### Lesson 1: Differences – Boys and Girls

#### Learning Outcomes
Child will be able to:
- Describe the ways boys and girls can be the same and different
- Understand that some people have fixed ideas about what boys and girls can do
- Describe the difference between male and female babies

#### Resources
- Glove puppet

#### Activities
Remind the class of the ground rules and amend as necessary.

Start with a circle time introduction and explain what the lesson will be about.

Introduce a glove puppet who is learning about the differences between boys and girls. Do a round – *'one way you can tell if someone is a boy or a girl is…'* (Clothing, hair, names, games preferred) genitalia (penis, vagina).

In a group discussion ask how effective are these signs in working out whether someone is male or female (e.g., Charlie – boy or girl? Long hair – boy or girl? Likes football – boy or girl?) Invite the children to discuss the effectiveness of these attributes in determining someone’s sex. For example, there may be some girls in the class with short hair and some boys with long hair; there may be girls who are good at what are traditionally regarded as boy’s games; first names do not always indicate gender (Sam, Gerry, Charlie, Ali and so on).

How can you tell by looking at an animal whether it is female or male.

Ask the children to list or draw other ways they might be able to tell whether an animal is male or female; for example, mother feeding her young, cow being milked, mother giving birth.

Ask the children to find more animals whose sex you can tell just by looking. Can any general conclusions be drawn? For example, are males always larger than females?
Lesson 2: Gender Stereotypes

Learning Outcomes
Children will be able to:
- Recall the physical differences between boys and girls
- Be able to think about other ‘differences’ between girls and boys and where these (stereotypes) come from
- Begin to question whether children have to conform to gender stereotypes

Resources
- Large picture of a baby
- Whiteboard or flipchart
- Bag of objects and clothing to explore male and female stereotypes, e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt
- Storybooks: The Paper Bag Princess by Robert Munsch, Scholastic; Happy Families series by Allan Ahlberg, Young Puffin Books (especially Mrs Plug the Plumber, Mrs Wobble the Waitress, Mr Biff the Boxer and Miss Jump the Jockey)

Activities

Remind the children of the ground rules and emphasise the importance of listening carefully to each other and respecting different viewpoints.

Opening activity
Find a picture of a baby whose gender is not immediately obvious. Ask the children to suggest a name for the baby. They could do this in pairs, small groups or you could take suggestions from the whole group. If they ask ‘Is the baby a boy or a girl?’ tell them you don’t know. If they simply suggest names, ask them why they are assuming that it is a boy or a girl.

Main activity
Explain to the class that you are going to think about whether there are any other difference between boys and girls other than the physical ones we are born with. Write these on the board.

Put the bag of male/female items into the middle of the circle. Label three spaces in the circle BOY, GIRL and BOTH. One by one invite the children to select an object and place it in the appropriate BOY, GIRL, BOTH space and to use the sentence stem ‘I put it there because…’ Accept the children's decisions. Once all the objects have been placed, ask the children what they notice or what they think about where the objects are. Ask whether anyone would like to move an object and why.

Then lead a whole class discussion on where young babies learn that boys and girls behave in certain ways and whether they have to be like that as they grow up. Challenge the children’s views gently, by asking for example, do all girls have long hair? Etc. The aim is simply to show that there are alternative viewpoints and that children can choose how they behave.

Closing activity
Read the children a story which challenges gender stereotypes, such as The Paper Bag Princess or any of the Ahlberg’s Happy Families series and talk about how the characters are behaving in a way we might not expect a male or female to behave.

Additional activities
You could extend the discussion in the main activity into a wider discussion about men and
women and their different roles – particularly around the house and in caring for children – and to the different jobs men and women do. Try to challenge the children’s views that these differences are inevitable and be ready to suggest jobs that are done by both sexes.
## Lesson 3: Differences – Male and Female

### Learning Outcomes
Children will be able to:
- Describe some differences between male and female animals
- Describe some differences between boys and girls
- Understand that making a new life needs a male and a female

### Resources
- Pictures of babies
- Animals and their babies sorting games
- Toy farm animals

### Activities
Remind the children of the ground rules and emphasise that it is okay to laugh at something funny but not at another person.

Refer to the learning outcomes for the lesson. Explain that we are going to find out about the differences between male and female animals.

Choose one species of farmyard animal (ensure that they are anatomically different) and give out a male and a female. Ask the children to look at the animals and decide whether they are male or female and explain how they know this (udders, teats, genitalia). Check the children understand that a male and a female are needed to create young. Repeat with another species if time allows.

Show some pictures of animal babies and their adult parents, and then match them into families while talking about the differences between male and female.

Show girl doll and a boy doll. Talk to the children about what they think each baby is like and what they will be like when they grow up. Ask how we can tell whether each is a boy or girl? Introduce words like *penis*, *testicles*, *vagina* and *womb* and explain that these are the parts that mean we can become a mother or father when we grow up.

Additional activities
Make a wall display of animal babies and their parents.
## Lesson 4: Naming Body Parts

**Learning Outcomes**
Children will be able to:
- Describe the differences between males and females
- Name the male and female body parts

**Resources**
- Body outlines (one per group)
- Body part labels on cards (one set per group)

**Activities**
Remind the class of the ground rules and amend as necessary.

**Opening activity**
Explain to the children that in this activity, you will ask them to move around in the classroom. Then you will clap your hands and call a number and the name of the body (arms, legs, knees, fingers). At this, the children should join together in groups of the appropriate number with that part of their bodies touching.

Show the children some large outlined shapes of both boys and girls. As a class, ask the children to think about the bodies of both boys and girls and make a list of all the body parts they can think of that can be seen from the outside. Tell the children that personal names such as ‘willy’ are acceptable, but ensure that they are introduced to the correct terms, e.g. penis, breasts. Show the children sets of cards with named body parts and compare these to the list they have made, noting any body parts/names they may have missed out. If necessary add further cards to the sets to ensure that the children’s suggestions are included.

In groups, ask the children to use a set of body name cards and place them on the body outlines in the appropriate place. Ask the children to draw as many body parts as they can in the appropriate place, e.g. eyes, ears, toes etc. Visit each group and encourage the children to discuss the difference between boys and girls. Talk about these differences using the outlined body and introduce language as appropriate to the needs of the child. Some children may wish to discuss the difference between men and women. Keep explanations very simple and be ready to explain why males have a penis and females have a vagina. (This is for when they become adult they can make a baby.

*N.B. Children may volunteer names for genitalia. Many children of this age will have heard colloquial names for body parts such as ‘willy’. Accept colloquial terms, but also introduce anatomical names, in accordance with your school’s SRE policy.*

‘Pupils will know and understand the names of the main external parts of the body, including agreed names for sexual parts’, Ofsted (2002)

‘Children should be encouraged to feel comfortable talking about private parts of their body, for both health and personal safety reasons. A basic familiarity with the proper vocabulary is helpful’, Staying Safe
Lesson 5: Everybody Needs Caring For

**Learning Outcomes**
Children will be able to:
- Identify ways to show care towards each other
- Understand that we all have different needs and need different types of care

**Resources**
- Photographs of babies (or parent and baby)
- Whiteboard
- Baby clothes and toys
- Baby wear catalogues
- *The Baby’s Catalogue* Allan and Janet Ahlberg
- Glue and backing paper for making collages

**Activities**
Remind the children of the ground rules and focus on treating everyone kindly even if they are different to you.

**Opening activity**
In advance of this activity, ask children to bring in a picture of himself or herself or someone else as a baby. In class, invite them to talk about their photos in pairs and how they have changed since then. Alternatively, ask children about their earliest memory or ask a parent to bring a young baby into the classroom.

**Main activity**
As a whole class, make a list of what the children can do now which they couldn’t do when they were babies. Ask the children to bring in clothes and toys that they had when they were a baby or that belong to a baby they know, and compare them with the ones they have now. You can also use baby wear catalogues and look at the book *The Baby’s Catalogue*. Create a timeline, perhaps a collage using pictures from the catalogues to show the developing skills as we grow from a baby, to a toddler, to a key stage 1 child.

**Closing activity**
Ask the children to think about what might happen to them when they are grown up – that is, complete the sentence ‘When I’m grown up I will…’

**Additional activities**
You could also bring in photos of yourself as a baby and at different stages through your life and discuss them with the class. Some children in the class are likely to have experienced the arrival of a new baby. This is a good opportunity to discuss the joys and difficulties of this new addition to the family. Start a discussion after reading a storybook which features a new baby in the family and ask the children to list the good things and the difficult things faced by older siblings and to suggest ways they can overcome the difficulties. Other children may want to talk about their experiences of the arrival of a new step-sibling.
### Lesson 6: Safety

#### Learning Outcomes
Children will be able to:
- Recognise safe and unsafe situations
- Recognise the physical signs of feeling unsafe
- Know some basic rules for keeping themselves safe

#### Resources
- Material for making a collage
- Large body outline

#### Activities
Remind the children of the ground rules and remind them in particular that some things may be better talked about in private than with the whole class. Make sure they know when they can come and talk to you in private.

**Opening activity**
Use a ‘draw and write’ activity: invite the children to draw a picture of themselves feeling and keeping safe. Then ask them to write what they have done to keep safe. Alternatively ask the children to form a circle. Then ask: How do you feel when you are safe and where do you feel safest? Invite each child in turn to give their answer, e.g. by completing the sentence ‘I feel really safe when…’

Then talk about all the things which scare us and which we need to keep safe from. E.g. each child in turn could complete the sentence, ‘I sometimes feel scared when…’ Make sure you distinguish between real and imaginary dangers and finish by talking about, or reminding them of things they said made them feel safer.

**Main activity**
- **Warning Signs**: Invite children to think about what happens to their bodies when they know they are in an unsafe situation. To help them, give them some scenarios such as someone being unkind to them, getting lost, or doing something they don’t want to do. Draw on the physical signs of feeling unsafe (heart beating fast, wobbly knees, butterflies in the tummy, heavy feeling, hunched shoulders and such like). These are their ‘let’s get out of here’ signs, a warning they may be in an unsafe situation and need to do something to keep themselves safe. This is a good opportunity to look at different body language and personal space.

- **Keeping safe with people**: Create a whole-class collage to show all the people who can help keep us safe, e.g. families, friends, grown-ups, and people whose job it is to keep us safe. Add the captions ‘Who can help me keep safe?’ and ‘What do they do to keep me safe?’

- **Keeping ourselves safe**: Get the children to come up with a class list or display, of all the things they can do, e.g. ask an adult, think before rushing off, or tell a trusted adult if anything is making you feel unsafe.

- **Good/safe and bad/unsafe touches**: Talk about how people who love and care for us make us feel safe – with hugs and cuddles and kisses. Think about people we wouldn’t be happy to hug and cuddle us – strangers, people we don’t know well. Stress that nobody has the right to touch our bodies, especially the sexual private parts, even people we like and know if we don’t want them to, especially if we are getting warning signs that we don’t feel safe. Tell them that anyone, even if it someone they know, tries to touch them in a way that makes them feel unsafe they must tell another adult. You may want to talk about nurses and doctors who may need to touch them all over to find out if anything is wrong.

**Closing activity**
Play fruit salad: end the lesson with this fun circle game to remind us that we can all help to keep each other safe. Go round the circle allocating each child the name of a fruit. Explain that when you call out the name of a fruit – all the children with that name should stand up and change places. And that if you call out ‘fruit salad’, all the children should stand up and change places. Before you start the game discuss what might happen if all the children ran across the circle and ask the children to come up with some rules for keeping safe during the game. Pass a smile or hand squeeze round the circle.