



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- It may be appropriate to talk to parents or carers of children with a physical disability about the content of this lesson before teaching it in case it triggers an emotional response; also so that they can help the teacher to prepare a list of physical attributes that their child can be proud of.
- Recap and display the *ground rules* that were agreed by the class and will be revisited during each lesson to ensure that everyone feels safe and valued in these lessons.
- Brief support staff to ensure they use language and promote values consistent with this lesson (and those of the school community).
- Keep vocabulary and comments focussed on positive messages about 'our wonderful bodies'. Prepare a script with support staff for responding to any negative comments or judgements about size, shape, abilities and health.
- Ensure that resources and language reflect disability equality, including messages about the different ways we can move our bodies to do what we want/need them to do.
- Reflect on the needs of the class and make changes to this lesson plan to meet these needs



Resources required

- Worksheet D: My brilliant body.
- Red heart-shaped paper for each child.



Aim of lesson

- For children to recognise that all bodies are different and that all bodies can do different things.
- To begin to develop a positive body image about themselves and learn skills to respond to any negative comments about their bodies.



Learning outcomes

- I can explain that all bodies are different.
- I can say what is brilliant about my body.
- I can explain what to do if someone says mean things about someone's body.
- I can describe how to get help.



Key questions

- Are any two bodies the same size and shape?
- Can all bodies do the same things?
- What is great about your body?
- What can we say when someone is mean about someone's body?
- What can we do to look after our bodies?



Differentiation

- Some children will benefit from picture prompts to give them ideas or options to choose from to aid their thinking, decision making or communicating.
- Higher attaining pupils will be able to demonstrate their growth mindset by talking about what they would like their bodies to be able to do in the future, what they are striving for.



Introduction to lesson and baseline assessment

1. Revisit and remind of *ground rules*.
2. Briefly remind the class about the characters Yasmine and Tom and what we have learnt about them, their families and their friendship.
3. Ask *talk partners* to think-pair-share: discuss and feedback: do Yasmine and Tom look the same? What is the same and what is different about how they look? In pairs use the 'My brilliant body' worksheet to show what is the same and what is different between Yasmine and Tom. This could be by circling similarities and putting a square around differences for example. This activity can be used to assess understanding at the beginning of the lesson and to inform planning.



Activities

4. Children to face their partner and find one thing about how they look that is the same and one thing that looks different. Remind pupils to do this respectfully. Ask: are any two bodies the same?
5. Ask *talk partners* to discuss and feedback: what can Yasmine and Tom do with their bodies? What can you do with your body?
6. Read a relevant age appropriate book about bodies and what they can do.
7. Ask the class: "what can our brilliant bodies do?" make a class list.
8. Discuss: is it ok to say something mean about someone else's body? what would Yasmine do if she heard someone say something mean about Tom's body? who can help Yasmine and how can she ask for help?
9. Link this discussion to what was learnt in the previous lesson about friendship, feelings and how to get help.



Plenary and endpoint assessment

10. Children to draw and label what they love about their bodies on heart-shaped paper. Ask some pupils to share some of these with the rest of the class, if they are happy to, taking care to value difference wherever possible.
11. Celebrate their brilliant bodies: take part in an enjoyable physical activity together such as a dance or game that is inclusive and helps to make everyone feel good.



Embedding learning

- Discuss: what are you still learning to do with your body? what would you like to be able to do with your body.



Additional resources to support learning

- Read story books about bodies and those with inclusive messages or show different types of bodies including children with disabilities.