

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

Word Box: Stereotypes, gender roles, similar, different, male, female, body parts, penis, vagina, family, fostering, adoption, relationship

End of Key Stage Statements

PSHE Framework

1b to recognise their worth as individuals

4e to recognise and challenge stereotypes

3c how the body changes as they approach puberty

3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

4c, be aware of different types of relationship, including marriage and those between friends and families

4g where individuals, families and groups can get help and support

Learning Intentions and Learning Outcomes

Learning Intention

To explore the differences between males and females and to name the body parts

Learning Outcomes

Know some differences and similarities between males and females
Name male and female body parts using agreed words

Learning Intention

To consider touch and to know that a person has the right to say what they like and dislike

Learning Outcomes

Identify different types of touch that people like and do not like
Understand personal space
Talk about ways of dealing with unwanted touch

Learning Intention

To explore different types of families and who to go to for help and support

Learning Outcomes

Understand that all families are different and have different family members
Identify who to go to for help and support

Lesson Title

Lesson 1

[Differences: Male and Female](#)

Lesson 2

[Personal Space](#)

Lesson 3

[Family Differences](#)

Resources

[Clothed Babies picture cards](#)

DVD: Living and Growing, Unit 1, Programme 1, www.channel4.com/learning

Differences

2 large PE Hoops

[Hoop labels](#)

[Body Parts picture cards](#)

Additional Activities

[Body Parts worksheet](#)

Lets Grow with Nisha and Joe, fpa

www.fpa.org.uk/Shop

A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc.

[Year 3 Problem Page](#)

[Pictures of families](#)

[Who can I talk to? worksheet](#)

The Family Book, Todd Parr

Additional Activities

Suggested reading:

Tell Me Again About The Night I Was Born, Jamie Lee Curtis

Who's in a Family? Robert Skutch

Nutmeg Gets a Little Sister, Judith Foxon

Spark Learns to Fly, Judith Foxon