



Subject: Relationships, Sex Education			Focus: Changing and Growing		
Stages 1-3		Stages 4-5		Stages 6-11	

**Week 1:**

Health Education- How will I change as I grow?

Children are to explore the sensory story of "We are all different" from Twinkle. Allow children to explore the sensory props and look at how they are different to others. Children are to have mirrors to explore looking at their own face.

Week 2:

Health Education- How will I change as I grow?

Children will today explore dolls which are anatomically correct. Children to have dolls clothes and can practise dressing the dolls up. On ALD children are to have the symbols for boy and girl. Staff are to reinforce the language of boy and girl when they are playing with the dolls.

Week 3:

Health Education- How will I change as I grow?

Children today to explore dolls which are anatomically correct.

Week 1:

Relationships Education- Different types of relationships

This lesson this week will focus upon families.

Children are to read "Every kind of family story."

Children are to then have a picture of a house and are to draw pictures of people who live in their house. Children to be given ALD/symbols to support them with writing who each person is.

Children can say if they wish to who each person is to them. Staff to be aware and sensitive to any children who are LAC.

Week 2:

Relationships Education- Different types of relationships

This week children will focus upon friendships.

Explain to the children we are going to look at making a good friend.

Give children pictures of different scenarios and they are to point/say whether the person is being a good friend or not.

Children are to then have a potion bottle template and are to have symbols for

Week 1:

Relationships education- Different types of relationships

Read to children the story of All kinds of families. Ask the children who lives in your house and share some ideas back.

Children are to then have a picture of a house and are to draw pictures of people who live in their house. Children to write labels for the people living in their house. Children can say if they wish to who each person is to them. Staff to be aware and sensitive to any children who are LAC.

Children to then to choose somebody that lives in their house and are to say why they like them. Children to then complete and write down their ideas.

Week 2:

Relationships Education- Different types of relationships

Last week the children looked at the relationships within their household.

This week children are to think about friendships.



Children can explore putting the dolls into the bath and adults will model using the terminology of vagina and penis.

Children will have ALD available to them and will be able to point to the symbols for the body parts.

For girls only:

Children to have sanitary towels and period pants to explore. Children to have water mixed with red dye to explore putting on to the sanitary towels. On ALD have symbol for sanitary towels and adult to reinforce the symbol when children are exploring the items.

Week 4:

Relationships Education- What types of touch are safe?

In this lesson staff will teach children 3 positive ways of touch.

Children will look at high-fives, handshakes and side-on hugs.

Adults to model giving high-five to each other.

Children to be shown symbol for high five and adult to offer a high-five to child. See if child is able to give high-

different characteristics. Children are to then choose what they think makes a good friend on to their potion bottle.

Week 3:

Health Education- How will I change as I grow?

This week introduce the children to the story of "We are all different" from Twinkle. The story explores what physical differences different people have and what differences they may have with their personality.

Give children mirrors and they are to explore what makes them different to their friend. Do they have the same-coloured hair? Do they have the same-coloured eyes?

Share back the children's ideas.

Show the children the symbol for adult, baby and child. Ask them who is a child and who is an adult in the room? Once children have shared ideas ask them how they know this.

Ask the children if they were once babies? Adult is to model showing a picture of themselves as a baby/toddler, then a child and then an adult. Explain that as the adult got older things may

Read the story of "Starry Eyed Stan" to the children.

Children are to have their good and bad cards in front of them and teacher is to ask throughout the story whether they think Stan is being a good friend or a bad friend and children are to hold up their cards.

Teacher is to model drawing a picture of a friend and using ALD explaining what makes them a good friend.

Children are to draw a picture of their friend. They are then to discuss what makes this person a good friend.

Move on to think about what would be good and bad touch with a friend.

Week 3:

Health Education- How will I change as I grow?

This week introduce the children to the story of "We are all different" from Twinkle.

The story explores what physical differences different people have



five and then give praise if able to do so.

Adults to model shaking hands.

Following the same process as high-fives, see if child is able to shake hands.

Side on hugs should be taught and offered to those children who often give hugs, and may attempt to sit on laps. Adult to model standing and hugging from the side. Continue to reinforce this outside of the classroom.

Week 5:

Relationships Education- Different types of relationships

This week children will focus upon their families and will need photographs from home.

Children are to look at photographs from home and using ALD see if child can identify with symbols who each person is who lives in their house.

Children are to then have a picture of a house and are to create their own collage using photos from home on to the house.

Week 6:

have changed about their body. E.g They have gotten taller, their hair may be a different colour.

Using pictures sent in from home (or if unavailable use pictures of a baby and some pictures from when the child was younger at school) ask children to order themselves from when they grew.

Week 4:

Health Education- How will I change as I grow?

This week will be a lesson held separately for boys and girls. It will focus around the physical features that make them a girl or a boy.

Ask the children if they are a girl or a boy. With pictures of their friends they are to sort if they are girls or boys.

How do they know if they are a girl or a boy?

Using the body boards with physical features on show to the children the private parts for a female and explain these are called breasts and vagina. Then model showing the private parts for a boy and explain that they have a penis.

and what differences they may have with their personality. Give children mirrors and they are to explore what makes them different to their friend. Do they have the same-coloured hair? Do they have the same-coloured eyes?

Share back the children's ideas. Show the children the symbol for adult, baby and child. Ask them who is a child and who is an adult in the room? Once children have shared ideas ask them how they know this.

Ask the children if they were once babies? Adult is to model showing a picture of themselves as a baby/toddler, then a child and then an adult. Explain that as the adult got older things may have changed about their body. E.g They have gotten taller, their hair may be a different colour.

Using pictures sent in from home (or if unavailable use pictures of a baby and some pictures from when the child was younger at school) ask children to order themselves from when they grew.



Relationships Education- Different types of relationships

Today children will focus upon the relationships within their classroom. Children are to look at photographs of children within their class and photos of other children. Have a template with child's class name at the top and see if the child can recognise any photos of their friends. They can look around at friends within their classroom to see if they can identify anybody. Then do the same with familiar staff who work within the classroom. All photos they recognise are to be stuck down on to the template.

In the boy's session:

Explain to the boys that as they get older they may have some hair grow around their private areas and that it may grow underneath their arms too.

Explain that they might sweat more and that they may choose to use deodorant to stop them from smelling. Allow boys to look at deodorant to understand what it is.

In the girl's session:

Ask the girls what do they call their private parts? Explain that the word vagina is the special name for their private part and that it is okay to use other names for it too. Explain that as they grow they may get some hair grow around their private parts and underneath their arms.

Allow girls to look at deodorant to understand what it is.

Explain that they also have breasts. Point these out using the body boards again and explain that as the girls get older their breasts may grow too and get bigger.

Week 5:

Sex Education- How will I change as I grow?

Week 4:

Health Education - How will I change as I grow?

This week will be a lesson held separately for boys and girls. It will focus around the physical features that make them a girl or a boy.

Ask the children if they are a girl or a boy. With pictures of their friends they are to sort if they are girls or boys.

How do they know if they are a girl or a boy?

Using the body boards with physical features on show to the children the private parts for a female and explain these are called breasts and vagina.

Then model showing the private parts for a boy and explain that they have a penis.

In the boys session:

Explain to the boys that as they get older they may have some hair grow around their private areas and that it may grow underneath their arms too.



In the girls session:

Read to girls' social story about starting periods and what to do when they start a period.

Give children sanitary towels to explore and explain what they are.

Give to girls period pants to look at and explain what they are. Allow girls to test pouring water mixed with red food dye on to the sanitary towels and then period pants to model what happens when it goes on to them.

Allow girls to ask any questions that they have.

In the boys session:

Recap over the names for their body parts and explain that last week we learned about some of the changes that might happen to their body. We will look at more changes today.

Explain to the boys that sometimes their penis might feel hard and that it is okay to have this feeling. They might feel like they want to touch it.

Week 6:

Relationships Education- What types of touch are safe?

This session will be taught as a whole class.

Explain that they might sweat more and that they may choose to use deodorant to stop them from smelling. Allow boys to look at deodorant to understand what it is.

In the girl's session:

Ask the girls what do they call their private parts? Explain that the word vagina is the special name for their private part and that it is okay to use other names for it too. Explain that as they grow they may get some hair grow around their private parts and underneath their arms.

Explain to the girls that they may sweat more and that they may choose to use deodorant. Allow girls to look at deodorant to understand what it is.

Explain that they also have breasts. Point these out using the body boards again and explain that as the girls get older their breasts may grow too. As they get older they may choose to wear a bra to help support their breasts.

Week 5:



Start by showing symbols on board for various actions and children are to have a card for good and bad in front of them. When the action is shown on the board, children are to hold up whether they think it is a good or a bad touch/action. Some actions may be tricky such as kissing, hugging and holding hands. Explain to children that sometimes these touches can be good if shared with someone we love such as Mums, Dads, Grandparents, siblings or sometimes friends. However, both people must want the touch and if you don't want these things to happen you can say no.

Children to then have a grid with three categories- good touch, if someone says yes and bad touch and children are to be given different symbols for touch.

Children to then place correctly what each type of touch is.

Children are to listen to the PANTSAsaurus song and adult is to recap over the PANTS rule to children. Children can then design their own pants.

Sex education- How will I change as I grow?

In the girls session:

Read to girls' social story about starting periods and what to do when they start a period.

Give children sanitary towels to explore and explain what they are.

Give to girls period pants to look at and explain what they are. Allow girls to test pouring water mixed with red food dye on to the sanitary towels and then period pants to model what happens when it goes on to them.

Allow girls to ask any questions that they have.

In the boys session:

Recap over the names for their body parts and explain that last week we learned about some of the changes that might happen to their body. We will look at more changes today.

Explain to the boys that sometimes their penis might feel hard and that it is okay to have this feeling. They might feel like they want to touch



it. Explain that this needs to be done in a private space where other people are not there and it is somewhere that is safe. Think of some examples of places they may choose to do this.

Week 6:

Relationships education- What types of touch are safe?

This session will be taught as a whole class.

Start by showing symbols on board for various actions and children are to have a card for good and bad in front of them. When the action is shown on the board, children are to hold up whether they think it is a good or a bad touch/action. Some actions may be tricky such as kissing, hugging and holding hands. Explain to children that sometimes these touches can be good if shared with someone we love such as Mums, Dads, Grandparents, siblings or sometimes friends. However, both people must want the touch and if you don't want these things to happen you can say no.



		<p>Children to be given different scenarios and in small groups are to explore what they would do in each scenario.</p> <p>E.g a person you don't know tries to hug you, what do you do? Share back ideas from each scenario.</p> <p>Explain to children that if someone does touch you in a way that you don't like they should tell the person if they feel okay too or should tell a grown up that they trust what has happened.</p> <p>Children are to listen to the PANTS song and adult is to recap over the PANTS rule to children. Children can then design their own pants.</p>
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