

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.
- Be aware of pupils in the class who have experienced significant changes such as bereavement, separation of parents, being taken into care. Consider how to support them during the lesson.
- Reflect on how you will manage any 'silliness' that could arise from pupils identifying changes in Yasmine and Tom. Modelling that body changes are normal, explaining that as we get older, we all get more mature and able to discuss these things might be a positive approach.



Resources required

- Introduction Video: Introducing Yasmine and Tom.
- Worksheet N (i): Thinking about Tom. Print onto A3 paper.
- Worksheet N (ii): Thinking about Yasmine. Print onto A3 paper.



Aim of lesson

- To introduce the unit of work and develop *ground rules* for the unit.



Learning outcomes

- I can tell you two things that change as we get older.
- I can explain what ground rules are and why they are important.



Key questions

- What changes as we get older?
- What makes a safe learning environment?



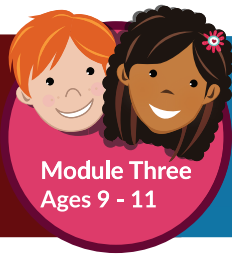
Differentiation

- Some pupils may need supporting in this lesson to understand concepts related to change. Brief a TA to support them and or provide picture clues. Some pupils may require a personalised list of simplified *ground rules* to support them in these lessons.



Introduction to lesson

1. Explain that this lesson is an introduction to a new PSHE: relationships education programme of work. Ask for hands up if pupils remember learning with Yasmine and Tom in previous years. Give prompts and ask for them to discuss in pairs anything they remember from this learning. Brief feedback.

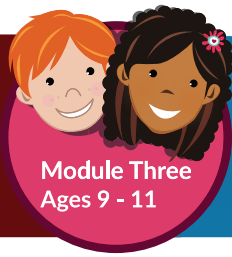


Activities (including baseline assessment)

2. Show the Introducing Yasmine and Tom interactive whiteboard resource, explaining that they would have seen this before. Explain to pupils that Yasmine and Tom are now the same age as they are. Explain that half of the class will be thinking about Yasmine, and half the class thinking about Tom. Give out the Thinking about Tom and Thinking about Yasmine worksheets. There are some examples on the worksheet, but the teacher may want to give some further prompts including mentioning puberty. This is an opportunity to see how much the pupils already know about puberty.

Things that have stayed the same	Things that have changed	Things that might have changed
<p>Examples:</p> <p>Skin colour. Part of a family.</p>	<p>Examples:</p> <p>Body changes: taller, stronger. More independent: walking to school on own. Better / stronger at numeracy, literacy, sports etc.</p>	<p>Examples:</p> <p>Friends Who is in family? Body changes – periods, pubic hair, body odour. Likes / dislikes. What they want to be when they grow up?</p>

- Feedback from this reinforcing message that changes are a normal part of life. Sometimes they are difficult, sometimes they are welcomed, but we are all growing and learning. Ask pupils to go back to their grids and highlight any changes they would like to know more about as they are the same age as Yasmine and Tom. Use the grid to inform your lesson planning over the next few weeks.
- Explain that for the next (however many weeks) we will be talking about the physical changes of puberty and also about relationships. If pupils did not identify puberty changes, explain what puberty is. Acknowledge with the class that some of us may find talking about body changes difficult and that we need to make things safe for everyone in the class. Introduce creating *ground rules* together to help everyone be clear with 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*.
- Ask pupils to return to their groups and to come up with some 'rules' that would help Yasmine and Tom and this class to learn effectively about body changes and relationships. Prompt them to think about what language for example would be OK to use.



Activities (including baseline assessment) continued

3. Groups to feedback, then discuss and agree as a class what should be included in their *ground rules* to help them learn as much as they need, whilst feeling as safe and comfortable with the lessons as possible. Explain that everyone in the group has rights, but also responsibilities for ensuring the *ground rules* are adhered to. Suggestions for what could be covered.
 - a. Take care sharing personal information and keep confidentiality if anyone does share something personal (explain confidentiality/safeguarding policy).
 - b. Right to ask questions (question box or ask it basket).
 - c. Laugh with, not at, be kind.
 - d. It's OK to make mistakes.
 - e. Listen to each other.
 - f. Support others to participate in lessons.
 - g. Respect our differences and rights to express different opinions.
 - h. Use agreed terms for body parts.
 - i. Ask for help and support if you need it (explain who and where to find this support).
4. When you have finished ask if everyone is ok with the *ground rules* and thank them for helping put it together. Some teachers ask pupils to sign the 'rules'.



Plenary and assessment

- Ask pupils to look at the *ground rules* and identify one which they will try particularly hard to keep and then to explain why it is important for them to try and keep this *ground rule*. Pupils could be asked to record them in their PSHE books or similar and at the end of each class give themselves a score out of 5 for how well they kept the *ground rule*.



Embedding learning

- Display the *ground rules* and refer to it regularly. Perhaps give rewards to pupils who keep to the *ground rules* effectively.