



Relationships and Sex Education

Key Stage 1

Scheme of Work / Lesson Plans

June 2010

Relationships and Sex Education

SCHEME OF WORK: Key Stage 1 (5-7 year olds)

Lesson Title	Learning outcomes	Resources
Male and Female	<ul style="list-style-type: none"> To be able discuss different personalities and characteristics. Understand the differences and similarities between people. Understand physical characteristics. 	'Who are we like?' activity sheet.
Growing and Changing	<ul style="list-style-type: none"> Discuss the things that the children feel that they are still too young to do. Discuss the things that can only be done by adults. 	Parent and baby visitor. 'What can we do?' activity sheet.
Friends	<ul style="list-style-type: none"> Understand different types of friendships. Discuss the qualities of a good friend. 	'My Friend' activity.
Families of all Kinds	<ul style="list-style-type: none"> Understand how special people show that they care and love us. How do we show that we care about our special people? 	Paper and drawing materials SEAL Relationships/ Changes.
Gender Stereotypes	<ul style="list-style-type: none"> Complete a class survey of physical characteristics. 	Class survey activity sheet.

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Key Stage 1 – Lesson Plan 1 - Male and Female		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> • Understand that all babies (human and animals) have mothers and fathers. • Understand that they themselves are made by two grown-up people, one woman, a mum, and one man, a dad. 		
Learning Activity	Method	Resources
Ground Rules	Ground Rules: It's okay to laugh at something funny but not at another person. Compile a list of class room rules. Examples in Family SRE Policy.	Setting up ground rules. Family SRE Policy.
Opening Activity	Introduce the activity by thinking about brothers and sisters. Recognition of a variety of home circumstances should be considered. If a child has a sibling in another class it may be possible to 'borrow' them for a short time; or a parent may be willing to bring a pre-school sibling into school. Look at the two children for similarities and differences and record what the children suggest. Begin by looking at their physical features, e.g. do they have the same colour eyes?	
Main Activity	Next discuss their personalities and individual characteristics. For example, are they both always cheerful and smiling? (If a parent is in on the discussion then they could reveal a lot!). Point out that people within families are often alike because they are related, but also that people who live together often become alike (mum and dad, or adopted children, for example). Ask the children to think of a member of their family and think of ways of which they are alike, both physically and personally. Complete the activity sheet 'Who are we like?' (1a).	'Who are we like?' activity sheet (1a).
Closing Activity	Ask the children to report back to the class, begin to list examples of the ways people are alike in their physical characteristics. Write a separate list of other ways people are alike, such as supporting the same football team or having the same sense of humour.	
Assessment/ Extension/ Homework	Consider the extended family. There may be several members with similar characteristics (e.g. 'my mum and my cousin have red hair and so do I'). The children may want to bring photos to illustrate the differences and similarities.	
Recommendation for PSHE Profile	'Who are we like?' activity sheet.	

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Key Stage 1 - Lesson Plan 2 - Growing and Changing		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> Understand what people can and cannot do at different ages. 		
Learning Activity	Method	Resources
Ground Rules	Ground Rules: It's okay to laugh at something funny but not at another person. Examples in Family SRE Policy.	Family SRE Policy.
Opening Activity	Introduce the activity by reviewing with the children what a new-born baby looks like and what it can do. If possible invite someone to bring a baby into school for discussion and questioning by the children. The parent may be willing to demonstrate feeding, changing or bathing the baby for the children to observe. Discuss the things that a new-born baby is unable to do. Ask at what age babies begin to do things for themselves: e.g. eat solid foods, crawl, walk, talk.	Parent and baby visitor.
Main Activity	Discuss the things that the children feel they are still too young to do: e.g. walk to school alone or with a friend, stay up late, watch certain TV programmes. List their answers on the board. Encourage the children to consider why they are unable to do some of these things (e.g. cross busy roads). Discuss when they think they will be able to do things that they cannot do now. Consider what they will be able to do as teenagers and as adults. Remind the class that some things, such as eating solid food, can be done by nearly everybody once they are past the stage of being a baby. Some things can only be done by children, like using rides in the park. Some things can only be done by adults, like driving a car. Can children suggest other examples? Discuss what the children hope to achieve as they grow up, e.g. they may mention careers and jobs and learning to drive. Record their ideas to assist the activity. Complete activity sheet 'What can we do?' (1b).	'What can we do?' activity sheet (1b).
Closing Activity	Circle time – Encourage children to share their work.	
Assessment/ Extension/ Homework	Find out the age at which you are allowed to do things, such as learn to drive, go into a pub, and vote.	
Recommendation for PSHE Profile	'What can we do?' activity sheet.	

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Key Stage 1 - Lesson Plan 3 - Friends		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> Understand relationships beyond the family and why these are also important. 		
Learning Activity	Method	Resources
Ground Rules	Refer to classroom rules.	Family SRE Policy.
Opening Activity	Introduce this activity by talking about your friends with the children. If you have any photos, share them with the children while talking about who they are. Tell them their names, where you met them, how long you've been friends, and so on. It is important for children to understand that we don't have to see a person every day for them to be our friend. Talk about why our friends may sometimes live a long way away, and how we can keep in touch.	Photos of friends.
Main Activity	Ask the children to think about their friends. Remind them that their friends may not be in the class or even in the school. This will support any children who have no obvious friends. Remind them that it is possible to be friendly with more than one person, and that there are different types of friendship. Ask the children to think about one friend – it may be difficult to choose one and there may be worries about offending people by not choosing them. Complete the activity sheet 'My friend' (1c) and think about the reasons why they have that particular friendship.	'My friend' activity sheet (1c).
Closing Activity	Circle time – Begin to think of all the things that make a good friend. Suggestions may include qualities such as kindness, or simply supporting the same football team. Encourage each child to contribute one attribute; you can then make these into a 'recipe for a friend'. This may be integrated into the class code of conduct.	
Assessment/ Extension/ Homework	Discuss why we need friends. Explore the different feelings we have when we are with our friends. Are we always pleased to be together? How do we feel when we fall out with our friends? Record some of the words the children suggest.	
Recommendation for PSHE Profile	'My friend' activity sheet (1c).	

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Key Stage 1 - Lesson Plan 4 - Families of all Kinds		
<p>Learning Objectives: By the end of the lesson the children will:</p> <ul style="list-style-type: none"> • Know and understand why families are special for caring and sharing. • Understand how feelings and actions have an impact on other people. 		
Learning Activity	Method	Resources
Ground Rules	Refer to classroom rules.	
Opening Activity	Brainstorm: 'Who are special people?' Record all answers.	
Main Activity	<p>Ask children: How do special people show they care and love us? Invite them to illustrate with drawings – create a wall display. Put captions alongside the drawings. How do we show that we care for our special people – add to display (comments or illustrations). Ask: What do we do to upset special people? What might happen then? Talk about arguments and people getting cross. Talk about why this happens. Let children know that all families argue from time to time. Talk about ways of making up. Remind children if they are worried about anything that's happening at home they can talk to you about it. (Remember Child Protection). Talk about how we feel if we can't see one of our special people for a while and how we can keep in touch with or remember them by phoning, e-mailing, texting, sending a card or letter or keeping something special to remind us of them. Be sensitive to the fact that there may be a restraining order on a parent or the child may have had a bereavement. LINK – SEAL – Relationships/Changes.</p>	<p>Paper and drawing materials. SEAL – Relationships/Changes</p>
Closing Activity	Circle time – Complete the sentence ... 'Something I am going to do for one of my special people to show I care is'	
Assessment/ Extension/ Homework	Observe the activities closely and reflect on how the children respond.	
Recommendation for PSHE Profile	Record 'My special person is' or 'I love my'. Use picture and captions from display as a record.	

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Key Stage 1 - Lesson Plan 5 - Gender Stereotypes		
<p>Learning Objectives: By the end of the lesson the children will:</p> <ul style="list-style-type: none"> • Recognise that we have certain features in common with other people. • Understand that particular combinations of characteristics make us unique and special. 		
Learning Activity	Method	Resources
Ground rules	Refer to classroom rules.	Family SRE Policy.
Opening Activity	Ask the children to identify the ways in which they are unique, focusing initially on physical characteristics. This will need to be handled sensitively; differences should be valued positively. Care should be taken so that no group of children is made to feel uncomfortable: e.g. children who are above or below the average size, children whose skin colour differs from that of the majority, or children who have a disability.	
Main Activity	Complete the activity sheet 'Class survey' (1d) which is a class survey of physical characteristics. As a whole class, review the findings of the survey, and where there are discrepancies explain that, for example, one person's idea of short hair might be someone else's idea of medium-length hair.	'Class survey' activity sheet (1d).
Closing Activity	Play a class version of the board game 'Guess Who'. Have the class standing and then ask questions like: Are you a girl? Do you have long hair? Do you have any brothers? Children who can answer yes remain standing. The game continues until only one person is left. It is important that the attributes selected are positive; children should be reminded of this rule before playing the game.	
Assessment/ Extension/ Homework	Extend the survey to go beyond physical characteristics: e.g. size of family, means of travel to school, hobbies, favourite sport or pop singer.	
Recommendation for PSHE Profile	'Class survey' activity sheet (1d).	

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Appendix One - Long term overview for Relationships and Sex Scheme of Work

	4+	Y1	Y2	Y3	Y4	Y5	Y6
Ground Rules	Working agreement: It's OK to laugh at something funny but not at another person			Establishing a list of rules to make a safe learning environment			
Relationships	Families of all kinds *SEAL Relationships & changes			Learning about different types of relationships			Let's talk about sex. DVD Unit 3 P3 →
	Friends *SEAL Getting on & falling out						
Changes			Growing & changing DVD Unit 1 P1	Growing & changing DVD Unit 1 P1	Changes that we can't choose DVD Unit 2 P1	Change is part of growing up DVD Unit 2 P1	
Feelings	Recognising and accepting feelings Building self esteem, celebrating uniqueness Developing confidence to express views Gender stereotypes DVD Unit 1 P1 *SEAL Good to be me						→

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Long term overview for Relationships and Sex Scheme of Work

	4+	Y1	Y2	Y3	Y4	Y5	Y6
Body Parts			male & female DVD Unit 1 P2		DVD Unit 2 P1 Recap		
Reproduction			Linking human growth with other aspects of nature DVD Unit 1 P3			Menstruation How babies are made. DVD Unit 2 P2 How babies are born. DVD Unit 2 P3	Girl Talk DVD Unit 3 P1 Boy talk DVD Unit 3 P2
Parental Responsibilities		Needs of a baby	Responsibilities of becoming a parent			Recognising that babies take a lot of looking after	Responsibilities of becoming a parent

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Long term overview for Relationships and Sex Scheme of Work

		4+	Y1	Y2	Y3	Y4	Y5	Y6
Keeping Healthy	Hygiene	Flush toilet/ Washing Hands		Making decisions how to keep themselves clean.	Changing clothes regularly e.g. PE		Need for daily bathing/ showering	
	Diet/exercise			Keeping yourself healthy- Choices				
	Keeping Safe	Stranger Danger						

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Advice & support	Identify and be able to talk with someone they trust	Knowing who to ask for help when dealing with puberty.
Parental involvement		

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Appendix Two - NEEDS and PRIORITIES to be taken into account in developing a programme for Personal and Social development

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Development - physical	Need to let off steam with physical activity e.g. walking, running, swimming. Have a range of physical skills e.g. cycling, ball-handling. Have a heightened awareness of difference between the sexes.	Pubertal changes begin. Girls stronger and bigger than boys. Have good appetites – need less fat and sugar. Dental, body and foot hygiene important.	Wide range of body shape, size etc. Hormonal effects on mood. Personal hygiene more important. Body needs exercise, rest, healthy diet, regular hygiene.	Neither child nor adult. Much concern about body image especially in girls - anorexia and bulimia more prevalent. Skin complaints - acne is common. Physical activity less regular for girls.
- social	Understand the rules for play, work, life, but cannot always stick to them. May not yet have team spirit. Have one or more friends but need help with social skills. Vulnerable to media messages.	Becoming sensible and sensitive to others. Know of rules of the games but not always good losers. Sense of fairness developing. Being part of a group is important, normally led by a key individual. Groups tend to be unisex. Vulnerable to trends and fashion. Often lack independence. Acute awareness of fairness and injustice.	Pre-adolescent rebellion against authority starts. Anti-social behaviour can lead to exclusion. New relationships with both sexes. Influenced by media messages. Perceptions of gender roles tend to be stereotyped. Friendships increasingly important especially in Y9. Many have part jobs and savings accounts.	Shift of interest from family to the group, which provides a backdrop to developing self-identity. Causes intense self-preoccupation which can be interpreted as selfishness. Crime rate peaks for girls. Homophobic bullying.
- emotional	Developing sense of self and gender identity. Becoming more independent. A range of egocentric behaviours shown. Understand simple cause and effect of behaviour. Unacceptable/antisocial behaviour seen in the context of powerful infantile emotions still dominating.	Need a language of feelings through which social skills can be developed. Possible mood swings. Defiant and difficult tendencies.	Interest in the range of sexualities – developing own sexual identity. Volatile adolescent emotions. Capable of abstract thinking. Understanding of moral reasoning. Move towards independence from parents. Relatively high incidence of attempted suicide. Bullying issue in Y8. Peer pressure highest in Y9.	Pressures: social, sexual, academic, relationship can cause depression - increase in teenage suicide rate. A high proportion have at least one personal worry. Parental values and support continue to be important to the adolescent.

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<p>School Career</p>	<p>Starting full-time school can cause stress. Beginning to apply past learning to new situations. Eager to take responsibility in simple ways. Developing awareness of and need to care for the environment.</p>	<p>Exposed to more complex learning and more formal teaching and learning practices. Preparing for SATS and secondary school. Growing awareness of potential career opportunities.</p>	<p>Change from primary to secondary school – need to feel settled and cared for in the new environment – bullying is an issue. Making choices for KS4 courses. Starting to think about the future. KS3 SATS.</p>	<p>Future plans are important – what to do post 16. Examinations, coursework and balancing part-time jobs can cause pressures and stress. Work experience takes place.</p>
<p>Health Career</p>	<p>Accidents still a hazard. Need to be aware of dangers and how to cope with them – including personal safety. Hygiene procedures established – washing hands, cleaning teeth.</p>	<p>Developing interest in sexuality and human reproduction. High accident rate – on cycles. Significant numbers do not wear safety cycle helmets. Experimentation with smoking starts. Relatively high incidence of deaths due to solvent abuse. Increasing knowledge of drugs. Boys developing strong interest in computers.</p>	<p>Road accidents prevalent at KS2-3 change. Pressure from friends to conform in smoking, drinking, trying drugs etc. Girls more likely to smoke than boys. Excessive use of over the counter drugs. Exposure to illegal drugs at 13-14 years. A minority of pupils sexually active. Downward trend in the number of parents who talk with their children about sexual issues.</p>	<p>Risk-taking is an important part of teenage development. Health behaviour is often associated with peer group norms - smoking habits become regular for girls, drinking for boys. Eating patterns may change - 'snacking' contributes to obesity. Experimentation with drugs especially cannabis. Alcohol consumption is linked to motorcycle accidents and unintended pregnancy. Coming to terms with a sexually active body - many become sexually active during this period; masturbation is common. Have sufficient knowledge about mechanics of sex and contraception - want a greater emphasis on relationships and social skills. Insecure knowledge about HIV transmission. Lack of knowledge about local contraceptive advice and support agencies.</p>

Taken from - Passport: a framework for personal and social development

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Appendix Three - Relationships and Sex Framework Key Stages 1- 4 (Ofsted, Crown Copyright 2002)

NB Statements marked with an asterisk are part of the National Curriculum science requirements.

	By the end of Key Stage 1	By the end of Key Stage 2
Pupils will be able to:	<ul style="list-style-type: none"> • recognise and compare the main external parts of the bodies of humans* • recognise similarities and differences between themselves and others and treat others with sensitivity* • identify and share their feelings with others • recognise safe and unsafe situations • identify and be able to talk with someone they trust • be aware that their feelings and actions have an impact on others • make a friend, talk with them and share feelings • use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk. 	<ul style="list-style-type: none"> • express opinions, for example, about relationships and bullying • listen to, and support others • respect other people's viewpoints and beliefs • recognise their changing emotions with friends and family and be able to express their feelings positively • identify adults they can trust and who they can ask for help • be self-confident in a wide range of new situations, such as seeking new friends • form opinions that they can articulate to a variety of audiences • recognise their own worth and identify positive things about themselves • balance the stresses of life in order to promote both their own mental health and well-being and that of others • see things from other people's viewpoints, for example their parents and their carers • discuss moral questions • listen to, support their friends and manage friendship problems • recognise and challenge stereotypes, for example in relation to gender • recognise the pressure of unwanted physical contact, and know ways of resisting it.

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<p>Pupils will know and understand:</p>	<ul style="list-style-type: none"> • that animals, including humans, grow and reproduce* • that humans and animals can produce offspring and these grow into adults* • the basic rules for keeping themselves safe and healthy • about safe places to play and safe people to be with • the needs of babies and young people • ways in which they are like and different from others • that they have some control over their actions and bodies • the names of the main external parts of the body including agreed names for sexual parts • why families are special for caring and sharing. 	<ul style="list-style-type: none"> • that the life processes common to humans and other animals include growth and reproduction* • about the main stages of the human life cycle* • that safe routines can stop the spread of viruses including HIV • about the physical changes that take place at puberty, why they happen and how to manage them • the many relationships in which they are all involved • where individual families and groups can find help • how the media impact on forming attitudes • about keeping themselves safe when involved with risky activities • that their actions have consequences and be able to anticipate the results of them • about different forms of bullying people and the feelings of both bullies and victims • why being different can provoke bullying and know why this is unacceptable • about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.
<p>Pupils will have considered:</p>	<ul style="list-style-type: none"> • why families are special • the similarities and differences between people • how their feelings and actions have an impact on other people. 	<ul style="list-style-type: none"> • the diversity of lifestyles • others' points of view, including their parents' or carers • why being different can provoke bullying and why this is unacceptable • when it is appropriate to take a risk and when to say no and seek help • the diversity of values and customs in the school and in the community • the need for trust and love in established relationships.

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	By the end of Key Stage 3	By the end of Key Stage 4
<p>Pupils will be able to:</p>	<ul style="list-style-type: none"> • manage changing relationships • recognise risk of personal safety in sexual behaviour and be able to make safe decisions • ask for help and support • explain the relationship between their self-esteem and how they see themselves • develop skills of assertiveness in order to resist peer pressure and stereotyping • see the complexity of moral, social and cultural issues and be able to form a view of their own • develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships • be tolerant of the diversity of personal, social and sexual preference in relationships • develop empathy with the core values of family life in all its variety of forms • recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage • recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively. 	<ul style="list-style-type: none"> • recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice • manage emotions associated with changing relationships with parents and friends • see both sides of an argument and express and justify a personal opinion • have the determination to stand up for their beliefs and values • make informed choices about the pattern of their lifestyle which promote well-being • have the confidence to assert themselves and challenge offending behaviour • develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships • work co-operatively with a range of people who are different from themselves.

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<p>Pupils will know and understand:</p>	<ul style="list-style-type: none"> • that fertilisation in humans is the fusion of a male and a female cell* • the physical and emotional changes that take place during adolescence* • about the human reproductive system, including the menstrual cycle and fertilisation* • how the foetus develops in the uterus* • how the growth and reproduction of bacteria and the replication of viruses can affect health* • how the media influence understanding and attitudes towards sexual health • how good relationships can promote mental well-being • the law relating to sexual behaviour of young people • the sources of advice and support • about when and where to get help, such as at a genito-urinary medicine clinic. 	<ul style="list-style-type: none"> • the way in which hormonal control occurs, including the effects of the sex hormones* • some medical uses of hormones including the control and promotion of fertility* • the defence mechanisms of the body* • how sex is determined in humans* • how HIV and other sexually transmitted infections affect the body • the link between eating disorders and self-image and sexual identity • the risks of early sexual activity and the link with the use of alcohol • how the different forms of contraception work and where to get advice • the role of statutory and voluntary organizations • the law in relation to sexual activity for young people and adults • how their own identity is influenced by both their personal values and those of their family and society • how to respond appropriately within a range of social relationships • how to access the statutory and voluntary agencies which support relationships in crisis • the qualities of good parenting and its value to family life • the benefits of marriage or a stable partnership in bringing up children • the way different forms of relationship including marriage depend for their success on maturity and commitment.
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Pupils will have considered:	<ul style="list-style-type: none">• the benefits of sexual behaviour within a committed relationship• how they see themselves affects their self-confidence and behaviour• the importance of respecting difference in relation to gender and sexuality• how it feels to be different and be discriminated against• issues such as the costs of early sexual activity• the unacceptability of prejudice and homophobic bullying• what rights and responsibility mean in relationships.	<ul style="list-style-type: none">• their developing sense of sexual identity and feel confident and comfortable with it• how personal, family and social values influence behaviour• the arguments around moral issues such as abortion; contraception and the age of consent• the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both• the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.
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Appendix Four - Teaching SRE in Primary School

Key issues

- Look at yourself – explore your own values and attitudes. Identify how they affect your work with children and take responsibility for them
- Inform yourself about legislation affecting sex education, and about human sexuality and relationships
- Explore some of the issues that effect SRE such as religious and cultural considerations, equal opportunities, self esteem, ability and special needs
- Make sure you have the support of senior teaching staff, colleagues and parents in your school
- Collect together resources that suit your style and the ethos of the school
- Always work within your school's SRE policy

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Family Planning Association

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Appendix Five - EXAMPLE LETTER TO PARENTS/CARERS

(Taken from Cohen, J. The Primary School Sex education Pack)

Dear Parent / Carer

Over the next few weeks your child will be involved in sex and relationship education lessons as part of the school personal, social and health education programme.

Sex and relationships education is an important issue which concerns us all. The programme will include work about (fill in information about the topics you will be addressing).

You can help your child by talking to them about the lessons. The programme will also include homework which you can discuss with them.

If you would like to find out more about the programme please contact us. We will be very happy to discuss it with you.

Yours sincerely,

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Appendix Six - Establishing the needs of primary pupils in SRE & involving them in the development of an SRE Policy that outlines the provision of Sex & Relationships Education.

Involving children

Children and young people have many good ideas about how to improve SRE in their schools, and structured opportunities to obtain their views ensures that teachers and pupils work together to review and further develop the SRE curriculum.

Involving children in the development of policy will ensure that it meets their needs. Consultation works best if there are small groups of children. The teacher may need additional support to help take notes, for example from the school nurse, an older child as part of the active citizenship or the healthy schools coordinator. Recording the discussion, asking children to produce artwork or to 'draw and write' are all useful ways for reporting back to parents and governors.

Other methods for consultation include the use of school councils whose members can be interviewed or invited to devise and undertake a survey of other children's views. Surveys and questionnaires are also other ways of linking this subject with other areas of the curriculum such as maths. In order to establish their needs, the following questions are useful:

- Where do you receive your information about your body, growing up, relationships and feelings?
- What would you like more information on?
- Does what is covered at the moment answer all your questions?
- Do you feel able to ask for support and advice?
- Do you feel confident talking about feelings and emotions?
- What do you think about the way these subjects are taught?

Extract taken from Laying the Foundations Martinez, A. & Cooper, V. pg 16

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Appendix Seven - SRE Activities – Key Stage 1

Understanding the needs of a baby.

- Ø Sort items a baby needs e.g. nappy, bottle sleepsuit etc. Talk about how / why they are used. Talk about non-material needs of babies also love, play etc.
- Ø Suggest scenarios in role play area where children can learn to look after baby. Include boy's role as fathers.
- Ø Invite health visitors to talk about his / her work.

Understanding the responsibilities of becoming a parent.

- Ø Invite a parent – Mum or Dad – to talk about their responsibilities.
- Ø Children to role play interviews as parents.
- Ø Look at the cost of baby e.g. browse through catalogue for cost of pram, or add up weeks worth of nappies.

Understanding that we all grow and change, not just physically.

- Ø Using photographs produce a time line – e.g. baby, toddler, nursery child etc. Link growth of plant with photos of seed, seedling etc.
- Ø Look at pictures of adults they know as babies, children etc. e.g. grandparents.
- Ø Invite grandparents into school to talk about some of the changes they have experienced. Give children the opportunity to empathise and develop respect for older people.
- Ø Record changes in abilities, e.g. neater writing. Review literacy targets over the last year.
- Ø Discuss feeling responses to changes – do we feel excited about moving house, new brother or sister?
- Ø Consider changes we'd like to make in the future e.g. where they might live as adults, jobs, married?
- Ø Teacher wraps some typical birthday presents and asks the children to suggest what age they would be suitable for.

Linking human growth with other aspects of nature.

- Ø Look at animal life cycles e.g. caterpillar. Sequence cards as a group. Make life cycle wheels.
- Ø Look at changes in pupil's pets.
- Ø Creative visualisation / dance of tree through the seasons; Spring – buds appear, Summer – abundance, fullness, Autumn – leaves fall etc.

Building self-esteem, celebrating uniqueness.

- Ø Fact file or 'All About Me' booklet taken and added to throughout school career.
- Ø Make own passport.
- Ø Record and display information about significant personal events or achievements
- Ø Play 'Sleeping Hedgehogs'. Child A leaves the room. Child B crouches in centre of circle (like a hedgehog) with a blanket covering them. Child A returns. Children in the circle give clues to who is under the blanket. They can only make positive statements about the child e.g. He is good at spelling.

Recognising and accepting feelings.

- Ø Use music and dance to explore feelings, e.g. choose two feelings, choose instruments to represent them. Perform. Discuss use of timbre, pitch, volume and the way sounds were produced. Compare and contrast. Which pieces of music were enjoyable?
- Ø Reflect on situations that stimulate certain feelings.
- Ø Discuss ‘when we feel angry, do we have to behave angry?’ Relate to typical playground scenario and role play situations.
- Ø Find pictures in magazines. Cut out and add speech bubbles describing how they feel and why.

Recognise the effect of our behaviour on other people.

- Ø Choose to be playground / reading buddies. Reflect on how they helped others. Ask others what they appreciated / how their reading / playground experience has improved.

Develop confidence to express their views.

- Ø Use circle time to encourage children to respond to scenarios – what would you do? How would that help?

Recognise and name external / internal body parts.

- Ø Give pupils blank body sheet to assess prior knowledge. Groups to research correct positions. Compare findings to original sheets.
- Ø Match labels to blank body diagrams.
- Ø Observe any classroom pets. How can we tell if they are male or female.

Learning about pressure to conform to stereotypes.

- Ø Sort statements into three piles – Boys can... Girls can... Boys and girls can... Discuss the children’s ideas.
- Ø Practice assertiveness strategies for dealing with peer pressure / bullying e.g. role play.

Learning about relationships / families.

- Ø Children draw a series of concentric circles with themselves in the middle. In the other circles they draw people they are close to e.g. family, friends, neighbours etc. Discuss why these people are important to them and what activities they share.
- Ø Find a partner and discover one similarity and one difference between their families. Make sure the range of families within the class are discussed.