



Relationships and Sex Education: Primary resource

YEAR 3 LESSON PLANS



YEAR THREE

Lesson order

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



LESSON 1: ALL ABOUT me

Lesson objectives:

- To encourage the children to explore different aspects of their personality.
- To reflect on how they see themselves and how they perceive other see them.
- To encourage the children to have a positive self-image.
- By the end of the lesson children will understand that we are all unique and special in our own way.

Resources required:

If you have the children's **All About Me books/folders** from the infant programme you can use these to help with activity 3.3, we will be starting to put together new books/folders for the junior programme.

3.1a: 'If I was a...' category cards

3.1b: 'If I was a...' worksheet

3.2: What do other people say about me worksheet

Activities:

3.1: If I was a...

3.2: What do other people say about me?

3.3: My favourite things

NB: before the lesson prepare a "what do other people say about me" worksheet for each child. Complete the "my teacher says" section for each child.

Introduction:

This week we are going to be doing some special lessons and work called "All About Me". We are going to talk about all the things that make us who we are and explore all the similarities and little differences that make us special. We will talk about our families, friendships, our bodies and what we look like, our likes and dislikes and most importantly our feelings, plus we will make sure it is lots of fun! In today's lesson we are going to explore our personalities, how we think about ourselves and all the special qualities we have.

Before you begin remind the children you would like them to bring in baby photos from when they were really little ready for their lesson on Wednesday (lesson 3).



3.1: If I was a...

Give out a different category card to each group/table. You can get a child from each table to blind pick the category cards for themselves.

Ask them to discuss the topic on the card and decide what best describes their personality and them as a person and why.

Category cards:

- An animal
- A colour
- A food
- A TV show
- An activity or game

For example, if I was an animal I would be a cat because, I am playful and like to laze in the sun all day.

Swap the cards around and repeat so that each group can have a couple of different topics to discuss.

Ask the children to fill in their **If I was a... worksheet** as they go.

You can either ask the class to feed back some of their answers or you can collect in all the sheets and play 'guess who' by reading out their answers and asking the rest of the class to guess who the answers relate to.



3.2: What do other people say about me?

We have just looked at different ways we see ourselves, whether it is as a lazy cat, or a cheeky monkey or a quiet little mouse, but how do you think other people might describe you?

Be aware that these exercises might be difficult for some children, we are asking them to reflect on how they see themselves as a person. Even adults can struggle with some of these tasks, especially if they have very low self-esteem. Work your way around the room and challenge any negative views and reinforce positive messages with all the children.

NB: In practice we have found the best way to deliver this activity, especially to help more vulnerable children, is if you can prepare the worksheet for each child **before the lesson**, having filled in the section “what my teacher says about me”. This way, before the activity begins every child has something positive written in front of them, this can change the tone of the activity for children who may struggle.

Give out the **What other people say about me worksheet** and ask the children to discuss with their partners each of the topics and complete the sheet.

Again ask the children to feedback some of their responses to the rest of the class and ask if we agree with what they have written?

3.3: My favourite things

Another important aspect of who we are is our likes and dislikes.

If you have the classes **All About Me workbooks** from Infants, give them out and ask them to look back on their ‘All About Me worksheet’, this is a chance to review and reflect.

As we grow we have the right to change our minds and develop new interests as our lives change and we experience new things, but it is also OK to still enjoy some of the same things as you did before.

Ask the children to talk through the similarities and changes with their partners and then feed back to the rest of the class.

Ask the children to stick the worksheets in their All About Me books.

Close: So today we have looked at what kind of person we think we are and how we think other people might see us.

Some people might not think about themselves in such a positive way but it is important that we are not too tough on ourselves and that we realise that we are all special in our own way. Next time we will look at our friends and family.



LESSON 2: ME & MY RELATIONSHIPS

Lesson objectives:

- Children will be given the opportunity to think about personal relationships and who is important in their lives.
- Children will explore a variety of different types of families and understand that not all families are the same.

Resources required:

3.6: What is my family like worksheet

Activities:

- 3.4:** What do our families have in common?
- 3.5:** What do families do together?
- 3.6:** What is my family like?

Introduction:

Today we are going to talk about the people closest to us, who we live with and how we spend our time together. We are going to look at all our different families, and then think about what they have in common and what is special and unique about a family.



3.4: What do our families have in common?

Start of the session with the question what is a family?

See what the children come up with.

Families come in all different shapes and sizes. Some people have big extended families where they spend time regularly with their aunts, uncles, cousins and grandparents, other families are quite small, no two families are the same but we will all have things in common and things that make our families unique and special.

Get the children to play stand up/sit down so we can see what things our families have in common.

Stand up if...

(Add others to fit individual children's circumstances if necessary)

You have brothers or sisters

Stay standing if you have more than one brother or sister... more than two...

If you are the eldest

Stand up if you are the youngest

If you live in more than one house? (You might live with one parent some days and the other parent on other days)

Stand up if you have a pet.... stay standing if you have a dog.... a cat.... a different pet

If you all sit down to eat dinner together

If you have cousins who live nearby and you see regularly

If you have grandparents

If you have more than one mummy or daddy

If you all watch TV together

If you all have a shared hobby

Well done.

Please be aware that some children may have suffered a recent bereavement or 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, try to make sure that no child is singled out in a way that makes them vulnerable and be mindful of children who might be cared for by the local authority.



3.5: What do families do together?

Ask the children what do families do together and how do they spend their time?

- Are there fun things they do?
- How do they eat their meals?
- Do they have jobs or chores to do at home?
- Are there any rules at home you have to follow?

Ask them to call out their answers and put them on the board.

Be aware that some children may suggest that families fall out or fight, this is certainly one aspect of being a family and needs to be acknowledged. Sometimes we fall out or have arguments with the people who care for us and live with us, but home should still be somewhere we feel safe.

However, **NOT all children** will feel or be safe at home. Consider how you might respond if a child discloses that they do not feel safe at home.

3.6: What is my family like?

On the board pull up the **What is my family like worksheet**. Ask the children to spend time drawing and filling in their family.

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 their families.

Often allowing children the opportunity and space to talk when working can be extremely productive.

Ask the children to present their families to the class when they have finished. Debrief any unique families, children who live with grandparents, families that have been adopted or have same sex parents, be sure to do this in a positive manner.

Close:

Remember all families are unique and special, it doesn't necessarily matter who lives in our houses with us but that our home is somewhere we feel safe, cared for and loved. Families may have their own rules or ways of doing things, but they all have things in common too.

NB: Remind the children you would like them to bring in baby photos from when they were really little ready for their next lesson (lesson 3).

LESSON 3: me & MY BODY

Lesson objectives:

- To remove the stigma of children asking questions about reproduction, pregnancy and birth.
- Children will be given the opportunity to think about their own families, and how they themselves were born.
- Children will receive age appropriate information about pregnancy, how babies grow, their development, and birth including caesarean and IVF.
- Children will be given the opportunity to ask questions in a safe environment.

Resources required:

Collect in the children's baby photos and hang them up on the board or on a washing line so that everyone can see them. Bring a photo of yourself too.

Balloon and a ping pong ball

Lesson slides

We are very aware that lessons like this can be scary, there is a huge worry about how much we should tell 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.

These questions are a natural part of their development as children. Furthermore, by answering their questions we can feed their natural curiosity in a 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, 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.

Activities:

3.7: Who's who?

3.8: Where do babies live before they are born?

3.9: How do you make a baby?

3.10: How do babies grow?

3.11: How are babies born?

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.

As part of the lesson we will be revisiting many of the conversations from the year one relationships lessons but going in to slightly more detail.

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



Introduction:

Your body is amazing! It is changing all the time, and will change and grow even more once you start puberty. Puberty is when a child's body starts to change into that of an adult. To think that at one time you were a tiny baby and now look how you have grown. We have all brought in photos of when we were little and today we are going to talk about the stories of how you were born.

3.7: Who's who?

Ask the children to look at all the baby photos of their classmates (however you have displayed them), can they guess who is who?

Play a game and see how many they can guess correctly, can they find you in the mix of all the baby photos?

3.8: Where do babies live before they are born?

So once we were all only little babies but did you know that we all actually started off life as something even tinier than a grain of sand, and that is what we are going to talk about today.

Can you remember where babies live before they are born?

Put Picture 3.8 on the board.

"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; it is inside a woman's tummy just below her belly button.

But have you ever wondered how a baby gets into mummy's tummy and what a baby is made from?"

Give the children space to see what they know and what their explanations are before moving on and explaining, this will allow you to pitch the response to the right level for the children.



3.9: How do you make a baby?

So we all know that babies live in mummy's tummy before they are born, but you can't make a baby out of nothing, you need to start with something.

You all know that men and women's bodies are different because their private parts are different, men have a penis and women have a vulva. But did you know that inside their bodies they also have one of the two special parts that make a baby, one each. Let me explain.

Put picture 3.9a on the board

This is an egg. These grow here in the ovaries, just above the womb inside a woman's body, they have half of all the instructions for making a baby.

Put picture 3.9b on the board

This is a sperm, these grow here in a man's testicles, the dangly sack that hangs behind the penis. Just like the eggs, these have the other half of the instructions for making a baby.

You need a sperm cell from daddy and an egg cell from mummy in order to make a baby, the question is how do we get these two pieces together?

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 then swim from her vagina up into her womb.

Put picture 3.9c on the board.

The tiny little sperm have a long way to go, they keep swimming and swimming and hopefully some of them will find the egg hiding high up in the tube joining the ovaries to the womb.

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 picture 3.9d on the board.

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 and once they have joined together they will then put them inside the womb to grow.

This can also be done if two men or two women who love each other want to have a baby too, because remember from our work yesterday that families come in all different shapes and sizes.



3.10: How do babies grow?

Did you know it takes about 40 weeks, that's 9 months for a baby to grow?

But do you know how a baby feeds and gets all the energy it needs to get bigger?

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, through this the baby gets all it needs to grow directly from the mother's body. When you are born it is cut and you are left with a belly button.

Thanks to all the food from the mother's body it slowly gets bigger and bigger and BIGGER AND BIGGER.

Put picture 3.10 on the board.

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.



3.11: How are babies born?

This is an ideal opportunity for doing the birth demo using a balloon and ping-pong ball. It is by far the best (and most fun way) of explaining child birth to children.

Some babies let their mother know they are ready and others 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 picture 3.11 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 and squeeze and her muscles will have to 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 hole again, we call this a caesarian and you might have seen a line like a smiley face on mummy's tummy where it has healed?

Not all couples can have babies by themselves, sometimes things might go wrong or things might not work correctly, this is when doctors might help or a couple might decide to adopt or foster a child and give them a loving and safe home if their birth parents have died or are unable to care for them.

Close: So now you know how a baby is made.

However this is only the beginning, a baby has a long way to go if it is to grow into children as big as you!

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

LESSON 4: me, my THOUGHTS, FEELINGS & BEHAVIOURS



YEAR 3

Lesson objectives:

- Children will have the opportunity to think about different emotions and explore how people may look and act when they have these feelings.
- Children will learn that feelings are neither good or bad, right or wrong. It is how we behave when we have these feelings that make them either safe or unsafe.
- Children will consider how their friend's behaviours might be influenced by their feelings and try to understand the reasons for this.
- Children will understand the importance of telling a trusted grownup if they have a worry to help them to feel better and get help.
- Support key messages from the Protective Behaviours Taking Care Programme.

Resources required:

Lesson slides

3.13: Charades

3.15a: My personal network worksheet

Activities:

3.12: What feelings do you know?

3.13: Charades - How do people behave when they have these feelings?

3.14: How does Lucy feel?

3.15: What can we do if we have a worry? Elephants in the Custard.

Introduction:

Today we are going to talk about our feelings and how they may affect the way we and others around us behave. Sometimes when we are feeling worried or upset we may take our feelings out on those around us. It is important to try and understand how our friends feel and why they may behave the way they do.



3.12: What feelings do you know?

Ask the children:

What feelings do you know?

Explain we are talking about our emotions, not whether we feel tired or hungry or how our bodies feel. We are talking about the emotions we have.

Ask the children to shout out as many as they know, give suggestions to help such as how might someone feel if their cat died, if their brother took their favourite toy, or if you were going to a party or had to walk across a high bridge?

Write the list on the board.

3.13: Charades - How do people behave when they have these feelings?

How would you know if someone had any of these feelings, how might someone behave?

Ask children to come to the front and pick a card from the feelings pile. Ask if they can act out how someone might behave if they were experiencing the emotion on the card. If there are any feelings on any of the cards that a child doesn't know, ask if anyone else in the class can explain.

Now ask: *Are any of these **bad** feelings?*

NO, FEELINGS ARE FEELINGS! Not good or bad, right or wrong. It is often the behaviour that follows when we experience big feelings that is unsafe.



3.14: How does Lucy feel?

Put **“This is Lucy”** picture slide on the board and ask the class what they think is happening in the picture.

“This is Lucy, it is break time on her first day at her new school”

How do you think Lucy is feeling?

What do you think is happening?

How do you know?

What could you do to help?

Take the children’s suggestions and talk through them.

Click on to the next picture slide **“This is Dylan”**

“This is Dylan, he sees that Lucy is upset and decides to ask if she is OK...”

Oh dear, Lucy has shouted at him and told him to go away”

Why do you think Lucy might have shouted at Dylan even though he was only trying to help?

How do you think Dylan feels?

Does that mean that Dylan shouldn’t have tried to be nice?

What do you think Dylan will do now?

Click the next slide:

“I am sorry that you are feeling upset, it is OK to feel that way, it’s not easy being new and not knowing anyone. You are welcome to come and play with us if you change your mind.”

Even though Lucy hasn't been very nice, Dylan has been very caring and has thought how Lucy must be feeling.

Explain that *sometimes when people are upset, scared or worried they might shout at people who are trying to help or make them feel better. This doesn't mean that we shouldn't be nice or try to help, but we can try to understand that sometimes when people behave unsafely it isn't because of us. We need to be patient and give them time and space.*

3.15: What can we do if we have a worry? Elephants in the Custard.

Ask the children to come and listen to the story of the Elephant in the Custard.

Why did Solomon feel better?

Why did he find it difficult to tell the adults that he felt flustered or worried?

Who listened?

How did Solomon feel once he had told his granny?

Remind the children that this is one reason we work so hard for them to think of five people in their support networks.

This is a chance to review their support networks from when they last did the Protective Behaviours Taking Care Programme.

Ask the children to think about this again and fill in their [My personal network worksheet](#).

Close: There are no such things as bad feelings but sometimes the way we behave makes a feeling safe or unsafe.

We all can all feel angry or sad or worried from time to time. It is perfectly natural to feel this way, but it is never OK to hurt others or yourself. There are alternative, safer ways of dealing with them.

We can choose how we behave but if we have feelings that are difficult to manage we can simply ask for help.



LESSON 5: me, my CHOICES & PERSONAL BOUNDARIES

Lesson objectives:

- Children will revise their knowledge of early warning signs and the personal clues their bodies give them if they feel unsafe.
- Children will recognise their own boundaries of personal space and understand that if this is invaded it can cause them to feel unsafe.
- Children will consider different types of touch and how these may cause them to feel unsafe.
- Children will recognise that they do not all share the same personal boundaries.
- Children will practice how to say no and how to seek help.
- Support key messages from the Protective Behaviours Taking Care Programme.

Resources required:

Lesson slides

You will need a number of different sized hula hoops from as big as you can to very small.

3.19: My personal boundaries worksheet

Activities:

3.16: Lucy's first day at school

3.17: My personal space

3.18: Different types of touch

3.19: What can we do if someone touches us in a way we don't like?

Introduction:

Last time we talked about our feelings and how they can affect the way people behave, sometimes the way people behave can leave us feeling unsafe. Today we are going to talk about what to do if someone behaves in a way we don't like or if we feel unsafe.



3.16: Lucy's first day at school

Do you remember yesterday we spoke about Lucy on her first day at her new school, when she shouted at Dylan even though he was being nice?

Put up the picture slides from lesson 4.

Well, how do you think she might have felt walking in to her new class when she didn't know anyone?

The children might suggest different feelings. anything from excited to scared, worried or lonely.

Remind the children that all these answers are valid as *we don't all feel the same way in the same situations, we are all different. Sometimes you might feel a whole mix of emotions that can be quite confusing.*

Put the slide up of how Lucy is feeling, showing her early warning signs.

Talk through her symptoms with the class and see if they recognise that she is feeling unsafe as these must be her early warning signs. ***Remind the class that their early warning signs are clues their body gives them that they feel unsafe.***



3.17: My personal space

Pick a volunteer who is resilient enough to cope with the demonstration (this is an ideal opportunity to lead by example demonstrate perfect consent and recognition of children's personal boundaries).

You will need a number of different sized hula hoops from as big as you can to very small.

Ask the child to stand inside the biggest hoop and explain to the class:

"The hoop represents the child's personal space; as we walk around during the day and interact with other people we all have an invisible bubble around us. Generally it is polite to give each other space and not get too close, if people get too close it can cause us to feel uncomfortable or unsafe, let's demonstrate"

Ask a number of children to come and form a circle around the hoop then ask the child in the middle if he or she feels safe and if they feel they have enough space.

What if we make the personal space smaller? How does it feel? Now exchange the hoop for a slightly smaller one and have the children form a queue either side of the child in the hoop without stepping inside. How do they feel now?

Exchange the hoop for the smallest hoop and ask the children to crowd around, how do they feel now? Does it feel a bit intimidating?

Ask the children to sit back down.

We should always be mindful of other people's personal space as it can sometimes make people feel unsafe. We are all different and some people feel safer with more space than others.

Sometimes someone may sit too close, or stand too near and leave us feeling uncomfortable.

It can also depend on whom that person is, for example we tend to feel more comfortable with people we know and like rather than strangers or people we don't like.

For example a hug from your best friend or whoever cares for you will feel very different than a hug from a stranger you have never met!

3.18: 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 we might feel hurt or confused about.

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, when we have consented.

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.

Write each title on separate sheets of a flipchart and give one to each table to brainstorm; you can swap them around until each table has seen each category. Alternatively, put the category headings on the board and ask the children to shout out and make suggestions for each one.

Talk through the classes answers and remind them that we don't all have the same personal boundaries.

Talk them through the following rules:

*Some answers 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? Remind them to always consider "is my fun, fun for everyone?"

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 if anyone touches our private parts, this should never be a secret.





3.19: What can we do if someone touches us in a way we don't like?

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). Encourage the children to put their hand up in a stop motion as they say it. 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 from our personal support network.

Why might it be difficult to say stop or no?

Ask the children to fill out the **My personal boundaries worksheet**.

Close: Remember your body belongs to you and no one should touch you in a way you don't like.

But equally, just because something may feel nice to you, doesn't mean that everyone else will like it too. We need to listen if someone else tells us no or to stop and be aware that we don't all feel the same.