

Leighton Academy - Personal Development (SRE) - Year 1

Growing and Caring for Ourselves

(Based on Christopher Winter Scheme of Work and Focus Group Outcomes)

Week	CCL	Learning Objectives	Activities	Assessment
1	<p>Speaking and Listening</p> <p>Science - Ourselves</p>	<p>To understand basic hygiene principles.</p> <p>To share ideas about who to ask for help.</p>	<p><i>Resources: Story bag with sponge, toothbrush, soap, school jumper.</i></p> <p><i>Keeping clean pictures.</i></p> <p>Setting the Ground Rules In circle, discuss the ground rules: Not talking when others talking, not laughing at others, taking turns, teamwork.</p> <p>Pass the Talking Object Practise the ground rules by passing the talking object and saying 'Hello, my name is . . . ' and their preferred pronoun, "I like to be called as he/she/they".</p> <p>Feeling Faces Ask the ch. to practise putting feelings on their faces - happy, nervous, sad, angry, etc. Then ask them to think of something that makes them feel happy - on count of 3 uncover faces. Ask them to shake off the face and then try this with another feeling.</p> <p>Aim: To help build emotional vocab.</p>	<p>Ch. know how to keep clean and look after themselves.</p>

			<p>Story Bag Take the objects out of a bag and place them on the carpet. Ask ch. to guess what they think the story is going to be about. Tell a story about a child getting ready in the morn. for first day at a new sch. <i>What does the ch. need to do? Make sure they incl. brushing teeth, washing and getting dressed.</i> Some things they might need help with - <i>What do you need help with? Who could they ask to help them?</i> Ch. to act out parts of the story - finish with a proud face when they are ready for sch.</p> <p>Plenary Discuss what they have been learning and how it feels to have got themselves ready.</p> <p><i>Vocab: clean, helpful, ready, hygiene</i></p>	
2	Speaking and listening	To understand basic hygiene principles.	<p><i>Resources: Keeping clean picture sets.</i></p> <p>Starter Circle work, passing the talking object. Ch. to say, <i>'In the morning I . . . '</i>. To describe what to do when getting ready for sch.</p> <p>Recap Go back to last week's lesson - <i>What did we talk about?</i></p>	Ch. know how to keep clean and look after themselves.

			<p><i>Who helps us?</i></p> <p>Group work Each group to have a set of keeping clean pictures. <i>How does each item keep us clean?</i> <i>When is it used and why?</i> <i>Who might help us use it, if necessary?</i></p> <p>Whole class Display a set of keeping clean pictures and discuss with whole class.</p> <p>Plenary Back in circle. <i>One way to keep clean is . . .</i></p> <p><i>Vocab: clean, helpful, ready, hygiene</i></p>	
3	-Speaking and listening - Science	To introduce the concept of growing and changing.	<p><i>Resources: Pictures of new born babies.</i></p> <p>Circle: Practise ground rules, pass the talking object and feelings faces around the circle to each other. Children to copy person next to them and pass on the emotion.</p> <p>Story Bag Take the pictures of the new born babies out of the bag. Going to have a story about the same ch. as last lesson about going to the health centre with mother to have baby sister weighed.</p>	Ch. know some ways that ch. grow and change. Ch. know the diff. between girl and boy babies.

		<p><i>Why does the baby need to be weighed?</i> - Ch. need to understand that the dr. needs to check the baby is growing.</p> <p>Stop the story at the point that the baby is being weighed and ask the ch. which baby they think is the ch's sister - <i>Which is a boy and which is a girl?</i></p> <p>Accept all the ch's answers - agree that the babies have different parts and explain that we will be learning the science words for these parts - <i>penis, vagina</i>.</p> <p>Acknowledge that ch. are likely to have their own words for these parts, but explain that these are the proper words that we will be using in class - acknowledge any embarrassment and explain that it is important that they know the real words if they were hurt and needed to explain to a doctor.</p> <p>Introduce the term "Gender"- which defines their gender roles or "how they feel/ see themselves." E.g. I feel more "girly" or more "boyish"? Explain that some people can feel "in the middle" or neutral and don't feel that they are like a girl or a boy. Explain that this can 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.</p> <p>Challenge children to consider gender stereotypes- do all girls wear pink? Do only boys play with cars? "Girls" couldn't wear trouser. Etc.</p>	
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			<p>Plenary What have we learnt?</p> <p><i>Vocab: baby, grow, penis, vagina, difference</i></p>	
4	<p>Speaking and Listening</p> <p>Science</p>	To introduce the concept of growing and changing.	<p><i>Resources: Lifecycle picture cards and labels. Lifecycle whiteboard summary.</i></p> <p>Circle What did we learn last session and how do the ch. feel about it?</p> <p>Explain that today we're going to think about how people change as they grow up.</p> <p>Group Work In groups ch. to put lifecycle cards in order and attach labels.</p> <p>Whole class Whole class revisit activity with lifecycle whiteboard summary. Discuss together.</p> <p>Plenary What can ch. do now that they couldn't do when they were babies?</p> <p><i>Vocab: age, grow, change, penis, vagina</i></p>	<p>Ch. know some ways that ch. grow and change. Ch. know the diff. between girl and boy babies.</p>
	Speaking and	To know who to	<i>Resources: Story bag with plaster and skipping rope</i>	

5	listening	<p>ask for help.</p> <p>To begin to understand the difference between good and bad touching.</p>	<p>Circle <i>What do the ch. remember from our lessons so far?</i></p> <p>Story bag The ch. from the story so far has been hurt before school in the morning while playing with the skipping rope. <i>Who can the ch. ask for help?</i></p> <ul style="list-style-type: none"> - Discuss scenario and talk about trusted people. <p><i>Why shd we ask someone we trust?</i></p> <ul style="list-style-type: none"> - Begin to intro the idea of gd / bad touching, being careful to avoid the impression that this can only occur with strangers. <p><i>Who shd we talk to if we need help with feelings of discomfort re. touching / anything else?</i></p> <p>Circle <i>What have we learnt and how do we feel about it?</i></p> <p><i>Vocab: care, help, trust, touching, hurting, feelings</i></p>	
6	Speaking and listening	<p>To explore different types of families.</p> <p>To introduce the idea that all types of families are valued.</p>	<p><i>Resources: Family Book by Todd Parr, Pictures of families</i></p> <p>Circle <i>If I am hurt I can ask for help?</i> <i>If my feelings are hurt I can ask . . . for help?</i></p> <p>Whole class</p>	<p>To know there are different types of families.</p> <p>To understand that families are imp and may not look like our own.</p>

			<p>Ch. to look at family pictures - ch. to think of as many diff family members as poss. AND fam. Types.</p> <ul style="list-style-type: none">- All families are diff - Read <i>The Family Book</i> with the class.- NB. The idea that a family can have 2 mums or 2 dads rather than a mum and a dad shd. be intro. at this point. <p>Plenary - circle</p> <p><i>In a family you can have . . .</i></p> <p><i>Vocab: mum, dad, sister, brother, step families, love, friendship,</i></p>	
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