

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Relationship Tree	<ul style="list-style-type: none"> Identify different types of relationships. Recognise who they have positive healthy relationships with. 	<p>We have lots of different types of relationships. Discuss who a person may have a relationship with [e.g. pets, parents/carers, siblings, aunts, friends, leaders of groups outside school such etc.]. Look at what makes a positive, healthy relationship, e.g. trust, and what they can do to achieve it. Discuss what sort of things can make a relationship negative or unhealthy e.g. promises get broken, when people get angry all the time.</p> <p>Activity- as a class create a tree to include things which make a healthy relationship, how to develop on and things which can make relationships unhealthy.</p>	Relationships Positive Healthy Trust Caring
2	My Body Space	<ul style="list-style-type: none"> Understand what is meant by the term body space (or personal space). Identify when it is appropriate or inappropriate to allow someone into their body space. Rehearse strategies for when someone is inappropriately in their body space. 	<p>Introduce the idea of physical contact through the image of a hug from a loved one. Discuss other types of physical contact (touches) they like?</p> <p>Talk about body space and how it feels if someone stands too close (invading their body space). Explain a person can invite people into their body space [e.g. playing tag, hugging a friend]. Sometimes people can come into body space by accident [e.g. on a crowded bus] or during an argument]. Discuss key phrases to say when somebody invades body space, e.g. "You are too close to me, please move" and how to react if somebody says it to them.</p> <p>Activity- practice role playing being assertive.</p> <p>Talk about uncomfortable touches and what a person could do, who they could talk to. Look at NSPCC PANTS poster.</p>	Personal space Body space Invade Uncomfortable Stop Respect Touch
3	Secrete or Surprise?	<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. 	<p>Discuss what a secret is and what a surprise is. Listen to Harold's story and discover that secrets can either make us feel safe and happy or unsafe and uncomfortable. Discuss how they feel when they are safe and unsafe. Apply this knowledge to</p>	Secret Surprise Feelings Uncomfortable

		<ul style="list-style-type: none"> Recognise how different surprises and secrets might make them feel. Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<p>some situations, such as ‘The person you sit next to copies your answers in a test and they ask you not to tell the teacher...’</p> <p>Create a list of people at school and at home who they can talk to if they felt they had been told an unsafe secret.</p> <p>Activity- listen to scenarios and hold up safe or unsafe secret. Discuss reasons for choice.</p>	<p>Angry</p> <p>Upset</p> <p>Jealous</p> <p>Worried</p> <p>Excited</p> <p>Scared</p> <p>Talk</p>
4	My Body Your Body	<ul style="list-style-type: none"> Identify which parts of the human body are private. Explain that a person's genitals help them to make babies when they are grown up. Understand that humans mostly have the same body parts but that they can look different from person to person. 	<p>Introduce body parts by thinking about what parts of the body can be seen when someone is wearing their school uniform, then a swimming costume/shorts and finally when they are having a bath or shower.</p> <p>Introduce the correct vocabulary and explain these parts are known as our privates. Discuss which parts of the body do boys and girls have that are the same and which parts do they have that are different.</p> <p>These parts of the body are private and no one has the right to touch them or look at them, as they belong to them. (Exception – medical reasons DR)</p> <p>Activity- Children label body parts on worksheet.</p>	<p>Special</p> <p>Penis</p> <p>Testicles</p> <p>Vulva</p> <p>Nipples</p>
5	Let’s have a tidy up part 1	<ul style="list-style-type: none"> Explain whose responsibility it is to look after the local environment. Plan and carry out an event which will benefit the local environment. 	<p>Introduce a photograph of litter in our classroom or school grounds. Discuss how it makes them feel and what they could do about it. Discuss responsibility.</p> <p>Activity- Create a poster to advertise a ‘Tidy Up’ event which would include where the event is happening and when.</p>	<p>Cross curricular</p> <p>Responsibility</p> <p>Environment</p>
6	Let’s have a tidy up part 2	<ul style="list-style-type: none"> Explain whose responsibility it is to look after the local environment. Plan and carry out an event which will benefit the local environment. 	<p>Take photos of the tidied classroom/playground and use them to make a ‘before and after’ display. This will help children to appreciate that without their intervention, this would not have happened. They have made a difference.</p> <p>Discuss how they would feel now if someone spoilt their tidied area with more litter?</p> <p>How can they ensure it stays this way? Assembly?</p>	<p>Cross curricular</p> <p>Responsibility</p> <p>Environment</p>

