

Unit Context



This unit of work helps children to learn about and value their bodies and explore issues around growing up. These aspects of learning form important components of an effective Sex and Relationships Education (SRE) for young children. However, SRE is most effective

when provided in a wider context of social and emotional development, where children are provided with the opportunities to develop a positive self-esteem; learn about emotions and how to form safe and satisfying relationships with others; develop effective communication skills and learn how to appreciate and value others and their individual differences. While there are obvious science curriculum links to be exploited, Sex and Relationships Education is embedded within the PSHE framework, reflecting the importance of the personal and social aspects of this work. The content of this unit is consistent with the **DfEE Sex and Relationship Education Guidance 2000**. There is also new national guidance **Sex and Relationship Education for the 21st Century**. Further support can be found in the **Cambridgeshire PSHE Service SRE Toolkit** which is referenced and accessed through the Primary Personal Development Programme Planner through the resources menu.

Unit Description

This unit is designed to support children in learning how to value and appreciate their own and other people's bodies. Children will learn to recognise and name external parts of the body including using scientific names for the external sexual parts of the body. They will learn to recognise and appreciate similarities and differences between bodies, including those between girls and boys. The children will learn to appreciate the variety of things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives. This unit looks at personal hygiene and supports children in developing appropriate responsibility for it. They will continue to develop basic hygiene routines, including toileting and washing, and will also learn

about the importance of good hygiene and cleanliness for preventing the spread of disease.

This unit is designed to encourage children to analyse their own role in developing positive, responsible and caring attitudes. They will learn that, as they grow, they will become more independent and will take more responsibility for looking after themselves and things around them. The children will examine what they currently do to look after themselves, including dressing and undressing. They will learn to recognise areas where they still need support from others to ensure their personal needs are met and to be aware of the adults who provide this care.

Notes for Staff

Work in this unit should be supported by a classroom ethos and environment that includes strategies to support children in valuing their bodies. Strategies can include placing a full-length mirror in the home corner so that children can include body awareness as a natural part of their play; providing soap in the toilet areas and displays reminding children to wash their hands and providing visual instructions for dressing and undressing including tying laces and doing up coats.

Work within this unit may form an important component of your school's SRE programme for young children. Some teachers may be anxious about delivering activities where children are encouraged to name external body parts including the sexual parts. However, recognising and naming the sexual body parts for both boys and girls helps children to value these parts of their bodies and enables them to discuss these body parts in more detail and without embarrassment later on in their education.

During these activities children may volunteer names for the sexual parts of the body. Many children of this age will have learned colloquial or family names for body parts such as '*willie*' or '*minnie*'. Current SRE guidance recommends that teachers accept colloquial or family terms as well as introducing correct anatomical names. It is recommended that anatomical words such as 'penis', 'testicles/testes', 'vagina/vulva' are introduced to children as early as possible. The Ofsted 2002 SRE review report recommends that '*pupils know and understand the names of the main external parts of the body, including agreed names for sexual parts and that children should be able to do this by the end of Key Stage 1*'.

Introducing correct anatomical words early on ensures that all children share

Learning Expectations

This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related **Early Learning Goals**:

The Prime Areas

Physical Development

Health and self-care: children know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

The Specific Areas

Understanding The World

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

a common language for making themselves understood during classroom activities and in situations involving personal safety.

'Early and accurate naming of body parts is vital. If children have not been equipped with the words for the parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection'. Sex Education Forum.

The anatomical words can also be referred to as the 'doctor' words as they are words which are used by health professionals and words that children will hear used when they visit the doctor. Teachers will need to refer to their school's SRE Policy for guidance on how this recommendation will be implemented in their school. It is important that schools decide which vocabulary they wish to use for consistency in their practice. Refer to the SRE Toolkit [Use of Vocabulary in Primary SRE](#) and your school's SRE Policy. Learning to recognise and name the sexual parts of the body is also included in unit **KS F Keeping Safe**.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment during practitioner directed activities.

Activity 1.1 Talk to the children as they use small and large apparatus to assess their awareness and understanding of the different things that their bodies can do.

Activity 3.1 Use the children's response to this baby dolls activity to assess their awareness and understanding of the physical differences between girls and boys including their ability to name the external sexual parts of girls' and boys' bodies by using either colloquial or scientific language ('doctor' words).

Activity 5.2 Use the children's responses to this Draw and Write activity to assess their awareness of good hygiene practices.

The following are suggested contexts for your setting's continuous provision. These contexts provide opportunities for practitioners to assess how children are transferring their knowledge, skills and attitudes acquired in teacher directed activities to their self initiated play/ independent learning.

Observe children while they:

- Respond to an activity on a theme introduced through the use of fiction e.g. **I Don't Want to Wash my Hands** – *washing hands after a messy activity or before eating*.
- Use a baby clinic role play areas which will provide them with opportunities to explore hygiene routines and talk about different body parts.
- Draw and paint pictures of themselves and other people.

- Practice self care skills such as looking after belongings and dressing and undressing.
- Engage in role play to explore different ways that members of a family care for and look after each other.

Out of School Learning

Invite parents/carers to help their children to find some photographs of themselves at different ages i.e. a baby, a toddler, now. Encourage them to share the photographs with their children and discuss the children's physical capabilities at each age e.g. when they learnt to crawl, walk, run.

Involve the children in designing a visual 'good hygiene' check card that they can share with parents/carers and use at home. Invite parents/carers to support their children by helping them to place a 'tick' in the relevant section of their 'good hygiene' card as an activity has been achieved. Good hygiene practice can include brushing teeth, washing hands before a meal, putting clothes in the laundry basket. Extra stars could be awarded if the activity is carried out independently by the child and without them being reminded.



Sensitive Issues

Sensitive issues to be aware of are marked in the **Points to Note** column with this symbol.

In particular in this unit, it is important to recognise the sensitivity of some of the work and it may be advisable to agree some ground rules with the children. Rules such as 'always listen to others' and 'respect what other people have to say' help to create a safe environment where children will feel comfortable to contribute their ideas and share knowledge. (Refer to the [SRE Toolkit Teaching Methodologies in SRE](#) for further guidance). Teachers should encourage children to ask questions and it is good practice to answer them openly and honestly, especially as they may be of general interest to the class. However, if the question requires explicit information appropriate only to the individual, then teachers may want to respond to this child on a one to one basis rather than in a whole class setting. For some questions, it may be appropriate not to answer them, but to suggest the child talks with adults at home (refer to the [SRE Toolkit Answering SRE Related Questions in the Primary School](#) for further guidance). It is recommended that schools develop agreed age appropriate approaches and language for answering children's questions. Activities within this unit involve children talking about their bodies and reflecting on their own personal experiences and family behaviours. This might prompt some children to talk about issues of a sensitive nature or may lead to children disclosing information that may

raise concerns regarding their welfare.

Teachers should follow their school's Safeguarding and Child Protection policy. It is recognised that carrying out age appropriate SRE, which includes learning about body parts and each person's rights over their own bodies, is a protective factor relating to sexual abuse and female genital mutilation. For support with communicating your school's approach to SRE with parents/carers, refer to the [SRE Toolkit Leaflet for Primary School Families](#).

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on [Circle Time](#) and using the [Draw and Write](#) technique.

A full list of resources is included at the end of this guide.

Linked Units

FF F Family and Friends (including anti bullying)

ME F My Emotions

ID F Identities and Diversity

KS F Keeping Safe (including drug education)



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Highlighted content will be introduced in Key Stage 2

Section A - Understanding Our Bodies

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>1. To understand and value what their bodies can do.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> demonstrate different body actions through physical activity and play describe different body functions show examples of caring for my body talk positively about my body 	<p>1.1. In Circle Time, introduce the children to learning about their bodies by singing and doing the actions to the song, 'Head, Shoulders, Knees and Toes'. Read the story Bein' with you this way. Ask the children to describe all the physical activities that the children in the story are involved in and all the body actions that are being carried out by people of different ages. Using the pictures in the story as a stimulus, ask the children to identify things they can do with their bodies <i>e.g. skipping, running, hopping, including body functions such as eating and sleeping</i>. Provide opportunities for the children to play outside and explore what they are able to do with their bodies including how they can use small and large play and physical activity apparatus. A</p>	<ul style="list-style-type: none"> See Teaching Guidance for information on Circle Time. As a follow up to this activity, make a class bar chart which shows the different things that the children can do with their bodies and the number of children who are able to do these actions. To the tune of 'Here we go Round the Mulberry Bush', ask the children to sing and mime the things they have learnt to do with their bodies <i>e.g. 'I know how to ride a bike, ride a bike, ride a bike'</i>.
<p>2. To describe their own appearance and name external body parts including using agreed names for the sexual parts.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> describe how I look describe similarities and differences between the appearances of different people talk positively about differences in the appearance of others 	<p>2.1. In Circle Time, introduce the children to naming parts of their bodies by singing and doing the actions to the song, 'Head, Shoulders, Knees and Toes'. Read the story, Bein' with you this way. The story includes pictures and descriptions of a range of people from different age groups, races and ethnicities. Stop the story at various points where people's physical characteristics are being described and ask the children to look for similarities and differences between their physical features and those of the people in the story. Ask the children to identify similarities and differences in eye colour, hair (including colour, length and texture) and skin tone. Talk with the children about the different sizes and shapes of people and extend their language of size and shape: <i>tall, small, middle-sized, big, bigger, biggest, thin, long legs, long arms</i>. Encourage the children to notice gender differences between the people in the story. Play the game 'Come into the Circle if.... <i>e.g. you have long / short hair, you have dark skin, you have blue eyes</i>'.</p>	<ul style="list-style-type: none"> The story Bein' with you this way provides opportunities to explore the physical differences and similarities between people, including people of different races, nationalities and ethnicities. See the unit of work ID F Identities and Diversity Activities 1.1 -1.3. for further ways to explore physical similarities and differences between people.  When describing different children in the class be aware of children's possible sensitivities regarding their different body types. You may want to avoid the use of language that focuses on size and shape.  All staff have a responsibility to be aware of the warning signs and symptoms that a girl (usually aged between 0-15 years) may be at risk of female genital mutilation (FGM). FGM includes any procedure which intentionally alters or injures the female genital organs for non-medical reasons. Learning scientific names for body parts and building confidence in talking about them is a widely recognised protective factor. Visit www.nspcc.org.uk for more information.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>3. To recognise similarities and differences between the bodies of girls and boys.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> recognise and name different external parts of the body recognise the external sexual parts of the body and name them using agreed names 	<p>3.1 In small groups, introduce the children to two baby dolls, one being a baby girl and one a baby boy (ensure that the dolls are dressed identically so that their gender is not obvious). Explain to the children that one baby is a girl called Jody and the other is a boy called Tom and invite the children to suggest how they could find out which is which. Allow the children to lead the discussion and if necessary suggest that you take off the babies' nappies. Before undressing the babies ask the children to say how undressing the babies will help them to find out which baby is a girl and which one is a boy. Listen to the children's suggestions for naming the sexual parts of both girls and boys bodies. Tell the children that family names for sexual parts e.g. <i>willie, minnie</i> are acceptable, but ensure that they are introduced to the correct anatomical names e.g. <i>penis, testicle, vulva, vagina</i>. You might explain this to the children by saying that these are the words a doctor might use if they were describing different body parts. You might call them the 'doctor' words. After the dolls have been undressed you may want to return them to a role play area such as a Baby Clinic. A Baby Clinic role play area will provide children with the opportunity to take part in activities such as washing and weighing the babies. These role play opportunities will provide the children with a time for more informal conversations and discussions about different bodies and naming body parts including the sexual parts. A</p>	<ul style="list-style-type: none"> The following books can be used to support learning regarding naming body parts and understanding the functions of different body parts: From Head to Toe and Eyes, Nose, Fingers and Toes. The non fiction book Lets talk about Girls, Boys, Babies, Bodies, Families and Friends uses fun cartoons and correct vocabulary for body parts including the sexual parts. Try to use anatomically correct baby dolls.  This activity is designed to encourage children to understand and recognise differences and similarities between girls and boys including the sexual parts of their bodies. See Notes for Staff for guidance on supporting children to name body parts. See Use of Vocabulary in Primary SRE from the SRE Toolkit.  Some children may 'giggle' during the undressing of the dolls and you may need to reassure the children that some children may find undressing the dolls funny as we don't usually show our bottoms. This may be a good opportunity to discuss times when we get undressed and who we feel comfortable getting undressed in front of. The bathing the babies activity is also introduced in unit KS F Keeping Safe as a way of learning to name body parts including the sexual parts and learning about 'Yes' and 'No' touches.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>4. To understand ways in which their body has changed since they were a baby.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • describe ways in which my body has grown and changed since I was a baby • describe things that my body could and could not do when I was a baby • describe new things that my body has learnt to do since I was a baby (e.g. walk, run, swim on their own) • talk positively about what I have learnt to do with my body and new achievements 	<p>4.1. In small groups, read the story, You'll Soon Grow Into Them Titch. Ask the children how Titch and his brother and sister knew that their bodies were growing. Discuss with the children how the different parts of their own bodies have grown and how they knew that this growth had happened e.g. <i>My hands have grown.... I had to have new gloves, My hair has grown..... I had to get my hair cut.</i></p> <p>4.2. Ask the children to bring in photographs of themselves at different ages e.g. <i>newborn, toddler and now</i>. In small groups, help the children to make a time line by mounting the photographs of themselves as babies and their current photograph at either end of a strip of paper. Help the children to draw a line in between and support them in placing their other pictures on the time line to show how they have been getting older. Explain to the children that as we become older our bodies grow. Ask the children to look at the photographs and describe the physical growth and changes that have taken place between each picture. Ask the children to think about what their bodies could and could not do at each age, including what they can do now. List on labels the children's suggestions regarding what they could do for each photograph e.g. <i>I can crawl, I can skip with a rope</i> and help them to place the labels next to the relevant picture to support them in understanding the progression and changes that have taken place in their physical capabilities. Encourage the children to look for similarities and differences between themselves and the other children in the group.</p>	<ul style="list-style-type: none"> • Provide opportunities to learn about the changes that happen as we grow by involving the children in activities which explore the life cycle of humans, plants and animals. Learning should focus on the fact that living things produce more of themselves and that baby humans or animals grow into adults, and seeds and seedlings into full grown plants.

Section B - Keeping Clean

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>5. To understand ways of looking after their body and keeping it clean.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • talk about why it is important to keep my body clean (e.g. <i>stop germs entering my body</i>) • talk about and demonstrate the different things that people do to keep their bodies clean • talk about my own hygiene routines that I follow at school and at home including toileting and washing • follow good hygiene practices at school (e.g. <i>washing hands when going to the toilet or after a messy play activity</i>) 	<p>5.1 In Circle Time, read the story, I Don't Want to Wash My Hands. Ask the children why they think having a bath is important and introduce the idea of keeping clean. Encourage the children to think of other ways of keeping clean and make a list of their ideas e.g. <i>washing hands, cleaning teeth, washing hair, cutting nails</i>. Place a range of equipment and products used for personal hygiene in the centre of the circle e.g. <i>soap, a doll's bath, toothpaste, a toothbrush</i>. Invite the children to choose an item and perform a mime which shows how the item can be used to keep them clean. Invite other children to guess what this chosen item may be.</p> <p>5.2. In small groups, discuss hygiene routines that the children may practise at certain times of the day at school and at home e.g. <i>first thing in the morning, last thing at night, lunchtime, after playing in the sand</i>. Ask the children to make a concertina book with labelled drawings which show how they follow a hygiene routine and the activities they do to keep themselves clean and germ-free e.g. <i>brush teeth, wash hair, have a shower/bath</i>. In Circle Time, ask the children to share their pictures and complete the sentence stem: <i>I keep myself clean by.....</i> to explore different hygiene practices. A</p>	<ul style="list-style-type: none"> • See Resources to Support this Unit for further fiction and non fiction about personal hygiene. •  Issues of hygiene and cleanliness should be discussed sensitively with regards to the differences there might be between the hygiene practices of different families. <p>• See Teaching Guidance for information on Draw and Write.</p> <p>• See Sources of Information and Support for details of Oral Health Promotion Services and how they can support teaching in the classroom.</p>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>5.3 In Circle Time, introduce a puppet, Sammy, who has been playing outside and does not want to wash his/her hands. Invite the children to explain to Sammy why it is important that he/she washes his/her hands and encourage them to talk about germs or bugs being on our hands that we cannot see and which may make us ill if they entered our bodies. Invite the children to describe to Sammy other times when it is important to wash our hands <i>e.g. before eating, after using the toilet, if we cut ourselves, after handling animals, plants or soil, after painting or using crayons and dough etc.</i> Invite the children to describe for Sammy ways in which germs could enter our bodies <i>e.g. through our mouth; through a cut.</i> Invite the children to describe for Sammy things we can do to stop germs entering our bodies <i>e.g. washing our hands; washing and covering cuts and by making sure we do not put anything in our mouths which might have germs on it.</i></p> <p>5.4 Develop a role play area such as a <i>Baby Clinic</i> which includes baby dolls of both genders. Provide equipment for washing babies and keeping them clean <i>e.g. bowls of water, towels, flannels, nailbrush and scissors, toothpaste, toothbrushes, soap, shampoo, combs/brushes etc.</i> Provide opportunities for all children to play in the <i>Baby Clinic</i> and experience taking part in practical activities that will reinforce learning about good hygiene practices.</p>	<ul style="list-style-type: none"> • See Teaching Guidance for information on using Puppets. • This activity provides an opportunity to discuss the importance of washing our hands and having good hygiene practices when going to the toilet <i>e.g. washing hands, putting paper towel in the bin, using the toilet paper, flushing the toilet.</i> Discuss with the children 3 or 4 suggestions that could be made into simple rules or good hygiene routines for using the toilets at school. Learning about good hygiene routines can be reinforced if your school toilets have hot water, soap, and clean towels or hot-air dryers etc. Rules could be displayed in the cloakroom or toilet areas.

Section C - People Who Care for Me

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>6. To understand how members of their family and other trusted people care for and look after them.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> name people in my family and other trusted people who care for and look after me talk about the different ways that people in my family and other trusted people care for and look after me demonstrate ways that people in families care for and look after each other show that I can care for a younger sibling 	<p>6.1. Read the story, Peepo to the children. Stop the story at various points and ask the children to identify the ways in which the adults in the family care for and look after the other members of the family including the baby. Invite the children to identify some people in their family and people from within their Safety Circle whose job it is to care for and look after them. Encourage them to name and talk about these people and describe how they care for them <i>e.g. My Dad looks after me when he cooks my dinner, My Grandma looks after me when I stay at her house while Mum is working, My big sister looks after me when she helps me to have a bath.</i> Finish by singing the song 'Who looks after me?' to the tune of, 'The Farmer's in his Den' <i>e.g. Who looks after me, who looks after me, when I'm feeling hungry, who do I go and see?</i> After each verse stop the song and encourage the children to answer the question and invite them to elaborate on how this person cares for them.</p>	<ul style="list-style-type: none"> Children should have a Safety Circle which is first introduced in unit BB F Beginning and Belonging. See the Teaching Guidance for instructions on Safety Circles. See FF F Family and Friends: Activities 2.3 and 2.4 for further opportunities to explore how people in families care for and look after each other. See MW F Me and My World: Activities 1.1, 1.2 and 5.1 for opportunities to explore the roles of people in the wider community who care for and look after others. See Resources to support this unit for fiction that supports learning about different types of families. These stories provide an opportunity to value all types of families <i>e.g. one and two parent families, same sex parents/carers</i>. As a follow up to this activity, the children could select someone at home who is responsible for caring for them and decorate a badge or rosette as a tribute for caring for them. As a way of reinforcing the importance of how family members care for and nurture each other, provide opportunities for children to explore how different families of animals behave and care for each other. You could also encourage children to think about how they care for younger siblings.

Section D - Growing Up

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>7. To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> demonstrate simple self care skills while at school (e.g. <i>washing hands, putting on an apron, putting on appropriate outdoors clothes, keeping things safe in a drawer</i>) talk about ways in which I still need help from others to ensure that I am looked after properly (e.g. <i>cooking, ironing clothes, running a bath</i>) demonstrate ways in which I am able to dress and undress by myself practise skills that will help me to dress and undress (e.g. <i>tying laces, using buttons and zips</i>) talk about how I decide what to wear and when I may still need help deciding what to wear 	<p>7.1 In Circle Time, read the story, Time to Get Out of the Bath, Shirley. After reading the story, ask the children if they can think of simple things Shirley could do to help take care of herself in this situation e.g. <i>taking the soap out of the bath, folding her clothes, keeping the water in the bath. Use the sentence stem, I help to look after myself when</i>, to explore simple responsibilities that the children may be acquiring. In small groups, ask the children to draw and label pictures of the things they can do and be responsible for doing in order to help look after themselves e.g. <i>clean my teeth, choose my drink, put my shoes and coat on, keep my bedroom tidy</i>. While the children are drawing encourage them to talk about ways in which they still need help to make sure that they are looked after properly and who helps them.</p> <p>7.2. In Circle Time read the story, Cleversticks. Encourage the children to think about their own experiences of dressing and undressing and discuss which clothes they might find difficult to manage and why. Ask the children to complete the sentence stems, <i>I can put on....., and I find it difficult to put on..... because.....</i> to explore this. Make a list of the clothes that children find difficult to put on or take off and ask if they can suggest any advice or ideas to help others e.g. <i>make sure the buttons are sideways, roll the socks down, take your arms out of the jumper first</i>. Make a list of the children's suggestions and encourage children to demonstrate their advice to the class.</p>	<ul style="list-style-type: none"> See Teaching Guidance for information on Circle Time and Draw and Write. Ensure that the children recognise the difference between things that they are able to do for themselves (and where they therefore could take on some responsibility for carrying these things out) and other things that they are still learning to do (and are therefore the responsibilities of their parents/carers). <p>Helpful advice for dressing and undressing can be displayed in the classroom. This activity can be supported by a practice display e.g. <i>fix real items of clothing with fasteners such as buttons, laces, toggles, velcro, buckles, zips on to an interactive display board</i>.</p>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>7.3 In small groups, play the dressing up game. Ensure each child has the following items of clothes: an outdoor coat, a sweatshirt or cardigan, outdoor shoes, indoor shoes and a hat. Give each item of clothing a number from 1-5. The children take it in turns to roll a dice. All the children either take off or put on the corresponding item of clothing. You can add one pair of large elasticated trousers to represent number 6 on the dice.</p> <p>7.4 In small groups, provide the children with clothes catalogues. Encourage the children to look for clothes that they wear on different occasions <i>e.g. at school, at home, indoors and outdoors, for special occasions and also for different types of weather</i>. Ask the children to cut out some of these clothes to make a sorting activity for the classroom. While the children are engaged with this activity encourage them to think about who decides what they wear and identify times when they take some responsibility for deciding what to wear.</p>	<ul style="list-style-type: none"> This game is not a race, but rather a fun opportunity for the children to practise the techniques identified in the previous activity for managing dressing and undressing. By using two dice where the numbers are added together, you can add further items of clothing to the game.
<p>8. To recognise how growing up makes them feel.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> talk about how growing up makes me feel (<i>e.g. excited, sad</i>) show a positive attitude to learning new skills, including learning how to do new things by myself 	<p>8.1. In small groups, read the story, The Last Noo-Noo. Stop the story at various points and discuss how Horace feels about giving up his dummy. Invite the children to discuss some of the things they may have given up, stopped doing or grown out of since they were much younger and ask them to consider how they may have felt about this. Explain to the children and explore how we can sometimes feel sad when things change. Reinforce the message that although we may feel sad when things change, there are always new things to look forward to, which we would not be able to do if we did not grow up and leave some things behind.</p>	<ul style="list-style-type: none">  Ensure that the children understand that people learn to do things at different rates. Learning developed through this objective can be reinforced by providing children with opportunities to discuss feelings associated with growing up in other relevant activities in this unit.

Resources to Support this Unit

These resources are directly referenced within this unit:

Bein' with You This Way W. Nikola-Lisa

From Head to Toe Eric Carle

Eyes, Nose, Fingers and Toes Judy Hindley

You'll Soon Grow into them Titch Pat Hutchins

The Last Noo- Noo Jill Murphy

I Don't Want to Wash My Hands Tony Ross

Time to Get Out of the Bath Shirley John Burningham

Cleverticks Bernard Ashley

Peepo Janet and Allan Ahlberg

These may also support work on this unit:

Lets Talk About Girls, Boys, Babies, Bodies, Families and Friends
Robie H Harris

Wash, Scrub and Brush Mick Manning and Brita Granstrom

I Want My Tooth Tony Ross

Freddie visits the dentist Nicola Smee

Open Wide! Tom Barber

Germs Make Me Sick! Melvin Berger

Keeping Clean (Rookie Read-About Health) Sharon Gordon

Keeping Clean (Health Choices) Cath Senker

ABC A Family Alphabet Book Robbie Combs

Mommy, Mama and Me Leslea Newman

Daddy, Papa and Me Leslea Newman

The Family Book Todd Parr

Who's in the Family Robert Skutch

Grandfather and I Helen E. Buckley and Jan Ormerod

And Tango Makes Three Peter Parnell and Justin Richardson

The Big Book of Families Catherine and Laurence Anholt

I Want My Dummy Tony Ross

Germs are not for Sharing Elizabeth Verdick

All About Me Janet Forshaw and Amanda Kirkpatrick – available through Life Education Centres

Teacher Activity Pack – activities for Nursery and Reception - available through Life Education Centres

Sources of Information and Support

Cambridgeshire SRE Toolkit

Refer to **Resources** menu on PD Planner

In this toolkit you will find a full range of documents to support teaching, working with parents, policy development and resourcing for SRE

Sex Education Forum www.ncb.org.uk/sef

An invaluable support for all teachers and schools delivering SRE and developing policy and practice. Provides up-to-date resource lists for Primary SRE.

ChildLine www.childline.org.uk

A free, confidential helpline for children and young people. Trained volunteers are on hand to provide advice and support by phone and online, 24 hours a day. Children and young people can call ChildLine on 0800 1111. The website offers help, support and guidance for all children about things they worry about or scare them.

ChildLine Schools Service

The ChildLine Schools Service is provided free of charge to all primary schools in the UK. It gives Year 5 and 6 pupils:

- A clear understanding of abuse in all its forms, including bullying
- knowledge of how to protect themselves
- an awareness of how to get help and support through ChildLine and other support networks.

They deliver an assembly followed by an interactive workshop. To find out more please contact ChildLine Schools Service on 08448920 225 or contact, for the Area Co-ordinator for Cambridgeshire call 01954 719 116.

Playback Schools

Visit www.playbackschools.org.uk Programmes of particular interest include **Talking Points - Sex Education** and **School matters - Early Sex Education**.

Laying the Foundations: Sex and Relationships Education in the Primary School A. Martinez

This resource will support schools in developing SRE policy and practice and includes sample lesson plans and how to deliver specific topics.

The Primary School Sex Education Pack: a whole school

approach to sex education Healthwise/HIT Cohen, J Comprehensive sex education pack including: staff training workshops; curriculum guidance and planning; pupil activities for KS1 and KS2; guidance on managing pastoral incidents; working with parents and governors workshop materials; and policy guidance.

Teaching SRE with confidence in primary schools

 Christopher Winter Project

Comprehensive and inclusive resource for teachers and others working in a primary school setting. The CD ROM provides a spiral curriculum for sex and relationships education, and schemes of work and lesson plans using a range of teaching approaches and materials.

Life Education Centres (LEC) www.lifeeducation.org.uk

 (National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.

Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256

Links between Unit BG F and LEC programmes:

The Nursery LEC programme includes work on how to look after their bodies and keep them clean.

The Reception LEC programme includes work on their bodies, keeping them clean and the people who look after them.

Cambridgeshire Community Services, Dental Service, Oral Health Department, or your local Oral Health Promotion Service.

This service offers 'Teeth Matter', a free educational programme for Foundation and Keystage 1 and 2 children. Oral Health Educators use a range of teaching methodologies and props to teach important messages about dental care and diet. Tel: 01223 723128 to arrange a visit.

Cambridgeshire Healthy Schools Programme

The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact.

For Cambridgeshire schools contact the PSHE Service.

Teacher:

Class:

Healthy and Safer Lifestyles 1 BG F My Body and Growing Up	R	A	G	Notes
Section A - Understanding Our Bodies				
1. To understand and value what their bodies can do.				
2. To describe their own appearance and name external body parts including using agreed names for the sexual parts.				
3. To recognise similarities and differences between the bodies of girls and boys.				
4. To understand ways in which their body has changed since they were a baby.				
Section B - Keeping Clean				
5. To understand ways of looking after their body and keeping it clean.				
Section C - People Who Care for Me				
6. To understand how members of their family and other trusted people care for and look after them.				
Section D - Growing Up				
7. To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.				
8. To recognise how growing up makes them feel.				