

Relationship & Sex Education - Year 1

Ground rules & Preparation

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other children (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy. To be effective, children and teachers should develop ground rules together, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending them as necessary.

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if you do not wish to comment

It is good practice for teachers to:

- work with children to establish ground rules about how they will behave towards each other in discussion
- offer some opportunities for children to discuss issues in small groups as well as sharing views with the class
- make something available in which children can place anonymous questions or concerns, to avoid having to voice them in front of the class
- provide access to balanced information and differing views to help children clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)
- exercise sensitivity to the needs of individuals, as some children may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that children understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)

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Sequence of Learning

Sequence of learning:

The content of each stage of may happen over a number of session to ensure the learning is covered in depth and children have time for a full understanding.

1. *What is friendship? (Lifewise scheme) and How to be a good friend.*
2. *How can I deal with difficult feelings like anger? (Lifewise scheme)*
3. *How can I recognise kind and unkind behaviour (online and offline)? (Lifewise scheme)*
4. *Why is communication important? (Lifewise scheme)*
5. *How can I communicate in tricky situations? (Lifewise scheme)*
6. *How can I keep clean and look after myself?*
7. *How do people change as they grow older? What are the similarities and differences between boys and girls?*
8. *What are the names of my private parts? (Lifewise scheme) NSPCC PANTS*
9. *Are all families the same? Who can I ask for help?*
10. *What makes a family? (Lifewise scheme)*
11. *Who can I trust and why is trust important? (Lifewise scheme)*
12. *What is respect? (Lifewise scheme)*

Vocab:

friend, friendship, lonely, emotions, emotional state, feelings, anger, negative, positive, rules, angry, behaviour, triggers, control, explode, heart rate, teasing, bullying, hurtful, bystander, ally, language, speak, communication, understand, difference, similarity, unkind, signals, facial expressions, body language, sign language, greeting, important, useful, tricky situation, communicate, communication, safe, feelings, comfortable, uncomfortable, protect, secret, worried, afraid, surprise, unkind, clean, wash, toothbrush, soap, sponge, flannel, washing machine, clothes, bath, shower, sink, hairbrush, shampoo, grow, change, baby, toddler, child, teenager, adult, elderly, boy, girl, male, female, newborn baby, private parts, penis, vagina, vulva, testicles, health centre, doctor, lifecycle, families, difference, same sex couple, children, parents, trusted, care, mother, father, family member, step mother, step father, uncle, aunty, grandmother, grandfather, grandparents, brother, sister, siblings, cousins, parent, sibling, grandparent, aunt, uncle, cousin, nephew, niece, trust, special, worried, safe, secret, pretend, protected, belonging, unkind, unsafe, trust, unkind, pretend, earn, respect, treat respectful, law, illegal, vulnerable, society, cultural, ethnic, racial, religious, gender identity, sexual orientation, disability, disrespect, rudeness, aggression, swearing, peer pressure, responsible, arrest, imprisonment, protect

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1. What is friendship? (Lifewise scheme)

'What is Friendship' and 'How to be a Good Friend'

[Lifewise - CLICK HERE](#)

Introduction

Friends are people we trust, people we have fun and play with and we care for our friends too. Today we are going to learn how to make friends and how to be a good friend. **Do you have any ideas on how you can be a good friend?**

Scenario

Joe was going back to school after the summer holidays. He was very excited to see all of his friends again, meet his new teacher and get settled into his new classroom. He quickly said goodbye to his dad and ran into the playground. He waved to his friends and started to run over to them. As he was running, he caught a glimpse of a boy sat on a bench by himself, looking lonely. What could Joe do in this situation?

Carry on and run to his friends. Pull a funny face on his way past to try and cheer the boy up. Go over and say hello and see if the boy would like to join him and his friends.

Challenge activities - see Lifewise link

A Good Friend

Children highlight all of the things that make a good friend.

Friendship Fun

Children can make things from playdough that show what they enjoy doing with their friends.

You Are A Good Friend

In their small group children take turns telling each other why they are a good friend.

Each child feeds back to the class or another group one piece of information they were given about what makes them a good friend.

Deeper understanding:

Explore why friendships are important and what it means to be a good friend. Extend the learning by discussing what it can feel like to be lonely and without friends and what can be done if they have seen a lonely child at school, a club or the park.

Use activities to consolidate and reinforce the class discussion, the variety of activities available is to give an element of choice and individual or group tasks.

The printable resource is a board game for Friendship. Students can play in twos and threes and part of the game is to talk about friendship qualities. Printable can be used in addition to activities or as a stand alone activity.

Children will know:

- about how people make friends and what makes a good friendship.
- how to recognise when they or someone else feels lonely and what to do

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2. How can I deal with difficult feelings like anger? (Lifewise scheme)

Controlling Our Anger

[Lifewise - CLICK HERE](#)

Introduction

Anger is an emotional state that varies from mild irritation to intense fury or rage.

Scenario

Jerome's mum won't let him stay up and play on the computer all night. This made him feel angry and he started shouting.

What advice would you give to Jerome to help him calm down?

Challenge activities - see Lifewise link

How angry am I? (Pairs/Class)

Positive or negative anger? (Teacher Role Play/Class)

Managing your anger (Class)

Take the risk (Play-Based Activity)

Deeper understanding:

What is anger?

How can we control our anger?

What can we do to control our anger?

Why do we need to control our anger?

Children will know:

- About understanding anger and difficult feelings.
- About controlling our anger.

Recognising Anger and Triggers

[Lifewise - CLICK HERE](#)

Introduction

People can get angry for lots of different reasons. What makes you angry might not make other people angry, and vice versa.

Scenario

Samantha was cooking a cake with her parents. The cake didn't turn out as good as she liked. She lashes out at her parents and shouts at them. Why does she do this?

What advice do you have for Samantha?

Challenge activities - see Lifewise link

Anger triggers (Individual)

Bringing down anger (Pairs)

How to manage anger (Class)

Don't get angry (Play-Based Activity)

Deeper understanding:

When might you see or feel anger?

What does anger look like?

What is a 'trigger'?

What might anger look like?

What might cause you to feel angry?

Children will know:

- what anger looks like to us and others.
- what triggers might make us feel angry.

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3. How can I recognise kind and unkind behaviour (online and offline)? (Lifewise scheme)

Understanding Kind and Unkind Behaviour

[Lifewise - CLICK HERE](#)

Introduction

Knowing the difference between kind and unkind behaviour is a very important skill. There may be times when you have been unkind or someone has been unkind to you, this can turn to bullying unless the right action is taken. We will give you the knowledge and skills you need to use in these tricky situations and to understand why unkind behaviour is never acceptable.

Scenario

Poppy's mum received a phone call from Poppy's school. Her teacher wanted to talk to Poppy and her parents about the unkind words Poppy had used when teasing a girl called Eva, in her class. It started as a silly joke at lunch, but Poppy didn't stop when she was asked, in fact she did it even more! Now Eva is frightened that Poppy will say worst things and no one will like her.

What does Poppy need to do to make things right?

What might Poppy's parents do?

Challenge activities - see Lifewise link

Draw the Feeling

Use the Match the Feeling template for students to draw a picture that matches the feelings word.

Sad, Lonely, Scared, Angry, Kind, Unkind

What is Happening?

Using the What is Happening template for students to study and discuss the front cover of the book 'Tyrannosaurus Drip'

Staying on the theme of kind vs unkind behaviour.

What Would You Do?

In their small group students think of a suitable freeze-frame to depict an unkind situation happening. They then verbalise what can be done to stop the situation escalating.

Deeper understanding:

Discuss the meaning and difference between kind and unkind. Emphasise the impact on others' feelings and implications being unkind can have. Explore the subtle differences between teasing, name calling and bullying, but stress that all three are unacceptable behaviours and offer strategies on what to do if students experience it themselves or witness the behaviours happening to others.

Use activities to consolidate and reinforce the class discussion, the variety of activities available is to give an element of choice and individual or multiple tasks.

The printable resource is a template for a sorting activity. Students sort words into kind or unkind boxes. Printable can be used in addition to activities or as a stand alone activity.

Children will know:

- that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.
- how people may feel if they experience hurtful behaviour or bullying.
- that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.
- what is kind and unkind behaviour, and how this can affect others.

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4. Why is communication important? (Lifewise scheme)

Why is Communication Important?

[Lifewise - CLICK HERE](#)

Introduction

Communication is a way of sending messages to each other either digitally or by speaking or by using sign or body language.

Scenario

Ellie hasn't seen her gran for 4 months because of the Coronavirus lockdown. She is missing her lovely hugs but her mum tells her that she can still communicate with gran. How could she communicate with her gran if she is not allowed to go to her house

Challenge activities - see Lifewise link

Body talk (Class/Individual)

Make a list (Class)

For the birds (Groups)

Deeper understanding:

Why is it good to be able to communicate?

How can you communicate to someone who doesn't speak your language?

How could you communicate with someone who doesn't speak your language?

How might you feel if you learned a new language and you could communicate with others?

Why is communication important?

Children will know:

- why it's important to have good communication skills in life.

5. How can I communicate in tricky situations? (Lifewise scheme)

Communicating in Tricky Situations

[Lifewise - CLICK HERE](#)

Introduction

Trying to calm someone down helps them to feel more relaxed and in control and think and see the situation clearly so that they can help themselves and help you to help them..

Scenario

Chloe's friend is upset and crying because she is worrying about her mum who has gone into hospital. What could Chloe say to her friend to help her to calm down and feel better?

Challenge activities - see Lifewise link

Time to talk! (Class/Pairs)

Tricky situations (Class)

Assertive Communication (Groups)

Deeper understanding:

How can you use communication to keep someone calm?

What can you say if you're feeling uncomfortable with what someone is doing or saying to you?

How can you use communication to calm someone?

How can you communicate to others without speaking?

How can you communicate that you are not happy or comfortable with what someone says or asks you to do?

Children will know:

- how to communicate in tricky situations.

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6. How can I keep clean and look after myself?

How can I keep clean and look after myself?

Pass the Talking Object

Explain that the talking object gives the holder permission to speak and that no-one speaks unless they have the object in their hand. Pass the talking object around the circle and as each person receives it ask them to say their name, if they want to, using the sentence: **Hello my name is...** This is a good opportunity to gently remind the class of the ground rules as the object goes around the circle, for example, if someone throws the object ask them to try passing it again. You could try a different starter, and always ensure that the children are answering in full sentences.

Feeling Faces

Ask the class to practice putting different feelings on their faces. Suggest *happy, nervous, cross and proud*.

Ask the group to make a mask by covering their faces with their hands and then to think of something that makes them feel happy, giving examples such as, a 'beautiful sunny day'.

On the count of three the group uncover their happy faces.

Gently shake off those faces and repeat with the other feelings.

This helps to build a shared emotional vocabulary which can be used throughout the sessions.

Keeping Clean Pictures

In small groups at tables, give each group a **Keeping Clean picture**.

Ask the groups to discuss what the object in the picture is, how it helps people to keep clean, when is it used and would they need help to use it?

Story Bag

Take the objects out of the bag and place them on the carpet. Explain that you are going to tell a story which involves these objects. Ask the children if they can guess what the story is going to be about.

Tell a story about a child getting ready in the morning for their first day at their new school. Choose a name and gender for the child and start the story with the child waking up. Ask the class what the child needs to do to get ready in the morning.

Ensure they include **washing, brushing teeth and getting dressed**.

With each suggestion ask, "**Will this child need help or can s/he do this alone?**"

For example, "*the child may need help tying laces or doing up tricky buttons.*"

"Who could the child ask for help?"

Encourage the group to act out elements of the story as it progresses, for example, waking up or brushing teeth. Ask the class to use feeling faces; finishing with a proud face at the end of the story as the child wears the school jumper.

Children will know:

- Why it is important to keep clean
- What is needed to keep clean
- We are aiming to get ready to school by ourselves
- How adults can help you keeping clean and getting ready

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Keeping Clean pictures



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Keeping Clean pictures



7. How do people change as they grow older? What are the similarities and differences between boys and girls?

**How do people change as they grow older?
What are the similarities and differences between boys and girls?**

Feeling Faces

Ask the class to practice putting different feelings on their faces. Suggest *happy, excited, calm*.

Lifecycle Pictures

In small groups at tables, give each group a set of **Lifecycle picture cards** and **Lifecycle word cards**.

Ask the group to put the pictures in a line from youngest to oldest. If they are able to, they can then label the pictures.

Clarify any misunderstandings.

Story Bag

Take the two **Pictures of newborn babies** out of the bag and explain that today's story is about the same child as last time.

Tell a story about the child going to the health centre with their mother to have their baby sister weighed by the doctor. In the story the child is very excited about going to the health centre and has to calm down so that they can weigh the baby.

Ask the class why the doctor needs to weigh the baby and explain that it is in order to check that the baby is growing.

Stop the story at the point when the baby is getting weighed and show the baby pictures. Ask the group to decide which baby they think is the sister. Accept all answers and ask how they knew which baby was the girl and which was the boy.

Agree that they have different private parts and tell the class that the science words for these parts are penis and vagina. Acknowledge that the children may have their own words for these parts.

Discuss any feelings of embarrassment and reinforce that it's important to know the names for these parts of the body.

Ask the children to think of something they can do now that they couldn't do when they were babies.
Discuss a few examples.

One thing I have thought about today...

Children will know that

- People grow and change throughout their lives
- Babies become children; children become adults
- Boys have a penis and girls have a vagina

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Pictures of newborn babies



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Life cycle Picture Cards



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Life cycle Picture Cards



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Life cycle word cards

baby

toddler

child

teenager

adult

elder

Introduction To Our Bodies and The Human Life Cycle

[Lifewise - CLICK HERE](#)

Introduction

Our bodies are extremely important and so it is just as important that we look after them. Today you are going to learn the names for different parts of your body, how to keep your body safe and also that your body changes as you grow.

Scenario

Joe was having fun at a friend's house when a younger child he didn't know asked Joe to show him his 'pee pee'. Joe did not know what this meant and when he asked, the boy pulled Joe's trousers down and pointed to his penis. The younger boy said "I want to see what mine will look like when I am older." This made Joe feel very uncomfortable and so he said "No!" in a loud voice and pulled his trousers back up.

Did Joe do the right thing?

Deeper understanding:

Discuss the names of general body parts and include genitals, students should know the external genitalia names; nipples, anus, penis, testicles and vulva. Differentiate body parts by exploring the term 'private parts' and these body parts are usually covered by underwear. Follow this with a discussion on how bodies change as we grow and talk about the human life cycle and stages of development; baby - elderly person.

Use activities to consolidate and reinforce the class discussion, the variety of activities available is to give an element of choice and individual or group tasks.

The printable resource is a template for an activity where children are to match the age of humans to the body changes they experience. Printable can be used in addition to activities or as a stand alone activity

Challenge activities - see Lifewise link

This Is My Body

Using the body template printable, children cut out body part labels and stick them on the correct part of the body template.

PANTS Poster

Individually or with a partner children can create a poster giving the important information from NSPCC Pants video.

<https://www.youtube.com/watch?v=SzbMEVYiyg>

Human Life Cycle

In their small groups, children should look at the human life cycle diagram and act it out. Each child takes 2 or 3 stages depending on the size of the group. They can use only actions or actions and words to demonstrate their life cycle stage.

Children will know:

- that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.
- the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).
- about growing and changing from young to old and how people's needs change.

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9. Are all families the same? Who can I ask for help?

Are all families the same? Who can I ask for help?

Feeling Faces

Ask the class to practice putting different feelings on their faces.

Suggest *happy, shy, upset, sad*.

Family Members

In groups, ask the class to think of as many different family members as possible.

Give each group a **Picture of families** to help them.

Collect suggestions from the whole class and record on the board.

Story Bag

In this story, a child from the other two stories gets hurt while playing with a skipping rope by the gate, after school.

Children and teachers are in the playground and parents and carers are waiting on the pavement.

Tell the story up to the point where the child gets hurt, then consider the following questions with the class:

Who can the child go to for help?

If there is someone s/he does not know waiting on the pavement should the child ask them for help?

How does the child feel to be cared for?

How could the child's friends help?

Draw together any conclusions and reinforce that it is important to ask for help from a trusted person.

All Families Are Different

Use the photos, like a picture book, to explain how families differ.

Alternatively read ***The Family Book*** or a similar resource about families to illustrate difference.

If I needed someone to help me I would ask...

Children will know that

- There are many different people in a family
- There are different trusted adults in children's lives they could ask for help

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Families and care - Family pictures



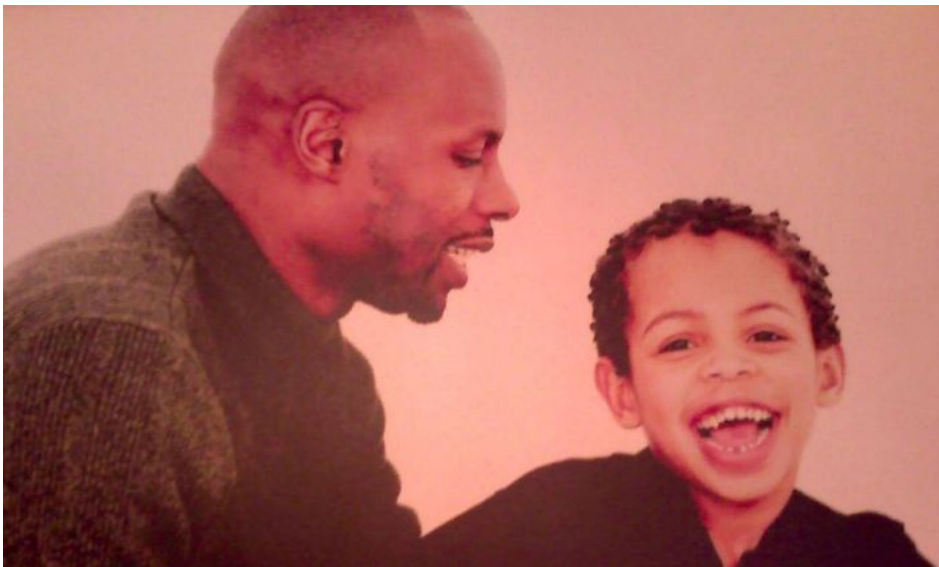
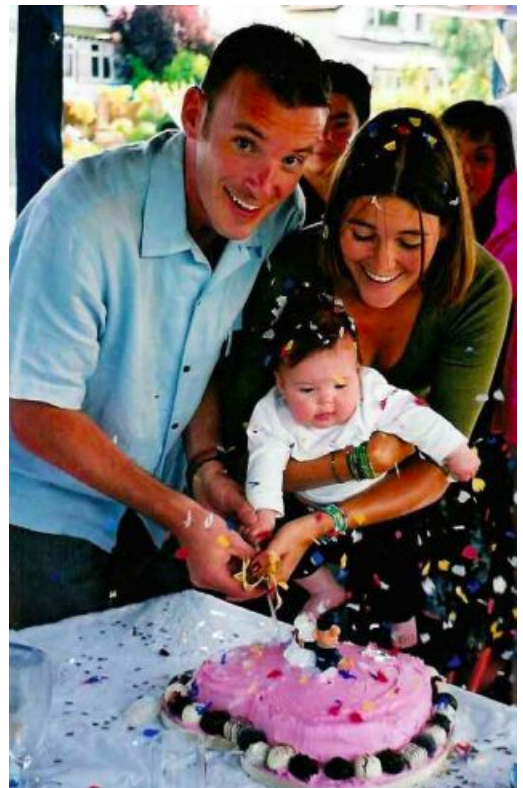
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Families and care - Family pictures



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Families and care - Family pictures



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10. What makes a family? (Lifewise scheme)

Families Come in All Shapes and Sizes

[Lifewise - CLICK HERE](#)

Introduction

Families are those that we have the closest relationships with. We are going to learn what makes a family and what your family looks like. Close your eyes and picture what your family looks like. Do all your family members live with you?

Scenario

Last week Poppy went to her new friend's house for a playdate. When she arrived an older lady welcomed her into the house. Later on Poppy found out that her friend lives with her Grandparents as well as her mum and dad. Poppy was confused because she only lives with her mum, dad and little brother.

Do you know someone who has a different family to you?

Challenge activities - see Lifewise link

My Family Looks Like

Using the house template printable, students should draw their immediate family inside the house and their extended family members around the outside of the house.

If appropriate they can label the drawings, using the word list on the printable.

So Many Different Families!

Using the cut out and match printable, students match the pictures of different family dynamics to the word labels.

Tell Me About Your Family

In their small group students take turns telling each other about what their family looks like.

Each student feeds back to the class or another group one piece of information they were given.

Deeper understanding:

Explore how family dynamics can look very different, dependent on individual circumstances. Ensure same sex families are included, as well as blended and single parent families. Take time to discuss and share experiences. Determine what makes an immediate family and who is included in extended family.

Develop understanding of how family members care and respect each other whether immediate or extended members. Discuss examples of roles family members may have and make explicit that gender does not limit these roles.

Use activities to consolidate and reinforce the class discussion, the variety of activities available is to give an element of choice and individual or group tasks.

The printable resource is a template for a thank you card. Children can design for any family member and thank them for something they do that shows they love and care for the student.

Children will know:

- about different types of families including those that may be different to their own.
- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.
- the ways they are the same as, and different to, other people.

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11. Who can I trust and why is trust important? (Lifewise scheme)

Who Can We Trust? [Lifewise - CLICK HERE](#)

Introduction

We never know when we may need to help someone or even ourselves with some basic First Aid and this could mean saving someone's life

Scenario

You want to tell your friend a secret but are worried that they might tell others about it. How do you know that you can trust your friend to keep it a secret?

Children will know:

- the importance of trusting someone.
- who we can trust.

Challenge activities - see Lifewise link

Little Red Riding Hood (Class/Pairs)
To trust or not to trust? (Class/Pairs)
Watch and Practice (Grous)
Secret Weapon (Play-Based Activity)

Deeper understanding:

What is trust?
What do you do if you don't trust someone?
Who could you trust?
Who could you talk to if you are worried about something?
When might you break someone's trust and talk to others about something?

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11. Who can I trust and why is trust important? (Lifewise scheme)

Why We Need To Be Trusted

[Lifewise - CLICK HERE](#)

Introduction

Why do we need 'special people' who we can trust?

Scenario

Lara's sister has a new boyfriend. When Lara's sister is out of the room, the boyfriend keeps putting his arm around Lara and she doesn't like it. What would you tell her to do?

Children will know:

- how important it is to be trusted.

Challenge activities - see Lifewise link

Secrets (Class)

The boy who cried, "Wolf!" (Pairs)

The boy who cried, "Wolf!" trust poster (Individual)

Move in Twos (Play-Based Activity)

Deeper understanding:

Who are the 'special' people that you can trust?

Why can you trust your 'special' people?

Who will want to be able to trust you?

How can you show that you are someone to trust?

How would you feel if someone didn't trust you?

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12. What is respect (Lifewise scheme)

What is Respect? [Lifewise - CLICK HERE](#)

Introduction

Respecting others means that you recognise and appreciate the rights, beliefs and differences of other people.

Scenario

Tom has fallen out with his best friend, Harry. Harry does not like the game they used to play and refuses to play. How can Tom and Harry both show respect to each other?

What could they say to each other?

What can they do?

Challenge activities - see Lifewise link

Who do I respect? (Individual/Class)

The power of respecting others (Class)

The respect song (Class)

Move in 2s (Play-Based Activity)

Deeper understanding:

What is respect?

Who should you respect?

How do we respect others?

Why should you be respect others?

Who should you respect

Children will know:

- what respect is.
- why respect is important.

Showing respect [Lifewise - CLICK HERE](#)

Introduction

If we respect ourselves, we want others to respect us too. We want others around us feel valued.

Scenario

Ryan sees another child fall over in the playground. Some of the other children begin to laugh. Ryan thinks about respect and how he would like to be treated in that situation.

What should Ryan do?

Challenge activities - see Lifewise link

Respect poem(Groups/Class)

How do we show respect?(Class)

R.E.S.P.E.C.T(Class)

Deeper understanding:

Who do you need to learn to respect first?

How do we respect others?

Who is the person you should learn to respect first?

How do you show respect to someone?

Which of the following should you do if someone falls over in the playground?

Children will know:

- how to respect others