

Preston Manor Lower School Relationships, Health and Sex Education

Year 1

New Guidance

- ▶ Health and Relationships Education is mandatory in all state-funded Primary Schools starting September 2020
- ▶ As parents/carers, you have the right to withdraw your child from all or parts of Sex Education lessons, but not Health and Relationships Education lessons.

Sex Education Curriculum

The topics below are part of the optional Sex Education lessons (which you have a right to withdraw from):

- ▶ Conception, including IVF - year 6
- ▶ Sexual intercourse - year 6
- ▶ Birth - year 6

The topics below are considered part of the mandatory Health Education and Science lessons:

- ▶ Naming body parts
- ▶ Changing adolescent body and puberty
- ▶ Sexual reproduction in animals

Aim of this meeting

You will have the opportunity to look at the content of these lessons, and have a discussion with the teacher, prior to them being taught.

Overview of RSHE Curriculum for Year 1:

- ▶ (Baseline) who is special to me?
- ▶ (Baseline) What makes me special?
- ▶ Keeping Clean
- ▶ Families and Care

Who is special to me?/What makes me special?



1 Starting point for this module.



2 Introduction to the module.

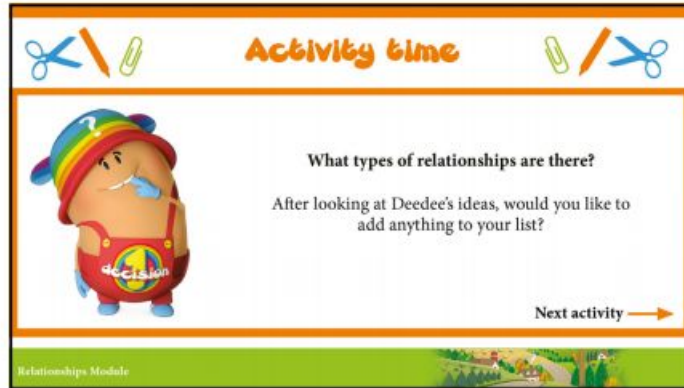


3 Ask your students to name different types of relationships and make a note of their answers.



4 Share Deedee's ideas with your students.

Who is special to me?/What makes me special?



- 5** Ask your students if they'd like to add any more relationships to the class list.



- 6** Ask your students to complete the activity.

Who is special to me?/What makes me special?



Discussion time



As a class, small group, or in pairs, discuss the following:

Did you learn anything new about your relationships in the relationship web activity?

Some of our relationships are more important to us than others. Why is this?

Relationships Module

7 Use the prompts on screen to start a discussion with your students.



Discussion time

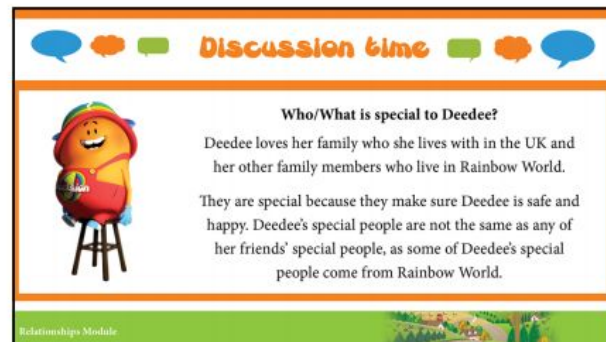


Sometimes we can have more feelings and a special place in our heart for someone or something.


For example: a family member or special photograph.

Relationships Module

8 Share the on-screen information with your students.



Discussion time



Who/What is special to Deedee?

Deedee loves her family who she lives with in the UK and her other family members who live in Rainbow World.

They are special because they make sure Deedee is safe and happy. Deedee's special people are not the same as any of her friends' special people, as some of Deedee's special people come from Rainbow World.

Relationships Module

9 Share the information about Deedee's special people with your students.



Discussion time



Deedee thinks we live in an amazing world where unique families can all live in the same community.

Relationships Module

10 Share the on-screen information with your students.

Who is special to me?/What makes me special?



Discussion time

As a class, small group, or in pairs, discuss the following:

Who/what is special to you?
Why are they special?
Are all of our special people/things the same?

Relationships Module

The slide features a cartoon character on the left and a green footer with a landscape illustration. The title 'Discussion time' is centered at the top, flanked by speech bubble icons.

11 Use the prompts on screen to continue a discussion with your students.



Activity time

Complete the activity

Who/What is special to me?

Relationships Module

The slide features a cartoon character on the left and a green footer with a landscape illustration. The title 'Activity time' is centered at the top, flanked by scissors and paperclip icons. Below the title, there is a small graphic of a card with a circle and an open book icon.

12 Ask your students to complete the activity.

Who is special to me?/What makes me special?



Discussion time



Now that we've looked at who is special, we can see that we are all unique and that families play an important role in our lives because they can provide us with love, security, and stability.

Definitions →

Relationships Module

13 Share the on-screen information with your students.



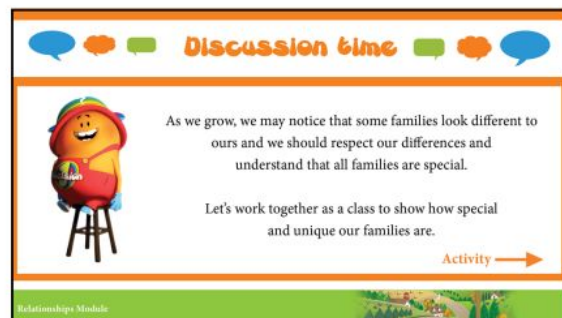
Discussion time




- Love means strong feelings of affection for another person, activity, or object
- Security means feeling safe and free from fear or danger
- Stability means being reliable or unlikely to change suddenly.

Relationships Module

14 Share the definitions with your students.



Discussion time




As we grow, we may notice that some families look different to ours and we should respect our differences and understand that all families are special.

Let's work together as a class to show how special and unique our families are.


Activity →

Relationships Module

15 Share the on-screen information with your students.



Discussion time



As a class, small group, or in pairs, discuss the following:

- Do you all have the same name? Are you all the same age?
- Do you all have the same eye and hair colour?
- Were you all born in the UK? Does your family follow a religion?
- What special occasions do your family celebrate?
- Do you have family members who were born outside of the UK?

You may want to make an individual profile to show how your class is unique.

Relationships Module

16 Use the prompts on screen to allow your students to discuss how unique they are.

Who is special to me?/What makes me special?

Discussion time



Let's celebrate how special and unique we all are.

Our country is filled with special families from all over the world.

Relationships Module

17 Share the on-screen information with your students.

Discussion time



As a class, small group, or in pairs, discuss the following:

- We all have special people/things. How can we show that we care about our special people/things?
- Do people always treat each other well?
- Can there be times when people are mean to one another?
- Can mean behaviour cause a relationship to be unhealthy?

Relationships Module

18 Use the prompts on screen to continue a discussion with your students.

Keeping Clean

Year 1 Keeping Clean

Lesson 1

Learning Intention

To understand some basic hygiene principles

Learning Outcomes

Know how to keep clean and look after oneself

Resources

Talking object

Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if they have one)

[Keeping Clean pictures](#)

Keeping Clean

Activities

1. Ground Rules

In a circle, discuss the ground rules; include listening, not talking when others are talking, not laughing at other people, taking turns and teamwork.

2. 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 and no-one speaks unless they want to. Pass the talking object around the circle. As each person receives the object ask them to complete 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.

3. 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

4. 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. Proceed to 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 X needs to do to get ready in the morning. Ensure they include washing, brushing teeth and getting dressed. With each suggestion ask *Will X need help or can s/he do this alone?* For example, X may need help tying laces or doing up tricky buttons. *Who could X 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 X wears the school jumper.

5. 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?

6. Feedback

Display all the [Keeping Clean pictures](#) on the whiteboard and discuss with the class.

7. Reflect and Review

To assess learning use the talking object to do a final go-round: *One way to keep clean is ...*

Families and Care

Year 1

Families & Care

Lesson 3

Learning Intention

To explore different types of families and who to ask for help

Learning Outcomes

Know there are different types of families

Know which people we can ask for help

Resources

Talking object

Story bag - containing plaster and skipping rope

[Families pictures](#)

The Family Book, Todd Parr

Families and Care

Activities

1. Ground Rules

In a circle, discuss the ground rules and ask what the children remember from the last lesson.

2. Feeling Faces

Ask the class to practice putting different feelings on their faces. Suggest happy, shy, upset, sad.

3. Story Bag

In this story, X from the other two stories gets hurt after school while playing with a skipping rope by the playground gate. Children and teachers are in the playground and parents and carers are waiting on the pavement. Tell the story up to the point where X gets hurt, then consider the following questions with the class: Who can X go to for help? If there is someone s/he does not know waiting on the pavement, should X ask them for help? How does X want to be cared for? How could X's friends help? Draw together any conclusions and reinforce that it is important to ask for help from a trusted person.

Families and Care

4. Family Members

In groups, ask the class to think of as many different family members as possible. Give each group a [Families picture](#) to help them. Collect suggestions from the whole class and record on the board.

5. All Families Are Different

On the carpet, 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.

6. Go-round

Finish with a go-round: *If I needed someone to help me I would ask...*

Additional Activities

Suggested reading:

Happy Families, Allan Ahlberg

Who's in a Family? Robert Skutch