



# Relationships and Sex Education: Primary resource

## YEAR 1 LESSON PLANS



## YEAR one

Lesson order

1. **All About Me**
2. **Me, My Thoughts, Feelings & Behaviours**
3. **Me & My Body**
4. **Me & My Relationships**
5. **Me, My Choices & Personal Boundaries**



# LESSON 1: ALL ABOUT me

## Lesson objectives:

- Children will be given the opportunity to think about personal relationships and who is important in their lives, at home, school and in their wider networks.
- Children will understand the importance of relationships to help support us and help us to feel safe.
- Children will explore similarities and differences between friends and learn that we are all unique and special in our own ways.

## Resources required:

Lesson slides

**1.1:** Tree of life worksheet

Crayons, coloured ink pads or paints for finger painting

## Activities:

**1.1:** Tree of life

**1.2:** Find someone who...

**1.3:** Similarities & differences between friends

## Introduction:

Today we are going to be starting our **All About Me** work. Over the week we will be exploring all the things that make you, **you!** The things we like, the things we are good at, our characteristics, how we feel and how we behave and most importantly the people around us that help us to feel happy and safe.

And that is where we are going to start today with a lesson called: **Who is important to me...**



## 1.1: Tree of life

### Ask the class:

*What kind of people around us help us to feel happy and safe?*

Write the list on the board, encourage them to think as widely as possible, including at home, at school, friends, clubs and professionals that may work with them.

Put the picture of the **Tree of life** on the board.

Explain that like a tree that has many branches, we all have different sides to us and different parts of our lives, and in each part we may have people who are important to us.

On our tree the trunk is where we write our name.

The branches are the different parts of our lives; family, school, friends and the final is clubs and activities.

On the leaves they can write important people from each group.

Have the children decorate their leaves by dipping their fingers in paint or best are coloured ink pads to colour in the leaves.

As an art activity this can be done as quickly as you prefer. However, make sure that you spend time moving round the class and talking to children individually about the important people in their lives.

Please be aware that some children may have suffered a recent bereavement (there is no reason why we can't add the names of family members that we have lost recently to our drawings) equally there may have been a change in family circumstances, a separation of their parents, a new partner for one of their parents or a new sibling. These can all have an effect on their emotional state. Use this time to check in with each child and talk about these issues. Often allowing children the opportunity and space to talk when working can be extremely productive.



## 1.2: Find someone who...

Re-energise the class, get them all to stand up for this next game.

Ask them to find someone who;

- *has the same colour hair*
- *same colour eyes*
- *who is born in the same month as you*
- *has the same siblings as you (a brother/two brothers/a brother and a sister)*
- *who likes the same activity as you (what is it?)*

### Feeling left out...

If a child can't find a partner, emphasise that we are all different and unique in our own way and it is a source of celebration.

If you have more than one child that can't find a match pair them together and ask them to tell the rest of the class why they are different.

### Close:

Today we have learned that we all have things in common and things that make us different. We are all unique in our own way and yet we all need people around us to support us and help us grow like a tree. We all have important people in our lives.

## 1.3: Similarities and differences

Ask the children to sit down with their final partner. Tell them that they have 3 minutes to find out 3 things from their friend that they have in common and three things that are different.

Ask pairs to feedback to the class.



# LESSON 2: me, my THOUGHTS, FEELINGS & BEHAVIOURS

## Lesson objectives:

- Children will have the opportunity to think about different feelings and how they can affect our demeanours and behaviours.
- Children will learn about empathy and the importance of considering the feelings of those around them.
- Children will review their own Early Warning Signs
- Supports key messages from the Protective Behaviours Taking Care Programme.

## Resources required:

Lesson slides

- 1.6:** Empathy pictures
- 1.7:** Character outlines

## Activities:

- 1.4:** Name a feeling
- 1.5:** Can you tell how someone else might be feeling?
- 1.6:** Empathy pictures
- 1.7:** My early warning signs

## Introduction:

Today we are going to talk about feelings. It is very important to understand your own feelings but also it is important to sometimes be aware of how other people might be feeling too. This is a really important skill to learn.



## 1.4: Name a feeling

*How many different feelings do you know?*

Ask the children to shout out/put their hands up and make a long list of different feelings. Make sure that you have a real mix of different feelings on the board. Give hints and help if needed.

*If you had to give each feeling a colour what would it be and why?*

## 1.5: Can you tell how someone else might be feeling?

Do you remember when we did the **Protective Behaviours Taking Care Programme** and we talked about animals having feelings?

*Who has a cat or a dog? How can you tell if they are feeling scared? Excited? Angry? Want attention?*

*Are people the same?*

*How could you tell if one of your friends were feeling upset, worried, pleased or angry about something? How would their body tell you? What signs could you look for?*



## 1.6: Empathy pictures

*Look at each of the pictures, what is going on?*

*How do you think the children feel in each picture? How can you tell?*

Can you imagine how you would feel if you were in their shoes? We call that **empathy**.

Picture 1. Fara crying in bedroom

Picture 2. Brian playing with his dog

Picture 3. Jay watching other kids play football

Picture 4. Dylan fallen over

Often there are physical signs that someone might feel distressed, or worried. They may behave differently.

*What could they do?*

*Is there anything we could do to try and help them to feel better?*

Put up Picture 5. Autumn on the high ropes platform.

Some people might get butterflies in their tummy, or legs might go shaky or they may get tummy ache or feel like they need the toilet. We call these triggers our **early warning signs**.



## 1.7: Early warning signs

*Do you remember when we did the **Protective Behaviours Taking Care Programme**? Can you remember what your early warning signs were when you feel unsafe?*

*How about you? Where on your body do you feel it?*

Allow children to pick one of the character outlines and get them to mark on their **early warning signs worksheet**.

*Who can you go to for help?*

### Close:

Today we learned about looking out for clues as to how people around us might be feeling. When you can put yourself in someone else's shoes and imagine how they feel we call that **empathy**.

We also remembered what our own **early warning signs** are and who we can talk to for help.



# LESSON 3: ME AND MY BODY

## Lesson objectives:

- Children will be given the opportunity to refresh their knowledge around naming the parts of the body, with an emphasis on personal body parts and using the correct names for the genitals.
- Children will know that their body belongs to them and review their knowledge around safe and appropriate touching.
- Children will explore when it is OK to be naked and the rules surrounding private parts in line with the NSPCC PANTS rules.
- Supports key messages from the Protective Behaviours Taking Care Programme.

## Resources required:

Lesson slides

Doll and baby bath

**1.12:** Being naked worksheet

## Activities:

**1.8:** Head, shoulders, knees and toes

**1.9:** Private parts

**1.10:** When is it OK to be naked?

**1.11:** Bath time

**1.12:** Being naked

## Introduction:

Our bodies are fantastic! Today we are going to look at our bodies and name all our body parts. We are going to talk about which parts are private, and what rules there might be about being naked.



## 1.8: Head, shoulders, knees and toes

Start off the lesson by singing the song “**head, shoulders, knees and toes**” with all the actions.

**Put up the pictures of the characters fully clothed on the board**

Are there any other parts of our bodies we know that aren't named in the song?

Ask the children to shout them out and show where they are on their own body or the characters on the board.

Explain that there are some very important parts of our bodies that we need to know the names of that the song completely skips over, this is because some people (even grownups) find it uncomfortable to talk about them and find them embarrassing, but this is silly as they are still part of all our bodies and it is important that we feel comfortable to talk about and know what they are called.

These are our private parts.

**Put up the picture of the characters in their underwear.**



## 1.9: Private parts:

### (Review of Protective Behaviours Taking Care Programme)

Now there are certain parts of our body that we call our private parts, ***do you remember when we talked about these when we did the Protective Behaviours Taking Care Programme?***

These are the ones covered by our underwear or our swimming costumes when we go swimming.

Can you name them?

**Penis and anus (bum) for boys**

**Vulva, vagina and anus for girls**

***Important - don't forget mouths are also considered private too.***

**Put up the picture of the characters naked.**

Encourage the class to shout out and name the private body parts using the correct terms. Do not tell them off if they offer other names, but instead ask them if they know the real names.

When it comes to naming female genitals we would like to encourage you to use the term **vulva**, instead of vagina. The vagina is part of the female sexual anatomy and has in the past been used to describe the entire female sexual anatomy, but the outside that we can see is actually the vulva and contains the most pleasurable bits of the sexual anatomy. The vagina is merely the tube tampons fit in and babies come out of. We would like to encourage girl's to own their whole sexual anatomy, including their pleasurable parts rather than reducing it to merely their baby making body parts.



## 1.10: When is it OK to be naked?

Pose the question, *so when is it ok for us to be naked like the characters on the board?*

*Is it ok to walk around naked in the supermarket?!?*

*What about coming to school naked?!?*

So what are the rules? When is it ok to be naked? Generally, we expose our private parts only in private places, not public places.

- Getting dressed in the morning
- Having a bath/shower
- Putting on their pyjamas at bed time
- Going to the toilet (semi naked)
- Getting changed for swimming

*So why don't we walk around naked all day? (To keep us warm, but also because there are parts of our bodies that are private.)*

*Now some children and grownups are very comfortable naked and like to spend time without their clothes on, they may walk around naked at home when getting changed or out of the bath or shower, other people feel embarrassed, especially if there are other people about, that is ok, we are all different.*

## 1.11: Bath time

*Some people feel uncomfortable getting changed or having baths when there are other people around, other people share baths with their brothers or sisters, what do you do?*

Get a fully clothed doll or two and a baby bath with water.

Ask the children how they get undressed, what do they take off first? The children can then help undress the doll in order (but be clear we always ask for permission before we touch the doll).

Once naked put the dolls in the bath.

*What do you do in the bath? Do you play? Do you have toys in the bath? What are the rules about touching each other if you share a bath?*

*Why do we have to wash? Where do you have to wash?*

*Wash and bath the dolls.*

Dry them and dress them again with the children's help.

**Remember your body belongs to you.**

No one is allowed to touch your body without your permission, **especially your private parts**. The only time anyone is allowed to touch your privates is if we are asking for help, for example if we are sore or poorly or too little to wash ourselves properly, **but anyone touches our private parts, this should never be a secret.**

At this point you may choose to use the **NSPCC Pantosaurus video** and put up their pants rules.





## 1.12: Being naked

Ask the children to fill out the **being naked worksheet** for their All About Me workbooks.

**Close: It is important we are comfortable talking about all parts of our bodies, even the private parts.**

We have talked about when it is ok to be naked and what the rules are. Remember no one should touch our bodies in a way we don't like, especially our privates and it should never be a secret. Our bodies are fantastic and belong to **YOU!**



# LESSON 4: me & MY RELATIONSHIPS

## Lesson objectives:

- To remove the stigma of children asking questions about pregnancy and birth.
- Children will be given the opportunity to think about their own families, younger siblings and how the arrival of new members of the family are celebrated.
- Children will receive age appropriate information about pregnancy, how babies grow, their development, and birth including caesarean.
- Children will be given the opportunity to ask questions in a safe environment.

We are very aware that lessons like this can feel scary. There is a huge worry about how much we should tell small children and how much they can cope with. The fact is it is much better that children get open, honest answers from safe adults rather than left to piece together information from less reliable sources.

Furthermore, by answering their questions which are perfectly natural at this age, especially considering that they will be exposed to pregnant parent's, as families tend to have children close together, we can feed their natural curiosity in safe way.

As a result, rather than the topic becoming a taboo, something that is shameful, naughty, rude, (and fascinating in equal measures as it is forbidden) it means instead, they will continue to come to us for answers that we can keep age appropriate, and the topic becomes demystified and far less of a big deal and is instead something we can talk about, and generally the things we can talk about openly become far safer.

You will notice that this lesson is designed in a specific way where everything is child led, this means that we shape the lesson to fit what the class is ready for rather than telling them what we think they are ready for.

It is important that you allow the children plenty of space to talk and to talk about their own experiences. This will create an environment where they feel able to ask questions.



## Resources required:

Lesson slides

**As an addition you may choose to read:** Mummy Laid an Egg by Babette Cole, it is honest and very funny.

## Activities:

- 1.13:** Introduction - what is going on here?
- 1.14:** Where do babies live before they are born?
- 1.15:** How do babies grow?
- 1.16:** How are babies born?
- 1.17:** Celebrations & after the birth



## 1.13: Introduction

Put on the board the image of the pregnant mum.

Ask the children:

*What is going on in this picture?*

*How can you tell?*

Who has a little brother or sister? Can you remember your mummy being pregnant? Do you know anyone who is pregnant now?

I bet you have lots of questions about what is going on in mummy's tummy and how a baby grows? Today we are going to talk all about where a baby lives before it is born.

Allow the children time to respond and listen to their answers. Now introduce the lesson.

Ask the children to put their hands up if they have a little brother or sister, can they remember their mum being pregnant? Allow the children to tell their stories.

*(Be mindful of other options too, such as foster and adopted siblings, it is an opportunity for their stories too.)*

**Now ask the following question:**

## 1.14: Where do babies live before they are born?

"Before a baby is born it lives in a stretchy sack inside a mummy's tummy. This sack is called a womb. This is a womb **[put the picture on the board]**. It is inside a woman's tummy just below her belly button. When she is pregnant the womb fills up with warm water to keep the growing baby nice and safe."

Do you know why you have a belly button? that is how you were fed when you were in your mummy's tummy. You see a baby doesn't eat like we do instead there is a special tube called the Umbilical cord that attaches the baby to the walls of the mother's womb, and through this the baby gets all it needs to grow directly through the mother's body. When you are born it is cut and you are left with a belly button.

## 1.15: How do babies grow?

Did you know it takes about 40 weeks, that's 9 months for a baby to grow. But you can't make a baby out of nothing, you need to start with something. You need a sperm cell from daddy and an egg cell from mummy **[show the picture on the board]**. When the sperm and egg cells meet they join together to make something new.

Sometimes, nothing happens....

But sometimes, it starts to grow, just like you did, into a baby. **[Put the picture on the board]**

Thank's to all the food from the mother's body it slowly get's bigger and bigger and BIGGER AND BIGGER... until it stops looking like a baked bean and now has fingers and toes and a nose and eyes and starts to kick its feet and wriggle around.

You will be able to feel it if you put your hand on mummy's tummy and it will be able to hear you if you talk to it.

Ask the children if any of them have ever done this.



## 1.16: How are babies born?

Some babies let their mother know they are ready and other have to be helped out by a doctor. Sometimes it takes a long, long time and sometimes it is quite quick.

Most often babies are born by the mother pushing them out through the opening we call her vagina. **[put the picture on the board]** The stretchy tunnel that leads from her womb to the outside, it is the opening hidden by her vulva that we have talked about. Sometimes this can hurt a lot as she will have to push a squeeze and her muscles will have stretch.

Sometimes doctors will make a special opening just below the mother's belly button and take the baby out this way and then close up the whole again. We call this a caesarean and you might have seen a line like a smiley face on mummy's tummy where it has healed?

## 1.17: Celebrations & after the birth

Can anyone remember what happened after your baby brothers or sisters were born? How did you celebrate? Did people bring presents?

What's it like having a baby brother or sister? How has life changed? How do you help? What's the role of a big brother or sister?

Remember this is why this lesson sits in the relationship category - this lesson is just as much about families as it is about where babies come from.

### Close:

So now you know where a baby lives before it is born, how it grows and how it is born.

Remember it is OK to be curious and to ask questions of trusted adults.

## Optional extras:

The next section is extra material taken from later in the programme. This is not necessarily here for you to deliver but may help you to answer children's questions if they should arise.

The lesson has been written in such a manner that many of the children's questions are answered but the conversation is steered in such a direction to avoid bringing up the topic of sex as many parents find this troublesome at this age, however, many more will have already spoken openly about how babies are made. Sometimes children, especially those with older siblings might ask how the sperm and egg get together.

Here is our advised answer and will be in line with the material we use in later lessons.

## How do you make a baby?

But you can't make a baby out of nothing, you need to start with something.

This is an egg. These grow inside women's bodies once they are adults. **[put the picture on the board]**. They have half of all the instructions for making a baby.

And this is a sperm. These grow inside men's bodies once they are adults **[put the picture on the board]**. And just like the eggs, these have the other half of the instructions for making a baby.

When grownups want to make a baby they need to get a sperm from one body, to an egg from another person's body.

The best way for doing this is having sex, but a baby isn't made every time two adults have sex. A lot of it comes down to luck.

Sex is something that grownups do, because it can feel nice and it is the closest two people can get to each other when they really like and fancy each other.

They might kiss and get undressed and stroke each other all over.

Grownups can fit together like two pieces of a jigsaw puzzle. The man's penis can fit inside the woman's vagina. If they are going to make a baby, this is when the sperm from the man's testicles swim through his penis and inside the woman's body. They will swim from her vagina up into her womb.

You need a sperm cell from daddy and an egg cell from mummy **[show the picture on the board]**. When the sperm and egg cells meet they join together to make something new.

**IVF:** However, some couples might need some extra help. Sometimes doctors can take the sperm from a daddy and put them together with the eggs from the mummy in a science lab. Once they have joined together they will then put them inside the womb to grow.

# LESSON 5: me, my CHOICES AND PERSONAL BOUNDARIES



YEAR 1

## Lesson objectives:

- Children will explore different types of touch, including: comforting touches, taking care, playful touches, accidental and hurtful touches and consider how they themselves like to be touched.
- Children will learn that just because they like to be touched in a particular way, doesn't mean that everyone does.
- No one has the right to touch you in a way that you find uncomfortable.
- Children will learn strategies as to what to do if they experience unwanted touching and how to seek help
- Supports key messages from the Protective Behaviours Taking Care Programme.

## Resources required:

Lesson slides  
**1.19:** Touch cards

## Activities:

- 1.18:** Different types of touch
- 1.19:** Card sort activity
- 1.20:** Is being tickled fun?
- 1.21:** How does it feel when someone gets touched in a way they don't like?

## Introduction:

Do you remember when we talked about our bodies and the rules about being touched on Wednesday? Well, today we are going to talk some more about different types of touching and how we like or don't like to be touched.



## 1.18: Different types of touch

*There are lots of different ways we might touch or be touched by other people. Some of these may feel nice and some might leave us feeling hurt or confused.*

Talk through the following categories of touch, putting the pictures up on the board for each.

**Comforting touches** - are when someone touches us to help us feel better when we are upset, like giving us a hug.

**Taking care touches** - are when someone touches us to help us feel better when we are poorly or looking after us, for example puts a plaster on a cut.

**Playful touches** - For example, when someone tickles us or touches us as part of a fun game.

**Accidental Touch** - might be when someone touches us by mistake, for example they bump into us

**Hurtful Touch** - when someone touches us in a way that causes pain.

## 1.19: Card sort activity

Give out the **touch cards** around the room and ask the children to sort the pictures into the five separate categories. Ask if anyone has a card that would fit in the comforting touch category first and then move through each category in turn. When a child volunteers a card, ask them what touch their card details and why they think it fits. Stick them on the board under the appropriate heading so everyone can see.

\*Some cards might fit in more than one category, for example, there is a fine line between playful and hurtful, it depends if both people find the activity fun or not. Discuss this point with the children - ask *them are these things always fun?*

Does it look like it is fun for the child in the picture?

**Remind them - Is my fun, fun for everyone?**

### Touch cards:

1. A cuddle after a bad dream
2. A hug from a pet
3. Combing someones hair
4. Adult putting a plaster on a cut
5. Rubbing cream on to sore skin
6. Drying after a bath
7. A doctor's examination
8. Playing tig
9. Play fighting
10. Poking someone
11. Standing too close to someone
12. Punching someone
13. Pinching someone
14. Tripping someone up
15. Being tickled
16. Holding a parent's hand when scared
17. Sitting on someones knee
18. Bumping into someone

## 1.20: Is being tickled fun?

Let's focus on one of the cards for a minute, **put the being tickled picture up on the board** and ask the following questions;

*Is it fun to be tickled?*

*When is it fun and when is it not?*

*Does it depend on who is tickling us?*

*The situation?*

*What mood you might be in?*

*What about where on your body you might be tickled?*

If someone tickles you as part of a game that might be fun and feel nice **and we say stop the person tickling us should always stop. That is very important.**

- We can ask them to stop politely. "Would you mind not doing that I don't like it" (ask the children to repeat the phrase).
- We can tell them to STOP. Louder... and louder (ask the children to shout stop louder and louder). Get the children to put their hand out in a stop motion too.
- If they don't listen we need to tell an adult we trust.
- If it is an adult we trust, we can tell another adult.

*No one should tickle us in places we don't like, especially our private parts, even as part of a game. If someone ever does, we need to tell a trusted adult and if it is an adult who touches us in a way we don't like, we need to tell another trusted adult.*



## 1.21: How does it feel when someone gets touched in a way they don't like

(Review of Protective Behaviours Taking Care Programme)

Can you remember what your early warning signs are?

These are the physical signs we can notice when we feel unsafe. You might get: butterflies in your tummy, or wiggly worms in your belly, feel sick, or need the toilet, or feel all wobbly or shaky.

See what the children suggest and review their early warning signs that might tell them they feel unsafe.

*What can we do when we get our early warning signs?*

Tell them to stop (as above) and tell a trusted grownup.

### **Close: Remember your body belongs to you.**

No one should touch you in a way you don't like. There are lots of different ways we may touch or be touched.

Sometimes, we touch people to take care of them, or when playing, but sometimes people might not like to be touched in the way we do. If anyone touches us in a way we don't like we need to ask them to stop and tell a trusted grownup.