

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	Speaking and Listening  Science - Ourselves	To understand basic hygiene principles.  To share ideas about who to ask for help.	<i>Resources: Story bag with sponge, toothbrush, soap, school jumper.</i>  <i>Keeping clean pictures.</i>  <b>Setting the Ground Rules</b> In circle, discuss the ground rules: Not talking when others talking, not laughing at others, taking turns, teamwork.  <b>Pass the Talking Object</b> Practise the ground rules by passing the talking object and saying 'Hello, my name is ...'  <b>Feeling Faces</b> 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. <b>Aim:</b> To help build emotional vocab.	Ch. know how to keep clean and look after themselves.

			<p><b>Story Bag</b>  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><b>Plenary</b>  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><b>Starter</b>  Circle work, passing the talking object.  Ch. to say, 'In the morning I ... '. To describe what to do when getting ready for sch.</p> <p><b>Recap</b>  Go back to last week's lesson - <i>What did we talk about? Who helps us?</i></p>	Ch. know how to keep clean and look after themselves.

			<p><b>Group work</b>  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><b>Whole class</b>  Display a set of keeping clean pictures and discuss with whole class.</p> <p><b>Plenary</b>  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><b>Circle:</b> 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><b>Story Bag</b>  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.  <i>Why does the baby need to be weighed? - Ch. need to</i></p>	Ch. know some ways that ch. grow and change. Ch. know the diff. between girl and boy babies.

			<p>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><b>Plenary</b> <i>What have we learnt?</i></p> <p><b>Vocab:</b> <i>baby, grow, penis, vagina, difference</i></p>	
4	<p>Speaking and Listening</p> <p>Science</p>	<p>To introduce the concept of growing and changing.</p>	<p><b>Resources:</b> <i>Lifecycle picture cards and labels. Lifecycle whiteboard summary.</i></p> <p><b>Circle</b> 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>Ch. know some ways that ch. grow and change.</p> <p>Ch. know the diff. between girl and boy babies.</p>

			<p><b>Group Work</b> In groups ch. to put lifecycle cards in order and attach labels.</p> <p><b>Whole class</b> Whole class revisit activity with lifecycle whiteboard summary. Discuss together.</p> <p><b>Plenary</b> 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>	
5	Speaking and listening	<p>To know who to ask for help.</p> <p>To begin to understand the difference between good and bad touching.</p>	<p><i>Resources: Story bag with plaster and skipping rope</i></p> <p><b>Circle</b> <i>What do the ch. remember from our lessons so far?</i></p> <p><b>Story bag</b> 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"> <li>- Discuss scenario and talk about trusted people.</li> </ul> <p><i>Why shd we ask someone we trust?</i></p> <ul style="list-style-type: none"> <li>- Begin to intro the idea of gd / bad touching, being careful to avoid the impression that this can only occur with strangers.</li> </ul> <p><i>Who shd we talk to if we need help with feelings of discomfort re. touching / anything else?</i></p>	

			<p><b>Circle</b>  <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><b>Circle</b>  <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><b>Whole class</b></p> <p>Ch. to look at family pictures - ch. to think of as many diff family members as poss. <b>AND</b> fam. Types.</p> <ul style="list-style-type: none"> <li>- All families are diff - Read <i>The Family Book</i> with the class.</li> <li>- 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.</li> </ul> <p><b>Plenary - circle</b></p> <p><i>In a family you can have . . .</i></p> <p><i>Vocab: mum, dad, sister, brother, step families, love, friendship, gay</i></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>