

**YEAR 1 PSHE PLANNING**

| <b>Subject:</b> PSHE<br><b>Focus:</b> / Safe Relationships (4 weeks)   |   | <b>Resources:</b><br>Lesson 6: 2 large body outlines, body part labels, pants cut out.<br>Lesson 7: Pants Powerpoint, Safe adults worksheet<br>Lesson 8: Ask First Monkey Book, photos of different characters from the book   |  | <b>Previously Taught Vocabulary:</b><br>Family, happy, sad, angry, scared.  |   |   |  |
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| <b>Learning Objectives</b>   | <b>Success Criteria</b>   | <b>Whole Class Session</b>   | <b>Independent Task</b>  | <b>Adaptations</b>  |   | <b>New Vocabulary Stem Sentences</b>  | <b>Assessment Sticky Knowledge (what we want our children to know)</b>   |
|  |   |  |  | <b>SEND</b>   | <b>Extend</b>   |   |  |
| Identify and name external genitalia<br>Recognise the difference between boys and girls<br>Know that parts of our body are private   | <b>I am learning about the private parts of our bodies</b><br><b>Can You:</b> <ul style="list-style-type: none"> <li>Identify similarities and differences between you and your friend.</li> <li>Identify similarities and differences between most girls and most boys.</li> <li>Name body parts including external genitalia</li> <li>Understand that some parts of the body are private</li> </ul> | Display pictures of Yasmin and Tom on the flipchart/board.<br><b>Q: What do we already know about the similarities and differences between Yasmin and Tom? What is the same/different about their bodies?</b><br>Take feedback and record on flipchart (this will be a baseline of the children's understanding of the different between males and females)<br><br>Use the Yasmin and Tom interactive resource 'My Body: External body parts' to introduce body part labelling.<br><br>Ask children to look at their LTP and notice things that are the same and different about their appearance.<br><b>Q: Can you tell your friend something that is the same and something that is different?</b><br><b>STEM – We are the same because.../We are different because...</b><br><br><b>LABELLING BODY PARTS ACTIVITY</b><br><br>Use the pants cut outs and place them on the two bodies.<br>Explain that these are parts of our bodies like any other, but that they are our private and personal body parts that need to stay in our underwear.<br><br>Watch: <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a><br><br>Explain that in lots of families these parts of our bodies are given different or 'pet' names. Emphasise that these names are fine but that it's important that we know and can say the real (biological) words too. <b>Use MYYT to give children another opportunity to practise these names.</b> | <b>Labelling Body Parts</b><br><br>Children sit in a circle. Draw around two children's bodies on a large roll of paper. Label one 'Most girls' and the other 'Most boys'.<br><br>Children to take it in turns to select a body part label.<br><br>Use MYYT to name each body part before the child places it on one of the body pictures. | MYTY repeated and pre-teach of words were necessary<br><br>Mixed LTP for discussion<br><br><b>Support provided:</b><br><br>MYTY – explicit teaching of vocabulary<br>Explicit modelling of STEM Sentences |   | vulva, testicles, penis, private<br><br><b>STEM Sentences:</b><br><br>We are the same because...<br><br>We are different because...<br><br>This is a....  | <b>Private Parts of my body:</b> Vulva, Vagina, Penis, Testicles<br><b>Privacy</b><br>Private means something is just for you and not for everyone to see or know.<br>Private body parts: parts of your body that are covered by a swimsuit – chest, bottom, private parts<br>It's ok to so no if someone asks to see something private.<br><b>Pants Rules</b><br>Privates are private<br>Always remember your body belongs to you<br>No means no<br>Talk about secrets that upset you<br>Speak up, someone can help |
| Know what private means<br>Know some the things that I might want to keep private<br>Recognise that adults care for children and help them to stay healthy and safe<br>Know that parts of our body are private<br>Know why it is important to keep some parts of our body private<br>Rehearse and recall the PANTS rules | <b>I am learning about what it means to keep something private</b><br><b>Can You:</b> <ul style="list-style-type: none"> <li>Identify private body parts</li> <li>Understand that you can say 'No' to being touched</li> <li>Recall the PANTS rule</li> <li>Identify safe adults you can talk to if you feel unsafe</li> </ul>  | Display 2 blank outlines (male and female) on the board. <b>Can the children identify the different body parts? Identify whether the children can remember and name the biological names for external genitalia from last lesson.</b><br><br><b>(Use Pants Powerpoint to guide teaching)</b><br><br><b>Q: What do children have to be kept safe from?</b><br>Take ideas and collate on the flipchart, categorising them into things, places, people.<br>Focus on the people category and identify these people such as; strangers, people who might upset us or leave us out, people who say hurtful things.<br>Explain that the next couple of lessons will help them keep safe in different situations.<br><br>Look at the different body part grid as a class. Use MYTY as you go through and a visual signal (i.e put hands on their heads) as to whether they think these body parts should be kept private.<br><br><b>As a class can they come and draw on the flipchart the body parts that should be covered?</b>  | <b>Identifying safe/trusted adults:</b><br><br>Children draw a picture of safe adult at school and safe adult at home they can trust and talk to.  | CT/TA to scribe trusted adult under pictures<br><br><b>Support provided:</b><br>Pants Song to support understanding of rules<br>Visuals of body parts to support understanding of 'private'               | Children write sentences to support their pictures of their trust adults. | private, trusted, safe<br><br><b>STEM Sentences:</b><br><br>Children have to be kept safe from...<br><br>My ____ is private...<br><br>Private means...<br><br>If I feel unsafe I can talk to... | <b>Privacy</b><br>Private means something is just for you and not for everyone to see or know.<br>Private body parts: parts of your body that are covered by a swimsuit – chest, bottom, private parts<br>It's ok to so no if someone asks to see something private.<br><b>Pants Rules</b><br>Privates are private<br>Always remember your body belongs to you<br>No means no<br>Talk about secrets that upset you<br>Speak up, someone can help   |

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|  |  | <p>Explain that children's bodies, including their private parts belong to them and they can say 'no' to any body part being touched, including their private parts.</p> <p><b>Revisit and watch:</b><br/> <a href="https://www.youtube.com/watch?v=-lL07JOGU5o">https://www.youtube.com/watch?v=-lL07JOGU5o</a></p> <p>Practise different ways of saying 'no' e.g directly and loudly, whispering, like a robot etc. <b>What is the best way to say no?</b></p> <p>Our pants rule reminds that if someone asks to see your private parts, or you do not feel safe, you should tell an adult you trust.</p> <p><b>Q: Who could you tell if you do not feel safe?</b></p> <p><b>Core Activity</b></p> <p><b>Itchy Pants</b> – use this slide to explore when trusted and safe adults might need to see inside your pants to keep them healthy and safe.</p> <p><b>Read Pantosaurus during Story Time to support understanding.</b></p>  |  |  |   |   |  |
| <p>Identify different types of touch – hugs, tickling, kisses, punches<br/>Describe how I feel when being touched in this way<br/>Think about how other people might feel<br/>Know that it is important to ask for permission to touch others<br/>Know how to ask for and give permission<br/>Know how to not give permission.</p> | <p><b>I am learning to identify different types of touch</b><br/> <b>Can You</b></p> <ul style="list-style-type: none"> <li>Recall the PANTS song</li> <li>Identify and name different types of touch</li> <li>Know how to ask for permission to touch someone</li> <li>Know how to tell someone you do not give them permission.</li> </ul> | <p><b>Can the children recall the PANTS song?</b><br/> <b>Revisit and watch:</b><br/> <a href="https://www.youtube.com/watch?v=-lL07JOGU5o">https://www.youtube.com/watch?v=-lL07JOGU5o</a></p> <p>Today we are going to look at different ways you can touch someone and how we can make sure we feel safe and that we make others feel safe.</p> <p><b>Q: Can you think of different ways we might touch someone, for example: tickling.</b></p> <p>Take ideas and collate on the flipchart.</p> <p><b>Read Ask, First Monkey</b></p> <p>Display pictures of the different characters on the flipchart.</p> <p><b>How did this character feel in the story and why?</b></p> <p>Annotate around the characters different things they were feeling in the story and why.</p> <p><b>Q: How did they fix this in the story?</b></p> <p>Discuss with the animals told Monkey did not like being touched and did not give him permission. Explain how the animals then let Monkey know if they would like to be tickled in future.</p> <p><b>Q: How could you tell someone you did not want to be touched/hugged/tickled?</b></p> <p>Take ideas and use to model writing in speech bubbles. (e.g No, stop. / I do not like that. / Please do not touch me.)</p> <p><b>Core Task</b></p> <p><a href="https://www.youtube.com/watch?v=aSfvJbSQdA4">https://www.youtube.com/watch?v=aSfvJbSQdA4</a></p> | <p><b>Asking Permission Speech Bubbles</b></p> <p>Children write different ways the characters can give permission / ask monkey to stop in the speech bubbles.</p> | <p>1 speech bubble – simple command 'No stop'.</p>   | <p>Can the children write one speech bubble where they are <b>giving</b> permission</p> | <p>tickling, kissing, permission</p>  | <p><b>Permission</b><br/> Permission means asking if it's okay to do something and waiting for an answer.<br/> Touch<br/> Safe and Kind Touches:<br/> Hugs from family and friends<br/> High-fives<br/> Holding Hands<br/> Touches that need permission: tickling and kissing<br/> Touches that are not okay: hitting, kicking, pushing, a touch that makes you feel uncomfortable</p> |
|  |  |  |  | <p><b>Support provided:</b><br/> Visuals of story pictures<br/> Song to support understanding and recall</p> |   | <p><b>STEM Sentences:</b><br/> The _____ felt because...<br/><br/> I could say...</p> |  |