



Relationships and Sex Education: Primary resource

RECEPTION LESSON PLANS



RECEPTION

Lesson order

1. **All About Me**
2. **My Family & Friends**
3. **Me, My Thoughts, Feelings & Behaviours**
4. **Me & My Body**
5. **Me, My Choices & Personal Boundaries**



LESSON 1: ALL ABOUT me

Lesson objectives:

- Children will have the opportunity to explore the physical similarities and differences between friends.
- By the end of the lesson children will understand that we are all unique and special in our own way.

Resources required:

NB: Pre-lesson preparation required:

Place a mirror on the bottom of a decorated box so when it is held up, only the person who is looking can see inside.

A number of small mirrors (one between two if possible)

0.2: It's me photofit

0.3: All About Me worksheet

Extra: Art materials, paper plates, wool, pasta etc.

Activities:

0.1: The magic box

0.2: It's me

0.3: All About Me and my favourite things

0.4: Guess who?

Introduction:

This week we are going to be doing some special lessons and work called "All About Me". We are going to talk about all the things that make us who we are and explore all the similarities and little differences that make us special. We will talk about our families, friendships, our bodies and what we look like, our likes and dislikes and most importantly our feelings... plus we will make sure it is lots of fun!

Today's lesson is called: **I Am Special**



0.1: The magic box

You will need the pre-made decorated mirror box for this first activity.

Introduce the box to the class by saying:

"I have a magic box and when you look into it, it will show you the most special person in the world. Each of you will have a chance to look inside, but can you keep what you see a secret until everyone has looked?"

Have the children look in the box one by one. Again make sure that they don't give the game away.

When every one has looked ask:

"What did you see?"

"Were you surprised?"

"How did it make you feel?"

You see everyone is special in their own way. It is nice to feel important and special.

0.2: It's me

Now we are going to look at what makes each of us unique. We all have eyes, and ears, and a mouth and nose, but they are all slightly different. Whether it is the colour of our hair or the shape of our nose.

Give each child a copy of the **It's me photofit** and a number of small mirrors to each table, if possible one between two.

Ask the children to look in the mirrors and discuss their physical features, do they have the same colour eyes? What shape is their nose? What colour hair do they have? Is it curly, straight, do they have a parting or a pony tail? What about their mouth?

Ask them to pick the best fit features from the **photofit** sheet and colour them in the right colour.

Extra: If you have time you can cut out and decorate the hair using wool or pasta shapes and other craft materials.



0.3: All About Me and my favourite things

What we like and dislike is another important part of what makes us who we are.

Fill in the [All About Me worksheet](#) with all of your favourite things.

0.4: Guess who?

If there is time, collect in all the worksheets and photofits and read out the list of favourite things or hold up the photofits and see if people can guess who they belong to.

Close: Ask the children to stick their sheets in their All About Me books

So we have found lots of things we have in common and realised there are lots of similarities between us, we may share the same like or dislikes, have the same colour eyes or hair, but we are all unique in our own way and that is what makes us special. Because no one else, is quite like you!

Next time we will look at our friends and family.



LESSON 2: MY FAMILY & FRIENDS

Lesson objectives:

- Children will be given the opportunity to think about personal relationships and who is important in their lives.
- Children will explore a variety of different types of families and understand that not all families are the same.
- Children will understand the importance of relationships to help support us and help us to feel safe.

Resources required:

Lesson slides
Paper and crayons

Activities:

- 0.5:** What makes a family?
- 0.6:** Who lives with you at home?
- 0.7:** Who else is special to us?

Introduction:

Today we are going to talk about the people closest to us, who we live with and who we play and spend time with. We are going to look at all our different families, and talk about who else is special to us.

0.5: What makes a family?

Put the question on the board and ask the children what they think?:

“Do all families have a mummy and a daddy?”

“Do some people have more than one mummy or daddy?”

“Do some children have more than one home?”

“Do all children have brothers or sisters?”

“Do all homes have a pet?”

“How might some people feel in their home? (Safe? Cared for? Loved? Arguments?)”

Whilst all our families may be similar, they are all special and unique.

0.6: Who lives with you at home?

Now ask the children to draw their own families. If they have more than one home, ask them to draw two houses with who lives in each. When completed, ask the children to hold up their pictures and present their family and highlight the similarities and differences between their families.



As an art activity this can be done as quickly as you prefer. However, make sure that you spend time moving round the class and talking to children individually about their families.

Please be aware that some children may have suffered a recent bereavement or change in family circumstances, a separation of their parents, a new partner for one of their parents or a new sibling. These can all have an effect on their emotional state. Use this time to check in with each child and talk about these issues. Often allowing children the opportunity and space to talk when working can be extremely productive.



0.7: Who else is special to us?

Pose the question:

“Who else is special to us other than the people we live with?”

Write down a list of all the people children come up with, these might be wider family members like Nanny and Grandpa, cousins, aunts and uncles (real or honorary), professionals who may support them such as teachers, teaching assistants or social workers and most importantly their friends.

Close: Everyone has the need for friends and family and people around them who can support and care for them, grownups need these things too.

Remember all families are unique and special. It doesn't necessarily matter who lives in our houses with us, but that our home is somewhere we feel safe, cared for and loved, and that we have people around us that help us to feel happy and we can go to for help and support. Some of these people might be on our personal support networks.

**An opportunity to highlight previous work done during Protective Behaviours Taking Care Programme.”

Next time we will look at Me, My Thoughts, Feelings & Behaviours.



LESSON 3: me, my THOUGHTS, FEELINGS & BEHAVIOURS

Lesson objectives:

- Children will have the opportunity to think about different emotions and explore how people may look and act when they have these feelings.
- Children will learn that feelings are neither good or bad, right or wrong. It is how we behave when we have these feelings that make them either positive or negative.
- Supports key messages from the Protective Behaviours Taking Care Programme.

Resources required:

Lesson slides

0.10: Feelings story time

Activities:

0.8: What feelings do you know?

0.9: Making faces

0.10: Feelings story time

Introduction:

Today we are going to talk about our feelings. This is really important to do as the way we feel can affect how we behave. The more we understand how our feelings work the easier it is for us to make sure we act in a safe way.



0.8: What feelings do you know?

Ask the children:

“What feelings do you know?”

Explain we are talking about our emotions, not whether we feel tired or hungry or how our bodies feel, we are talking about the emotions we have.

Ask the children to shout out as many as they know, give suggestions to help such as how might they feel if their cat died, or if their brother took their favourite toy, or if they were going to a party or had to walk across a high bridge.

Write the list on the board.

0.9: Making faces

“What would your face look like if you had these feelings?”

Once you have a list of a few, ask the children if they can pull faces for each one. You might decide to ask for volunteers to come to the front and mime or do it as a whole class fun exercise.

Now ask:

“Are any of these bad feelings?” **NO - FEELINGS ARE FEELINGS - Not good or bad, right or wrong**

It is often the way we behave when we feel things that makes them either good or bad.

So how might someone behave when they are feeling each one of the feelings in our list?

Eg. laugh or skip when they are feeling happy; cry when they are feeling sad; stomp their feet when they are feeling angry etc.

Again ask the children to act out each feeling, one by one.



0.10: Feelings story time

Read out the story using the picture slides.

"This is Brian.

*It is a beautiful sunny day and he is playing outside with his dog 'Fetch-it'.
He is laughing and jumping around.*

This is Fara.

*The doctor says her grandma is very poorly and needs to go into hospital.
She is crying in her room.*

This is Jay.

*His mum has taken away his ball because he hasn't done his homework.
He is shouting "it's not fair" and stamping all the way up the stairs.*

This is Autumn.

*Her legs feel all wobbly. She is stood very high up on a small platform on an assault course.
She is taking deep breaths and not looking down."*

Ask the children:

"How each character is feeling?" (How can they tell? What clues are there?)

"How is the child behaving when they have these feelings?"

"Is this a safe or unsafe way to behave?"

Could they have done anything differently or better?

Close: There are no such things as bad feelings.

But sometimes the way we behave makes a feeling good or bad. We all can all feel angry, or sad or worried from time to time. It is perfectly natural to feel this way, **but it is never ok to hurt others or yourself. There are other ways, better ways of dealing with them.**

Next time we will look at Me and My Body.



LESSON 4: ME AND MY BODY

Lesson objectives:

- Children will explore the similarities and differences in bodies between friends, including the physical differences between boys and girls.
- Children will use the correct names for their personal body parts.
- Children will understand that their body belongs to them and no one should touch them in a way they are uncomfortable with.
- Children will learn about private parts of the body in line with the NSPCC PANTS rule.
- Supports key messages from the Protective Behaviours Taking Care Programme.

Resources required:

Lesson slides

0.12: Girls and boys character pictures dressed and naked

0.13: Character outlines

0.13b: Pantosaurus video clip included in lesson slides

Activities:

0.11: Stand up, sit down

0.12: Girls and boys

0.13: Private parts

Introduction:

Our bodies are fantastic! Today we are going to look at our bodies, their similarities and differences we have and what they can do. We will also explore what rules there might be surrounding how we touch our own and each other's bodies.



0.11: Stand up if...activity

“Can you remember lesson one when we looked in the the mirrors and made our photofits?”

Explain to the class that we are going to look at similarities and differences between friends in class.

Ask everyone to stand up if...

They have blonde hair?

Brown hair?

Black hair?

Ginger/red hair?

Blue hair!?

Blue eyes?

Brown eyes?

Grey eyes?

Green eyes?

If they have freckles?

If they have dimples?

If they have light coloured skin?

If they have dark coloured skin?

If they have long hair?

If they have short hair?

If they can wink?

If they can roll their tongue?

If they can whistle?

Raise one eyebrow?

Are there any other things our bodies can do? (ask the children for suggestions and get other children to stand up, sit down depending)

All your bodies are fantastic and can do lots of incredible things.

Feeling left out

If a child is the only one to stand up, emphasise that we are all different and unique in our own way and it is a source of celebration. You could combine more than one trait to highlight the point - e.g. *Blonde with green eyes.*



0.12: Girls and boys

Pull up the girl & boys (fully dressed) pictures on the board.

Now looking at the pictures on the board...

Which are girls and which are boys?

How can you tell?

What about their clothes?

What about in class? Are all the girls alike?

What about the boys?

Do the girls all have long hair?

Actually girl's and boy's bodies at your age often look very similar. It is usually only through looking at the hair styles and clothes that we choose to wear that other people can guess if we happen to be male or female.

It is only when we are naked we can see the real difference, **(Click to the next image of the same characters this time naked)** because boys have a **penis** (and testicles) and girls have a **vulva** (and vagina).

NB: You may well have a child whom, even at this early age, doesn't feel like they fit the binary stereotypes of their birth gender. This is an ideal opportunity to talk to the class about the issue and ensure that their classmates are supportive and understand.

"Some people may feel that actually they like to dress in clothes or behave in a way we would usually associate with the opposite gender. Some children may even feel that their body doesn't really fit how they feel, even though they were born with the body parts of a boy, that actually inside they feel like they are a girl, or vice versa. This can be really confusing for some children and for the grownups that support them so it is important that we accept them for who they say they are."



0.13: Private parts:

(Review of Protective Behaviours Taking Care Programme)

Now there are certain parts of our body that we call our private parts.

Do you remember when we talked about these when we did the Protective Behaviours Taking Care Programme?

These are the ones covered by our underwear or our swimming costumes when we go swimming.

Can you name them?

Penis and anus (bum) for boys

Vulva, vagina and anus for girls

Important - don't forget mouths are also considered private too.

Remember your body belongs to you.

No one is allowed to touch your body without your permission **especially your private parts**. The only time anyone is allowed to touch them is if we are asking for help, for example if we are sore or poorly or too little to wash ourselves properly **but anyone touching our privates should never be a secret**.

At this point you may choose to use the **NSPCC Pantosaurus video** and put up their pants rules.

Encourage the class to shout out and name the private body parts using the correct terms. Do not tell them off if they offer other names, but instead ask them if they know the real names.

When it comes to naming female genitals we would like to encourage you to use the term **vulva**, instead of vagina. The vagina is part of the female sexual anatomy and has in the past been used to describe the entire female sexual anatomy but the outside that we can see is actually the vulva and contains the most pleasurable bits of the sexual anatomy. The vagina is merely the tube tampons fit in and babies come out of. We would like to encourage girls to own their whole sexual anatomy, including their pleasurable parts rather than reducing it to merely their baby making body parts.



Ask the children to pick a character outline to draw on their pants/swimming costumes to hide their private parts ask them to highlight any other areas that are private (eg. the mouth).



Close: Our bodies are fantastic!

We are all similar but also unique in our own ways. Remember our body belongs to... (who?). No one should touch our bodies unless we say it is ok; especially our private parts and it should never be a secret.

Next time we will look at Me, My Choices and Personal Boundaries.

LESSON 5: me, my CHOICES AND PERSONAL BOUNDARIES



Lesson objectives:

- Children will be given the opportunity to explore a variety of different touch and feel sensations and allowed to decide which they like and dislike.
- By the end of the lesson children will understand that just because they like how something feels, does not mean that everyone feels the same.
- Children will learn that no one should be touched in a way they find uncomfortable and what to do if someone does.
- Children will be given the opportunity to practice saying NO and that no and stop should always be listened to.
- Supports key messages from the Protective Behaviours Taking Care Programme.

Resources required:

NB: Pre-lesson preparation required:

You will need five draw string bags or alternatively, opaque plastic bags each numbered.

Place an object inside and then scrunch together the neck and secure with a stretchy elastic band, ties or hair bobbles wrapped around the top to prevent anyone from looking inside, and yet still allows children to push their arms in to feel inside.

Each bag should contain something that provides different texture and provides different sensory experience eg. wet and warm, smooth and cold, squishy, prickly, soft and fluffy...cotton wool, wet clay, peeled fruit, warm water, cold porridge, a cold smooth stone, pine cone, etc.

Additionally fill a number of trays with different things - one with sand, cold water, small beads, wet clay, cotton wool.

Blind folds and towels

Lesson slides

Activities:

0.14: Sensory play

0.15: Touch bags

0.16: Are all hugs nice?

0.17: Different types of touches

Introduction:

Last time we talked about our bodies and the rules about being touched. Who does our body belong to? Today we are going to explore different types of touch and what we like or dislike.



0.14: Sensory play

We are going to do some blind testing but first I need two volunteers to help me, each will need to wear a blindfold. Everyone else will need to remain super quiet and not give the game away.

Ask the two volunteers to come to the front and ask them to take off their shoes and socks. Sit each in a chair and ask them to wear a blind fold.

Place each of the trays in front of them and ask them to put their feet inside each one in turn.

Ask the other children to decide whether they think the volunteers like the feel of each tray or not?

How can they tell? Are they pulling faces or making noises?

Ask each of the volunteers which tray they liked the best and the least.

Ask the children to clean their feet and get dressed again.

You can use more volunteers if you like.

0.15: Touch bags

Now tell the class everyone will get to play a similar game, take each of the touch bags round in turn and ask each child to put their hand in but not to shout out what they think is inside.

You can put one bag on each table or ask the children to sit in a circle and have a member of staff take each one around, whatever works best.

Once everyone has put their hands in each touch-bag ask the class to again decide which was their favourite and which was their least favourite. Ask them to vote.

Why did they like or dislike a feeling?

We would recommend that you use a member of staff for this activity. One it is nice when the adult takes on the vulnerable role by wearing the blindfold - but also, you can over play your reactions.

Only pick children that will cope with the following activity and won't feel vulnerable by wearing a blindfold or being out on show.



Do they all agree?

How could they tell if their friends liked or disliked a particular touch bag?

What clues were there? Did they pull faces or make noises?

Explain that we all like and enjoy different types of touch and feelings. Just because you may really like one thing doesn't mean that everyone else likes the same thing, this is the same with how people may touch our bodies.

Think about hugging.

0.16: Are all hugs always nice?

Put the pictures up on the board.

If mummy or daddy give you a cuddle it might feel nice. However, it might depend on what mood you're in or who else is around. For example, if you fall over and hurt yourself it might help make you feel better, however, if you are really grumpy you might not want a hug.

If all your friends are around and mummy gives you a big cuddle you might feel embarrassed.

Ask the children for other examples.

It also depends on who might be giving the hug, a touch from one person may feel nice and comforting but the same touch from someone else may result in us feeling uncomfortable.

Think about the last hug or cuddle you were given did you like it or did it make you feel uncomfortable?



0.17: Different touch pictures

Have a look at the following pictures.

What do you think is going on?

What kind of touch is it?

Do you think the child in the picture enjoys this particular touch? How can you tell?

What can we do if someone touches us in a way we don't like?

- We can ask them to stop politely. "Would you mind not doing that I don't like it" (ask the children to repeat the phrase).
- We can tell them to STOP. Louder and louder (ask the children to shout stop louder and louder).
- If they don't listen we need to tell an adult we trust.
- If it is an adult we trust, we can tell another adult.

Close: Remember your body belongs to you.

No one should touch you in a way you don't like. But equally, just because something may feel nice to you, doesn't mean that everyone else will like it too. We need to listen if someone else tells us no or to stop when they don't like a way we are touching them.