

Valuing Difference and Keeping Safe

Scheme of Work

Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance

Relationships Education
Respectful relationships
(3a)

Learning Intentions and Learning Outcomes

Learning Intention
To identify that people are unique and to respect those differences
To explore the differences between male and female bodies
Learning Outcomes
Know and respect the body differences between ourselves and others
Name male and female body parts using agreed words

Lesson Title

Lesson 1
[Body Differences](#)

Resources

It's OK to be different, Todd Parr
[Pictures of male and female bodies](#)
[Body Difference matching cards](#)
Additional Activities
Cinderella's Bum, Nicholas Allan
Shaperville, Andy Mills

Relationships Education
Caring friendships (2e)
Respectful relationships
(3b,3d,3f)
Being safe (5a,5b,5c,5d,5f,5g)

Learning Intention

To consider appropriate and inappropriate physical contact and consent
Learning Outcomes
Understand that each person's body belongs to them
Understand personal space and unwanted touch

Lesson 2
[Personal Space](#)

PANTS cards

[Unwanted Touch scenarios](#)

Additional Activities

It's my body - a book about body privacy, Louise Spilsbury and Mirella Mariani

Relationships Education
Families and people who care
for me (1a,1b,1c,1d,1f),
Being safe (5d,5f,5g, 5h)

Learning Intention

To explore different types of families and who to go to for help and support
Learning Outcomes
Understand that all families are different and have different family members
Identify who to go to for help and support

Lesson 3

[Help and Support](#)

Families pictures

[Who can I talk to? worksheet](#)

The Family Book, Todd Parr

Additional Activities

Tell Me Again About The Night I Was Born, Jamie Lee Curtis
Who's in a Family? Robert Skutch
Happy Families, Allan Ahlberg
Spark Learns to Fly, Judith Foxon
Stranger Danger, Anne Fine

Lesson 1

Body Differences

Learning Intention

To identify that people are unique and to respect those differences
Explore the differences between male and female bodies

Learning Outcomes

Know and respect the body differences between ourselves and others
Name male and female body parts using agreed words

Resources

It's OK to be different, Todd Parr

[Pictures of male and female bodies](#)

[Body difference matching cards](#)

Activities

1. Group Agreement

In a circle, talk with the children about the ground rules for these sessions, ensure they include the following: treat each other with respect; no put downs; no personal comments or questions.

2. Introduction

Refer to the learning outcomes, explain that the class will be learning about the human body and the differences that make each person unique. Ask them to define what the word unique means. Explain that we will also be learning about some of the differences between female and male bodies.

3. Exploring Difference

Read 'It's okay to be different' by Todd Parr (if you don't have a copy there is a version with Todd Parr reading it on youtube <https://www.youtube.com/watch?v=z41mt3hNytM>). Ask questions to explore the book. Can they remember some of the differences in the book? Which examples were about body differences? Make a list on the board. Why do they think the author wrote a book called 'It's okay to be different'? Reinforce that it is never ok to tease or bully someone because their body is different

4. Male and Female Body Parts

Ask the class what they understand by the words Female and Male. Explain that some body differences are linked to a person's biological sex and that these different body parts are sometimes described as Female or Male body parts. Tell the class that we are now going to look at some drawings of babies and children without their clothes on so that it is easier to see the differences. Discuss how the children can manage their feelings while looking at the pictures; explore the reasons why some children might feel embarrassed or uncomfortable. Assure the children that our bodies do amazing things and they are something we can be proud of.

Using the [Pictures of male and female bodies](#) show the two pictures of newborn babies and ask the children to tell you which one is the male and which one is the female. Next show the drawing of male and female children and ask the class to name all the body parts they can see; which body parts are similar for males and females? Remind them that the difference is the private parts. Use the final picture to clarify that the vagina is inside the body and leads up to the uterus, which is the part of the body where a baby can grow. Ensure the pupils understand the words penis, testicles, vulva, vagina and uterus.

Ask the children to consider why males and females have different private parts. Remind the class of the learning from Year 2 that a male and a female are needed in order to make a new life. Explain that males and females need their different private parts so that when they become adults they will be able to make a baby if they want to.

5. Body Difference Card Matching Game

In small, single sex groups, give each group a set of [Body Difference Matching Cards](#). Explain that the cards illustrate some of the differences and similarities between females and males. Ask the groups to sequence the numbered sentence cards in the correct order and then match them to the correct picture. As a class discuss and sequence the pictures using the matching cards on the whiteboard; correct any misunderstandings. Emphasise that, as with other body parts, the private parts look different for different people and can look very different to the ones in the pictures and that is okay.

6. Keeping Safe

In a circle, ask the class why they think that the male and female body parts are sometimes called private parts. Include the following questions: what does the word private mean? Should other children ask to see or touch a person's private parts? Should an adult ask to see or touch a child's private parts? Are there other body parts that might be considered private or that other people should not touch? Explain that in the next lesson we will think about how it is not ok to touch someone else in a way that makes them feel uncomfortable.

7. Review Learning

Refer back to the learning outcomes and assess learning using a quick thumbs up exercise asking whether certain body parts are male or female.

8. Video on body diversity

This video for the Paralympic games explores how our body differences don't need to stop us from doing the things we enjoy <https://www.youtube.com/watch?v=locLkk3aYlk>

Additional Activities

Story about Body Image

Read one of the following stories to reinforce the idea of positive body image:

Cinderella's Bum, Nicholas Allan

Shapesville, Andy Mills

Body Parts Venn Diagram

Use the Body Parts Activity in Year 2 Lesson 3 to create a Venn diagram for sorting male and female body parts.

What makes us unique?

Ask the class to imagine that they are creating a book like Todd Parr's and to think of two new things that could make bodies unique. Explain that they can use things that are unique about their own bodies if they want to or they can think about it more generally. They complete the sentence 'It's okay to...

Remind them of the examples on the board that you have already discussed. As a group share some of the other ways that bodies can be unique and the reasons why it's important to treat others with respect.

Lesson 2

Personal Space

Learning Intention

To consider appropriate and inappropriate physical contact and consent

Learning Outcomes

Understand that each person's body belongs to them
Understand personal space and unwanted touch

Resources

[Unwanted touch scenarios](#)

[PANTS cards](#)

Activities

1. Recap and Group Agreement

In a circle, ask the class to remember the group agreement from the last session. Ask them what they remember about respecting the difference in people's bodies. What are the main physical differences between males and females? What are the similarities? How are we all unique?

2. Introduction

Write the learning outcomes on the board. Underline personal space and ask the class what they understand by the expression.

3. Personal space and warning signs

Demonstrate personal space with another adult. One is A and the other is B. A begins a conversation but is standing too close to B. B says "No, you're standing too close can you move back please". A takes a small step back. B repeats the request. Repeat until A and B are at least at arms length. Ask the class how they think B felt. What are the physical warning signs when a person feels uncomfortable? Why is it important to respect someone's personal space? How does body language help us to understand when someone feels uncomfortable?

4. Unwanted touch

Use the [Unwanted touch scenarios](#) to facilitate a discussion with the class. Model scenario one as a group, asking the following questions: Which person is touching someone inappropriately? Why is their behaviour not okay? What could they do better to respect the other person? If someone wants to touch someone else what can they do to find out if it is okay?

Split the class into small groups, giving each group one of the other scenarios. Ask them to identify the inappropriate touch and discuss why they think it is not okay. Other points of discussion might be: Is it okay for people to change their mind about how they like to be touched? Is it okay to tell someone to stop touching us? If someone didn't feel comfortable telling the other person to stop which adults could they go to for help and support?

5. PANTS cards

In groups, hand out the sets of five [PANTS cards](#) and ask the children to order the cards into an acronym that spells a proper word (in this case PANTS).

Using <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/> share the diagram:

Lesson 2- continued

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P rivate parts are private

A lways remember your body belongs to you

N o means no

T alk about secrets that upset you

S peak up, someone can help

In pairs, ask the children to discuss what the different words mean to them. Remind them of the discussion about private parts from the last lesson. What does *body* mean? Who is in charge of your body? Who does it belong to? What could a person do if someone wants to do something to their body that they are not happy about? Refer to the relevant letters from PANTS as you go through these questions.

5. Review

Refer back to the discussion on adults that they could go to for help and support and explain that the next lesson will focus on people who can help us.

Additional Activities

Video on consent and communication

<https://amaze.org/video/healthy-relationships-consent-and-communication/>

Book

It's my body - a book about body privacy, Louise Spilsbury and Mirella Mariani

Lesson 3

Help and Support

Learning Intention

To explore different types of families and who to go to for help and support

Learning Outcomes

Understand that all families are different and have different family members
Identify who to go to for help and support

Resources

[Families pictures](#)

[Who can I talk to? worksheet](#)

The Family Book, Todd Parr or a similar book about families

Activities

1. Recap and Group Agreement

Re-cap the group agreement and discuss the previous lesson about different types of touches and what to do about unwanted touches.

2. Comparing Family Types

In pairs, ask the children to talk about what they think the word family means. Feedback some of their ideas and reinforce that members of our family are special people, including carers and friends who are close to us and who we think are important. Ask the class questions about families, considering some of the following: What makes a family? Do families always live together? Are people always born into families? Do people always live with parents or other relatives? Are people in families always married? Do old and young people in families live together? Where do family members live? Make a list on the board of different kinds of family.

3. Family Pictures

Give each group one of the [Families pictures](#), (include pictures of unhappy families). Display some questions on the whiteboard asking them to explore: Who is in this family? What kind of family relationship is it? How big is this family? As a whole class look at the different pictures on the white board and discuss what each group has observed and what similarities and differences there are between the families. Reinforce that there are different kinds of families and all are equally valid. What are some of the ways that family members help each other? How do people in the family pictures feel? Do any of the children in the pictures look scared or upset?

4. Who can I talk to? worksheet

Refer to the unwanted touch scenarios from the last lesson and the pictures that showed children feeling scared or upset. Ask for some suggestions about who we can talk to when we need help. Explain that this is different for different people and in different situations. Often children will talk to their families or the people they live with but sometimes if they feel unhappy at home they might want to think of someone else to talk to. Show the [Who can I talk to? worksheet](#) on the whiteboard and then ask each child to complete a paper copy. Circulate and discuss with individual children. As a whole class, discuss and tell the children who they can talk to in the school (e.g. teaching staff, learning mentor, family support worker, headteacher) and outside school (police officer, traffic warden, shopkeeper, security guard, trusted neighbour). Make sure that they know the number for Childline 0800 1111 and its website www.childline.org.uk.

Lesson 3- continued

Page 2

5. Recap and Review

Ask the class if they think there are fixed ideas (stereotypes) about families; for instance, about who is in a family? Where families live? E.g. do they all live in the same house, area or country? Reinforce that stereotypes do not value the uniqueness and difference in real families. Read *The Family Book* by Todd Parr or a similar book about families and discuss.

6. Closing Round

Finish with a closing round: *One person to go to if you need help is...*

Additional Activities

Read *Tell Me Again About The Night I Was Born*, Jamie Lee Curtis

Further suggested reading:

Who's in a Family? Robert Skutch

Spark Learns to Fly, Judith Foxon

Happy Families, Allan Ahlberg

Stranger Danger, Anne Fine