Relationship, Sexual Health & Parenthood

This planned lesson would follow on from a previous lesson(s) which looked at developing the children’s positive attitudes towards themselves and promoting self-respect. Due to the topic being quite sensitive for early year’s children, we have decided to look at it from a classroom perspective. This will enable the children to develop their understanding of what is right & wrong and therefore take this awareness with them whilst out of school and growing up (eg. Behaviour spoken about in class that is inappropriate, they become aware that it is not acceptable in the wider environment). Things to consider whilst delivering this topic may include: children’s personal lives (awareness of home life); appropriate pairings/groupings; issues within class (eg. Bullying); age/stage of development of children; teacher confidence in delivery (knowledge of resources/services)

**Cfe Outcome:**

*I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.* HWB 0-49a / HWB 1-49a

**Learning Intention:**

I am learning to stay safe

**Success Criteria:**

I can recognise what behaviour(s) are right & wrong

I know I can say ‘No’ if I am in an uncomfortable situation

I know who I can speak to if I feel uncomfortable

**Activity:**

To start, the teacher will initiate a class discussion by asking if anyone can suggest something that they think is wrong (not nice) to do to someone else – this will get the children talking together about the issue. Some examples they may suggest will likely be: hitting, shouting, pushing, name-calling. If appropriate, the teacher can direct the discussion through the use of questioning to gain this information from them.

Following this introduction, get the children into pairs (pupil choice/teacher decision). The teacher will then read out a scenario which is required to be finished by the pupils. The children listen to what is happening and decide what happens next, what action to take. The purpose of this exercise is to find out/assess how the children will deal with such a situation.

The children should attempt to feedback their thoughts to each other which will enable a further discussion to take place regarding what children can do if they are in an uncomfortable situation. For example, ensuring the children are aware their answers are not wrong but there may be alternative ways to dealing with it. (Teaching points – speak to someone/say no etc.)

\*\* Another suggested activity for this task could be to do a small drama performance instead of just discussing in pairs. This would allow the children to demonstrate their understanding. However this may only be effective if the class were quite able. Following this, if the class got on well/ enthusiastic about topic, this could be delivered as a whole class assembly to the school to promote awareness to all pupils.

**Assessment:**

Discussion from the start & then at end

Teacher observation of pupil’s paired work

**Resources:**

<http://www.hcps.org/departments/docs/studentservices/schoolcounseling/personalbodysafety.pdf> (good for clearly showing how may want to set topic out; looks more at inappropriate touching)

<https://www.virtuallabschool.org/preschool/child-abuse-id-reporting/lesson-1> (good resource for teachers to use to inform themselves about abuse)

<http://www.nspcc.org.uk/services-and-resources/services-for-children-and-families/> (information about services available in Scotland)

<http://www.nspcc.org.uk/services-and-resources/working-with-schools/childline-school-service/> (service available to teachers to aid delivery of lessons – working collaboratively/inter-agency working)