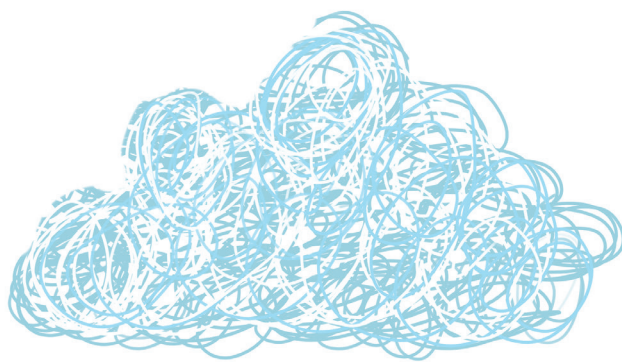
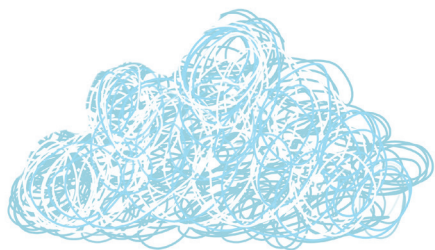
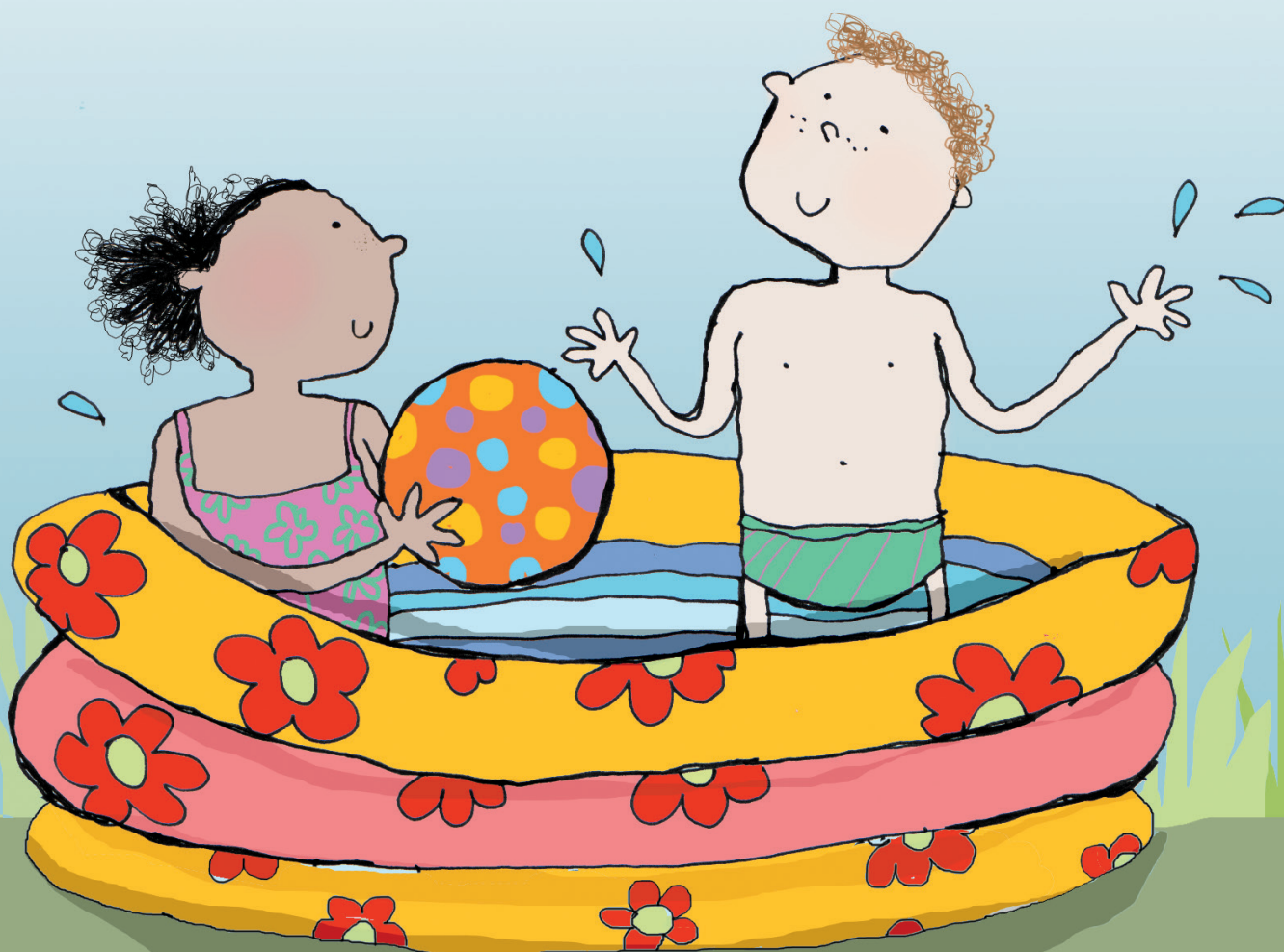


Services
For Education



Boys & Girls

Lesson Plans and Resources



Lesson 1

Boys and Girls Year Group 1/2

Lesson Objective

To identify and respect the differences and similarities between people

Links to PSHE
Programme of Study
(January 2017)

Lesson Intentions

- I can show the differences and similarities between me and other people
- I know people can be similar or different to me

Core Theme 2 (KS1):
R5 and R8

Ground Rules

Introduce ground rules, answering questions,
(See Teachers' Guide)

Resources

- ✓ Book or video "Boys and Girls"
- ✓ 2 Venn diagrams prepared on the board (Word Document)
- ✓ Paired Activity sheet (Partner Venn diagram)

Supplementary Resources

- ✓ Bowl of mixed fruit – real or otherwise



Starter Activity / Baseline Assessment

- Discuss the ground rules (See Teachers' Guide)
- Teacher reads the book or shows the video "Boys and Girls"



Main Activities

- Teacher reveals the bowl of fruit and discusses each one in turn with the children. What is different, what is similar? Consider size, shape, colour, smell and taste but come to the conclusion that they are all fruit.
- Ask children to consider what is different about everyone in the class (e.g. they all live in different homes) and what is the same (e.g. they are all in the same school).
- Split the class by hair colour. Pupils with light hair will stand in a line at one end of the room. Those with dark hair will stand in a line at the other end of the room. Explain that the difference in one's hair colour is a difference that is an obvious one and is one that we can see about each other. If all your pupils have the same hair colour, choose a different characteristic.
- Teacher to draw / reveal a Venn diagram on the board – 2 circles intersecting.



- While the pupils are standing in different groups, ask the students: *“Who likes drawing?”* There may be a number of hands raised for both groups. Fill in the Venn diagram with the similarities and point out that although some students have differences in hair colour, they still have similarities in what they like. Then ask the two groups: *“Who likes to eat ice cream?”* Point out the hands that are raised again, and add to the Venn diagram.
- Split up the children between those who have a pet and those who don’t have pets. Tell the class that this is a difference we can’t see about each other. Ask another series of questions: *“Who likes playtime?”* and *“Who has been to the seaside?”*. Point out again that although some pupils have pets and other pupils do not, both groups have similarities in what they like or perhaps where they have been. Emphasise this visually by filling in the similarities in the Venn diagram.
- Children in pairs (boy / girl if possible) talk to their partner and find out all the similarities they have between them and all the differences in things they can do, what they like to do, what they like to eat, how they look etc. They record their findings on the activity sheet. Teacher to reinforce that we are all different and that is ok – differences are not just because of being a boy or girl (and stereotypes are not always true) but that we all have different and valuable opinions.

Note – it is perhaps inevitable that the subject of bullying will arise at this point. It is important to emphasise respecting difference and living in a diverse society rather than to focus on the negative concept of a bully.

Plenary/Reflection (including assessment for and of learning)

- Children feedback their findings from their pairs.
- Teacher asks *“What have we found out today?”* (That although two groups or two people have differences-some which we can see right away such as boys / girls and some which we cannot know about just by looking at a person- there are similarities and things which people share in common e.g. what they like to do, eat, or perhaps where they have been).
- Teacher reads the book *“Boys and Girls”* to page 11 or plays the corresponding section of the video and says they will talk about the rest of the book in the next lesson.



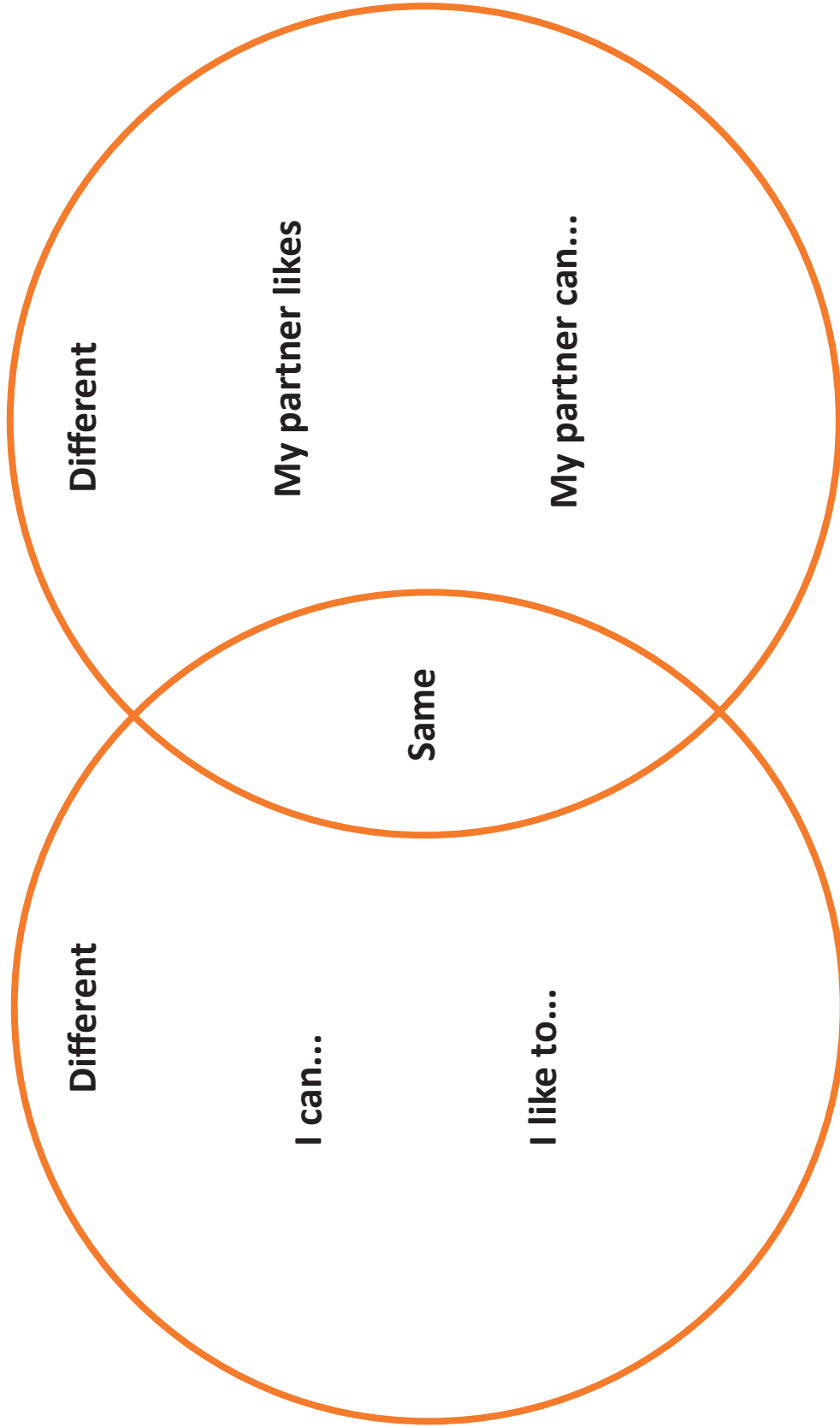
Use your code: to access online videos and resources directly from www.servicesforeducation.co.uk

**Services
For Education**

Boys and Girls Year Group 1/2 – Lesson 1

Lesson 1 - Resource

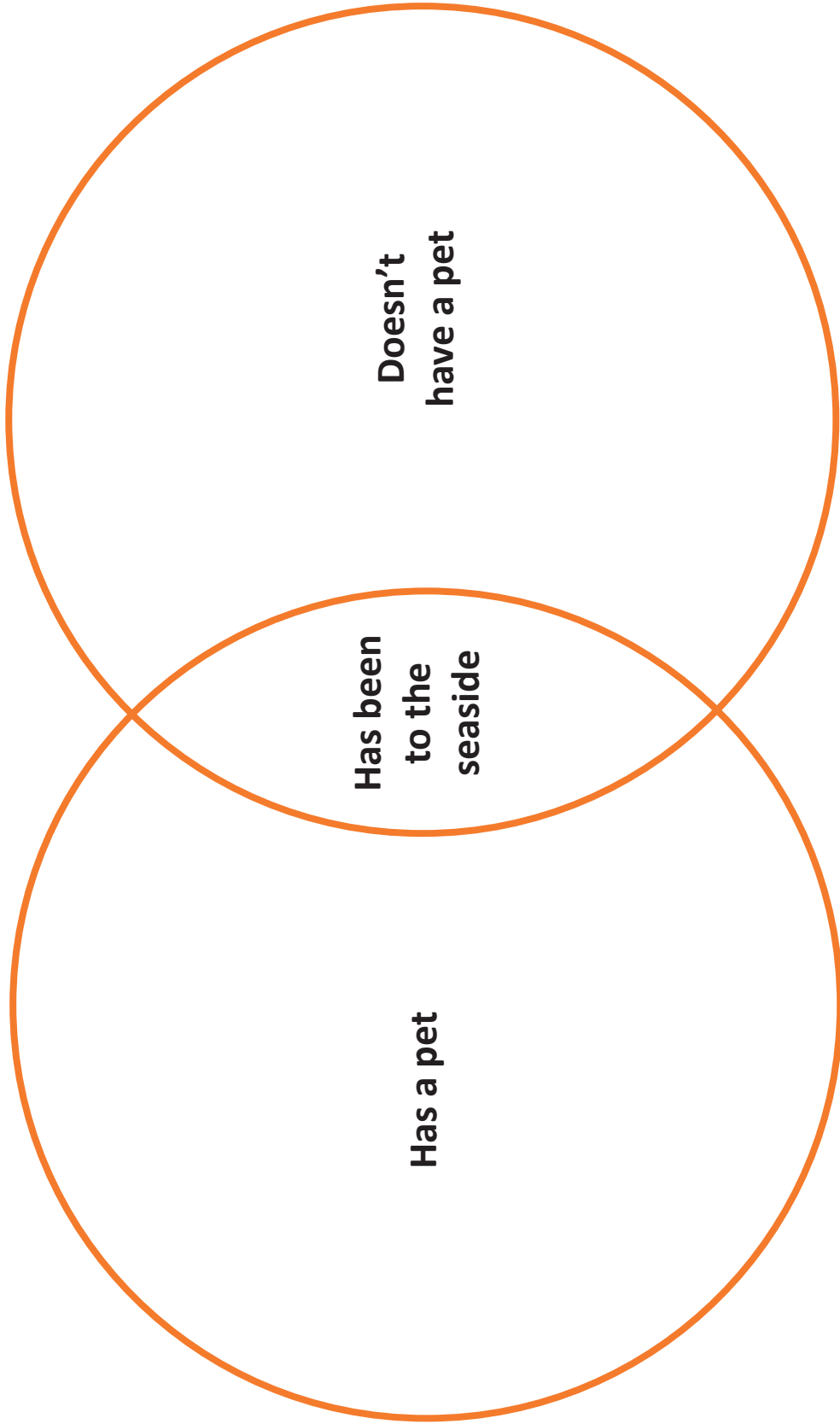
Name: **Paired Activity Sheet - Different and the same**



Lesson 1 - Resource

Paired Activity Sheet - Been to the seaside

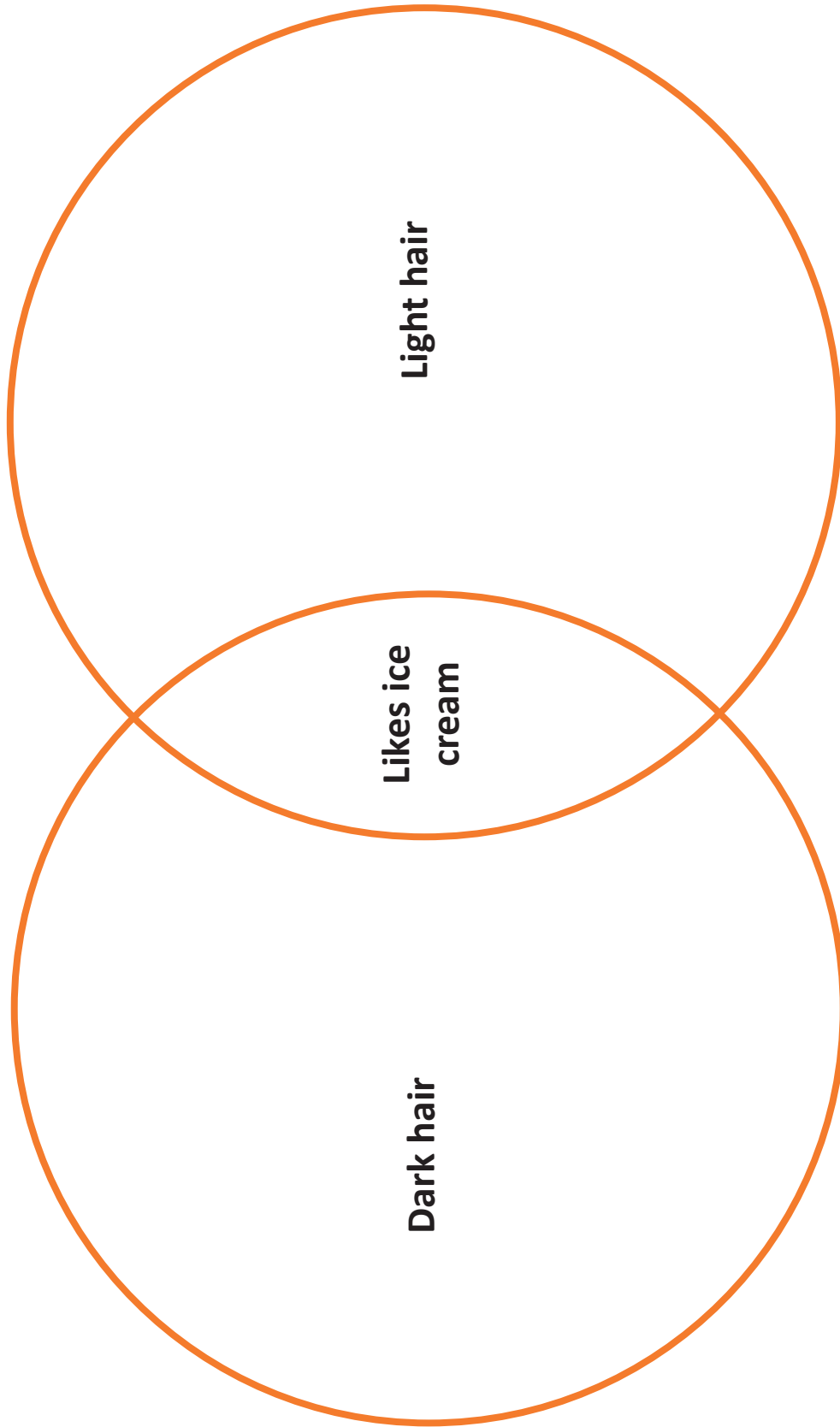
Name:



Lesson 1 - Resource

Paired Activity Sheet - Likes Ice - Cream

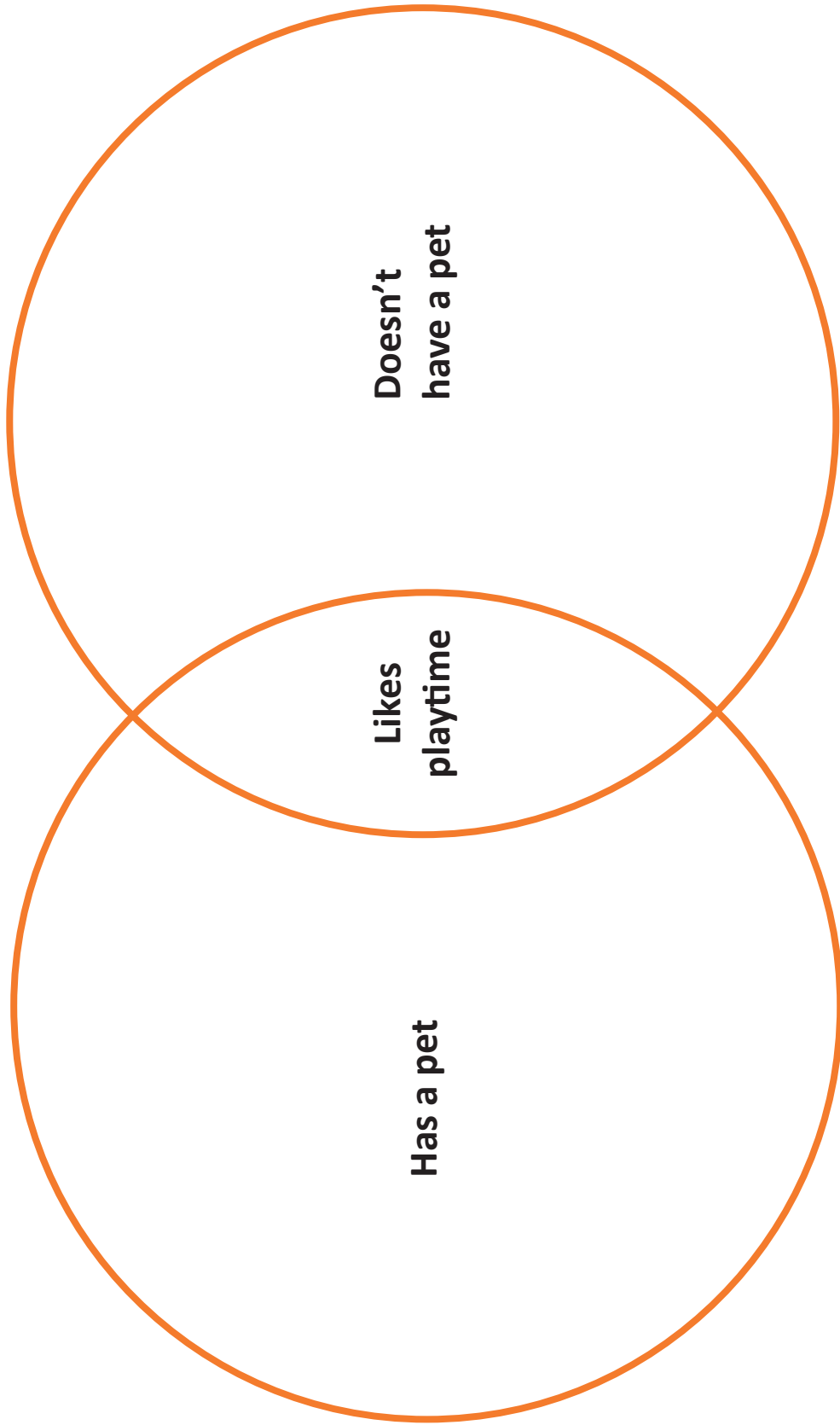
Name:



Lesson 1 - Resource

Paired Activity Sheet - Likes Playtime

Name:



Lesson 2

Boys and Girls Year Group 1/2

Lesson Objective

To use the correct vocabulary for parts of the body and to identify differences and similarities

Lesson Intentions

- I can use the correct vocabulary for parts of the body
- I can identify differences between boys and girls

Ground Rules

Recap on ground rules, answering questions, **(See Teachers' Guide)**

Links to PSHE Programme of Study (January 2017)

Core Theme 1 (KS1):

H10, H12 and H16

Core Theme 2 (KS1):

R3, R8 and R10

Resources

- ✓ Book or video "Boys and Girls"
- ✓ NSPCC PANTS resource
- ✓ "Pants and Private Parts" activity sheet



Starter Activity / Baseline Assessment

- Discuss the ground rules **(See Teachers' Guide)**
- Teacher reads the book or shows the video "Boys and Girls"



Main Activities



- Teacher recaps the previous lesson – children found that girls and boys are very similar in what they can do, what they like and where they've been etc. – ask for examples from the pupils.
- Teacher reads the book from page 12 or plays the corresponding section of the video. Ask who can remember the correct name for the boys' private parts that are different to girls'.
- Teacher then repeats the question relating to the girls' private parts. Teacher should emphasise that those are the words that are used in school or sometimes to a medical professional such as a nurse or doctor but they can carry on using the name their family uses at home.
- Discuss all the other body parts that are the same such as arms, legs, head etc.
- Teacher explains that the private body parts are where we wear swim suits or shorts – use the NSPCC PANTS resource. This is the time to introduce the concept of unwanted touch and the right to say no. Reinforce that some secrets are unsafe secrets and we can always tell a trusted adult if we feel unsafe.

Note – this lesson may raise issues of a safeguarding concern, relating to abuse and/or FGM. It is important to reinforce the concept of unwanted touch to bodily parts and the right to say no. It may be relevant to discuss e-safety briefly here to reinforce that things on the internet are not kept private. Anti-bullying messages may be reinforced here suggesting it's not ok to tease someone if they are different to you.

Plenary/Reflection (including assessment for and of learning)

- Using the worksheet "*Pants and Private Parts*" children draw arrows to label the correct names for the body parts and circle the correct information for boys and girls. They underline the correct statements about the content of the lesson.



Use your code: to access online videos and resources directly from www.servicesforeducation.co.uk

**Services
For Education**

Boys and Girls Year Group 1/2 – Lesson 2

LEARN THE UNDERWEAR RULE



AND YOU'VE GOT IT COVERED!

P RIVATES ARE PRIVATE

A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

N O MEANS NO

T ALK ABOUT SECRETS THAT UPSET YOU

S PEAK UP, SOMEONE CAN HELP



To download further NSPCC PDFs please log into your account using your personal code

Lesson 2 – Resource

Pants and Private Parts

Name: _____

Draw lines to show if this is talking about the boy or girl each time

Sit down to wee	Stand up to wee	Vagina	Penis and testicles	Private parts outside the body	Private parts inside the body
-----------------	-----------------	--------	---------------------	--------------------------------	-------------------------------



Circle or underline the correct word or phrase each time:

- 1) Boys and girls have lots/not a lot of things the same as each other.
- 2) Boys/Girls can wee standing up.
- 3) Boys have a dangly private part called a vagina/penis.
- 4) Girls have private parts that are mostly inside/outside their body.
- 5) Anybody/Nobody can touch your private parts without your permission.

Lesson 3

Boys and Girls Year Group 1/2

Lesson Objective

To recognise that boys and girls are the same in many ways but we are all special and unique

Links to PSHE Programme of Study (January 2017)

Core Theme 1 (KS1):
H3

Core Theme 2 (KS2):
R5, R7 and R8

Lesson Intentions

- I can say what I am good at and recognise that other people have special abilities too
- I know that everyone can be different but we are all equal

Ground Rules

Recap on ground rules, answering questions, **(See Teachers' Guide)**

Resources

- ✓ Book or video "Boys and Girls"
- ✓ "3 things I am good at doing" Activity Sheet

Starter activity/baseline assessment

- Refer to previous lessons and say we are now going to concentrate on what children are good at.
- In a circle give each child the name of a piece of fruit – apple, pear or banana. On the teacher's command of either naming one of the fruits (*those children only*) or 'Fruit Salad' (*all children*), children stand up move round in the circle and then sit down in another place. Teacher should then identify pairs to talk to one another for two minutes and find something that is similar between the two and something their partner is good at. They then take it turns to tell the rest of the group. Teacher says, 'Fruit Salad' etc. again and children all swap places again and repeat the exercise.



Main Activities

- Using the activity sheet ask the children to draw a picture of themselves doing three things they are good at doing.
- An extension activity, depending on the ability of the child, could be to write an acrostic poem using the word **UNIQUE** or **AMAZING**.



Plenary/Reflection (including assessment for and of learning)

- This will be opportunity for children to share their drawings with the class and talk about themselves.



Lesson 3 - Resource

3 things I'm good at doing...

Name:





High quality RSE is an integral part of Safeguarding - helping to raise your confidence in teaching Relationships Education across your primary school

We are all amazing!



**Services
For Education**

©2019 Services For Education

www.servicesforeducation.co.uk