

<b>Year Group:</b> Three	<b>Topic Title:</b> Growing and Changing	<b>Half Term:</b> Summer
<p><b>Aim of the unit:</b> Identify that people are unique and respect those differences by exploring the differences between male and female bodies</p> <p>Recognising and celebrating personal strengths and achievements</p> <p>Learning how to manage and reframe setbacks</p>	<p><b>Links to RSE:</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom</li> </ul>	<p><b>Key Vocabulary:</b></p> <p>unique similar different male female private parts penis testicles vulva vagina uterus resilience strength achievement</p>

- in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Lesson	Learning Challenge	Learning Outcomes	Outline of Learning Experience	Resources
1	<p>Can I identify that people are unique and to respect those differences by exploring the differences between male and female bodies?</p>   	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Know and respect the body differences between ourselves and others</li> <li>• Name the male and female body parts using the agreed words</li> </ul>	<p>Refer to the learning outcomes, explain that the children will be learning about the human body and the differences that make each person unique. Ask the children to define what the word ‘unique’ means. Explain that they will also be learning about some of the differences between male and female bodies.</p> <p><b>Exploring difference</b> Read ‘It’s okay to be different’ by Todd Parr.</p>  <p>Ask questions to explore the book.</p> <ul style="list-style-type: none"> <li>• Can they remember some of the differences in the book?</li> <li>• Which examples were about body differences?</li> </ul> <p>Make a list on the board. Why do you think the author wrote a book called ‘It’s okay to be different’? Reinforce that it is never okay to tease or bully someone because their body is different.</p> <p><b>Male and female body parts</b> Ask the children what they understand by the words ‘male’ and ‘female’. Explain that some body differences are linked to a person’s biological sex and that these different body parts are sometimes described as ‘female’ or ‘male’ body parts. Tell the children that they are now going to look at some drawings of babies and children without their clothes on so that it is easier to see the differences. Discuss how the children can manage their feelings</p>	<p><i>It’s OK to be different</i>, Todd Parr (JN has a copy) Pictures of male and female bodies Body difference cards Cinderella’s Bum (JN has a copy)</p>



while looking at the pictures; explore the reasons why some children might feel embarrassed or uncomfortable. Assure the children that their bodies do amazing things and they are something to be proud of.

Using the pictures of male and female bodies show the two pictures of newborn babies and ask the children to tell you which is the male and which one is the female.

Next show the drawing of male and female children and ask the children to name all the body parts they can see; which body parts are similar for males and females? Remind the children that the difference is the private parts. Use the final picture to clarify that the vagina is inside the body and leads up to the uterus, which is the part of the body where a baby can grow. Ensure the children understand the words: penis, testicles, vulva, vagina and uterus.

Ask the children to consider why males and females have different private parts. Remind them of the learning from Year 2 that a male and female are needed in order to make new life. Explain that males and females need their different private parts so that when they become adults they will be able to make a baby if they want to.

#### **Body difference card matching game**

In small, single sex groups, give each group a set of Body Difference Matching Cards. Explain that the cards illustrate some of the differences and similarities between females and males. Ask the groups to sequence the numbered sentence cards in the correct order and then match them to the correct picture. As a class discuss and sequence the pictures using the matching cards on the whiteboard; correcting any misunderstandings. Emphasise that, as with other body parts, the private parts look different people and can look very different to the ones in the pictures and that is okay.

#### **Keeping Safe**

In a circle, ask the children why they think that the male and female

body parts are sometimes called private parts. Include the following questions:

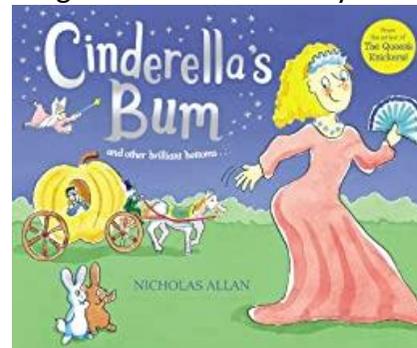
- What does the word 'private' mean?
- Should other children ask to see or touch a person's private parts?
- Should an adult ask to see or touch a child's private parts?
- Are there other body parts that might be considered private or that other people should not touch? Remind them of the lesson in the Autumn term they did on safe touch.

### **Review learning**

Refer back to the learning outcomes and assess learning using a quick thumbs up exercise asking whether certain body parts are male or female.

### **Additional Activities**

Story about body image : Cinderlla's bum by Nicolas Allan



### **What makes us unique?**

Ask the children to imagine that they are creating a book like Todd Parr's and to think of two new things that could make bodies unique. Explain that they can use things that are unique about their own bodies if they want to or they can think about it more generally. They complete the sentences, 'It's okay to...' Remind them of all the examples on the board that have already been discussed. As a group, share some of the other ways that bodies can be unique and the reasons why it is important to treat others with

2	<p>Recognising and celebrating personal strengths and achievements</p>   	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Know their own personal strengths</li> <li>• Recognise and celebrate their own personal achievements</li> </ul>	<p>respect.</p> <p><b>What is a strength?</b> Discuss with the children what a strength is using the PowerPoint to support you.</p> <p>We are all different and enjoy different things. Some people are adventurous, some are creative, some are playful and some are all these things. These are our traits. They are not fixed, they can change and we can work on the traits we want to be our strengths. Look through the images and think about:</p> <ul style="list-style-type: none"> <li>• What does this trait 'look like' to other people?</li> <li>• Is this one of my strengths?</li> <li>• How can I make this a strength?</li> </ul> <p>Using the iPads and picollage, the children are to take a selfie and then use the tools to add their strengths as captions.</p> <p>Explain to the children that we can always use the core values of resourcefulness. If we know someone has a strength in something, then we can be resourceful in asking them for help or to show us how to improve.</p> <p><b>What is an achievement?</b> Explain to the children what an achievement. What are they proud of achieving? The children are to create an achievement patchwork depicting all that they are proud of achieving this year: inside and outside school.</p>	<p>Twinkl powerpoint iPads Patchwork pieces</p>
3	<p>Can I learn how to manage and reframe setbacks?</p>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain what is meant by resilience</li> <li>• choose the words to help reframe unhelpful thinking (to help build resilience)</li> <li>• recognise examples of</li> </ul>	<p>Using the <b>Helpful thinking activity sheet</b>, ask pupils to tick in the 'Before' column whether the suggested ways of thinking are helpful or unhelpful.</p> <p>They shouldn't spend too long on this, or be given too much instruction: they just give their instinctive answers. Some pupils may need help giving their responses.</p>	<p>Premier League resources</p>



resilience and opportunities to build resilience in the future.

### What is resilience?



Share with the children the core value logo for resilience. What do they think it represents? Ask the children to consider what they know or think about resilience.

Watch this film about resilience:



<https://plprimarystars.com/resources/resilience#m-resource-451-link>

Think about what the people in the film are saying about resilience.

### Helpful and unhelpful thinking

Explain to the children that one way to cope with difficult situations is to change how we think about them. Helpful thinking can make you feel better about things.

Using the unhelpful and helpful cards, work in pairs to sort. Can you identify the helpful and unhelpful thinking? Cut out the cards, then in pairs or groups, sort them into two piles: helpful thinking and unhelpful thinking.

		<p><b>Reframing thinking</b> A way to help develop resilience is to practise reframing our thoughts, changing from unhelpful to helpful thinking.</p> <p><b>Task:</b> In your groups, look at the <b>Reframing thinking activity sheet</b> and discuss alternative ways to approach the situations: first by using unhelpful thinking, then by using helpful thinking.</p> <ul style="list-style-type: none"><li>• Discuss how the ways of thinking affect the feelings about the situation.</li><li>• Would this affect the outcomes of the situation?</li></ul> <p><b>Task:</b> Footballers have match reports recording crucial information and now, so can you! Fill out the <b>Match report activity sheet...</b> You will need to think about when you have been resilient and how you can be resilient in the future.</p> <p><b>What does resilience mean now?</b> Step 2: After learning about resilience has taken place, revisit the <b>Helpful thinking activity sheet</b>. Ask pupils to fill in answers in the 'After' column. Has their thinking changed? You can use this as a measure of their progress.</p>	
--	--	--	--