

EYFS Relationship and Sex Education

Lesson plans: Year: Reception



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 R** 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 and EYFS Early Learning Goals.

Children should have the opportunity in EYFS to learn:

ELG 5 – Health and Self Care:

- Children understand the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

ELG 6 – Self-confidence and self-awareness:

- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 7 – Managing Feelings and Behaviour:

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

ELG 8 – Making Relationships:

- Children play cooperatively, taking turns with others.

They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Essential PSHE skills:

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

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

Essential skill 3: Risk management – staying safe

Essential skill 4: Getting help

Suggested learning outcomes:

- I can name the different parts of my body.
- I can name the personal and private parts of my body.
- I can tell you what I need to grow.
- I can tell you why I also need friends to grow.
- I can look after myself at school.

Year Reception :Lesson 1

Suggested learning questions:

- Can you name all the parts of your body, including the personal and private parts of your body?.

Resources :

- B&H PSHE team YR Lesson plans and [ppt](#)
- Large paper roll and body part labels (including penis, vagina/vulva, bottom)
- Large paper cut-out of pants.
- "The Great Big Body Book" or "All Kinds of Bodies" or "Your Body is Awesome".

Activity and organisation	Guidance
<p>Ground rules: Ask 'How can we make sure we feel safe in these lessons?' Talk through each part of being a respectful listener on slide 3.</p> <p>Warm up: Sing a song about bodies together such as "I've got a body, a very busy body..." (See words on slide 4)</p> <p>Thinking questions: How many different parts of your body can you name? Tell your talk partner. Ask some children to feedback and share their knowledge encouraging them to practise using correct vocabulary.</p>	<p>Ground Rules: 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 Reception, this will include</p>

<p>Group work: Children sit in a circle. Draw around 2 children's bodies – one to represent 'most boys' and the other 'most girls'. Together, place body-part labels on the body outlines. Give the children the opportunity to practise saying each body part name (correctly) but allow children to discuss any different terms that they use in their families, particularly for the personal and private parts of their bodies. Model responding respectfully and do not say that it is wrong to use these terms but emphasise the proper names.</p> <p>Ask "Which parts of the body do we keep private? This means inside our underwear / our pants or knickers." Have 2 (gender neutral) pairs of pants for children to place over the private and personal parts of the body.</p> <p><i>(This learning will develop in Year 1 with more discussion about who can see our private and personal body parts using the NSPCC Pants campaign materials)</i></p> <p>Independent Activity: In the shared classroom environment, have the body outlines, large paper pants and labels (these will need to include Makaton symbols or other appropriate pictures so that they can be accessible to independent use) for children to practise naming body parts.</p> <p>Closing activities:</p> <ul style="list-style-type: none"> • Share a book about bodies such as "The Great Big Body Book", "All Kinds of Bodies" or "Your Body is Awesome". • Circle Time: Children take turns to say "I love my body because..." 	<p>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>Equality and Diversity: Take care to use vocabulary that supports disability equality and gender equality such as saying 'most people have...' and 'most girls have...' or 'most boys have...'.</p> <p>Support Staff in the shared environments: Ensure that all support staff are confident in using correct terminology for private and personal body parts and they are ready to talk with children about keeping these private and inside our pants.</p> <p>See links for articles about naming body parts and the link with safeguarding: https://www.huffingtonpost.com/entry/8-reasons-not-to-call-your-childs-genitals-pet-names_us_58743186e4b0eb9e49bfbec3 https://www.psychologytoday.com/blog/going-beyond-intelligence/201703/call-children-s-private-body-parts-what-they-are NSPCC website: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/</p>
<p>Assessment for and of learning: Use Observation notes and photographs of independent activities to assess children's understanding and skills linked to the Early Learning Goals listed above.</p>	<p>Essential Skills 1: Identity, self-awareness, resilience and managing feelings</p>

	2: Getting on with others – negotiation and consent 3: Risk management – staying safe 4: Getting help
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Year Reception: Lesson 2

Suggested learning questions:

- Can you tell me what you need to grow?
- Why do we need friends to help us grow?

Resources:

- B&H PSHE team Reception Lesson plans and [ppt](#).
- "Titch" by Pat Hitchins and /or "I'm growing " by Alik (links in ppt)
- Photo cards for sorting, of things we do/don't need to grow.
- Film clip "Together Song" (link on slide 16)

Activity and organisation	Guidance
<p>Ground rules: How will we keep each other safe and valued in this lesson? Talk through captions on slide 11 for how to listen respectfully.</p> <p>Recap lesson 1. Ask "What did we learn about our bodies in our last lesson?" Talk partners to discuss and feedback. Explain that today they will learn about what their body needs to grow.</p> <p>Read "Titch" by Pat Hutchins or 'I'm growing' by Alik. Ask "What did Titch's plant need to grow?" Talk partners to discuss and feedback "What does Titch need to grow?" Children sit in a circle. Have picture cards including things that we need to grow (water, food, exercise, play, rest) and some other miscellaneous things. Create a set in a large hoop, asking individuals to take turns to select something they think we need to grow. Some children might be able to explain their thinking. Add a picture of friends and/or family and look at slide 14 together to discuss why we need people in our lives to help us grow too. Ask "How can we help our friendships to grow at school?" Look at slide 15 together and practise asking the questions. Explain that all of the adults will be noticing when children use these good friendship questions. (Ensure that all support staff are ready to notice and praise this vocabulary).</p> <p><i>Independent Activity: In the shared environment have the picture cards and a large hoop for children to practise creating a set of things that help them to grow. They could have some pictures to cut and stick too.</i></p> <p>Closing Activity:</p>	<p>See Guidance above about using <u>Ground Rules</u> to help establish a safe learning environment.</p> <p>This lesson provides a starting point for learning that positive relationships are important for looking after our mental health and wellbeing.</p>

Watch and sing along with the Together Song using the link to You Tube on slide 16.	
Assessment <i>for</i> and <i>of</i> learning: Use Observation notes and photographs of independent activities to assess children's understanding and skills linked to the Early Learning Goals listed above.	Essential skill 1: Identity, self-awareness, resilience and managing feelings 2: Getting on with others – negotiation and consent

Year Reception : Lesson 3

Suggested learning questions:

- Do you know how to after yourself at school?

Resources:

- B&H PSHE team YR Lesson plans and ppt
- "All by Myself" by Alik; film clip or book (link on slide 19)
- Photo cards of independence skills
- PE kits
- Film clip – Sesame Street song "All by Myself" (link on slide 25)

Activity and organisation	Guidance
<p>Ground rules: How will we keep each other safe and valued in this lesson? Talk through captions on slide 18 for how to listen respectfully.</p> <p>Recap lesson 1& 2. Talk partners to discuss and feedback: "What have we learnt about our bodies and how they grow?" Recap naming body parts; which parts are personal and private and stay in our pants; and, what our bodies need to grow including friendships to help our minds healthy. Explain that today we will learn about how we look after our needs at school and what we can get better at.</p> <p>Whole class: Watch the film clip (link to you tube on slide 19) or read the book "All by Myself". Talk partners to discuss and feedback "What things is the child learning to do all by themselves?" "What things are we learning to do all by ourselves at school?" Talk through the pictures on slide 21. Either in small groups or altogether, look at the picture cards showing different independence skills (such as washing hands, doing up buttons, zipping up coat, putting on socks or shoes, peeling an orange). Looking at slide 22, ask children to pick one thing they are really good at already and one thing they haven't mastered yet. Praise children's growth mind-set here, and talk about perseverance. Discuss how we can get help or help each other. Practise getting changed for PE (this could take place when you are about to have a PE lesson). Encourage the children to notice and talk about the aspects of dressing and undressing that they can do well and also what they are still learning to do. Higher attaining pupils will be able to talk about learning to tie shoe-laces or using a knife and fork</p>	<p>See Guidance above about using Ground Rules to help establish a safe learning environment.</p> <p>Growth mind-set and perseverance: Many schools have learning characters that help to develop children's understanding of these learning characteristics. This is an ideal opportunity to reinforce those messages using your school's learning characters.</p> <p>Helping Hand: Discussing the adults who can help you in school is a recurring theme through Brighton and Hove PSHE lessons and the children are likely to be familiar with this from lessons within the 'Feeling Good, Feeling Safe' or 'Drugs, Alcohol and Tobacco Education – Making Healthy Choices' or 'Anti-</p>

<p>successfully etc.</p> <p><i>Independent Activity: Set up a challenge station such as "How quickly can you take your shoes and socks off and put them back on again?" Or ask pairs of children to do up each other's coat (often easier than doing your own) when coming into the outdoor learning environment.</i></p> <p>Closing activity:</p> <ul style="list-style-type: none"> • Watch the Sesame Street song "All by Myself" using the link on slide 25. 	<p>Bullying' schemes of work and resources.</p> <p>Disability Equality: Be mindful of equally valuing the progress made by children with physical impairments. They might be able to verbally select clothes in the correct order for an adult to help them with, for example.</p>
<p>Assessment for and of learning: Use Observation notes and photographs of independent activities to assess children's understanding and skills linked with the Early Learning Goals listed above.</p>	<p>Essential Skill</p> <p>1: Identity, self-awareness, resilience and managing feelings 3: Risk management – staying safe 4: Getting help</p>