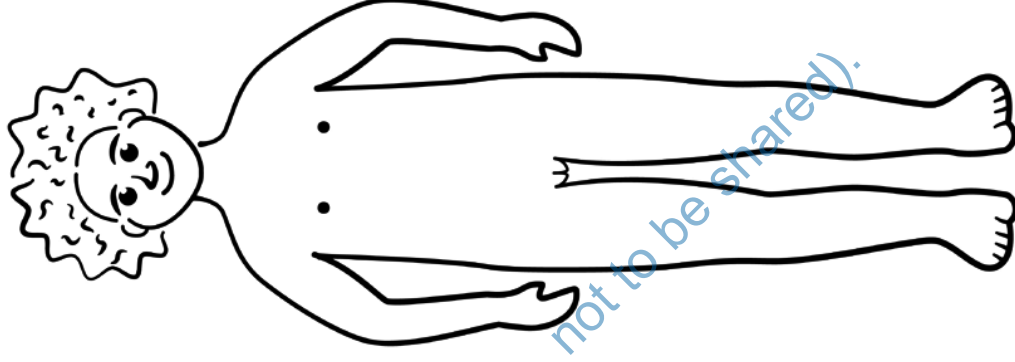


ankle	testicles	penis
vulva	elbow	mouth
tummy	eye	shoulder
knee	bottom or buttocks	neck
wrist	chest	ear
nipple	hand	foot





male



female