



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.
- If there are already PSHE *ground rules* or a *group agreement* in place, then use this lesson to review these, and ensure that ground rules specific to the next few lessons are included. For example, the right to pass.



Resources required

- Introduction Video: Introducing Yasmine and Tom.
- Flipchart or large sheets of paper.



Aim of lesson

- To establish a *ground rules* or a *group agreement* with the group.



Learning outcomes

- I can contribute to small group discussions.
- I can identify one person I can talk with about growing up.
- I can identify something that will make us feel safe to discuss our bodies and relationships.



Key questions

- What do we need to do to make sure we can all safely learn together about our bodies?
- What will make our classroom a safe space to discuss relationships?
- What do we remember about Yasmine and Tom and what do we think they want to know about growing up, bodies and friendships?



Introduction to lesson

1. Explain that for the next, however many weeks or lessons, we will be talking about growing up and friendships. Acknowledge with the class that for some people these can be difficult things to talk about, and to discuss them we all need to feel safe. Explain that before we start working together on this, there are some things that need to be discussed. Introduce the concept of having *ground rules* or *group agreement* to help everyone be clear what is OK within the group and what is not. Explain that they are going to do an exercise that should help us decide what should be included in the *ground rules* or *group agreement*.



Activities (including baseline assessment for the module)

2. Split the class into pairs or small groups. Ask pupils to think of who, if anyone they talk to about bodies or growing up and friendships.
3. Then ask them to discuss in their group/pair what makes it hard to talk to someone and what makes it easier.
4. Come back to the whole group and discuss their findings. It is likely that trust and keeping what they have said private will come up as important. Use this to explore confidentiality and the limits of adult confidentiality in your school setting.
5. Discuss and agree what should be included in their *ground rules* or *group agreement*, to help them learn as much as they need whilst feeling as safe and comfortable with the lessons as possible. Word the 'rules' positively as possible and ensure they reflect both the needs of the class, and the issues being covered in the next few lessons. What is meant by each statement will need careful explanation. Each statement could be supported by a photo showing pupils keeping the *ground rule*. In some schools all pupils sign the *group agreement* before it is displayed in the classroom.

The group agreement could include:

- a. take care with sharing personal information about yourself or others;
 - b. keep confidentiality, but remember adults cannot offer complete confidentiality;
 - c. laugh with others, not at others;
 - d. it's OK to make mistakes;
 - e. listen to each other;
 - f. everybody has the right to express their opinion and we support each other to do this;
 - g. we have the right to pass;
 - h. be respectful of our differences.
6. Ask if pupils remember Yasmine and Tom from Year 1. Show pupils the Introducing Yasmine and Tom clip. Tell them that Yasmine and Tom are now their age. Give one group a flipchart with the word: '**bodies and keeping safe**' on it divided in two, one with the words '**growing up**', one with the words '**friendships and families**' and one with the word '**stereotypes***'. Ask pupils to record everything they think Yasmine and Tom know about the topic now they are their age 7-9, and then down the other side what they would like to know. Pupils may need some prompts to support them to do this, perhaps by reminding them of the things they learned in Key Stage 1.
 7. Collect these in and use this baseline assessment to inform and develop your planning for this module of work. This may include making changes and additions to these lessons. These flipchart papers could also be kept to revisit and see what pupils can add to them at the end of the module so they can reflect on what they have learned.



Plenary and assessment

8. For the plenary, ask selected or volunteer pupils to share one *ground rule* they think is important and why? Use this to assess understanding of the *ground rules* and if further explanation will be needed next time.



Embedding learning

- Ensure that the *ground rules* and/or *group agreement* are referred to at the beginning of each lesson and reflected on at the end.

* Highlight to pupils that Yasmine still likes football as she has got older, even though she doesn't say it in the animation.