

KS 1 Relationship and Sex Education

Lesson plans: Year 1



Introduction

These four lessons have been written by PSHE Lead Teachers on behalf of Brighton & Hove City Council to support the PSHE education curriculum for **Year 1** pupils. These lessons meet the DfE 2019 Relationships and Health Education guidance for primary schools. In addition they are informed by Brighton & Hove's *Relationship and Sex Education Guidance for Educational Settings* (2015) including KS2 Core Messages for Puberty & Relationships and national guidance including that by the PSHE Association and the Sex Education Forum. Teachers are invited to adapt and develop these lesson plans to meet the needs of their pupils and are invited to share any ideas they have via the PSHE Forum on BEEM. Faith schools should seek advice from their Diocese.

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

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

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

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

- Knowing what a relationship is, what friendship is and what family means
- We have the right to feel safe all of the time
- We can talk with someone about anything even if it feels awful or small
- Bodies grow and change during the human life-cycle, all bodies are different and there is no such thing as a perfect body
- We need to grow our confidence and emotional skills to manage how we grow and change and our relationships
- We have the right to say no to touches we don't like
- Families are all different and grow in different ways, but most are places of love and care
- Babies begin and get born in different ways
- In our friendships and relationships we try and treat each other honestly, and with kindness and respect, face to face and online
- There are lots of different ways to be a girl, and lots of different ways to be a boy, and

some people don't feel like a boy or a girl

- In grown-up relationships a man and a woman can have a relationship and get married if they want to, so can two men or two women.

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

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

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

Lesson Resources:

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

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

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

Safe learning environments:

As with all PSHE lessons it is very important to reflect on procedures and practices to establish a safe learning environment for pupils and staff. It is suggested that these lessons are

delivered by a trained class teacher.

a. Before the lesson:

Parents and carers should be given every opportunity to understand the purpose and content of Relationship Education and RSE. Good communication and opportunities for parent carers to understand and ask questions about the school's approach would help to increase confidence in the curriculum. It would be best practice to inform all parents and carers before teaching units of relationships and sex education so that firstly they can inform the school of any issues it could raise in their children and secondly so they can be ready to discuss issues or answer questions at home that may arise. Information about teaching and learning about RSE could be shared in meetings for parents and carers with the PSHE Co-ordinator as well as the usual curriculum information and year group specific letters informing them of what will be covered in the lessons and when they will be taught. Extra care should be taken, perhaps in partnership with EMAS, to ensure families with English as an additional language or faith perspectives understand this aspect of the curriculum and particularly its role in safeguarding children. Schools have a statutory duty to inform parents and carers of their right to withdraw their child from relationships and sex education. Many schools inform parents and carers of their right to withdraw as part of the induction process into their school.

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

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

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

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

b. During the lesson:

Some children may be supported to participate in the lesson by some pre-teaching before the

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

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

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

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

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

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

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

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

c. After the lesson:

Check in with identified children to see if they are ok. Feedback to parents, carers, SENCO, safeguarding lead as appropriate.

Reflect on responses to questions raised with supportive colleagues. Evaluate the lesson and use this to improve the programme.

d. Further support

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

Teaching Checklist Recap

- Familiarise yourself with school policies
- Set specific aims and objectives
- Consider vulnerable pupils
- Inform parents and carers
- Distance the learning
- Negotiate ground rules
- Consider likely questions / misconceptions
- Invite questions before and after the lesson
- Signpost support

For national updates and resources:

PSHE Association <https://www.pshe-association.org.uk/>

Sex Ed Forum <http://www.sexeducationforum.org.uk/>

Learning Objectives drawing on Brighton and Hove Programme of Study for PSHE. Children should have the opportunity in Key Stage **1** to learn:

H1.1 What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

H1.6 The importance of and how to maintain personal hygiene.

H1.8 About the process of growing from young to old and how people's needs change.

H1.9 About growing and changing and new opportunities and new responsibilities that increasing independence may bring.

H1.10 The names for the main parts of the body (including external genitalia) the similarities and differences between genders.

R1.8 To identify and respect the differences and similarities between people, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.

Essential PSHE skills:

Essential skill 1: Identity, self-awareness, resilience and managing feelings

I can tell you some things my body and mind need to stay healthy and grow

Essential skill 2: Getting on with others – negotiation and consent

I can tell you about people who are special to me

I can tell you how to grow my friendships

Essential skill 3: Risk management – staying safe

I can name all of my body parts including the private and personal parts of my body.

Essential skill 4: Getting help

I can tell you who to go to for help

Essential skill 5: Media messages – understanding and challenging / critical thinking

I can recognise families come in all shapes and sizes

Suggested learning outcomes:

- I know that there are all sorts of families.
- I can tell you how babies grow and change into children.
- I can tell you how to keep my body and mind healthy.
- I can name all of my body parts including the private and personal parts of my body.

Year 1 :Lesson 1

Suggested learning questions:

- Are there all sorts of families?

Resources :

- B&H PSHE team Y1 Lesson plans and ppt
- "Picnic in the Park" by Joe Griffiths and Tony Pilgrim
- Plasticine, playdough or modelling clay.
- "We Belong Together" by Todd Parr

Activity and organisation	Guidance
<p>Use the Brighton and Hove RSE Year 1 lesson 1 Power point presentation</p> <p>Ground rules: Share the learning outcome and establish ground rules such as: Good listening body language; listen respectfully; there are no wrong answers; take turns to talk; use the worry box/question box/bubble time if you need to.</p> <p>Warm up: Ask talk partners to answer these questions Who is in a family? What is a family? . Emphasise the Ground Rule 'there are no wrong answers'. Discuss the families in the photos on the slides and talk through and list all the names for family members which are mentioned.</p> <p>Thinking questions: Allow the discussion to develop by asking questions such as "Were you the first child to arrive in the family? Is that the same for everyone? Do you live with all the members of your family? Is that the same for everyone?" Look at the Equal families slides together and reinforce the message that families are different but equal.</p> <p>Group work: After sharing the book "Picnic in the Park" by Joe Griffiths and Tony Pilgrim, discuss the different kinds of families in the book. Ask: Did you notice a big family? A small family? Was there a family like yours in the story? Model how you would make your family with the children, and ask them to share with a partner who they will make for their family model.</p>	<p>Ground Rules: As described above, these are an important part of every PSHE lesson to help establish a safe learning environment. They will develop into a more comprehensive list of safe and respectful behaviours that become increasingly important as the pupils go through school. In Year One, this will include supporting children who may respond to another child's comments about sensitive issues negatively and will need more respectful comments to be modelled and practised.</p> <p>Positive vocabulary and responses: It is essential that every different family is valued equally. For example, saying "There are so many different ways that a family can grow." Or "Children don't always arrive in families as babies."</p> <p>Including adopted and looked after children in Relationship and Sex education and family</p>

Then give the children time to make their families with playdough, plasticine or modelling clay. As the children are making, support positive conversations about each child's family and encourage children at each table to talk to each other about their families, making examples of those who are able to show an interest in others and comment positively. Ask the children to find a partner who has a different family to their own and to tell the class about their partner's family.

Closing activities:

Discuss the changes that might take place in a family such as step families coming together, a family member leaving home, a death in the family or a new baby. Reassure any children who begin to disclose their own situations that you can spend time talking to them about that (and let them know when). Explain that these changes can be very difficult but they usually get easier over time. Remind children of the adults that can help them in school (on their 'helping hand').

Watch a film clip of a song about families such as 'The Totems Family Song' (use the link on the Brighton and Hove power-point resource).

At a Storytime:

Read "We Belong Together" by Todd Parr. Discuss the importance of belonging. Link this with how we belong to school too, and other groups such as a football club, Rainbows or Breakfast Club etc...

diversity lessons:

Before lessons:

- Discuss with child; parent/carers; School Inclusion team where appropriate if you feel a child needs extra support/strategies to feel safe during these lessons.
- Reflect on how to introduce different family types and how to include adopted and looked after children.

Inclusive script:

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

'being adopted into a family' rather than 'being adopted'.

Use of the term birth – mother/parent:

Some parent/carers don't like phrase birth mother as not a 'mother' to child;

Also: We don't want to make children in stable family think that there's a possibility s/he may have to be adopted. They also felt the idea that deciding a child can't live with the parents who gave birth to them

	<p><i>and placing a child in a new family is a long legal process not a quick and easy decision is important but only if the question is asked ...</i></p> <p><i>We should say 'was adopted' not 'is adopted' always in past tense as an event not a definition of the children now.</i></p> <p><i>Seeing pregnant mums or children talking about having a baby can be tricky for adopted children.</i></p> <p>(Also be mindful of your own or colleagues issues related to family and take care of yourselves.)</p> <p>Changes in family circumstances:</p> <p>Consider the children in your class and any recent family changes. Talk to parents and carers, of any children for whom this could be a sensitive subject, to tell them about the lesson before you teach it. Consult with the school's Bereavement Policy. Ask the school SENCO/INCO or PSHE lead for some stories about divorce or a family member dying to support any further work around these sensitive issues.</p> <p>Equalities Duties:</p> <p>Note and respond to any prejudiced comments made ("in our school we value all these different families equally") and talk to colleagues about how to respond to this. Follow your school's procedures for reporting prejudiced</p>
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	behaviour. Think about whether there is a need to talk with parents / carers or to teach extra lessons around diversity.
Assessment <i>for</i> and <i>of</i> learning: Are the children able to comment positively about their own families and the families of others?	Essential Skills 1: Identity, self-awareness, resilience and managing feelings 2: Getting on with others – negotiation and consent

Year 1: Lesson 2

Suggested learning questions:

- **How do babies grow and change into children?**

Resources:

- B&H PSHE team Y1 Lesson plans and ppt
- Charlie and Lola book or film clip (link on ppt) "I want to be much more bigger like you"
- Sorting photo cards: Physical and emotional growth.
- Large roll of paper and post it notes.

Activity and organisation	Guidance
<p>Ground rules: Ask: How can we keep ourselves and others safe and valued in this lesson? Establish ground rules such as: Good listening body language; listen respectfully; there are no wrong answers; take turns to talk; use the worry box/question box/bubble time if you need to.</p> <p>Recap lesson 1. Ask talk partners to discuss: What did we learn about families in our last lesson? Explain that our families and other relationships can help us to grow in different ways. Share the learning outcome.</p> <p>Ask talk partners to discuss the questions on slide 17 of the ppt about how we change as we grow. Watch the Charlie and Lola episode "I want to be much more bigger like you". Ask: What will help Lola's body to grow? After the children have shared their ideas, look at the pictures on slide 19. Ask: What about her mind, how happy and safe she feels? After the children have shared their ideas, look at the pictures on slide 20.</p> <p>Independent activity: In small groups ask the children to work together to sort the picture cards into two groups: Things that help our bodies to grow and Things that help our minds to grow. Some children might be able to say what they think is most important and explain their thinking.</p>	<p>Ground Rules: See guidance for lesson one.</p> <p>Disability Equality: When talking about physical changes as we grow, be mindful of saying phrases such as 'now we can all walk, run' etc... Talk instead about 'some children' and use phrases such as 'getting better at moving' to include those with physical disabilities.</p>

<p>Whole Class: On a large roll of paper, draw around one child's body to create an outline. Discuss as a whole class the different changes that have taken place in our bodies as we have grown (wobbly teeth, bigger, stronger, able to move better, able to write or draw better, better independence skills). Then ask the children to offer ideas about their emotional development (don't cry to get help but ask for it, learning to show feelings in a safe way when cross, able to notice how others are feeling and help them). Emphasise that we are always improving these skills, even adults. Ask children to write (or draw) something that has changed now that they are older onto a post it note and place it either on the body (if it is a physical change) or around the body (if it is an emotional change).</p> <p>Closing activities: Ask children to reflect on how they might change in one year? And by end of Y6? Watch the time lapse film of Ada growing from 0-5years to finish.</p>	
<p>Assessment <i>for</i> and <i>of</i> learning: Can the children name some things that help their bodies and minds to grow?</p>	<p>Essential skill 1: Identity, self-awareness, resilience and managing feelings</p>

Year 1 : Lesson 3

Suggested learning questions:

- Can you name and label all of your body parts including the private and personal parts of my body?

Resources:

- B&H PSHE team Y1 Lesson plans and ppt
- NSPCC film clips: Children talking about their private parts; Pantasaurus (links on ppt)
- Body part labels (including penis, testicles, anus, bottom, vulva, vagina)
- Large outlines to represent "Most boys' pants" and "Most girls' pants"
- "Who has what?" by Robie Harris

Activity and organisation	Guidance
<p>Ground rules: Ask: How can we keep ourselves and others safe and valued in this lesson? Establish ground rules such as: Good listening body language; listen respectfully; there are no wrong answers; take turns to talk; use the worry box/question box/bubble time if you need to.</p> <p>Recap lesson 1& 2. Ask talk partners to discuss: What did we learn about families in our first lesson? What did we learn about our growing bodies and minds in the last lesson? Share the learning outcome for today's lesson.</p> <p>Whole class: Let the children know that the film clip they are about to watch will probably make them giggle but it's important that we can hear what the children are saying. Watch the NSPCC clip of children talking about their family names for their private parts (link on the ppt). Allow talk partners to share with each other what words they use in their family to describe the parts of our bodies that are private and personal.</p> <p>Activity: Children sit in a circle around two large drawings of pants. One labelled "Most Girls' pants" and the other labelled "Most boys' pants". (See guidance on Gender identity). Ask individuals to choose a body part label with a picture/symbol;</p>	<p>Ground Rules: See guidance for lesson one.</p> <p>Talking about private body parts: Some children may find this difficult or embarrassing so ensure that they know that they don't have to share the words they use in their families but should listen respectfully to others. Help children who are shy, embarrassed or reluctant to be able to say the names of private and personal body parts out loud by allowing them to do this in a smaller group setting just quietly in unison with others. This is an important opportunity for them to practise in a safe learning environment.</p> <p>Articles about naming body parts and the link with safeguarding: https://www.huffingtonpost.com/entry/8-reasons-not-to-call-your-childs-genitals-pet-</p>

<p>children to all say the name of the body part together. Decide whether it's a private and personal body part and, if so, which pair of pants it could go in.</p> <p>Closing Activity: Watch the NSPCC 'Pantasaurus' clip (link on ppt). Remind the children that it is not ok for anyone to touch us anywhere on our bodies without permission. Remind the children of the adults who can help them at school, the adults on their 'helping hand.'</p>	<p>names_us_58743186e4b0eb9e49bfbec3</p> <p>https://www.psychologytoday.com/blog/going-beyond-intelligence/201703/call-children-s-private-body-parts-what-they-are</p> <p>NSPCC website:</p> <p>https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/</p> <p>Gender Identity: Ensure that you use vocabulary such as 'most boys...' or 'most girls...' in order to include those children who may not identify as the gender they were born as. Be careful not to support any gender stereotypes. For example, be careful not to draw pants for girls with frills or flowers on pink paper or pants for boys with Spiderman on them. Use the gender-neutral outlines on slide 23 of the ppt.</p> <p>Brighton and Hove Protective Behaviours programme: 'Feeling Good Feeling Safe' compliments this unit of work and supports a school's safeguarding responsibilities.</p>
<p>Assessment <i>for</i> and <i>of</i> learning: Can the children name the parts of their body that are private and personal?</p> <p>Evaluation of RSE Scheme of Work: Remind the children of the key learning and activities they have done across these</p>	<p>Essential Skills</p> <p>3: Risk management – staying safe 4: Getting help</p>

three lessons. Ask: What did they enjoy? What did they learn? What would they like to know more about? Do they have any questions?

This evaluation could take place as a small pupil conference / focus group. The PSHE lead for your school could interview some children from each class in the year group.