

Growing & Caring For Ourselves Key Stage 1

Scheme of Work

Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3e)</p> <p>Healthy Education Mental wellbeing (6b,6c)</p>	<p>Learning Intention To understand that we are all different but can still be friends</p> <p>Learning Outcomes Know that we can be friends with people who are different to us</p>	<p>Lesson 1 Different Friends</p>	<p>Talking object Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils</p>
<p>Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p>Learning Intention To discuss how children grow and change</p> <p>Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves</p>	<p>Lesson 2 Growing and Changing</p>	<p>Talking object Story bag containing Pictures of newborn babies Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary</p>
<p>Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e)</p> <p>Health Education Mental wellbeing (6b,6c)</p>	<p>Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe</p> <p>Learning Outcomes Know there are different types of families Know which people we can ask for help</p>	<p>Lesson 3 Families and Care</p>	<p>Talking object Story bag - containing a ball and a school jumper Families pictures <i>The Family Book</i>, Todd Parr</p>

Lesson 1

Different Friends

Learning Intention

To understand that we are all different but can still be friends

Learning Outcomes

Know that we can be friends with people who are different to us

Resources

Talking object

Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one.

Paper and coloured pencils

Activities

1. Group Agreement

In a circle, discuss some rules to help the class work together; 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. Suggest happy, cross and relaxed. This helps to build a shared emotional vocabulary which can be used throughout the sessions.

4. Story Bag

Introduce the story bag, explain that it contains items that will help to tell a story. Can the class guess what is inside? Take out the jumper and the elephant, tell the class that the story is about a child called Jai who goes to this school. Read the bullet points below as a story and encourage the children to act out the different emotions.

- One morning Jai got to school feeling really happy. (Everyone show their happy faces).
- Jai went to the classroom and saw there was a new child. The new child was sat in Jai's seat. This made Jai feel cross (everyone show their cross faces).
- The teacher told Jai to sit next to the new child who's name was Bo.
- Bo was really different to the other children at school, they looked different, when they spoke they sounded different, their clothes were different and at lunchtime they ate different food.
- At first Jai couldn't decide whether to make friends with Bo. Bo was so different.
- That all changed in the playground later. Bo told Jai a joke about an elephant on a trampoline. It was the funniest joke that Jai had ever heard and they both laughed about it for the rest of the day. (Quickly pass the elephant around the circle).

- The next morning Jai and Bo felt really relaxed sitting next to each other (everyone show their relaxed faces). They had made friends even though they were very different.
- Put the items back in the bag and explain that there will be another story about Jai next time

Ask questions to explore the story: What was different about Bo? How did Bo and Jai make friends? Is it okay to have friends that are different to us?

5. Drawing Different Friends

At tables, ask the class to draw pictures of an imaginary new person who is really different to them but they would like to be their friend. *It's Okay to be Different* by Todd Parr can be used to give some examples of difference or ask the class to list the ways we can be different to our friends and list some possibilities on the board.

6. Feedback

Share the pictures as a group and congratulate the class on the differences. Why do they think that it is important to be kind to people who are different to us?

7. Reflect and Review

Use the talking object to do a final go-round: *One thing I like to do with my friends is ...*

Lesson 2 Growing and Changing

Learning Intention

To discuss how children grow and change

Learning Outcomes

Understand that babies need care and support

Know that older children can do more by themselves

Resources

Talking object

Story bag containing [Pictures of newborn babies](#) soap, flannel, jumper

[Lifecycle picture cards](#)

[Lifecycle word cards](#)

[Lifecycle whiteboard summary](#)

Activities

1. Group Agreement

In a circle, remind the group of the ground rules from the previous lesson.

2. Pass the Talking Object

Pass the talking object around the circle saying: *Hello my name is ...*

3. Feeling Faces

Ask the class to practice putting different feelings on their faces. Suggest excited, calm, proud.

4. Story Bag

Take the following out of the bag; two [Pictures of newborn babies](#), soap and a flannel, and the school jumper that was used in the previous session. Explain that today's story is about the same child as last time (Jai). Use the points below to tell a story about Jai helping to give his baby brother a bath.

- This is the story of how Jai helped to give his baby brother a bath. (Take the baby pictures around the circle and ask the children which one they think is Jai's brother. Place the picture of the male baby in the middle).
- One day Jai was feeling really excited and had been running around the house all afternoon. (Pass Jai's jumper around the circle as quickly as possible to show how excited they were).
- Jai's Mum shouted "Stop! You are making too much noise and I don't want your baby brother to start crying. You need to calm down." (Ask the class to show their calm faces).
- When Jai was calm his mum asked him to help give his baby brother a bath. Jai enjoys helping his mum to look after his brother. (What do you think Jai might do to help?)
- Mum says "Thanks for helping me Jai, you are so grown up. I remember when you were a baby"
- Jai feels really proud thinking about all the things he can do now that he couldn't do when he was a baby. (Ask the class to show their proud faces).

Ask questions after the story: Why did Jai need to calm down? Why do babies need more help and care than older children? How could we tell which picture was a baby boy? Agree that they have different private parts and tell the class that the science words for these parts are penis and vulva. Acknowledge that the children may have their own words for these parts. Discuss any feelings of embarrassment and reinforce that it's important to know the names for these parts of the body.

5. Lifecycle Pictures

In small groups at tables, give each group a set of [Lifecycle picture cards](#) and [Lifecycle word cards](#). Ask the group to put the pictures in a line from youngest to oldest. If they are able to, they can then label the pictures. Display the [Lifecycle whiteboard summary](#) to clarify any misunderstandings.

6. Reflect and Review

Ask the children to think of something they can do now that they couldn't do when they were babies. Discuss a few examples. Do a final go-round with the talking object, asking them to complete the sentence: *One thing I can do now is ...*





CAUTION
Please ensure the catch below
is locked and closed before
weighing.



Lifecycle picture cards



Lifecycle picture cards

Lifecycle Word Cards

Baby

Toddler

Child

Teenager

Adult

Elder

Lesson 3

Families & Care

Learning Intention

To explore different types of families and who to ask for help
 To identify who can help when families make us feel unhappy or unsafe

Learning Outcomes

Know there are different types of families
 Know which people we can ask for help

Resources

Talking object
 Story bag - containing ball and school jumper
[Families pictures](#)
The Family Book, Todd Parr

Activities**1. Group Agreement**

In a circle, discuss the group agreement 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, scared, sad.

3. Story Bag

Take the following out of the bag; Jai's school jumper and a ball. Explain that today's story is about the same child as last time (Jai). Use the points below to tell a story about Jai feeling scared at home.

- This is the story about when Jai was feeling sad but didn't know who to tell.
- Jai lives at home with his mum, baby brother and mum's boyfriend Al. They used to have lots of fun and Jai's favourite thing to do used to be going to the park with the whole family and playing with a ball. (Pass the ball around the circle).
- Recently things have changed at home. Al seems to be angry all of the time.
- Last night, when Jai went to bed, he could hear Al shouting at his mum. There was banging and doors slamming and Jai thought he heard his mum crying.
- Jai felt really scared.
- Next day Jai is feeling worried about the arguing and wants to talk to someone about it.
- His Grandma walks him to school, he sees his friends and teachers all day and his favourite Aunty walks him home at the end of the day.
- Who could Jai talk to?

Ask questions after the story: Why was Jai scared? Can you remember the different family members? Who could Jai talk to if he came to this school?

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, that sometimes families might argue but that all children should be able to talk to someone at home or at school if they feel unhappy or upset. Alternatively read *The Family Book* by Todd Parr or a similar resource about families to illustrate difference.

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



Families Pictures



Families Pictures



Families Pictures



Families Pictures



Families Pictures



Families Pictures



Families Pictures



Families Pictures



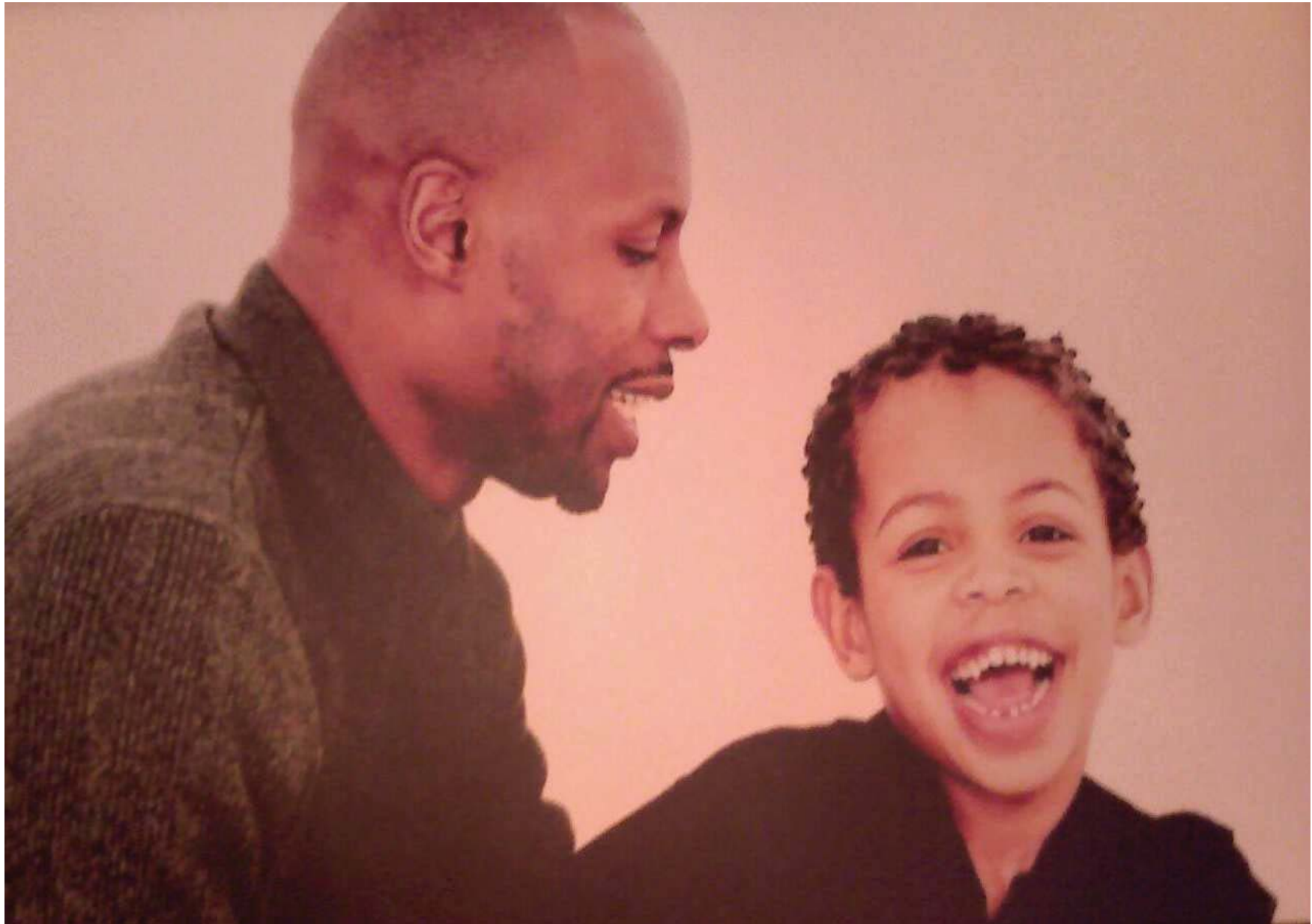
Families Pictures



Families Pictures



Families Pictures



Families Pictures



Families Pictures



Families Pictures