

Leighton Academy - Personal Development (SRE) - Year 3

Valuing Difference and Keeping Safe

(Based on Christopher Winter Scheme of Work)

Week	CCL	Learning Objectives	Activities	Assessment
1	Speaking and Listening Science	To explore the difference between males and females and to name the body parts.	<p>NB: This lesson will act as revision of work already covered in year 2.</p> <p><i>Resources: Clothed babies picture cards, 2 Hoops, Body parts picture cards, Body parts worksheets.</i></p> <p>First part of the lesson - Circle Discuss ground rules for the sessions, including treating each other with respect, no personal comments or questions. Explain that in this lesson they will learn about some of the physical difference between male and female animals and humans. Reinforce that a girl/woman is female and a boy/man is male. Ask for a quick thumbs up if you are a male, thumbs up if you are a female.</p> <p>Play Simon Says - aim to review learning re. male and female. 'All the males put your hands on your heads.' etc. Catch ch. out with no sex given.</p> <p>Recap Ask the class what they know about males and females. Prompt them using questions e.g. <i>What are the</i></p>	<p>Ch. know some of the differences and similarities between males and females.</p> <p>Ch. can name female and male body parts using agreed words.</p>

differences between male and female animals? Who else does a female need to make a baby? How is a kitten born and fed? What do babies need when they are born?

Remind the class that there are some important differences between male and female bodies.

Male and female babies

In groups, give each group a clothed babies picture card. Ask them to discuss whether they can tell from looking at this picture whether the baby is male or female? Can they explain how they know this? Prompt them by asking how a midwife or doctor might tell the sex of a baby when it is first born - remind ch. of work in year 2. Encourage children to use correct terms for their private parts - penis and vagina.

Review the term "Gender"- which defines their gender roles or "how they feel/ see themselves." E.g. I feel more feminine or more masculine? Explain that some people can feel "in the middle" or neutral and don't feel that they are like a girl or a boy. (non-binary). Explain that this can be fluid/ change day by day or as we grow up. E.g. use the example if I wear a dress I might be seen to be/ feel as more of a "girl", or someone might be seen as a "Tomboy" because they dress like a "boy", then change how they like to dress/feel as they grow.

Challenge children to consider gender stereotypes- do all girls wear pink? Do only boys play with cars? "Girls"

		<p>couldn't wear trouser. Etc.</p> <p>Recap the vocabulary transgender: where someone may be born a female but feel inside that they want to be a male, or someone might be born a male feel like they want to be a female.</p> <p>We are all different and that is ok. We are all equal and it is important we learn about how others might feel so we can all understand each other.</p> <p>Second part of the lesson - Body Parts Activity Create a Venn diagram on the floor using two PE hoops. Use the Hoop labels to designate one side of the Venn diagram 'male', one side 'female' and the centre 'both'. Give a Body Parts picture card to each pair of children and ask them to consider where it belongs in the Venn diagram. When they have all decided, ask the children to read out their card and place it in one of the spaces. Correct any misunderstandings. When the activity is complete ask the children what they notice and ensure they recognise that most body parts are the same for males and females, only the private parts are different. If necessary, or the teacher feels appropriate for children, refer to the female x-ray picture to clarity that the vagina is inside the body.</p> <p>Naming Body Parts Worksheet At tables, ask children to individually complete the Body</p>	
--	--	--	--

			<p>Parts worksheet by matching the words for body parts to the drawing. If the children finish this activity ask them to label the parts male, female and both.</p> <p>Plenary: Reflect and Review Ask the class to summarise what they have learnt.</p> <p><i>Vocab: private parts, penis, vagina, male, female, difference, similarity, transgender</i></p>	
2	Speaking and Listening	To consider touch and know that a person has the right to say what they like and dislike.	<p><i>Resources: A bag of textured objects, for example sandpaper, cotton wool, play dough, silky material, a pebble etc.</i></p> <p>Circle Recap ground rules. Ask children what are the main physical differences between males and females? What are the similarities? How are we all unique?</p> <p>Introduction Discuss the learning objectives, asking for examples of the ways people touch each other. In pairs, ask the children to think of as many different types of touch as possible e.g. push, hug, scratch and kiss. Accept the words and write them on the board. Ask the children which touches they like and do not like. Ask whether it makes a difference who is touching them and why? For instance do they like to be hugged by everyone or only by certain</p>	Ch. can identify different types of touch that people like and do not like.

			<p>people? Emphasise that everyone is different, and it is important to know what each of them likes or dislikes. Everyone has the right to say what is ok and what is not ok.</p> <p>Bag of Objects In a circle, pass the objects around one by one and ask the children to decide which objects they like to touch and which they dislike. Ask them to vote on each object. Find out why people liked or disliked the feel of each object and reinforce that different people like different things.</p> <p>Plenary: Reflect and Review Ask the class to summarise what they have learnt. Ensure children recognise that people like different things and that we don't need to all like the same things or make other people like the same things as us, it's their choice.</p> <p><i>Vocab: touch, push, kiss, hug, like, dislike, choice</i></p>	
3	Speaking and listening	To consider touch and know that a person has the right to say what they like and dislike.	<p><i>Resources: Problem page worksheet.</i></p> <p>Circle - Personal Space and Warning Signs Demonstrate personal space with another adult. One is A and the other is B. A begins a conversation but is standing too close to B. B says "No, you're standing too close, can you move back please?" A takes a small step back. B repeats request. Repeat until A and B are at least at arms length. Ask the class how they think B felt and discuss in</p>	<p>Ch. understand personal space.</p> <p>Ch. can talk about ways of dealing with unwanted touch.</p>

			<p>pairs. What are the physical warning sign when a person feels uncomfortable?</p> <p>Problem Page Explain what a problem page is and say that you have some examples of letters that people might write asking for advice. Using the Year 3 Problem Page read out letter number one and ask the class for suggestions of how to help. In groups answer the other two problems, half the class working on problem 2 and the other half on problem 3. Feedback as a class and include the following suggestions:</p> <ul style="list-style-type: none"> • Ask the person to stop • Move away from the person • Tell an adult they trust • Tell another adult if the first one doesn't believe them <p>Plenary: Reflect and Review Re-cap on the learning outcomes and congratulate the group on the advice they gave in the problem page activity.</p> <p><i>Vocab: personal space, physical warnings, problem, trust</i></p>	
4	Speaking and Listening	To explore different types of families and who to go to for	<p><i>Resources: Family pictures, Who's in a Family? Robert Skutch</i></p> <p>Circle</p>	Ch. understand that all families are different and have different family members.

		<p>help and support.</p>	<p>Recap ground rules and discuss the previous lessons about different types of touches and what to do about unwanted touches.</p> <p>Comparing Family Types In pairs, ask the children to talk about what they think the word family means. Feedback some of their ideas and reinforce that members of our family are special people, including carers and friends who are close to us and who we think are important. Ask the class questions about families, considering some of the following: What makes a family? Do families always live together? Are people always born into families? Do people always live with parents or other relatives? Are people in families always married? Do old and young people in families live together? Where do family members live? Make a list on the board of different kinds of family.</p> <p>Family Pictures Give each group a picture of a family. Display some questions on the whiteboard asking them to explore: Who is in this family? What kind of family relationship is it? How big is this family? As a whole class look at the different pictures on the whiteboard and discuss what each group has observed and similarities and differences there are between the families. Reinforce that there are different kinds of families and all are equally valid. What are some of the ways that family members help each other?</p>	
--	--	--------------------------	--	--

			<p>Discuss the vocabulary <i>Gay</i>, meaning a male and a male love each other/ have a relationship (e.g. 2 dads), or a female and female love each other/ have a relationship. Explain that this term can also be known as a lesbian for females e.g. (2 mums). Bisexual means when someone can love a man or a lady. E.g. Use the example I can like pizza and chicken nuggets, if children question this further. Heterosexual- a relationship/ attracted to someone of the opposite sex (e.g. a mum and a dad/ a man and a lady).</p> <p>Plenary Read Who's in a Family? Robert Skutch</p> <p><i>Vocab: family, family members, relationship, carers, friendship, love, marriage, divorce, separation, same sex, gay, lesbian, bisexual, transgender, heterosexual</i></p>	
5	Speaking and Listening	To explore different types of families and who to go to for help and support.	<p><i>Resources: Who can I talk to? Worksheet, The Family Book, Todd Parr.</i></p> <p>Circle My family is special to me because...</p> <p>Who Can I Talk to? Worksheet Refer to previous lesson on problems and ask for some suggestions about who we can talk to when we need help.</p>	<p>Ch. understand that all families are different and have different family members.</p> <p>Ch. can identify who to go to for help and support.</p>

		<p>Explain that this is different people and in different situations. Show the Who can I talk to/ worksheet on the whiteboard and then ask each child to complete one. Circulate and discuss their ideas with individual children. As a whole class, discuss and tell the children who they can talk to in the school. Make sure they know the number for Child line 0800 11 11</p> <p>Recap and Review Ask the class if they think there are fixed ideas (stereotypes) about families; for instance, about who is in a family? Where families live? E.g. do they all live in the same house, area or country? Reinforce that stereotypes do not value the uniqueness and difference in real families. Read The Family Book by Todd Parr and discuss.</p> <p>Closing Round Finish with a closing round: One person to go to if you need help is...</p> <p><i>Vocab: family, family members, relationship, carers, friendship, love, marriage, divorce, separation, same sex, gay, lesbian, bisexual, transgender, heterosexual problems, support, help, trust, stereotypes, difference</i></p>	
--	--	--	--

