

# Good Practice Guidance

To support the development of your primary school's SRE Policy and Practice



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**This booklet provides the guidance that will help to provide an effective and comprehensive SRE programme in your school.**

Suggestions about which programme of study requirements should be covered in each school year along with learning outcomes and objectives are clearly set out in a framework.

Also contained within this booklet are lesson ideas that can be used to fulfil the non-statutory requirements (Foundation, Key Stages 1 and 2) as well as examples of lesson plans and a comprehensive list of useful books and other resources.

It is important that the resources that you intend to use and the schemes of work that you develop are shared with staff and parents. To facilitate this, an example of a letter that can be sent home to parents and carers, along with a questionnaire that allows parent to express their interest, can be found towards the end of this publication.

Many schools will now be participating in SEAL. Referring to the SEAL overview towards the end of the booklet will assist the co-ordinator to decide how best to integrate the SRE scheme of work with SEAL.

It should be noted that this booklet is simply an example of good practice and that Sheffield Healthy Schools encourage PHSE Co-ordinators to develop their own schemes of work.

This booklet has been developed by bringing together existing guidance (see below) which co-ordinators are advised to refer to for further information.

- Statutory Framework for The Early Years Foundation Stage (DfES, 2007)
- Practice Guidance for the EYFS (DfES, 2007)
- QCA PSHE Programme of Study Requirements
- QCA Science Programme of Study Requirements
- Sex and Relationships Ofsted Report (2002)
- Sex and Relationship Education Guidance DfEE (2000)

**Information can also be accessed at the following websites:**

- [www.teachernet.gov.uk](http://www.teachernet.gov.uk)
- [www.dfes.gov.uk](http://www.dfes.gov.uk)
- [www.nc.uk.net](http://www.nc.uk.net)
- [www.qca.org.uk](http://www.qca.org.uk)
- [www.sreresources.co.uk](http://www.sreresources.co.uk)
- [www.me-and-us.co.uk](http://www.me-and-us.co.uk)



# SRE objectives summary

Statutory Framework for the Early Years Foundation Stage (DfES, 2007)  
& Practice Guidance for the EYFS (DfES, 2007a).  
Personal, Social and Emotional Development - Making Relationships

Learning Goals	Development Matters (Learning Objectives)	Look Listen and Note (Learning Outcomes)
• 40 – 60+ months Early Learning Goals	• Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously	
	• Form good relationships with adults and peers	

## Personal, Social and Emotional Development – Behaviour and Self-control

Learning Goals	Development Matters (Learning Objectives)	Look Listen and Note (Learning Outcomes)
• 40 – 60+ months Early Learning Goals	• Understand what is right, what is wrong, and why	• Children’s ideas and explanations about what is right and wrong
	• Consider the consequences of their words and actions for themselves and others	• Children’s awareness of the consequences of their words and actions

## Personal, Social and Emotional Development – Behaviour and Self-control

Learning Goals	Development Matters (Learning Objectives)	Look Listen and Note (Learning Outcomes)
• 40 – 60+ months Early Learning Goals	• Appreciate the need for hygiene	• Children’s recognition and management of their own needs
	• Dress and undress independently and manage their own personal hygiene	

## Personal, Social and Emotional Development – Sense of community

Learning Goals	Development Matters (Learning Objectives)	Look Listen and Note (Learning Outcomes)
• 40 – 60+ months Early Learning Goals	• Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect	• Children’s interest in and respect for different ways of life
	• Understand that they can expect others to treat their needs, views, cultures and beliefs with respect	

QCA National Curriculum Guidance (PSHE)  
KS1  
Year 1

Programme of study requirement	Learning Objectives	Learning Outcomes	Cross curricular links (NC)
• <b>3e</b> the names of the main parts of the body	• Children will recognise and be able to name external parts of the body	• I know the different parts of my body and can name them	Sc2/2a,2g,4a Cit/3e
• <b>3c</b> how some diseases spread and can be controlled	• To be more careful in everyday life about using preventative measures i.e. not sneezing/coughing over people	• I know it is important to use a tissue if I have a cold and to put my hand over my mouth if I cough	Cit/3c
• <b>3b</b> to maintain personal hygiene	• Children can dress and undress independently and manage their own personal hygiene	• I know it is important to keep clean and I can explain ways of keeping clean (washing hands and keeping hair tidy)	RE/2c, 3p Cit/1b SEAL
	• To know how frequently to change their clothes and why they need to change for PE	• I can talk about why and when I need to change my clothes	
	• To know why to wash clothes often	• I know why it is important to wear clean clothes	
• <b>1b</b> to share their opinions on things that matter to them and explain their views	• To discuss feelings and understand the different types of feelings we experience	• I can talk about my feelings and different types of feelings	RE/2c, 3p Cit/1b SEAL
• <b>1c</b> to recognise, name and deal with their feelings in a positive way	• To appreciate how we manage our feelings • To appreciate the importance of friendships for our well-being	• I know we have different feelings and how we can deal with them • I can talk about how my friends make me happy	SEAL RE/3p Cit/1c

# SRE objectives summary

QCA National Curriculum Guidance (PSHE)  
Year 2

Programme of study requirement	Learning Objectives	Learning Outcomes	Cross curricular links (NC)
• <b>1a</b> to recognise what they like and dislike, what is fair and unfair, and what is right and wrong	• To know my body belongs to me	• I can talk about my body being mine	Sc2/2g
	• To have considered personal space, touch and my body	• I know about personal space, touching and my body	Cit/1a
	• To have considered touches we like and do not like	• I can talk about touches I like and ones I don't like	
• <b>2c</b> to recognise choices they can make, and recognise the difference between right and wrong	• To have discussed arguments	• I can talk about arguments people have	Cit/2c
• <b>3g</b> rules for and ways of keeping safe, and about people who can help them stay safe	• To have explored who are safe people	• I can talk about people who keep me safe	Cit/2d, 2g
• <b>3e</b> the names of the main parts of the body	• Children will recognise and be able to name external parts of the body	• I can point to and name external parts of my body	Sc2/1b,2a, 2f,4a
• <b>4c</b> to identify and respect the differences and similarities between people	• To understand the importance of valuing oneself and others	• I can talk about valuing myself and others	Cit/3e
• <b>3a</b> how to make simple choices to improve their health and well-being	• To develop self awareness of the range of human emotions and ways to deal with them	• I can talk about my own and others feelings	SEAL
	• To consider gender stereotypes	• I can talk about the different jobs and roles that men and women have the chance to do	RE/3k
			Sc2/4a
			Cit/3a, 5d

QCA National Curriculum Guidance (PSHE)  
KS2  
Year 3

Programme of study requirement	Learning Objectives	Learning Outcomes	Cross curricular links (NC)
• <b>4a</b> that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	• To have explored ideas of trust and the qualities and values of friendship	• I can talk about different types of friendships	Cit/2c, 4a, 4d, 4e Missdorothy.com SEAL
	• To have considered that whilst everyone is different, all people are worthwhile	• I can talk about people's differences and what makes them special	
	• To know the components of being a good friend: listening, caring, sharing and having fun	• I can talk about what it means to be a good friend	
• <b>4e</b> to recognise and challenge stereotypes	• To know that being a good friend does not mean having to do everything your friends tell you to do	• I can talk about what to do if my friends tell me to do something I am not happy about	
• <b>4b</b> to think about the lives of people living in other places and times, and people with different values and customs	• To have considered that accepting, tolerating and celebrating differences can help create a better society	• I understand that there are differences in people's lives and that people should accept these to live together happily	Cit/4b, 4e SEAL
• <b>4g</b> where individuals, families and groups can get help and support	• To know we have different friends for different purposes	• I can talk about people who help and support me and my family	Cit/3g, 4d, 4g, SEAL



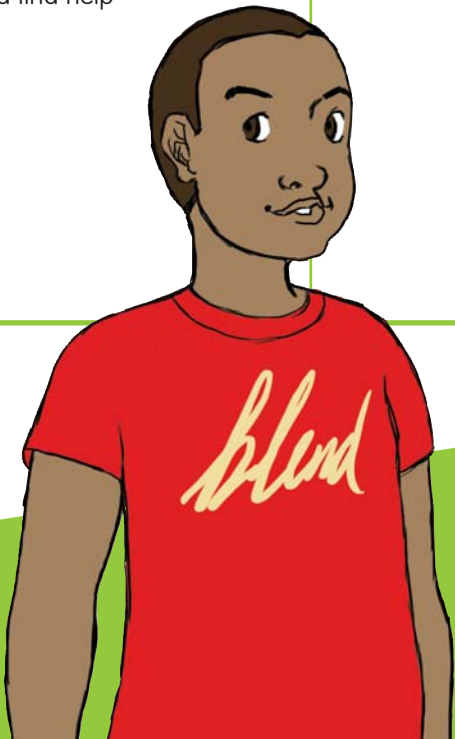
# SRE objectives summary

QCA National Curriculum Guidance (PSHE)  
Year 4

Programme of study requirement	Learning Objectives	Learning Outcomes	Cross curricular links (NC)
• <b>4c</b> to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships	• To have considered a range of different family types	• I know that families come in all shapes and sizes	Cit/4c
	• To have explored some of the differences in relationships between friends and in families	• I know that everyone is different	SEAL Missdorothy .com
• <b>4a</b> that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	• To have identified ways in which they like to be treated by others and how others might like to be treated by them	• I can talk about how I like to be treated and how I think other people like to be treated	SEAL Missdorothy .com
	• To be able to consider how other people feel and how this helps to build friendships and relationships	• I can think about other people's feelings and how this helps with my friendships	
• <b>3e</b> to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable	• To begin to understand the different uses of the word love and the variety of meanings it has and to recognise that love can sometimes be painful	• I can talk about love and its different meanings and how love can sometimes be difficult and painful	SEAL Cit/3c Missdorothy .com
	• To have considered personal space, touch and touches we like and do not like	• I know about personal space and touching and can talk about touches I like and ones I don't like	

QCA National Curriculum Guidance (PSHE)  
Year 5

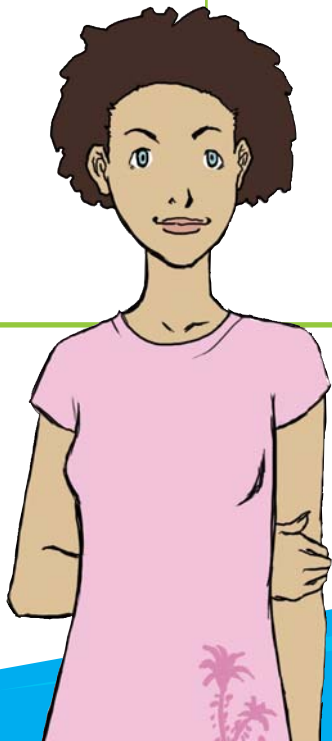
Programme of study requirement	Learning Objectives	Learning Outcomes	Cross curricular links (NC)
• <b>1d</b> to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way	• To have discussed and understand that puberty is a normal part of growing up	• I can describe the changes that happen between childhood and adulthood as part of the human life cycle	125 Programme Cit/1d
	• To know and understand about the physical changes that take place at puberty including menstruation, sanitary wear and wet dreams	• I will be prepared for and can describe what is going to happen to my body during puberty	Missdorothy .com
• <b>3c</b> about how the body changes as they approach puberty	• To recognise and understand changing emotions as they grow up	• I can talk about the different emotions I may go through during puberty	125 Programme Cit/3e, 3f Missdorothy .com
• <b>3f</b> that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong	• To know and understand about keeping themselves safe when involved in risky activities	• I can talk about how to keep myself safe	
	• To understand when it is appropriate to take a risk and when to say no and seek help	• I can decide when I need to take a risk and when to say no and find help	



# SRE objectives summary

QCA National Curriculum Guidance (PSHE)  
Year 6

Programme of study requirement	Learning Objectives	Learning Outcomes	Cross curricular links (NC)
• <b>1d</b> to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way	• To know the differences and purpose of the reproductive organs	• I can label on diagrams the different parts of the male and female reproductive organs and I can describe their functions	Missdorothy .com
	• To know how a baby develops	• I can describe the sequence of events - how, following conception, a human baby grows and develops for 9 months in its mother's uterus before being born	
• <b>3c</b> about how the body changes as they approach puberty	• To know and understand how the body changes leading up to and during puberty	• I can describe the changes in my body and those of the opposite sex as we become young adults	125 Programme
	• To know and understand conception	• I know that conception involves the fertilisation of the human egg by the male sperm.	
• <b>3b</b> that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread	• To know that safe routines can stop the spread of viruses including HIV	• I can describe how viruses spread and how to prevent them spreading (good example in Laying the Foundations p.93/94)	Cit/3b



# Lesson ideas

## Creating a safe and supportive learning environment

It is essential that young people feel safe and supported when learning about sensitive issues such as puberty and sexual health. Producing a 'Working Together' Agreement will help ensure all pupils are comfortable and feel able to contribute. Ideally, group agreements should be negotiated with each group of children and reviewed with them from time to time. Make sure that the agreement is displayed during each SRE lesson and refer to it at the beginning of each lesson and, if necessary, during the lessons. An example of a Working Together agreement for KS2 children is given below.

To enable the young people to learn and explore sensitive issues it is essential that teaching techniques are used to de-personalise learning situations. Activities should aim to use distancing techniques, such as role-play, case studies and puppets to avoid disclosures. The use of a 'secret' question box will allow children to ask questions anonymously. This is so that the pupils – as well as the teachers – do not feel exposed, vulnerable or under pressure to reveal their own personal experiences. It is always important to bear in mind that there will be a wide range of experiences, attitudes and values within any classroom. You will need to be sensitive to this range of experiences and try not to make assumptions about your pupils and their families.

## Our Working Together Agreement

### We will listen well to each other and take turns to speak

We won't talk when others are talking. We will look at the person who is speaking. We will show by our body language that we are listening.

### We will be kind and respectful to each other

No hurtful comments, expressions or mocking what anyone else says. It's OK to disagree with someone else's opinion but not to be unkind. Challenge or question people for what they say, not for who they are.

### It's OK to ask questions and be interested in these lessons

That's how we learn and get the facts right. Ask a question even if you think that everyone else knows the answer (they often don't!). You will get a chance to write your questions down if you don't want to ask them out loud.

### You can be quiet if you want to

Taking part is your choice.

### It's not OK to ask each other or the teacher personal questions

We are here to learn together, but no one has to say anything about their body or their life unless they choose to.

### It is OK to get things wrong and make mistakes

Learn from everyone – not just me.

### It's OK to laugh and have fun, but it is not OK to laugh at other people.

Some of the things we will be learning about and discussing are serious but there will be times when we can be relaxed and have fun.

### It's not OK to gossip about each other.

Nothing we are talking about is 'secret' – in fact it would be wonderful if you talked about these lessons and what you have learned with your parents and other adults who care for you. However, it is not OK to gossip about what others say or to talk about some of the things we discuss with younger children who may not be mature enough to understand.

### The adults in this room have a 'Duty of Care'

That means that if anyone tells us anything that makes us feel that they, or someone they know, is being hurt or is in danger, we have to tell someone else who can help (but we will always discuss it with you too).

## Assessment and evaluation

Assessment, evaluation and monitoring play a key role in the development of effective SRE. QCA has produced guidance that establishes a national standard to help teachers and pupils set high expectations and assess progress and attainment. These can be downloaded from [www.qca.org.uk/9473.html](http://www.qca.org.uk/9473.html) and include:

- Non-statutory end-of-key-stage statements and PSHE at key stages 1-4
- Guidance on assessment, recording and reporting

It is essential to process the learning and enable children to reflect on what they have experienced and achieved by taking part in the lesson. It is important to allow enough time at the end of the session for assessment. If this is not done the children may leave the classroom having enjoyed the activities but not knowing what the point of the lesson was? Lesson evaluations can be used to assess what has been learnt and understood and to inform the planning of future lessons.

### Some typical questions could be:

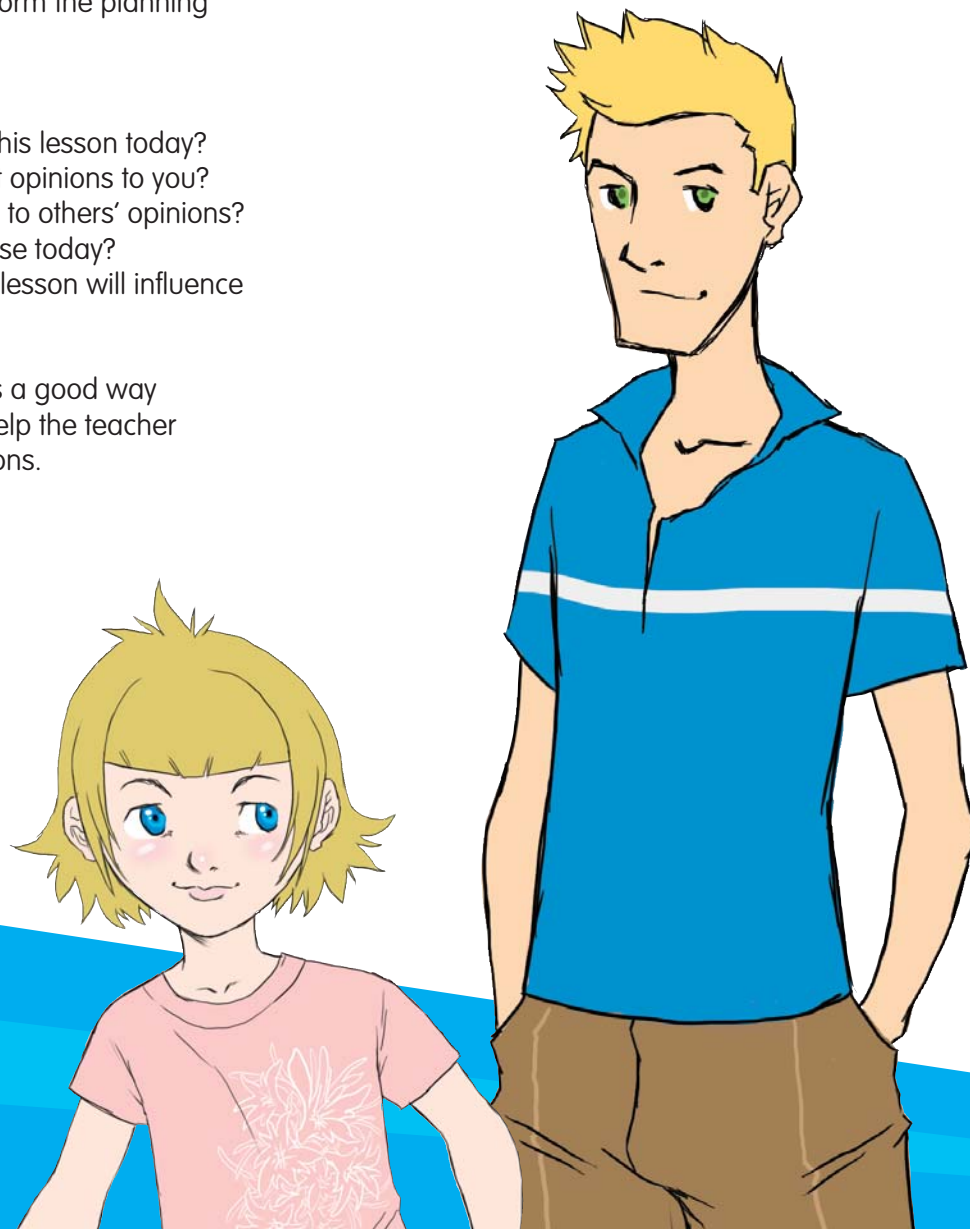
- What was it like taking part in this lesson today?
- Did other people have different opinions to you?
- What did you learn by listening to others' opinions?
- What skills did you learn and use today?
- Do you think taking part in this lesson will influence or change your behaviour?

The anonymous questions box is a good way of assessing learning and can help the teacher prepare for the subsequent lessons.

## Evaluation

Evaluation is a process through which judgements are made about how effective particular activities, materials and approaches have been in meeting specific aims and objectives. The SRE programme should be regularly evaluated by the children, teachers, parents and carers. Ofsted highlights evaluation as an area that needs to be addressed and improved. Teaching Assistants could help by observing pupil's engagement in the lessons (see Laying the Foundations – SRE in Primary Schools for examples of assessment and evaluation methods).

The Healthy Schools team recommends 'Assessment, evaluation and sex and relationships education: A practical toolkit for education, health and community settings.' Blake S and Mutton S (2004) Also recommended is the Spotlight briefing on assessment which can be downloaded from: [www.ncb.org.uk](http://www.ncb.org.uk)



## Foundation

### Form good relationships with adults and peers

(The Early Year Foundation Stage (DfES 2007), Personal, Social and Emotional Development)

### Lesson ideas

- Warm-up with trust exercises. In threes, ask two pupils to gently rock a standing partner or guide a blindfolded partner around the classroom.
- Talk about and mime different feelings
- Talk about how we can be kind and caring in school. How does it make you feel when someone is kind to you?
- Give the pupils mirrors so they can look at their face when it is being kind, caring, unkind and uncaring
- Role-play different situations where pupils are being kind and caring in the playground
- Talk about the ways that we are different or similar. Sit in a circle and ask pupils to stand up if they like playing games, like telling jokes, can run fast, have dark hair etc, etc. Explain why it is important to accept people and included everyone
- Use drama to role-play situations that involve teasing. Freeze-frame the role-play and ask the pupil being teased to say how it feels to be teased. Ask the group to say what the pupil could do or say to stop the teasing
- Plenary session: Sum up the ways of being kind and caring and not teasing each other
- Have a display in the classroom showing images of people being kind and caring

## Books:

I Like Me, I Like You - Anholt (2001)  
The Ugly Duckling - Anderson (1993)  
Amazing Grace - Hoffman (1993)  
Willy the Wimp - Browne (1995)

### Dress and undress independently and manage their own personal hygiene

(The Early Year Foundation Stage (DfES 2007), Personal, Social and Emotional Development)

### Lesson ideas

- Dress a teddy bear. Which clothes do we put on first? Dress the bear for a holiday, a rainy day etc.
- Play 'Dress The Teddy' on 'My World 3' (Dial Solutions, 2003) – an educational ICT program
- Talk about when we need to dress and undress at school. What do we do when we get changed for PE?
- Demonstrate how to wash hands including good rinsing and drying
- If possible, gather groups of pupils around a sink to observe and guide their hand washing before eating the National Fruit Scheme's fruit and vegetables or taking part in cooking
- Extension activities: Set up a home corner in the role-play area with aprons to wear and laundry and crockery to wash

## Books:

I Like Me, I Like You - Anholt (2001)  
The Tale of Mucky Mabel - Willis (1985)

## Resources:

My World 3 (Dial Solutions, 2003)

## QCA Guidance for PSHE Year 1

### Lesson ideas

#### (3b) To maintain personal hygiene

- Talk about why it is important to wash and dry our hands properly. Try out in class.
- Design posters to remind people to wash their hands before preparing food, before eating, after using the toilet, after handling animals etc
- Arrange for a parent to come in and bathe their baby
- Talk about washing and changing clothes and why this is important
- Have a laundry basket with various items of clothing, make a washing machine from a large cardboard box, have a washing line and pegs, toy ironing board and iron in the 'home corner'
- Play Kim's game: put objects related to keeping clean and healthy on a tray. Remove one object at a time (under a cloth so the children cannot see) and ask them to say which object is missing. Talk about the game and why each of the objects is important in helping us keep clean and healthy
- Song: This is the way we... (wash our hands, brush our teeth, wash our hair etc)

#### (3c) How some diseases spread and can be controlled

- Use a body outline and talk about all the things that go into our bodies and how they get in, write things inside the body outline. Divide the things into two categories: things that are 'good for the body' and things that are 'bad for the body'. Introduce the idea of germs that get into the body and cause illnesses.

Make a class list of rules around the body outline (eg, don't smoke, don't eat too many sweets, wash your hands, go to the dentist). Ask the children if they have had any injections and what they were for, then add to the list 'Go to the doctor to have your injections'.

- Plenary session: Circle time round: 'One thing I am going to do to keep myself clean and healthy is....'

#### Books:

A Piece of Cake - Murphy (2002)

The Smelly Book - Cole (2001)

When Dad Did the Washing - Armitage & Armitage (1992)

#### Sheffield Schools Library Service:

Health and Hygiene section

Human Body section

Diseases section



#### (3e) The names of the main parts of the body

- Use a large body outline and ask the children to stick prepared labels on appropriate parts of the body. Ask them if they know the names of any parts of the body that are inside (lungs, heart, stomach etc) and draw and label these. (You could use an interactive whiteboard for this activity).
- Channel 4 Living and Growing series: Unit 1, programme 1 (Differences). Workbook, activity sheet 4
- Look at pictures of some babies with few or no clothes on. Talk about what each baby is like and what they will be like when they grow up. Ask how we can tell whether each is a boy or a girl? Introduce words (which have previously been agreed with Governors, Staff and Parents) such as penis, testicles, vagina, clitoris and womb and explain these are the parts which enable people to become a mother or a father when they grow up, if they choose to
- Use a laundry basket full of various items of clothing to discuss which may be clothes that are worn by a girl or a boy; which would be worn by a baby, a small child, a teenager, an adult. Talk about which items are used to cover 'private' parts of the body
- Songs: Head and Shoulders, Knees and Toes ... This is the way we... (nod our head, shake our arms, hop on one leg, wiggle our bottoms etc)

#### Resources:

Channel 4 Living and Growing series



## QCA Guidance for PSHE Year 2

### Lesson ideas

#### (1a) To recognise what they like and dislike, what is fair and unfair, and what is right and wrong

- Circle time rounds eg: Things I like are....; Something that is fair is ...; I don't like it when...

#### (2c) To recognise choices they can make and recognise the difference between right and wrong

- Video: WATCH - Ourselves (BBC) Programme 1 (What can I do when I feel bad about things?)

### What Could You Do?

- Think about some situations which are appropriate for your class and write them on slips of paper. For example:
  - You are in the playground at dinnertime. You and your friend are very cold. Your friend sees that the door into school is open and suggests you go inside to your classroom to warm up. You know it is against school rules to go in at dinnertime. What could you do?
  - You and your friend are in a shop that sells mix-up sweets. The shopkeeper is busy serving other people. Your friend says, 'Quick, steal some sweets for us. No one will see you!' What could you do?
  - Your Nan takes you to the fun fair. Your Dad has given you enough money for three rides and one drink. However, there are six rides that you want to go on. What could you do?
  - Your friend has invited you to his uncle's house for a party. There are lots of empty glasses in the kitchen and one of them has some beer left in it. Your friend suggests that you both take a sip of the beer. What could you do?
  - There is one person in your class who bullies everyone by being unkind, calling people names, shouting and sometimes hitting them. One day when you are in the dinner line this child pushes in front of you. What could you do?

- Start by asking the children to talk about all the possible choices they might have if they were lost in the supermarket or another place. Point out that because the class shared ideas they have thought of a lot of different options. Talk about the fact that the first idea that comes to mind may not always be the best option and that exploring all the possibilities is helpful in decision making. Explain that it is useful and important to be aware of all the choices before making a decision. Ask for a volunteer to select a situation slip and describe some of the options they could do in that particular situation. Ask the other children to offer different suggestions. When all the situation slips have been discussed remind the children about the importance of considering as many options as possible when making decisions. Finish with each child saying one thing they have learnt about considering all the choices before making a decision.

#### (3a) How to make simple choices that improve their health and well-being

- Talk about choices we make each day. Ask the children what choices they have already made today eg: what to have for breakfast, which shoes to wear, who to play with at break, what to have for lunch etc. Talk about which of these decisions helps someone to be healthy - why or how? Ask the children what decisions parents and teachers make for them. Help them to understand that they make hundreds of choices daily. Explain that some choices are easier to make than others. Some seem automatic; some require more thought and some are more important. Ask the children to draw a picture of a choice they made which makes them feel happy and one which makes them sad or angry or one which they later regretted having made.

#### (3e) The names of the main parts of the body

- Channel 4 Living and Growing, Unit 1 - Differences. Resource book - Activity sheets 3, 4 & 5. The DVD comes with easy to follow guidance notes for teachers. *(It is important that the content of the DVD has previously been agreed with Governors, Staff and Parents)*

### Book:

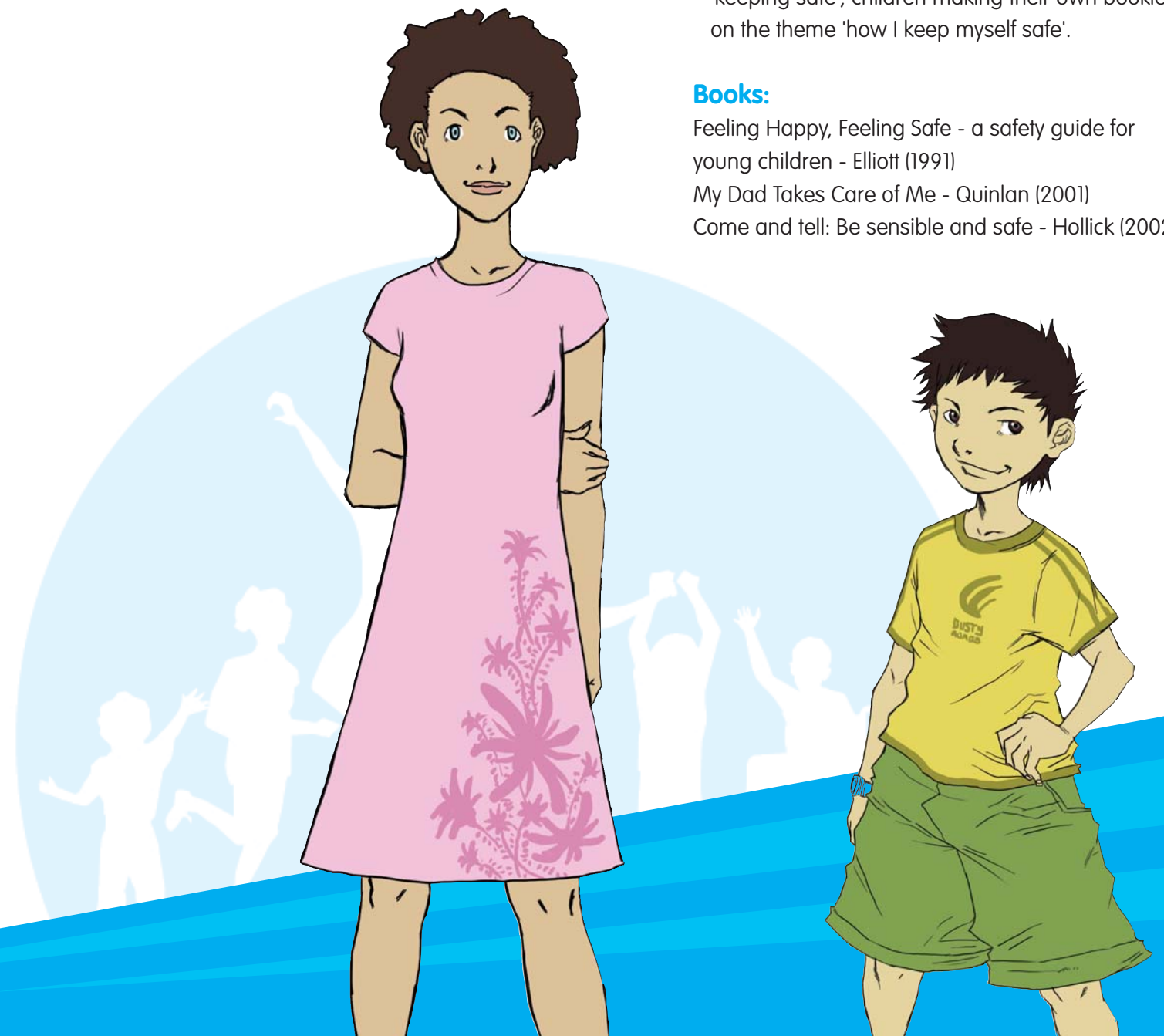
It's not the stork! - A book about Girls, Boys, Babies, Bodies, Families and Friends - Harris (2006)

#### (3g) Rules for, and ways of, keeping safe and about people who can help them stay safe

- Discuss with the children 'people and things which are safe' and 'people and things which are not safe'. Ask the children what they need to do to make sure that they keep safe. Discuss their ideas. Make two lists, one headed DO and one headed DON'T, and get the children to give their ideas. You might develop this work in a number of ways including: make a whole class collage on the theme 'how we keep ourselves safe'; children writing and illustrating stories on the theme 'keeping safe'; children making their own booklets on the theme 'how I keep myself safe'.

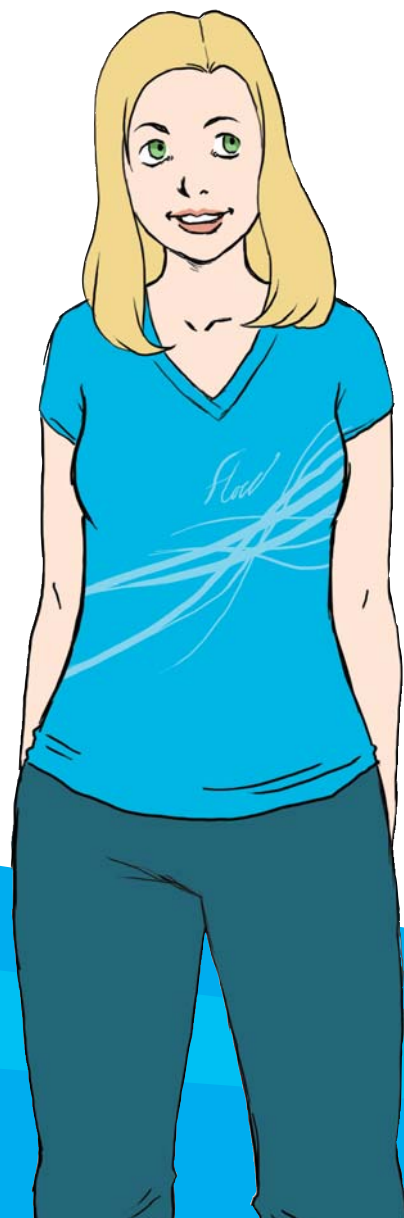
### Books:

Feeling Happy, Feeling Safe - a safety guide for young children - Elliott (1991)  
My Dad Takes Care of Me - Quinlan (2001)  
Come and tell: Be sensible and safe - Hollick (2002)



## (4c) To identify and respect the differences and similarities between people

- Video: BBC WATCH - Ourselves: Programme 2 (Me and my family), and Programme 3 (Me and my friends)
- Same/Different  
Ask each child to think about 2 ways they are similar to everyone else in the class and 2 ways they are different. Give each child 4 slips of paper and ask them to draw and/or write 2 ways they are similar and 2 ways they are different on them. Collect in the 'similar' slips and go through them discussing them as you go. Repeat this with the 'different' slips. Discuss how we all have similarities



- and differences. What is good about having similarities and things in common with other people? What is good about people being different?
- Feeling Different (to look at why we feel people are different)  
Explain to the class that they are going to play an observation game. A group of pupils will be asked to go into the centre of the circle and each time the rest of the class must try to identify who is the odd one out and say why. NB: Make sure the 'out' person is 'in' in other parts of the activity. Select pupils who fit the following situation:
    - Four pupils who are wearing a similar item of clothing and one who isn't
    - Four pupils who are black and one who isn't
    - Four same sex pupils and one different
    - Four with blond hair and one with brown hair
    - Four pupils holding hands (2 x 2) and one not
 Add more as appropriate. Once identified each 'out' pupil can be asked questions by the rest of the class about how they felt. E.g: good/bad; happy/sad; proud/ashamed etc.

### Books:

Princess Smartypants - Cole (1996)  
Dulcie Dando-Football Player - Stops (1992)  
Dr Xargle's Book of Earthlets - Willis (2002)  
But Martin - Counsel (2005)

## QCA Guidance for PSHE Year 3

### Lesson ideas

## (4a) That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

SEAL materials

## (4b) To think about the lives of people living in other places and times and people with different values and customs

Book: Children of the World, Just Like Me (Oxfam)

## (4e) To recognise and challenge stereotypes

Male/Female roles

- Give small groups a large sheet of paper divided into three columns: female, male, either. Ask them to first think about clothing and to write/draw which types of clothes they think it is OK for females to wear, which for males and which either can wear. Repeat the activity for other categories such as jobs, tasks around the house and in school, children's toys, children's games, playing sports etc. Display the children's work and discuss their ideas. In particular focus on aspects of stereotyping and where necessary give examples of men and women who do not fit the stereotypes. You might also discuss: how people might feel if they do not fit the stereotype, how might other people treat them, how gender roles have changed over time, how they might change in the future.

### Books:

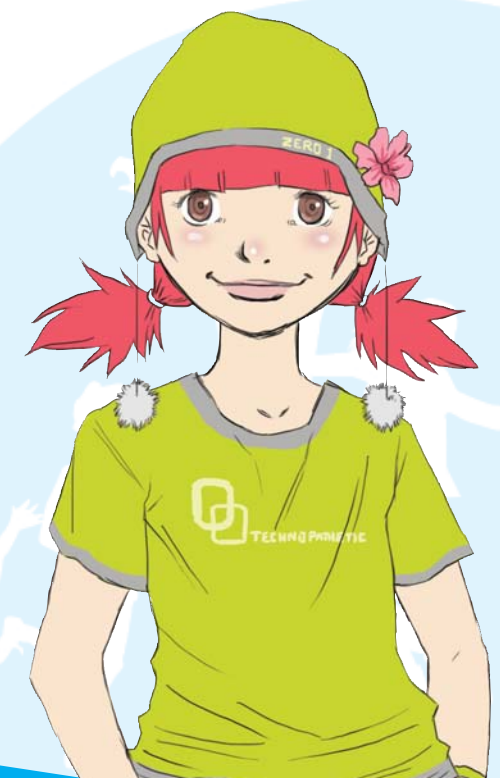
Princess Smartypants - Cole (1996)  
But Martin - Counsel (2005)  
Dulcie Dando-Football Player - Stops (1996)

## Ages and stages

- Circle time rounds eg: 'I can get help from...' ; 'people who can help my family and me are...'
- Talk about the fact that we all have problems sometimes and we may need help to solve the problems. Give examples of problems children may encounter and ask if the children think they can be solved alone or if assistance may be required. Choose situations that suit your children's age, abilities and needs. For example:
  - You are at home and smell smoke
  - You and a friend see a syringe in the park
  - You are at school and you feel ill
  - You and your brother argue about what game to play
  - A member of your family drinks a lot of alcohol and you are worried
  - A friend tells you that a relative has been hurting him/her

Talk about why a child would need help from an adult for most of the above situations. Ask the children to talk about other examples of situations which need adult assistance. Talk about times when an adult might need assistance.

Adapted from Project Charlie Years 1-4, Relationships section



## Lesson ideas

### QCA Guidance for PSHE Year 4

#### Lesson ideas

**(3e) To recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable**

Books:

Feeling Happy, Feeling Safe - Elliott (1991)

Stranger Danger - Fine (2000)

Secrets: White Families - Rouf (1989)

**(4a) That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view (4a)**

#### SEAL materials

**Scenarios** - examples in Laying the Foundations  
- Choices & Consequences (page 106)

**(4c) To be aware of different types of relationships, including marriage and stable, loving relationships, those between friends and families, and to develop the skills to be effective in relationships**

- Ask everyone to draw a family without discussing it. Choose some drawings to discuss. Ask the artist to explain who is in their picture. Follow with discussion about what a family is, who may be in it and different types of family, including gay and lesbian parents/carers.

#### Families of all kinds

- Ask the children to think about all the people in their family network, including carers and close friends. Ask them to draw a large circle with a small picture of themselves in the middle. Ask them to draw all the people who are important to them, putting the most important closest to them and the rest at a relative distance away (explain that you

are not talking about the physical distance that people live but emotional importance. Make a list of all the different types of people the class has included: parents, grandparents, foster parents, step-parents, aunts/uncles, cousins, friends, parents' friends and so on. Talk about how we all come from different types of families. Discuss how we should be proud and glad we are all different and respect people's right to be different.

- Values continuum: this is an attitudes/values activity which involves you reading out statements and children deciding whether they agree or disagree with them. Use a line continuum (ranging from 'strongly agree' through 'not sure' to 'strongly disagree') where the children stand on the point on the line represents their view. Once children have decided on their views discuss each statement. Statements might include:

- Everyone wants to get married
- It is best to be an only child
- Big families are best
- Sometimes it is best if Mums and Dads live in different houses
- All women want to have children
- A man can be just as good at looking after a baby as a woman
- Two men can love each other
- Two women can love each other etc.

In summary discuss what the children have learnt, whether they have changed their mind about anything and whether they think they will always have the same views when they get older.

- Circle time discussion: 'The sort of friend I would like to be is ....'
- Recipe for a good friendship/relationship

Sheffield Schools Library Service:

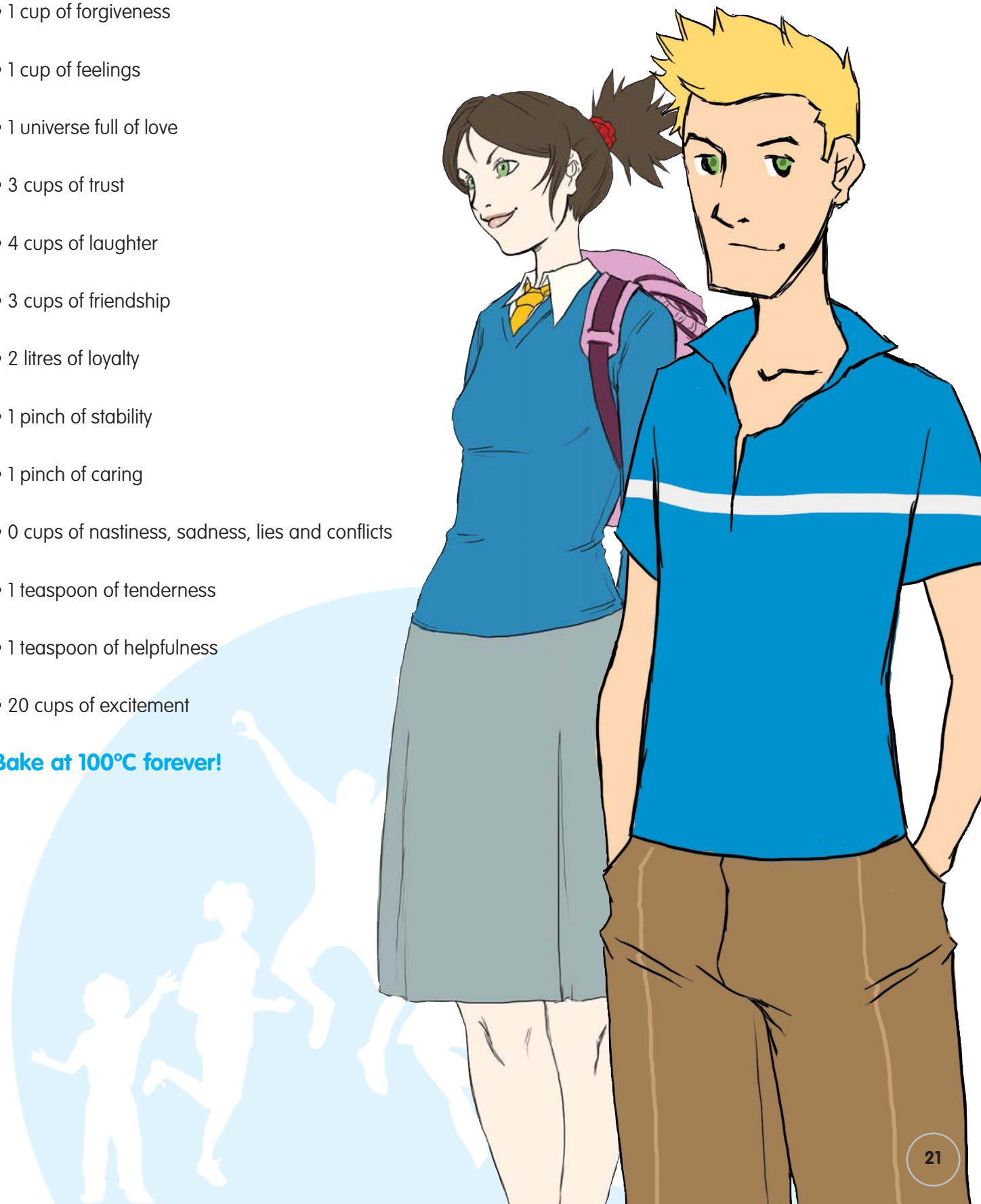
Friends and Families and Customs and Religions section

## A good relationship is made up of many different ingredients -

### Recipe for a good relationship

- 1 cup of forgiveness
- 1 cup of feelings
- 1 universe full of love
- 3 cups of trust
- 4 cups of laughter
- 3 cups of friendship
- 2 litres of loyalty
- 1 pinch of stability
- 1 pinch of caring
- 0 cups of nastiness, sadness, lies and conflicts
- 1 teaspoon of tenderness
- 1 teaspoon of helpfulness
- 20 cups of excitement

**Bake at 100°C forever!**



## QCA Guidance for PSHE Year 5

### Lesson ideas

#### (1d) To recognise as they approach puberty how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

##### Time line activity:

My Lifeline .... So far ....

Think about the important things that have happened in your life. Mark all of your 'special events' on your lifeline. Try to find two events for each year.

Here are some important events which may have happened in your life so far ...

- Growing a tooth
- Learnt to ride a bike
- Learning to walk
- Breaking your arm
- Getting a dog
- Winning a prize
- Starting school
- Moving house
- A baby brother or sister being born
- Going on holiday
- Going into hospital
- Someone dying

##### What's next?

In pairs, think about the things that you might do, or that may happen to you in the next 10 years. Try to think of some positive things and some that are not so positive. Write the events on post-it notes and stick them onto one of the flip chart sheets. (Flip chart sheets labelled: Healthy choice, Risky behaviour).

What factors make a difference? What can influence the choices we make?

#### (3c) About how the body changes as they approach puberty

- DVD: Channel 4 - Living and Growing Unit 2 & 3 (Changes, Girl Talk & Boy Talk) Activity sheets from workbooks
- Toiletries box - fill a box with lots of toiletry items, including sanitary products. Label 3 small baskets 'essential', 'useful', 'luxury'. Ask for a volunteer to pick one item from the box, say what it is and decide whether they think it is an essential item, a useful item or a luxury item. Ask them to place it in the relevant basket. Discuss with the whole class items such as razors and promote lots of discussion about gender and cultural issues. When a volunteer picks out the sanitary towels or tampons discuss how they are used and personal choices and the importance of regular changes etc. Hopefully at the end of this exercise you will have agreed that very few items are 'essential' (i.e. soap and toothbrushes) and that it is possible to stay clean and fresh without expensive products (though it is nice to have them!).

#### (3f) That pressure to behave in an unacceptable or risky way can come from a variety of sources, including the people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

Stop, Think, Do (NB this activity links to SEAL Peaceful Problem Solving: Ready, Steady, Go, Replay)

- Discuss how we make decisions and how we let other people know how we feel. Talk about how many decisions we make in a day. Write some of the decisions up on a flip chart. Stop, Think, Do model: Based on Traffic Light symbols - Stop (what is the problem?); Think (come up with 3 or 4 possible alternative courses of action); Do (discuss each alternative and think about what the outcome might be. Decide which might be the best solution).

Let a member of the group pick out a situation card and use STOP, THINK, DO model to work out a solution.

- Marie wants to go to the shops with her friends but she hasn't got any money, she knows her mum has £10 in her purse. What could she do?
- Keeley is in the park with her friends, they want to stay another hour, and they want her to stay but she's supposed to be home. What could she do?
- Tiffany is at her cousin's party and everyone else is older than her. A boy she likes keeps asking her if she wants some vodka. Her mum has told her not to drink alcohol but she really likes him. What could she do?
- Sally likes a Y7 boy who lives near her. Her friends have found out she likes him and they have been texting him all the time pretending the messages are from Sally. Now he has stopped speaking to Sally when he sees her in the street. What can she do?
- Tasmin's friends are being really horrid to her lately. Every time she walks up to them in the playground they stop talking and when she walks away they often whisper and laugh. What could she do?

- Who Influences You? (Project Charlie, Years 5 - 7, Lesson 9) Aim: To understand the influences others and we have on our thoughts and behaviours.
- Asking for What You Want (Project Charlie, Years 5 - 7, Lesson 14) Aim: To consider ways to communicate effectively and to know how to behave assertively.
- 'I' Statements (Project Charlie, Years 5 - 7, Lesson 15) Aim: To enable young people to understand the importance of communicating feelings and to provide a strategy which can be used to express feelings and to request a change in behaviour without judging, threatening or blaming.
- 'Advice Line' letters (see attached examples) can be used in role-play, using telephones or letters
- Body Board (Headon Productions) - physical and emotional changes available from Sheffield Schools Library
- Rollercoaster pack (Centre for HIV and Sexual Health) - Changes exercise available from Health Library, Fulwood
- Questions box (for anonymous written questions about puberty)

##### Books:

Hair in Funny Places - Cole (2001)  
What's Happening to Me? (Girls) - Meredith (2006)  
What's Happening to Me? (Boys) - Frith (2006)



# Lesson ideas

## QCA Guidance for PSHE Year 5 (1d, 3c, 3f)

### Dear Advice Line

I really like this girl in my class. I think I fancy her. The problem is every time I think of talking to her I go all shy and blush. What can I do?

Peter, aged 11

### Dear Advice Line

I have been friends with Paul for a long time. I really like him but last week he tried to kiss me. I just want to be friends but I don't want to be his girlfriend. How can I tell him without making him upset?

Mandy, aged 11

### Dear Advice Line

My best friend does not want to play with me anymore. When I call at their house they always look miserable and say they are too tired to come out. I think something is wrong but I do not know what. What do you think I should do?

Hanif, aged 11

### Dear Advice Line

I've been flirting with this gorgeous boy called Jay for the past few months. Finally I asked him to go out with me. He shouted "No!" and I was so embarrassed. A few days later he asked me to go out with him. What should I say?

Robyn, aged 12

### Dear Advice Line

I am 13 years old and I love sport. I am in the football team and the basketball team at school and I go to swimming club after school. Last week my school had a Valentine's Disco and all my mates were talking about which girls they fancied. I don't fancy any of the girls I know - am I normal?

Simon, aged 13

### Dear Advice Line

We have been doing sex and relationships at school and we have seen videos about sexual intercourse and how babies are born. I think it all seems a bit yucky and embarrassing. Does everybody have to have sex?

Sally, aged 11

### Dear Advice Line

I really, really like my friend Emma. I want to spend as much time as possible with her and I think about her a lot when we are apart. I am worried that I am not normal as all my friends talk about fancying boys. What do you think?

Sue, aged 12

### Dear Advice Line

I was walking down the corridor at school when a boy I didn't know grabbed me, and squeezed my breasts and then ran off. I feel very upset and I don't want to go to school next week. I am too embarrassed to tell my mum. What should I do?

Sheena, aged 12

### Dear Advice Line

I have been best friends with Kelly since we went to nursery and we have always done everything together. Now she has started to go around with some girls from the secondary school and she doesn't seem to want to be with me any more. I really miss her. What can I do?

Claire, aged 11

### Dear Advice Line

I was going out with a girl in my class and I really liked her. She said she would meet me in the park after school, but when I got there she did not turn up. When I got to school the next day three of her friends laughed and told me she had dumped me. I would really like to know why but I don't want to ask her in front of her friends. What could I do?

Leroy, aged 11

### Dear Advice Line

I have started to get hair under my arms and between my legs and my voice is getting deeper. I am worried that my penis seems a lot smaller than other boys' penises. Will it get any bigger?

Harry, aged 11

### Dear Advice Line

Some days I feel really great but sometimes I feel really bad tempered and I fall out with my family and friends. I feel really bad when I have behaved like this, but I don't seem to be able to do anything about it. What can I do?

Kevin, aged 11

### Dear Advice Line

My mum doesn't seem to understand anything about puberty! She refuses to buy me deodorant even though I need it. All my mates tease me and say I smell. I am also worried that when I start my periods, Mum won't allow me to get pads or tampons. My friends' mums all buy them bras and stuff so I feel really left out.

Matilda, age 11

### Dear Advice Line

I have always been good friends with my cousin but lately I have noticed that after we have been to dancing class she smells sweaty. I always have a shower when I get home but she says she doesn't need one. I am worried that her other friends will start to notice. How can I tell her she needs to wash more without hurting her feelings?

Jasmin, age 11

### Dear Advice Line

My problem is that my Mum is often ill and she does not feel well enough to clean the house and do the washing. Sometimes I don't have any clean clothes or underwear and my PE kit hasn't been washed. I hate wearing dirty clothes, especially pants and socks. What can I do?

Rosie, age 10



# Lesson ideas

## QCA Guidance for PSHE Year 6

### Lesson ideas

**(1d) To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way**

- Advice Line' letters (see attached examples)
- Body Board (Headon Productions) - available to loan from Sheffield Schools Library Service, Bannerdale

### Books:

Are You There God? It's Me Margaret - Blume (1998)  
Blubber - Blume (1998)  
The Divorce Express - Danzinger (2007)  
The Suitcase Kid - Wilson (2006)

**(3b) That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread**

- Two body outlines - children discuss and record ideas about how infections pass from one person to another. Discuss HIV.
- Red Ribbon Project (Contact Centre for HIV and Sexual Health, 0114 226 1900)

### Books:

Two Weeks With the Queen - Gleitzman (2003)  
We're Talking About AIDS - Bryant-Mole (1995)  
Come Sit By Me - Merrifield (1990)

**(3c) About how the body changes as they approach puberty**

- DVDs: Channel 4 - Living and Growing Unit 3 (Girl Talk, Boy Talk)
- DVDs: Channel 4 - Living and Growing Unit 2 (How Babies Are Made/Born)

### Activity sheets from workbooks

- Puberty Quiz
- The Primary School SRE Pack (Healthwise) 2005 p65 - p69

### Book:

Life Story - Macnair (2004)



# Puberty quiz

## What does chocolate do to your body?

- a) Gives you spots
- b) Makes you attractive to other people
- c) Makes you fatter
- d) Ruins your teeth

## What is puberty?

- a) Changing from milk teeth to permanent teeth
- b) Changing from a child to an adult
- c) Changing into your PE kit
- d) Changing your clothes

## If you have greasy hair you should:

- a) Wash your hair morning and night
- b) Stop eating fry-ups
- c) Wash your hair everyday with a shampoo for greasy hair
- d) Never wash your hair

## Why do women have breasts?

- a) To look glamorous
- b) To help their balance
- c) To feed a baby
- d) So they can wear a bra

## What does an ovary produce?

- a) A flower
- b) An egg
- c) A baby
- d) Saliva (spit)

## What do testicles produce?

- a) Water
- b) Sperm
- c) Spots
- d) Urine (pee)

## Boys' voices sometimes sound squeaky because:

- a) The muscles of the larynx (voice box) get momentarily out of control
- b) They will develop a high voice
- c) They have a throat infection
- d) They are nervous

## The average age to start a period is:

- a) 8-10 years old
- b) 16-18 years old
- c) About 12 years old
- d) 45-50 years old

## Boys should start to shave:

- a) When they have a few hairs on their top lip
- b) When they feel it's right
- c) When they have a moustache and beard
- d) When they are over eighteen



# Sample Lesson Plans - male & female (KS1)

(Taken from Laying the Foundations, Martinez and Cooper 2006)

**In this lesson the children learn about body parts; talk about the differences between boy and girl babies; and match baby animals to their parents.**

## Learning objectives for this lesson

Children will:

- Be able to name the main external parts of the body
- Understand the differences between male and female, and learn the agreed names of the sexual parts
- Understand that all babies, human and mammals, have mothers and fathers

## You will need

- Body outline
- Labels with the correct names of body parts
- Pictures of babies
- Interactive whiteboard (if available)

## Working agreement

Remind the children of the working agreement and emphasise that it's OK to laugh at something funny but not at another person.

## Opening activity

Explain to the children that in this activity, you will ask them to move around the classroom. Then you will clap your hands and call a number and the name of part of the body (arms, legs, knees, fingers).

At this, the children should join together in groups of the appropriate number with that part of their bodies touching. Now begin the activity.

## Main activity

In a whole group or small groups, have a large sheet of paper with a body outline drawn on it (alternatively draw round a child). Ask the children to stick the prepared labels on appropriate parts of the body.

Ask them if they know the names of any parts of the body that are inside (lungs, heart, stomach) and draw and label these. Alternatively you could use an interactive whiteboard for this activity, moving and placing labels for naming body parts.

Now show the children pictures of some babies with few or no clothes on. Talk to the children about what they think each baby is like and what they will be like as they grow up. Ask how we can tell whether each is a boy or a girl? Introduce words like penis, testicles, vagina and womb and explain that these are the parts which will mean that we can become a mother or a father when we grow up.

Show some pictures of animal babies and their adult parents, then match them into families while talking about the differences between male and female. Include a human trio.

## Closing activity

Go round the class, asking each child in turn to complete the sentence 'Something I've learnt about bodies today is...'.

Sing a song about body parts such as Heads, shoulders, Knees and Toes or Dem Bones, Dem Bones.

## Additional activities

Make a wall display of animal babies and their parents. You may wish to use a video such as BBC's Birth, Care and Growth or C4's Living and Growing Unit 1 (with resource book) to help you with these activities.

## Additional resources

- Video: Living and Growing Unit 1 (with resource book) (C4)
- Video: Birth, Care and Growth (BBC)
- Book: My Body Your Body (Manning and Granstrom 1999)

## Differentiation

**Children needing more of a challenge:** could label the different organs in the body with their name and function, for example 'lungs – help you breathe', 'heart – pumps the blood'.

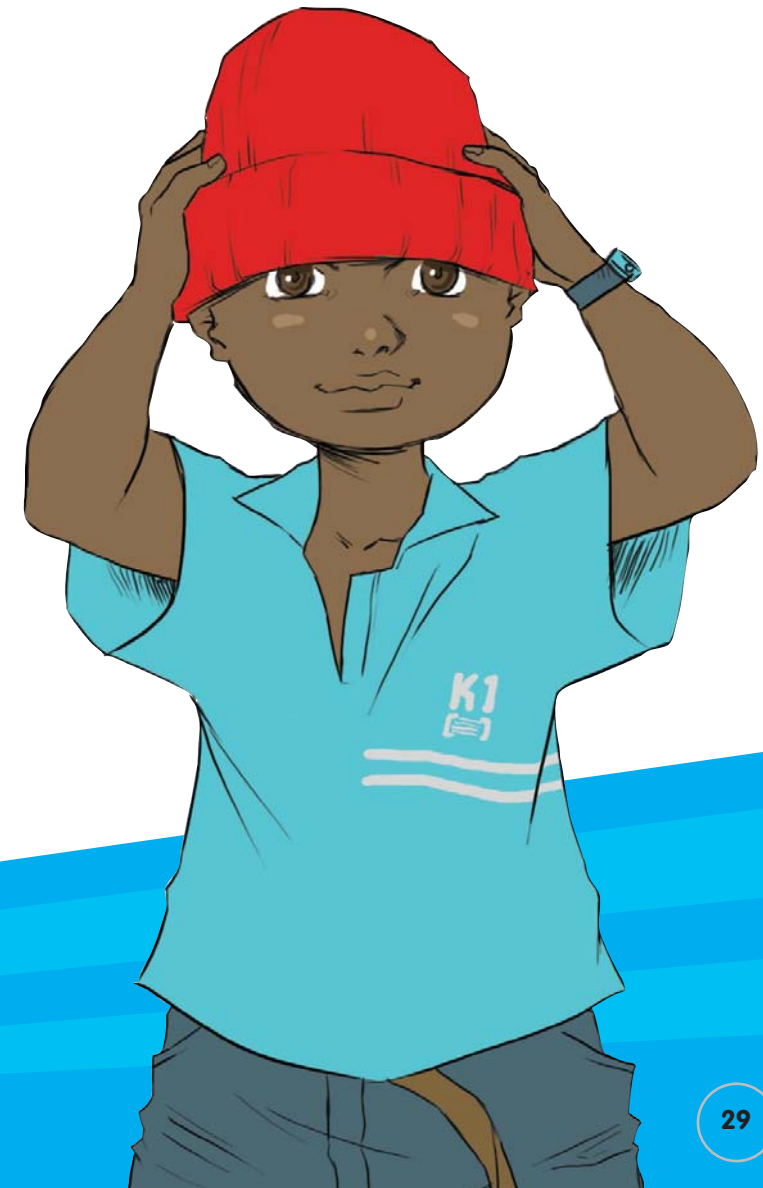
**Children with additional learning needs:** could match shapes and words pictorially. Give a line-drawing outline of a body on A3 paper, with outlines of major organs drawn in. Have words on cards that are the same shape as the organ. This reinforces knowledge of where these organs are in the body as well as encouraging word recognition.

## Assessment

Collect children's 'home names' for their sexual body parts, for example willy and boobs, then ask them to match them up with the correct names to check their level of understanding.

## What if...

...children get very giggly about names of sexual body parts or say that it's dirty to talk about them? Remind them that people do often giggle if they are talking about something they don't usually talk about, but that it's really important to learn how your body works. Explain that all the parts of the body have an important job to do and that, though we generally keep them private, there's nothing bad about them.



# Sample Lesson Plans - Reproduction & Birth (KS2)

(Taken from Laying the Foundations, Martinez and Cooper 2006)

**In this lesson the children consider the major stages in someone's life. They see a video of human pregnancy and birth, and are told about sexual intercourse. They hear a story and then have the chance to ask questions anonymously.**

## Learning objectives for this lesson

Children will:

- know and understand about the processes of reproduction and birth as part of the human life cycle.

## You will need

- Whiteboard/flip chart
- Video of human pregnancy and birth

## Book:

There's a house inside my mummy -  
Andreae & Cobban (2002)

## Working agreement

Remind the children about the working agreement and emphasise the rule about treating each other with respect.

## Opening activity

Time line of a human life: ask children to create a time line, which you put together on the board, of the life of a typical human being from birth to death. Include significant changes and developments, such as learning to walk, learning to talk, going to school, leaving school, getting a job, learning to drive, having children, and growing old. Talk about the life cycles of other animals, such as the frog, butterfly, cat and chicken.

## Main activities

You will probably want to use a video or other audio-visual aid to help with this. C4's Living and Growing programmes (Units 2 and 3) and the BBC's Growing Up are suitable and used in many schools across the country. Reference books for children will also help teachers find appropriate wording to describe sexual intercourse. Set the context by explaining that having sex is a way that adults express loving feelings for each other and is also the way a new baby is created or conceived. Explain as simply as you can the process of having sex, being pregnant and giving birth. A suggested explanation is given on page 32

Explain briefly that if the couple do not want to have a baby they can use contraception, such as the pill or condoms or other methods.

## Closing activity

Get children to write any questions they have as a result of this lesson on pieces of paper and put them anonymously into a box to be answered at the start of the next lesson. Read *There's a house inside my mummy* - Andreae & Cobban (2002)

## Additional resources

Storybooks:

- Window - Baker (2002)
- Happy Birth Day - Harris (2002)
- Where Did I Come From - Mayle (2006)
- How Did I Begin? - Manning and Granstrom (2004)
- Let's Talk About Where Babies Come From - Harris (2001)
- Babies - Meredith (2005)
- How Are Babies Made? - Smith (2000)

## Differentiation

Children in the class will be more or less ready to learn about sexual intercourse, depending on their maturity and backgrounds, so you need to be aware of the range of their prior knowledge and likely exposure to sexual situations, which could include TV soaps, soft porn videos or real situations. Use one of the assessment techniques on page 12 to establish what children know and pitch the lesson accordingly.

Children needing more of a challenge: could write an explanation of how humans reproduce for a creature from another planet to read.

Children with additional learning needs: may need further opportunities to read and talk through one of the books listed above in a small group with a learning assistant.

## Assessment

The questions which are put into the box at the end of the lesson should be a good indication of what the children have learned and what they are still not clear about.

## What if...

...the questions in the box are silly or offensive?

Ignore them but be aware that they may reveal a fundamental lack of understanding that you may need to address or an inappropriate comment that may need to be challenged generally within an activity.



## Sample Lesson Plans - Reproduction & Birth (KS2)

(Taken from Laying the Foundations, Martinez and Cooper 2006)

(Continued from page 31)

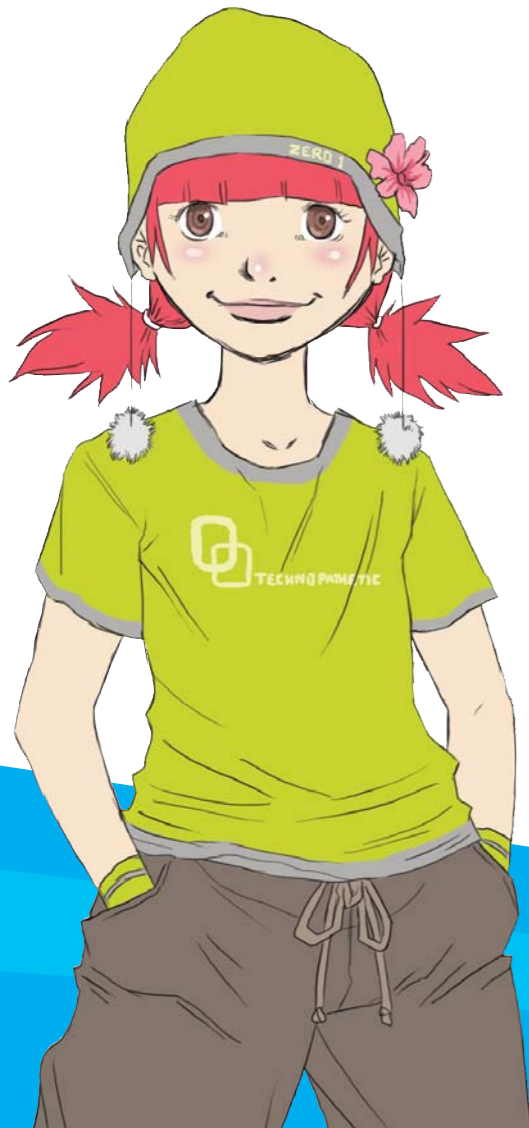
### Brief example of a description of intercourse, conception, pregnancy and birth

Now that you know about all the parts of the body you can learn about the amazing way that babies are made and we will find out about sexual intercourse, conception, pregnancy and birth.

To make a baby you need sperm from a man's body to join with a tiny ovum (egg) from a woman's body. This is how it happens. When two adults get very fond of each other and care for each other they will really enjoy touching each other's bodies. They may decide that they want to have sex (or sexual intercourse) with each other, which is when the man puts his penis into the woman's vagina.

After touching and stroking each other and kissing each other, their bodies become very excited and this causes the man's penis to become stiff (called having an erection). The woman's vagina becomes wet and slippery and this makes it easy for the man to slide his penis into the vagina. The man and the woman move about and it feels very nice for them both and may make them both have an orgasm. For the woman, an orgasm gives her very nice feelings around her vagina and clitoris and all over her body. The man also feels very excited and semen comes out of his penis and into the woman's vagina. This is called ejaculation.

The sperm cells in the semen travel up into the woman's womb and on into the fallopian tubes where one of them might join up with (fertilise) an ovum from the ovaries. If they meet and join up, this is the very beginning of a baby. The fertilised ovum then travels back to the womb and settles into the womb lining and starts to grow. It will go on growing for about nine months – this is called pregnancy. When the baby is ready to be born, the muscles around the entrance to the womb will gradually work to stretch it open and push the baby out through the vagina, which also stretches so that the baby can get through, and the baby is born. Giving birth is hard work.



## Sample Lesson Plans - Reproduction & Birth (KS2)

(Taken from Laying the Foundations, Martinez and Cooper 2006)

**In this lesson the children discuss the help and care that babies need to grow and develop. They consider the skills and qualities that parents and carers need to look after babies and toddlers, and reflect on their own abilities to help with this.**

### Learning objectives for this lesson

Children will:

- Understand what babies need in order to be happy and healthy
- Understand the demands of looking after a baby
- Think about how they can help care for babies and young children they know

### You will need

- Flip chart or whiteboard
- Pictures of babies and toddlers at different stages of development
- Baby care catalogues

### Books

- Dr Xargle's Book of Earthlets - Willis (2002)
- Flour Babies - Fine (1994) (for additional activity)

### Working agreement

Remind the children about the working agreement and emphasise the importance of respecting differences between individuals and families.

### Opening activity

Show the class some pictures of newborn babies. Ask if any of them know any new babies among their family or friends. Ask them to think about what newborn babies are like, all the things they can and can't do and need help with, and how dependent they are on people to care for them. You could ask them to bring in some baby clothes to remind them just how small new babies are.

Alternatively, invite a parent and young baby to visit the class to talk about what the baby needs in terms of being looked after. Children could prepare questions prior to the visit. A health visitor might also be able to come in.

### Main activities

Divide the class into groups to work on the following tasks.

- Create a timetable of all the things a parent or carer has to do in a day to look after a young baby
- Using baby catalogues, work out how much it would cost to buy clothes and equipment for a new baby
- Create a chart showing how babies grow and develop new skills, such as sitting up, crawling, feeding, walking, learning to use a potty, learning to talk, playing with more complex toys
- Make a list of all the ways in which babies need to be kept physically safe and healthy (warmth, food, to be kept clean, secure environment with no dangers) and all the ways babies need to be helped to develop emotionally and intellectually (love, affection, play, reading, company, fun)

Ask the groups to report back to the whole class on what they have been doing. Lead them into a discussion of all the things parents and carers have to be able to do to bring up a baby to be healthy and safe. Record these ideas on a flip chart or whiteboard around a picture of a young baby and a toddler. Emphasise how much time it takes to look after a baby and how important it is for babies to be loved and played with as well as being clothed and fed.



# Sample Lesson Plans - Reproduction & Birth (KS2)

(Taken from Laying the Foundations, Martinez and Cooper 2006)

## Closing activity

You may want to read Dr Xargle's Book of Earthlets - Willis (2002)

Go round the class asking children to say what they could do to help look after a baby or a toddler. Remind them that a baby always needs an adult around and that they should always ask an adult before doing anything with a baby.

## Additional activity

Some teachers may like to get their class to look after an egg (hardboiled – or uncooked if you are brave enough) or a bag of flour as if it were a baby for a day or a week. Children can draw or paint a face and make a cradle and a shawl for their 'baby'. Just as if it were a real baby, it must not be left alone and must be treated very carefully at all times (so that it doesn't break or leak). After the set time, discuss how they felt about having this responsibility. Flour Babies by Anne Fine describes how a boy had to do this at school and the emotions he experiences.

## Differentiation

Children needing more of a challenge: could design a mobile, pram rattle or a book for a baby or toddler.

Children with additional learning needs: could make a collage, using images from baby care catalogues showing all the things babies and toddlers need at different stages.

## Assessment

Observe the children as they go about their activities and listen to what they say and reflect on whether there is a need for further work to develop their knowledge and thinking on this topic.

## What if...

...someone says 'When my baby brother cries my mum gets really cross'?

Use this as an opportunity to explain how difficult it can be when babies cry and cry especially in the middle of the night and that parents and carers can sometimes find it overwhelming and like any of us lose their temper. Explain that the baby isn't doing it on purpose and that it can't help crying. Say that a health visitor or a GP may be able to suggest things that can help.



# Sample letter

Dear Parent/Carer

As part of our Personal, Social and Health Education programme we are working together with the Sheffield Healthy Schools Team and our School Nurse to plan a relationships, growing up and sex education programme for all our pupils. This will fit in really well with the SEAL programme that is already helping our children to talk about and manage their feelings.

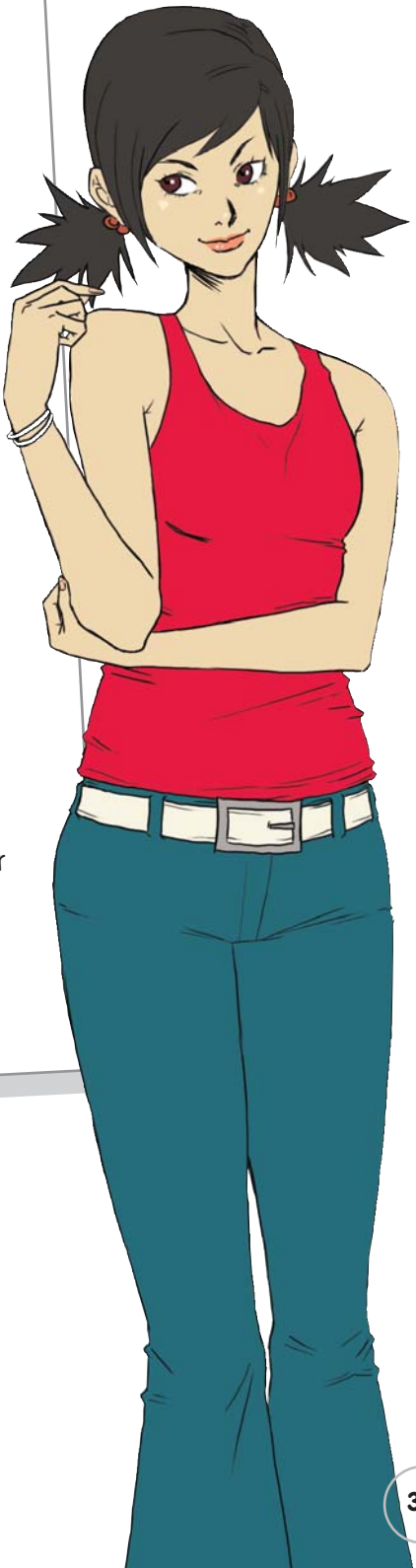
The programme will include lessons about:

- Relationships and friendships
- Emotions and feelings
- Choices and consequences
- Human growth and development including male and female body parts
- Rights and responsibilities
- Human reproduction
- Keeping safe
- How to get help and support

We hope to start this work in the ..... term and we would be really pleased if you would take a few minutes to complete the enclosed questionnaire and return it to school.

We would really appreciate your comments and involvement in making sure all our children have a chance to learn about these important topics from adults at home and school who care about them.

Please fill in the questionnaire and return it to your child's class teacher as soon as possible.



# Questionnaire for parents

Would you like to know more about the development of the whole school programme on personal relationships and sex education?

Yes ☐ No ☐ Don't know ☐

What, if any, are your thoughts and comments?

Would you be interested in any of the following?

- ☐ Becoming involved in developing the school sex and relationships education policy;
- ☐ Attending an information session on the school Sex and Relationships Education programme;
- ☐ Having the opportunity to see the resources (videos, workbooks, leaflets) which may be used in the school sex and relationships education programme;
- ☐ Attending a Parent to Parent session. This informal and fun session on 'Talking with your children about sex' will be lead by trained parent volunteers.

If you would like to know more about the development of our policy and the programme, please contact

Your name:

Address:

Postcode:

What Year is your child/children in?

# PSHE/SEAL yearly overview

Foundation to KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SEAL Theme	New Beginnings	Getting on & Falling out/Say no to Bullying	Going for Goals!	Good to be me	Relationships	Changes
Domains	<ul style="list-style-type: none"><li>• Empathy</li><li>• Self-awareness</li><li>• Self-motivation</li><li>• Social skills</li></ul>	<ul style="list-style-type: none"><li>• Managing feelings</li><li>• Empathy</li><li>• Social skills</li><li>• Self-awareness</li></ul>	<ul style="list-style-type: none"><li>• Self-motivation</li><li>• Self-awareness</li></ul>	<ul style="list-style-type: none"><li>• Self-awareness</li><li>• Managing feelings</li><li>• Empathy</li></ul>	<ul style="list-style-type: none"><li>• Self-awareness</li><li>• Managing feelings</li><li>• Empathy</li></ul>	<ul style="list-style-type: none"><li>• Self-motivation</li><li>• Social skills</li><li>• Managing feelings</li></ul>
PSHE Theme	Citizenship	Safety	Healthy Eating/Physical Activity	Drugs	SRE	



Some of the books and resources that have been mentioned in this guidance are available for loan from the Sheffield Schools Library Service. You may contact the library with your requirements and visit to collect or arrange for resources to be delivered to and collected from your school each term. Please ask the librarians for alternatives and advice about books and resources if the one you want is not available.

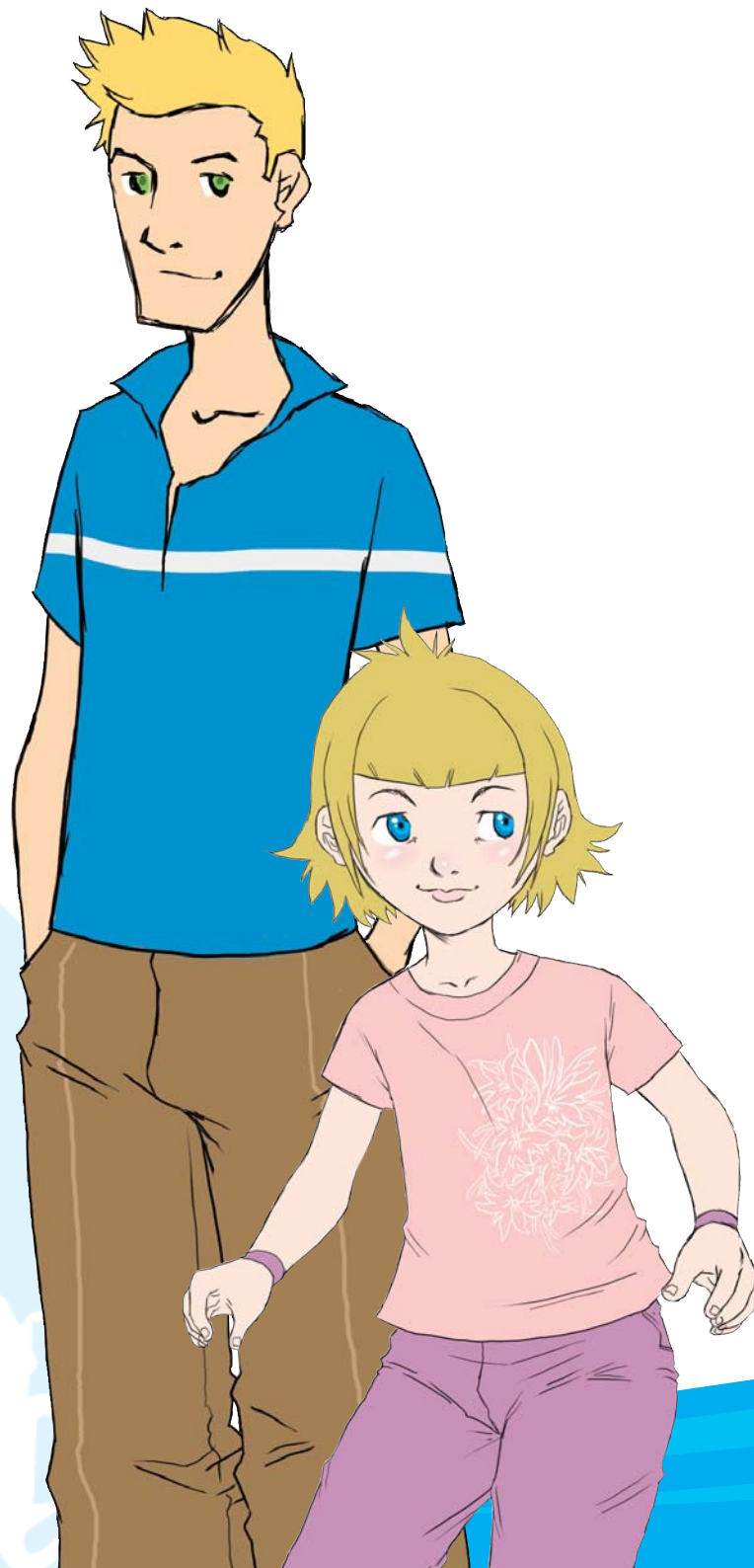
**To find out more contact the library:**

The Schools Library Service  
Bannerdale Education Centre  
125 Carterknowle Road  
Sheffield  
S7 2EX

Telephone: 0114 250 6840 (Mon-Fri from 9am)  
Fax: 0114 250 6841  
E-mail: [school.library@sheffield.gov.uk](mailto:school.library@sheffield.gov.uk)  
[www.sheffield.gov.uk/schoolslibraryservice](http://www.sheffield.gov.uk/schoolslibraryservice)

The library is open to callers in term-time Mon-Thurs  
12 noon - 6pm and most school holidays  
Mon-Thurs 9am - 5pm.

You may consider buying some of the books that are not available at the library. We suggest that you use a reputable website to source these.



## Sheffield Library Service

Books recommended in the Good Practice Guidance for SRE in Primary Schools.

Anderson H C (1993). *The Ugly Duckling*.  
Ladybird Books. ISBN 0721415474

Andreae G & Cabban V (2002).  
*There's a House inside my Mummy*. Orchard Books.  
ISBN 1841210684

Anholt L (2001). *I like me, I like you*.  
Dorling Kindersley Publishing.  
ISBN 0789456176

Armitage R & Armitage D (1992).  
*When Dad did the washing*.  
Puffin Books. ISBN 0140544224

Baker J (2002). *Window*.  
Walker Books. ISBN 0744594871

Bennet J (1993). *Family Album (Bags of Poems)*.  
Doubleday. ISBN 0385402465

Blume J (1998).  
*Are you there God? It's Me Margaret*.  
Macmillan Children's Books. ISBN 0330398083

Blume J (1998). *Blubber*.  
Macmillan Children's Books. ISBN 0330398059

Browne A (1995). *Willy the Wimp*.  
Walker Books. ISBN 0744543630

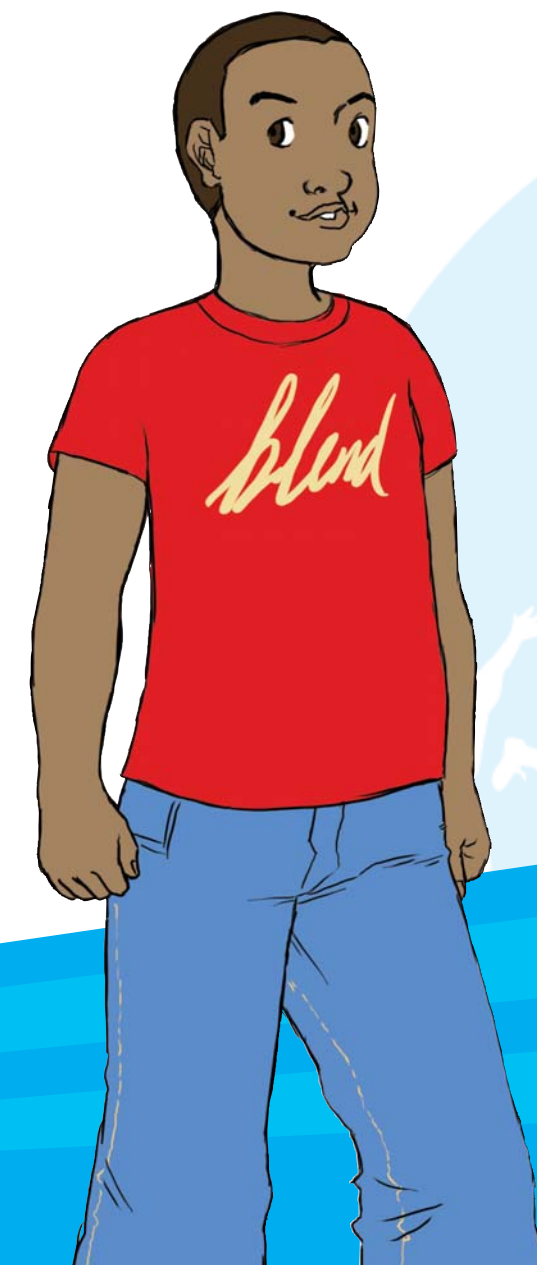
Bryant-Mole K (1995). *We're Talking About AIDS*.  
ISBN 0750217057

Butterworth N (2001). *My Dad is Brilliant*.  
Walker Books. ISBN 0744582482

Butterworth N (2001). *My Mum is Fantastic*.  
Walker Books. ISBN 0744582490

Cole B (2001). *The smelly book*.  
Red Fox. ISBN 0099409615

Cole B (1996). *Princess Smartypants*.  
Puffin Books. ISBN 0140555269



Cole B (2001). *Hair in Funny Places*.  
Red Fox. ISBN 0099266261

Counsel J (2005). *But Martin*.  
Corgi Children's. ISBN 0552551280

Danzinger P (2007). *The Divorce Express*.  
ISBN 0142407127

Elliott M (1991). *Feeling Happy, Feeling Safe  
- a safety guide for young children*.  
Hodder Children's Books. ISBN 0340553863  
Out of Print, but available through Sheffield Schools  
Library Service.

Elwin R & Paulse M (1990). *Asha's Mums*.  
Women's P. of Canada. ISBN 0889611432

Fine A (1994). *Flour Babies*.  
Puffin Books. ISBN 0140361472

Fine A (2000). *Stranger Danger*.  
Puffin Books. ISBN 014130913X

Frith A (2006). *What's happening to me? (Boys)*.  
Usborne Books. ISBN 0746076630

Gilmore R (1991). *My Mother is weird*.  
Ragweed P. ISBN 0920304834

Gleitzman M (2003). *Two weeks with the Queen*.  
Puffin Books. ISBN 0141314559

Harris R H (2006). *It's not the stork! A book about girls,  
boys, babies, bodies, families & friends*.  
Candlewick Press. ISBN 0763600474

Harris R H (2002). *Happy Birth Day*.  
Walker Books. ISBN 0763809749

Harris R H (1999). *Let's Talk About Where  
Babies Come From*.  
Walker Books. ISBN 0744540844

Harrison J, Henderson M & Leonard R (2002).  
*Different Dads: Fathers' stories of parenting  
disabled children*.  
Jessica Kingsley Publishers. ISBN 1843104547

Hoffman M (1993). *Amazing Grace*.  
Frances Lincoln Children's Books. ISBN 0711206996

Hollick H (2002). *Come and Tell Me: Be sensible  
and safe (Talking it through)*.  
Happy Cat Books. ISBN 1903285291

Hughes S (1993). *Dogger*.  
Red Fox. ISBN 009992790X

Hummel R (2002). *Where do babies come from?  
(ages 6-8)*.  
Concordia Publishing House. ISBN 0570035635

Hutchins P (1992). *You'll Soon Grow into them Titch*.  
Harper Trophy. ISBN 0688115071

Llewellyn C (1998). *Me and My Body  
(Where Did I Come From?)*.  
Hodder Wayland. ISBN 0750223332 Out of Print, but  
available through Sheffield Schools Library Service.

Macnair P (2004). *Life Story*.  
Kingfisher Books. ISBN 0753409658

Manning M & Granstrom B (2004). *How Did I Begin?*  
Franklin Watts Ltd. ISBN 0749656611

Manning M & Granstrom B (2004).  
*My Body, Your Body*.  
Franklin Watts Ltd. ISBN 0749656611

Masurel C & MacDonald Denton K (2002).  
*Two Homes*.  
Walker Books. ISBN 0744589258

Mayle P (2006). *Where Did I Come From?*  
Macmillan Children's Books. ISBN 0230015492

Meredith S (2005). *Babies*.  
Usborne Publishing Ltd. ISBN 0794508952

Meredith S (2006). *What's happening to me? (Girls)*.  
Usborne Books. ISBN 0794512674

Merrifield M (1990). *Come Sit By Me*.  
Women's P. of Canada. ISBN 0889611416

Murphy J (2002). *A piece of cake*.  
Walker Books. ISBN 0744592747

Quinlan P (2001). *My Dad takes Care of Me*.  
Annick Press Ltd. ISBN 0920303765

Rouf K (1989). *Secrets: white families*.  
Children's Society. ISBN 0907324371

Simmons J (2004). *Come on Daisy*.  
Orchard Books. ISBN 1846167922



# Library Services

Smith A (2000). *How Babies Are Made*.  
Usborne Publishing Ltd. ISBN 0746025025

Stops S (1992). *Dulcie Dando-Football Player*.  
Scholastic. ISBN 0590551280

Waddell M (2001). *Once There Were Giants*.  
Walker Books. ISBN 0744578361

Waddall M (2007). *Owl Babies*.  
Walker Books. ISBN 1406309346

Willis J (2002). *Dr Xargle's Book of Earthlets*.  
Andersen Press Ltd. ISBN 1842700677  
Out of Print, but available through Sheffield Schools  
Library Service.

Willis J (1985). *The tale of Mucky Mable*.  
Red Fox. ISBN 0099398206

Wilson J (2006). *The Suitcase Kid*.  
Corgi Yearling Books. ISBN 0440867738

## Other resources and publications

BBC Watch Series (DVD's).  
<http://www.trumedia.co.uk>

BBC Whiteboard Active: Sex and Relationship  
Education (CD-ROM).  
<http://www.whiteboardactive.com>

Centre for HIV & Sexual Health. Rollercoaster Pack.  
Tel: 0114 226 1900

Channel 4 Living and Growing (DVD & Workbooks).  
<http://www.4learningshop.co.uk>

Headon Productions. The Body Board.  
<http://www.headonltd.co.uk>

Healthwise (2005). The Primary School  
Sex and Relationship Pack.  
<http://www.hit.org.uk>

My World 3 (Dial Solutions, 2003)

Project Charlie Resource Book (Years 1 to 4).  
Tel: 02079 233 199

Schonveld A & Myko V (2001). Take Care! Self-  
awareness and personal safety issues in the primary  
curriculum. NSPCC. <http://www.nspcc.org.uk>

Tacade (2004). Skills for the Primary School Child.  
Tacade. <http://www.tacade.com>

## Health Information and Library Service

This Library has a range of books journals activities  
and teaching resources across a range of health  
issues. Please contact:

Health Information Library Service  
Sheffield Health Informatics Service  
5 Old Fulwood Road  
Sheffield  
S10 3TG

Tel: 0114 271 1167  
Fax: 0114 271 1040  
email: [health.library@sheffield.pct.nhs.uk](mailto:health.library@sheffield.pct.nhs.uk)

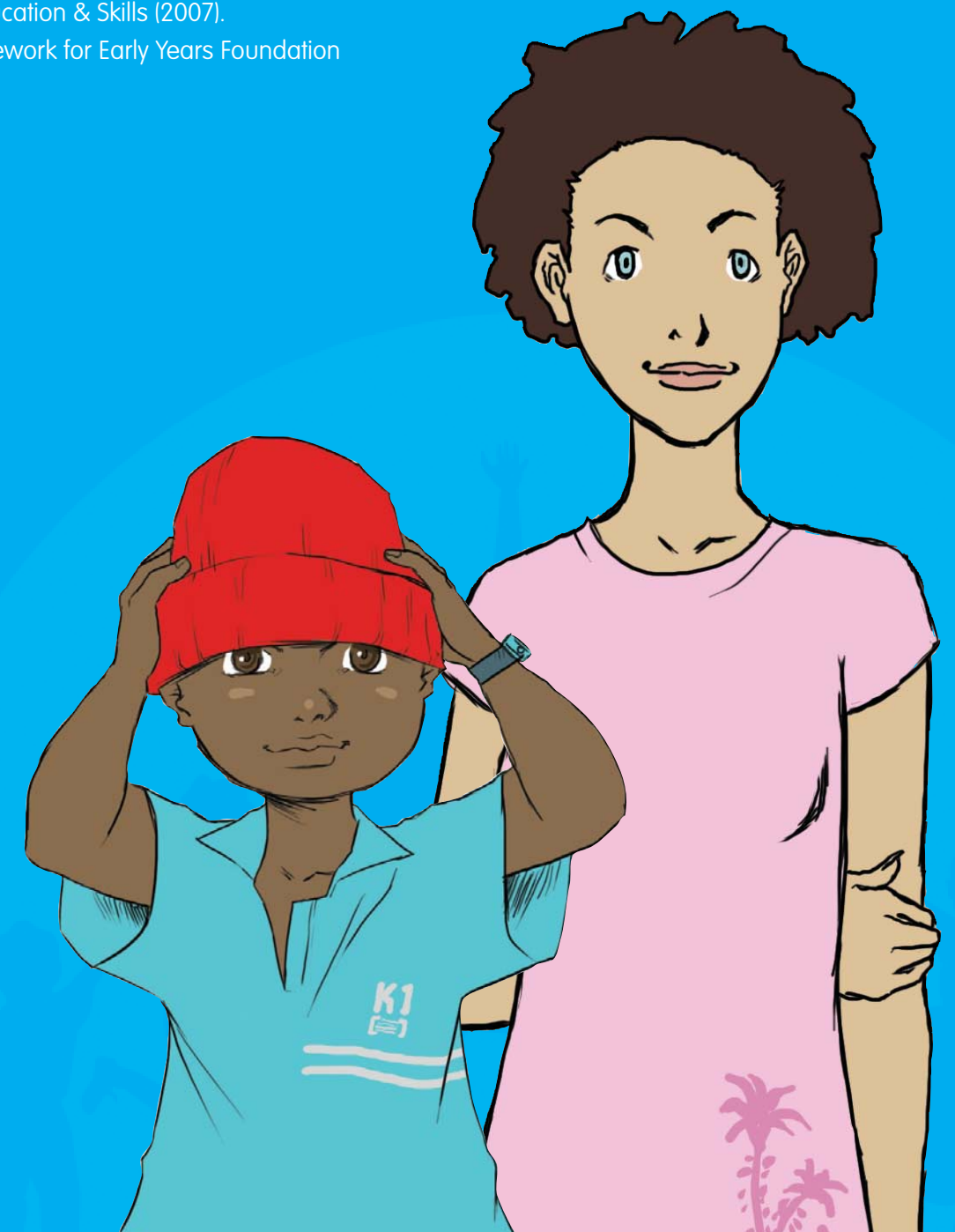
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Martinez, A and Cooper, V (2006). Laying the  
foundations. Sex and Relationships Education  
in Primary Schools. National Children's Bureau.

Qualifications and Curriculum Authority (1999).  
The National Curriculum Handbook for Primary  
Teachers in England. QCA

Department for Education & Skills (2007a).  
Practice Guidance for the Early Years Foundation  
Stage. DfES

Department for Education & Skills (2007).  
The Statutory Framework for Early Years Foundation  
Stage. DfES





# Good Practice Guidance

[www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)