

Services
For Education

Your Mummy Ate My Football

Lesson Plans and Resources



Lesson 1

Your Mummy Ate My Football Year Group 4/5
STAFF MAY CHOOSE TO TEACH THIS LESSON IN SINGLE SEX GROUPS

Lesson Objectives

- To identify basic facts about pregnancy
- To identify basic facts about the male and female reproductive systems

Links to PSHE Programme of Study (January 2017)

Core Theme 1 (KS2):
H11, H18, H19 and H20

Lesson Intentions

- I know some basic facts about pregnancy
- I can name the main parts of the female and male reproductive systems

Ground Rules

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

Resources

- ✓ Book or video "Your Mummy Ate My Football"
- ✓ Matching activity
- ✓ Quiz about male and female reproductive systems

Supplementary Resources

- ✓ Sticky notes
- ✓ Flip chart paper

Starter Activity / Baseline Assessment



- Read the beginning of the book or show the video "Your Mummy Ate My Football". Stop at page 4 or the corresponding section on the video where the little girl says her mummy is having a baby. Ensure children understand that being pregnant means having a baby.
- Write these three statements on 3 different pieces of large flip chart paper, then display around the class room.
 - 1) What I know about pregnancy**
 - 2) What I would like to know about pregnancy**
 - 3) What I have learnt about pregnancy**
- Give pupils sticky notes and ask them to complete statements and ask further questions for statements 1 and 2 on the flip chart paper. This is a useful assessment for learning tool to assess the knowledge the pupils already have about pregnancy.
- Teacher to group the responses from the children so they are easier to answer during the lesson, i.e. there may be a lot of questions about conception or how a baby is born. Address any misconceptions that have arisen from the pupils.

Main Activities

- Read the rest of the book *“Your Mummy Ate My Football”* or watch the rest of the video.
- Recap knowledge of external body parts for males and females.
- Matching activity: In small groups children match the reproductive organ to the description. E.g. womb – is where a baby grows until it is ready to come out.
- In small groups discuss and decide whether the reproductive organ belongs to a male or a female. Ask groups to explain how they know.
- Teacher to continually refer back to any misconceptions in flip chart statement 1. Also teacher to refer back to pupils' responses from flip chart statement 2 when appropriate to do so.
- Quiz about pregnancy and male and female reproductive systems.



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.

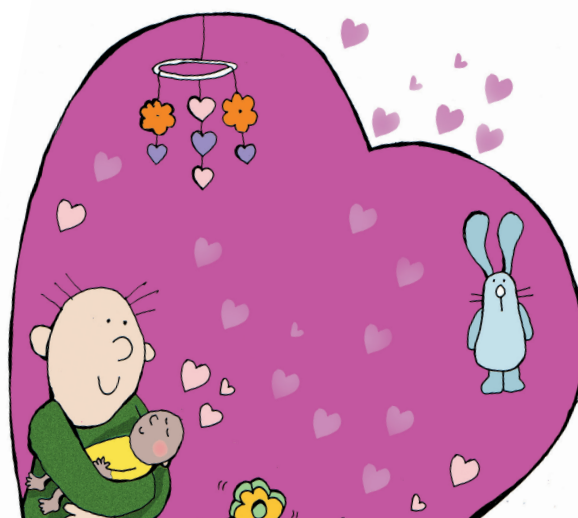
Plenary/Reflection (including assessment for and of learning)

- Give children sticky notes. Ask them to answer statement 3 on the flip chart paper. *“What I have learnt about pregnancy”* Write down responses and put them onto the flip chart.



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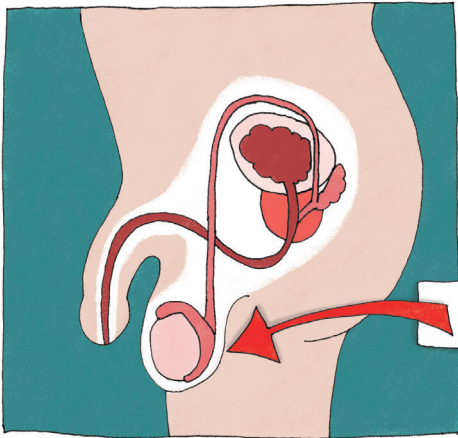
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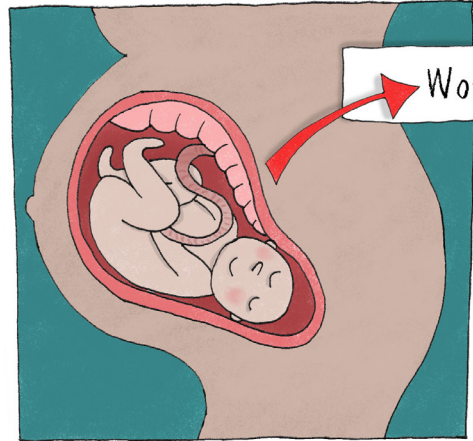
Lesson 1 Your Mummy Ate My Football Year Group 4/5
STAFF MAY CHOOSE TO TEACH THIS LESSON IN SINGLE SEX GROUPS

Lesson 1 - Resource

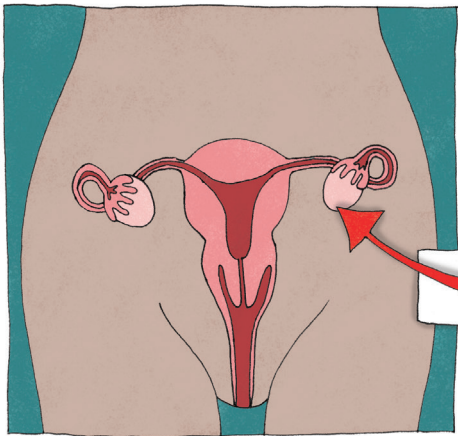
Matching Activity



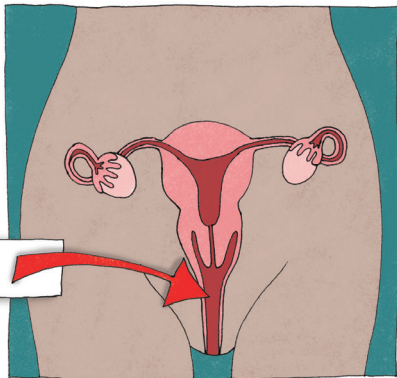
Testicles



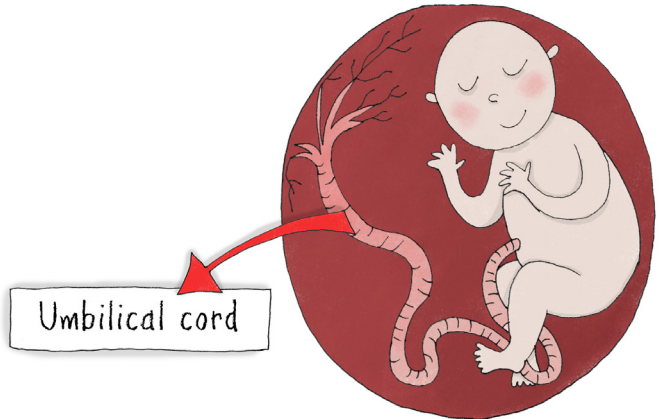
Womb/Uterus



Ovaries



Vagina



Umbilical cord

Lesson 1 – Resource

**Women
have special eggs
in here**

**Men have a special
seed inside their
testicles. When this
seed mixes with the
mummy's egg,
it makes a baby**

**This is a stretchy hole
in between a
female's legs. A
mummy has to push
the baby out of here**

**The baby grows
here until it is
ready to come
out**

**Food passes through
this little tube to feed
the baby in the
mummy's womb.
The food helps the
baby to grow**

**Sperm is
made here**

Lesson 1 – Resource

Quiz about pregnancy and reproductive systems

1. Read the sentences below. Decide whether each one is true or false.

- a) A baby grows in the vagina. T/F
- b) A baby comes out of a stretchy tube called the vagina. T/F
- c) Men can have babies. T/F
- d) Female eggs live in their ovaries. T/F
- e) You need male sperm and a female egg to create a baby. T/F

2. What do babies need when they are born?

- a)
- b)

3. Why is the umbilical cord so important?

Lesson 2

Your Mummy Ate My Football Year Group 4/5
STAFF MAY CHOOSE TO TEACH THIS LESSON IN SINGLE SEX GROUPS

Lesson Objective

- To consider the responsibilities of becoming a parent

Lesson Intentions

- I can describe and explain the responsibilities that parents have
- I can name and describe some children's rights

Links to PSHE Programme of Study (January 2017)

Core Theme 1 (KS2):
H11, H14, H20 and H23

Core Theme 2 (KS2):
R2 and R3

Core Theme 3 (KS2):
L2, L3, L4, L5 and L7

Ground Rules

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

Resources

- ✓ Book or video "Your Mummy Ate My Football"
- ✓ Child friendly poster of the UN Convention on the Rights of the Child.
- ✓ Review Sheet
- ✓ Diamond 9 Cards

Supplementary Resources

- ✓ Book – "I have the right to be a child" by Alain Serres (Publisher: Phoenix Yard Books (10 Sept. 2012), ISBN-10: 1907912118, ISBN-13: 978-1907912115)

Starter Activity / Baseline Assessment

- Read pages 20-24 in the book "Your Mummy Ate My Football" or show the corresponding section of the video. Explain that "When two people develop a relationship and have been together for a long time they may then decide to become parents. This is a huge decision as it is a massive responsibility. Today we will be discussing the responsibilities of becoming a parent".
- Line of continuum activity: Tell pupils there is an imaginary line going from one side of the classroom to the other. Stick a sign that says "STRONGLY AGREE" on one side of the imaginary line and stick "STRONGLY DISAGREE" on the other side of the imaginary line. Stick "UNSURE" in the middle.
- Now read the statements to the children. Ask children to stand somewhere on the imaginary line after each statement is read out. Ask children to go where 'they' think and try not to copy their friends. After reading a statement ask a selection of pupils to justify where they have chosen to stand. Give pupils the option to change their mind if they wish.



1. Mothers are better at caring for children than fathers.
 2. Both mothers and fathers should look after their children equally.
 3. Parents can carry babies on their laps when travelling in cars.
 4. A mother can breastfeed her baby anywhere.
 5. Parents should be providing a good education for their children (i.e. taking them to school).
 6. Parents have a responsibility to keep their children safe from harm.
 7. Parents could give their children take away food every day if they wished to.
 8. It is ok for parents to let their children go hungry.
 9. When a child's clothes and shoes get too small, parents have a responsibility to replace them.
 10. Parents can let children go to bed anytime they want.
 11. Parents have a responsibility to let children have time to play.
- Refer to the UN Convention on the Rights of the Child 1989. Children have the right to play and rest. They have the right to a good quality education and should be encouraged to stay in education for as long as possible. They have the right to water, nutritious food, a safe place to live and clothing.
 - Who can children turn to for help if they don't think their rights are being provided for? (NSPCC, Childline, teachers, learning mentors, teaching assistants).

Note – a useful resource which reinforces the Protective Behaviours approach of recognising negative emotions and asking for support is the book “Something Has Happened”, available for purchase from Services For Education.

Main Activities



- Diamond 9. This activity can be used to assess understanding of the issues, as well as communication and reasoning skills. Give each small group an envelope of 9 diamond-shaped pieces with statements written on each. Children who need extra support could do the same activity with 4 diamond-shaped statements.
- Explain to pupils they should place the statement they think is the most important, or the statement they agree with the most, at the top. The statement they least agree with, or they think is the least important, should be placed at the bottom. The teacher may like to demonstrate how to do this on paper.
(9 statements = Nutritious Food, Water, Love, Clothing, Well fitted shoes, Education, Safe place to live, Play time, Sleep).
- Presentation. Groups present their Diamond 9s to the class. They explain their choices to the rest of the class.
- If it can be arranged, interview a new parent about the new responsibilities and challenges they are faced with (i.e. a parent/teacher that has just had a baby).

Plenary/Reflection (including assessment for and of learning)

- Complete the review sheet.



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Your Mummy Ate My Football Year Group 4/5

STAFF MAY CHOOSE TO TEACH THIS LESSON IN SINGLE SEX GROUPS

Lesson 2 – Resource

Lesson 2 Review Sheet

Name :

Date:

What did you learn about?

Has the work changed your opinions in any way? Yes / No

If yes, how?

How do you think your mind was changed?

Who or what made you change your mind?

What else would you like to know about?

How did you learn? Circle the methods:

Getting answers to my questions

Class discussion

Other (please state)

Listening to a speaker (peer or teacher)

Group discussion

Writing about my opinions

Talking to peers

Lesson 2 – Resource

**Strongly
Disagree**

Unsure

**Strongly
Agree**

Lesson 2 - Resource

Diamond 9 Cards

**Nutritious
food**



Water



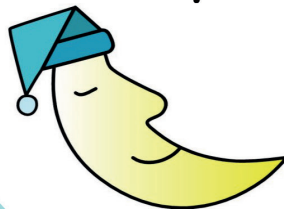
Love



Clothing



Sleep



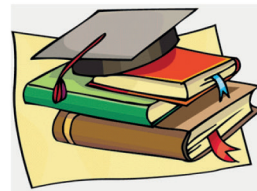
Lesson 2 – Resource

Diamond 9 Cards

**Well
Fitted
Shoes**



Education



**Safe
place to
live**



Play time



UN Convention on the Rights of the Child

In Child Friendly Language



“Rights” are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1

Everyone under 18 has these rights.

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6

You have the right to be alive.

Article 7

You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11

You have the right to be protected from kidnapping.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

You have the right to privacy.

Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18

You have the right to be raised by your parent(s) if possible.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20

You have the right to special care and help if you cannot live with your parents.

Article 21

You have the right to care and protection if you are adopted or in foster care.

Article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26

You have the right to help from the government if you are poor or in need.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33

You have the right to protection from harmful drugs and from the drug trade.

Article 34

You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you.

Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37

No one is allowed to punish you in a cruel or harmful way.

Article 38

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.



unicef



Canadian
Heritage

Patrimoine
canadien



Lesson 3

Your Mummy Ate My Football Year Group 4/5
STAFF MAY CHOOSE TO TEACH THIS LESSON IN SINGLE SEX GROUPS

Lesson Objective

- To explore a range of different families

Lesson Intentions

- I can describe my family and explain why it is unique and special
- I can describe other types of families and explain why they are unique and special

Ground Rules

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

Links to PSHE Programme of Study (January 2017)

Core Theme 1 (KS2):
H23

Core Theme 2 (KS2):
R4, R5, R6, R10,
R13 and R16

Core Theme 3 (KS2):
L6

Resources

- ✓ Book or video *"Your Mummy Ate My Football"*
- ✓ Values continuum statements and activity
- ✓ Stonewall poster – *"Different Families, Same Love"*
- ✓ Review Sheet

Starter Activity / Baseline Assessment



- Write the word 'family' on the board. What does family mean? Pupils brainstorm in pairs. Refer back to the book or video *"Your Mummy Ate My Football."* What can you tell me about the family in this book? Are all families like this family?
- Reinforce that members of our family are special people including carers and friends who are close to us and who we think are important.

Main Activities



- **Activity: Values Continuum.**
 1. Divide pupils into small groups.
 2. Give each group a set of statements and a large sheet of paper with a line along the longest side with 'agree' on one end and 'disagree' on the other.
 3. Ask each group to place the statements face down around the large piece of paper.

4. Explain that each person takes a statement in turn, reads it aloud then places it on the continuum and explains why they have placed it there. Stress that the statement can be placed anywhere along the continuum; and that group members cannot criticise a person for placing it where they have.
5. The group waits until all the statements have been laid before entering into a debate if they disagree with where a card has been placed. Remind the children they might disagree with a decision but can't criticise a person for having a different belief.
6. Reflect on the process and where possible provide one-to-one feedback.

Statements are:

- **All families must have mothers and fathers.**
- **All families must live together.**
- **Children are always born into their families.**
- **Most parents are married.**
- **Sometimes families can belong to different religions.**
- **Families always stay the same.**
- **Families are all usually the same race/ethnicity.**
- **Families can be different.**



Plenary/Reflection (including assessment for and of learning)

- Refer to the Stonewall poster "*Different families – same love*" ("*Different families – same care*" is also available if parent and community feedback suggests that there is resistance to showing same sex relationships as being true love). Discuss the different families with the pupils, drawing out the fact that in this country we accept that families are different to each other including same sex parents, adopted or Looked-After Children, divorced families and step-families. Stress that families can and do change over time. Communicate that no matter who is in the "*parenting role*", the important thing is that the children are loved and well cared for.
- Complete the review sheet.



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Lesson 3 Your Mummy Ate My Football Year Group 4/5

STAFF MAY CHOOSE TO TEACH THIS LESSON IN SINGLE SEX GROUPS

Lesson 3 – Resource

Statements

All families must have mothers and fathers

Sometimes families can belong to different religions

All families must live together

Families always stay the same

Children are always born into their families

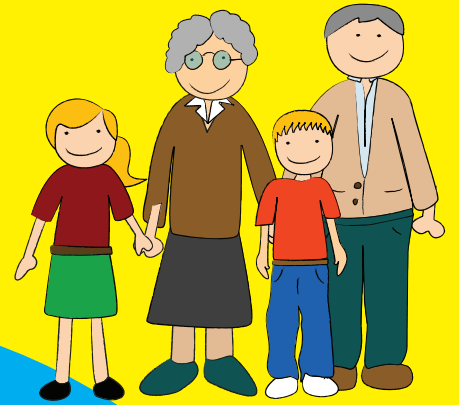
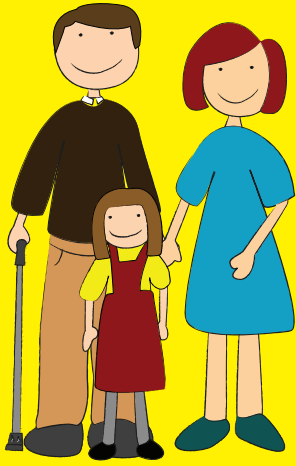
Families are usually from the same race/ethnicity

Most parents are married

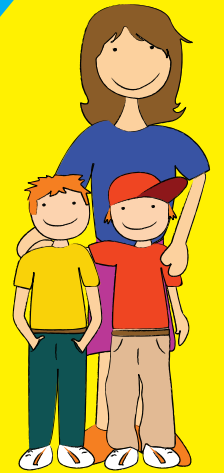
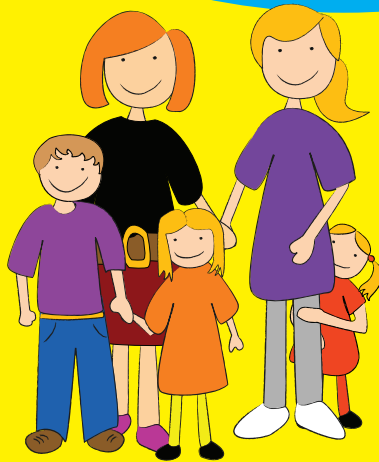
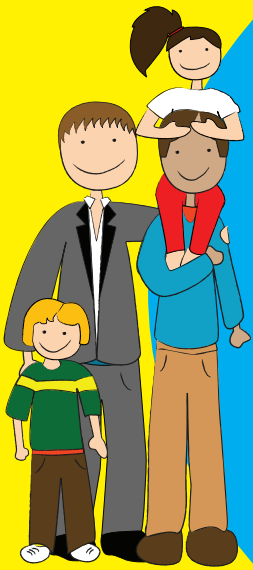
Families can be different

DISAGREE

AGREE



Different Families Same Love



mum + dad = 

auntie + uncle = 

foster mum + foster dad = 


mum + mum = 

dad + dad's boyfriend = 

mum + mum's girlfriend = 


mum =  dad = 

dad + dad = 

dad + stepmum = 

mum + mum's boyfriend = 

grandma + grandpa = 

----- + ----- = 

families = 

Lesson 2 - Resource

Lesson 3 Review Sheet

Name :

Date:

What did you learn about?

Has the work changed your opinions in any way? Yes / No

If yes, how?

How do you think your mind was changed?

Who or what made you change your mind?

What else would you like to know about?

How did you learn? Circle the methods:

Getting answers to my questions

Class discussion

Other (please state)

Listening to a speaker (peer or teacher)

Group discussion

Writing about my opinions

Talking to peers

Lesson 4

Your Mummy Ate My Football Year Group 4/5
STAFF MAY CHOOSE TO TEACH THIS LESSON IN SINGLE SEX GROUPS

Lesson Objective

- To identify professionals who can provide support for families

Lesson Intentions

- I can describe the roles of professionals such as midwives, health visitors, school nurses, family support workers and G.P.s and say how these professionals support families

Links to PSHE Programme of Study (January 2017)

Core Theme 1 (KS2):

H14, H20 and H23

Core Theme 2 (KS2):

R4

Core Theme 3 (KS2):

L3, L4, L9 and L10

Ground Rules

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

Resources

- ✓ Book or video "Your Mummy Ate My Football"
- ✓ Images of the different professionals
- ✓ Information about how a midwife, school nurse, family support worker, G.P. and health visitor can support a family

Supplementary Resources

- ✓ Laptops/tablets for research purposes
- ✓ Flip chart paper
- ✓ Coloured flip chart pens

Starter Activity / Baseline Assessment



- Read pages 3-6 in the book "Your Mummy Ate My Football" or show the corresponding section of the video. Mummy will need support whilst she is carrying a baby. Who can support mummy whilst she is pregnant? Read pages 17-18 or show this section of the video. Mummy and Daddy will need support when the baby is born. Who can help them? Read pages 19-25 or show this section of the video. Mummy and Daddy will need support after the baby is born. Why? Who can they get this support from?
- Writing carousel activity: Show pictures of a midwife, health visitor, family support worker, school nurse and a G.P. Split children into small groups of 4/5. Give each group one picture of a health professional. They have 2 minutes to answer to answer this question – *"how does this health professional support a family"*?
- Swap pictures every 2 minutes so each group comments on each professional. All groups use the same colour pen.
- Display the work around the classroom.

Main Activities



Activity 1: Research and presentation

- Split pupils into small, similar-level reading groups.
- Give the groups reading material (that is pitched at their reading level) for one of the health professionals. An example of reading material is included in the resources but you may use other literature. Pupils could use tablets/laptops to research.
- Give a large pro forma to help jot down some facts.
- Each group completes a presentation to the class to answer the question 'How does this health professional support a family?'
- Pupils can jot down ideas in a reflection journal whilst presentations are taking place.

Activity 2: If you can, invite a midwife, health visitor or school nurse into school to discuss their job role.

Plenary/Reflection (including assessment for and of learning)

- Repeat the writing carousel activity done at the start of the lesson, but this time the groups use a different coloured pen so the pupils can clearly see what they have learnt during the lesson.
- OR: Complete sentence stems in their reflection journals.



Today I learnt about

I enjoyed.....

I didn't enjoy

I would like to know more about

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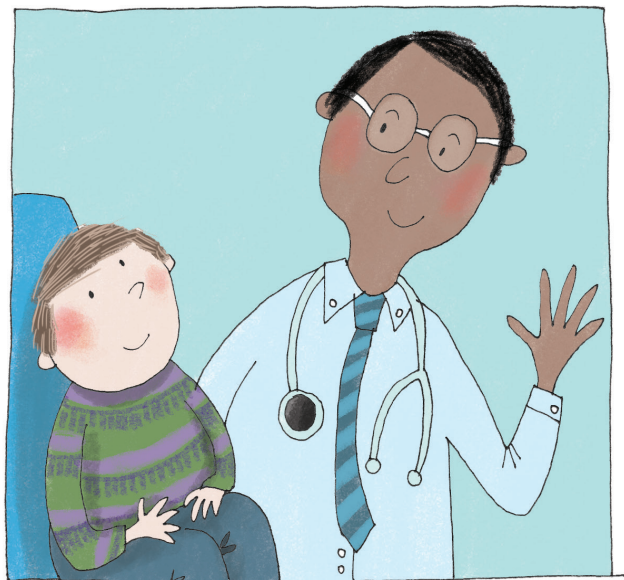
Services For Education

Lesson 4 Your Mummy Ate My Football Year Group 4/5
STAFF MAY CHOOSE TO TEACH THIS LESSON IN SINGLE SEX GROUPS

Lesson 4 – Resource



Midwife
Health Visitor
School Nurse
Family Support Worker
G.P



Lesson 4 – Resource

Family Support Workers

A family support worker's job is to provide emotional and practical help to families who have short-term or long-term difficulties. This would include support in helping children to stay with their families if that is what's best for them in the particular situation.

The kind of difficulties facing the families could include:

Drug or alcohol addiction

A parent in hospital or prison

Relationship or financial difficulties

A child or parent with disability problems accessing services due to language barriers



The type of help given to a family could include:

Helping to develop caring skills

Showing families how to do things, so they could then do these things on their own

Understanding how to deal with behaviour difficulties

School Nurses

School nurses are professionals that support children and young people from the ages of 5-19. Their job is to make sure children and young people have the best health and education possible. School nurses work closely with pupils, parents, carers and teachers on a range of issues.

For example:

Raising awareness of issues that can have a bad effect on children (such as smoking and drug abuse)

Promoting healthy living

Giving immunisations and vaccinations

Supporting children with medical needs such as asthma, diabetes, epilepsy or mental health problems

Supporting schools and teachers with RSE education



Lesson 4 – Resource

G.P.s

A G.P. (general practitioner) is your family doctor and is the main point of contact for general healthcare.

Everyone in the UK is entitled to the services of a G.P. A G.P. is a highly-skilled doctor who supports patients throughout their lives. They help you manage your health and prevent illness and are trained in all aspects of general medicine.

For example:

They can help with: asthma, infections, skin conditions, ENT (ear nose and throat problems) and diabetes. If illnesses are more severe, then G.P.s can refer patients to the hospital for scans, treatment and operations.

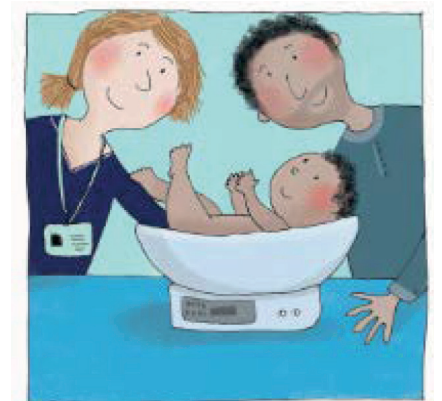


Health Visitors

Having a child comes easy to some parents, but some may find it difficult. Health visitors work with a range of parents from the later stages of pregnancy until a child is 5 years old. Their job is to make sure children have the best start in life possible. A health visitor's job can be very varied e.g. offering parenting support and advice on family health and minor illnesses, new birth visits which include advice on feeding, weaning and dental health, physical and developmental checks, providing families with specific support on subjects such as post-natal depression.

For example:

They provide extra help for vulnerable children and families e.g. referring families to health professionals like speech and language therapists. Health visitors have a duty to protect children and keep them safe. They are trained in recognising signs of abuse and neglect in children. They also know what needs to be done to protect children.



Lesson 4 – Resource

Midwives

Midwives are specialists in pregnancy and birth. Their role is to look after pregnant women and their babies during pregnancy, labour and birth. They support new mothers about having healthy lifestyles during pregnancy and after giving birth.

They help deliver parenting and birthing classes so parents feel prepared for the challenge of parenthood and labour. They are trained to spot emergencies so they know when to call a doctor. They can support mothers and their babies for up to 28 days after birth.

For example:

They may support a new mum to breastfeed her baby.



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!



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