

MAIN THEME:

PSE -Healthy Schools

KS2 SRE

Year: **3**
Term:

Time:
4 lessons

<u>LEARNING OBJECTIVES</u>	LEARNING & TEACHING SUGGESTED ACTIVITIES	RESOURCES & MATERIALS	P.SE. SKILLS	PSE Range
<p><u>Lesson 1</u></p> <ul style="list-style-type: none">• To be aware of the different types of relationships between friends• To develop the skills to be effective in relationships• To recognise the qualities of individuals, identifying positive things about the achievements of themselves and others	<ol style="list-style-type: none">1. Circle time-Introduce lesson on relationships and discuss what it means and the different types of relationships.2. Watch CD Rom extract 'Friendship' discuss.3. As a class discuss different types of friendship. What different types of friends can you have? Why do you need friends. Make a list of qualities in a perfect friend.4. In groups state the case for the three highest rated qualities agreed by the group. You could hold a secret class vote (get the children to close their eyes!) to determine the top three qualities of a perfect friend.	<p>Sense DVD 'Growing and keeping Safe'-Enjoying and Achieving-Friendship qualities Lesson 1 of 2</p> <p>For more activities see Sense DVD -Teachers resources</p>	<p>Communication</p> <p>Thinking</p> <p>Working with others</p>	<p>Active Citizenship</p> <p>Health and emotional well being</p>

<p><u>Lesson 2</u></p> <ul style="list-style-type: none"> ● To learn to be sensitive towards the feelings of others and feel positive about themselves ● To make and maintain friendships ● To empathise with others' experiences and feelings. 	<ol style="list-style-type: none"> 1. Introduce lesson on 'friendships' discuss previous lesson. What is a good friend? Circle time-set ground rules, listen to each other, and treat each other with respect, no laughing or put downs. 2. Circle time activity -use photographs and questions on the back of the pictures to discuss emotions and feelings and develop empathy 	<p>SEAL photos in main SRE folder</p>	<p>Thinking skills</p> <p>Communication</p>	<p>Active citizenship</p> <p>Health and emotional well being</p>
--	--	---------------------------------------	---	--

Lesson 3

- To introduce the concept of male and female and gender stereotypes
- To identify differences between males and females
- To be aware that boys and girls can be the same and different
- To learn about the difference between male and female babies
- To understand that some people have fixed ideas about what boys and girls can do.

1. Circle time-set ground rules, listen to each other, and treat each other with respect, no laughing or put downs.
2. Write the words similar and different on the board, ask pupils to tell you what the words mean. Ask for examples.
3. Ask the pupils to discuss the differences between them, Share some ideas. In pairs ask the children to discuss what the differences are between boys and girls.
4. 'Who Does This Belong To?'- Use hoola hoops make a venn diagram and label the spaces Boy, Girl and Both. Invite the pupils to select a picture from the pile of objects and clothing and place in boy, girl or both space, they explain their choice...I put it there because...
5. When all objects have been placed ask the children what they think about the choices made .Explore any stereotypes or assumptions.

**Christopher Winter
project Year 2 Lesson 1
'Differences between Boys
and Girls'**

(Suggested reading
William's doll-Charlotte
Zolotow
Princess
Smartyants-Babette Cole)

Thinking
skills

Communica
tion skills

Working
with
others

Active
citizenship

Health and
emotional well
being

6. Write MALE and FEMALE on board. Ask pupils what they mean. In small groups at tables, ask pairs to discuss how we tell whether bay is male or female use pictures of **Clothed Babies picture card**.

Feedback to whole class about whether baby is boy or girl .Reinforce we cannot always tell who is boy or girl by clothes .Ask how a doctor or midwife can tell whether newborn is male or female. Accept private parts or other familiar names. Explain that in future lessons they will learn the scientific names used for these parts of the bodies. Use the Pictures of newborn babies to support discussion.

**Christopher Winter
Project Year 2 Lesson 1**

Lesson 4 (Optional)

- Describe some differences between male and female animals
- Describe some differences between boys and girls
- Understand that making a new life needs a male and a female

Circle and recap on previous lesson.

1.Introduce the talking object and pass it round asking each child to complete sentence...my name is and my favourite animal is.....

2. Show DVD clip and ask what the DVD was about? What surprised you? What did you like/dislike about it? What happened to Mogsy, Why was Jamal surprised when he found Mogsy, What were the kittens like when they were born? What do kittens need? How did Mogsy feed her kittens? Who did Mogsy need in order to make a kitten? Ask if anyone has a pet .Is the pet male or female?

3.In groups give out **Cats and Kittens Worksheet** to each child, ensure children understand the meaning of the words 'male' and 'female' 'kitten', 'teats' and write words on board. Ask pupils to draw a picture of Mogsy the cat feeding her kittens and then use the words to label their picture.

Channel 4 -Living and growing DVD, Unit 1,Programme 1,Differences

Lesson 5

- To consider different types of touch that people like and do not like
- To understand what is the meaning of personal space
- To know ways of dealing with unwanted touch

1. Circle time- recap on previous lessons, main differences between males and females, what are similarities, how are we all unique?

2. .In a circle pass the objects around one by one and ask the children to decide which objects they like to touch and which they dislike. Reinforce different people like different things

3. Ask children to think about as many different types of touch as possible eg. Push, hug, scratch and kiss, write on board. Ask what touches they like/dislike eg do they like to be hugged by everyone or only certain people?

4. Everyone is different and it is important to know what each of them likes or dislikes. Everyone has the right to say what is ok and what is not.

**Christopher Winter
project Year 3 Lesson 2
Personal Space**

Bag of textured
objects(optional activity)

5. Move to tables and demonstrate personal space with another adult, A and B. A starts to talk to B but is too close to B, B says 'no you are too close can you move back please' arms length. Discuss with class. What are the physical warning signs when a person feels uncomfortable?

6. Problem page activity- explain what a problem page is .Using Year 3 Problem page read out letter number one and ask the class for suggestions of how to help.

In groups answer the other two problems. Feedback as a class and include the following suggestions: ask the person to stop, move away from the person, tell an adult they trust, tell another adult if the first one doesn't believe them.