



# Year 3

## Changes

### Lesson Sequence

We are learning to challenge gender stereotypes.

We are learning there are differences between males and females. We are learning to consider touch and to know that a person has the right to say what they like and dislike.

We are learning how different cultures celebrate growing up.

# PSHE

Learning Question for this Term: How does being safe make me feel?

Key Words:

*Stereotypes*

*Task*

*Roles*

*Challenge*

*Male*

*Female*

Learning questions for the lesson:

Lesson 1: Are boys and girls allowed to like the same things?

# Personal Social Health Economic Education: OUR PSHE REMINDERS



## BRITISH VALUES



## Online Safety

Follow the SMART rules to stay safe online

**S**

Stay **safe** online by not sharing personal information



**M**

Do not **meet** anyone who you have only made friends with online



**A**

Do not **accept** messages or friend requests from strangers



**R**

Not everything online is **reliable**. Some people online are strangers and may try and trick us



**T**

**Tell** an adult you trust if anything happens online that you don't like



# Lesson 1 – Jigsaw Lesson



Jigsaw

Task	Male	Female	Either
Washing the car			
Decorating the house			
Changing the bed			
Mowing the lawn			
Picking and arranging flowers			
Cooking dinner			
Bathing a child			
Changing a baby's nappy			
Washing up			
Putting the bins out			



© Jigsaw PSHE Ltd

Jigsaw



**What does Stereotypical mean?**

© Jigsaw PSHE Ltd

Task	Male	Female	Either
Washing the car			
Decorating the house			
Changing the bed			
Mowing the lawn			
Picking and arranging flowers			
Cooking dinner			
Bathing a child			
Changing a baby's nappy			
Washing up			
Putting the bins out			

# Teachers Guidance

Before the lesson: Safeguarding theme on touch and consent.

Lesson can be shortened if needed, pick from the final activities. Video is a nice story to watch and discussion point. More can be made of this activity for differentiation.

Lesson Instructions:

Starter- recap safe/unsafe touch from y1 by looking at pictures, does everyone like this type of touch?

1. Recap rules about touch for different people i,e, family/ friends/ strangers.
2. Review safe and unkind touch from Y1 by looking at high 5 and hitting, consider reciprocated nature in the difference between the two.
3. PANTS rule reminder- absolute rule not a personal rule.
4. How do we feel about touch, consider the element of shame in touch and not taking blame.
5. My body, my rules about touch, hair and hugging used as example.
6. Use the vocabulary penis, vagina. If they are questioned: nipples, scrotum.
7. Watch the video and discuss the following questions on what children saw.
8. Body language - recognising when people don't feel comfortable, even though the touch was safe and kind to some, others don't like it.
9. Plenary reflection questions in books or print as worksheet if needed.

Links to prior learning:

*Key words*

*Objectives from other year groups*

Different types of touch is covered in Year 1, kind and unkind, safe and unsafe.

Opportunities for assessment:

Ladybird video can be turned into character profile/ speech bubble assessment.

Children create their own story board of how to tell someone they don't like touch.

# PSHE

Learning Question for this Term: How does being safe make me feel?

Learning questions for the lesson:

Lesson 2:

How do different types of touch make me feel?

# Personal Social Health Economic Education: OUR PSHE REMINDERS



## BRITISH VALUES



## Online Safety

Follow the SMART rules to stay safe online

**S**

Stay **safe** online by not sharing personal information



**M**

Do not **meet** anyone who you have only made friends with online



**A**

Do not **accept** messages or friend requests from strangers



**R**

Not everything online is **reliable**. Some people online are strangers and may try and trick us



**T**

**Tell** an adult you trust if anything happens online that you don't like



# Objectives, Key Words and British Values

Learning question for the term:

How can I keep myself safe?

Learning questions for the lesson:

How do different types of touch  
make me feel?

Key Words:

Touch

Feelings

Body Language

Personal Space

Boundaries

Link to British Values:

Individual liberty Mutual

Respect

# Starter

What are the different types of touch you can see in these pictures?



Do you think people are happy with the type of touch in every picture?  
Are all the touches kind or safe?

# Rules around contact...

We come into contact with lots of different people everyday,  
people we know and people we don't.

There are rules we need to follow to help us stay safe when we do.

**Question:**

**Is it okay to give a stranger on the street a hug?**

**Is it okay to give your mum or dad a hug?**

**Why is the answer different?**

# Kind and Safe touch

In both pictures, these school children are using their hands but what makes these pictures different?



How would both these people feel when they high 5 each other?

We should use touch in kind and safe ways.

But sometimes people use touch in unkind and unsafe ways.



How would these people feel when this happened?

# Kind and Safe Touches

**We have rules that help us understand what kind and safe touch should be.**

What has happened after this unsafe tackle in the football match?

What would happen if we didn't follow this rule?



# Rules about our body

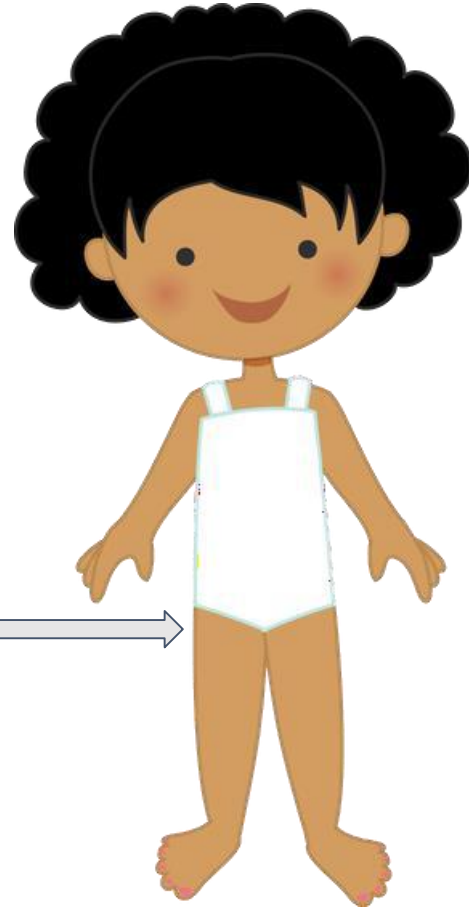
**We have another rule that we have to follow about our bodies...**

Can you remember what all the letters stand for?



# Privates are Private

What are the private body parts of a girl?



The correct word for a girl's privates is vagina.



Girls and boys both have a bottom which is a private body part too.

What are the private body parts of a boy?



The correct word for a boy's privates is penis.



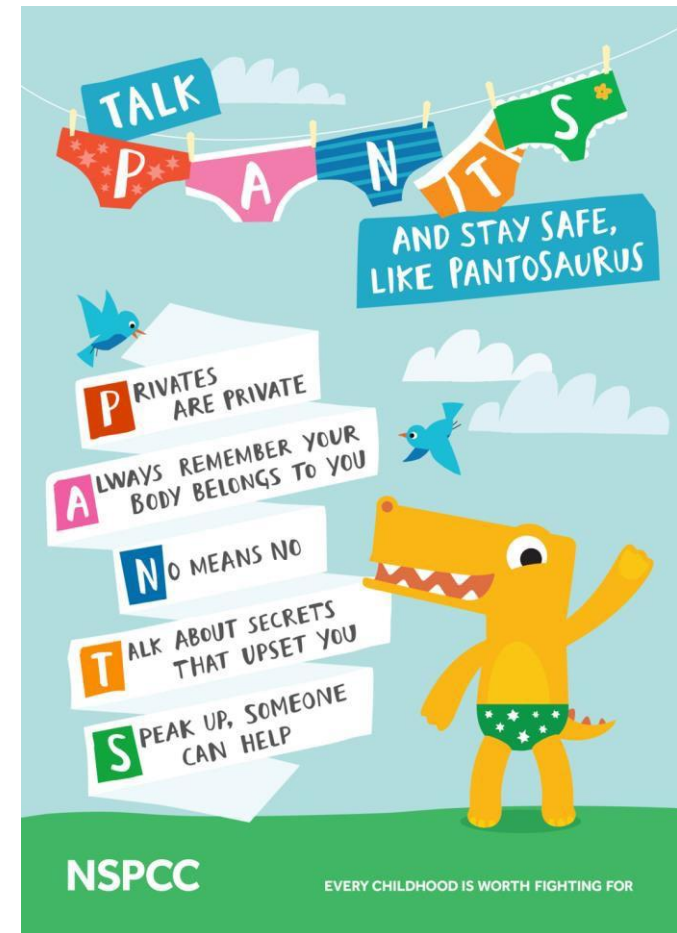
Our mouth could also be private, because we shouldn't let people touch our mouth.

# Rules about our body

The PANTS rule reminds us that people shouldn't look at, be shown or touch our privates, especially a boy's penis or a girl's vagina.

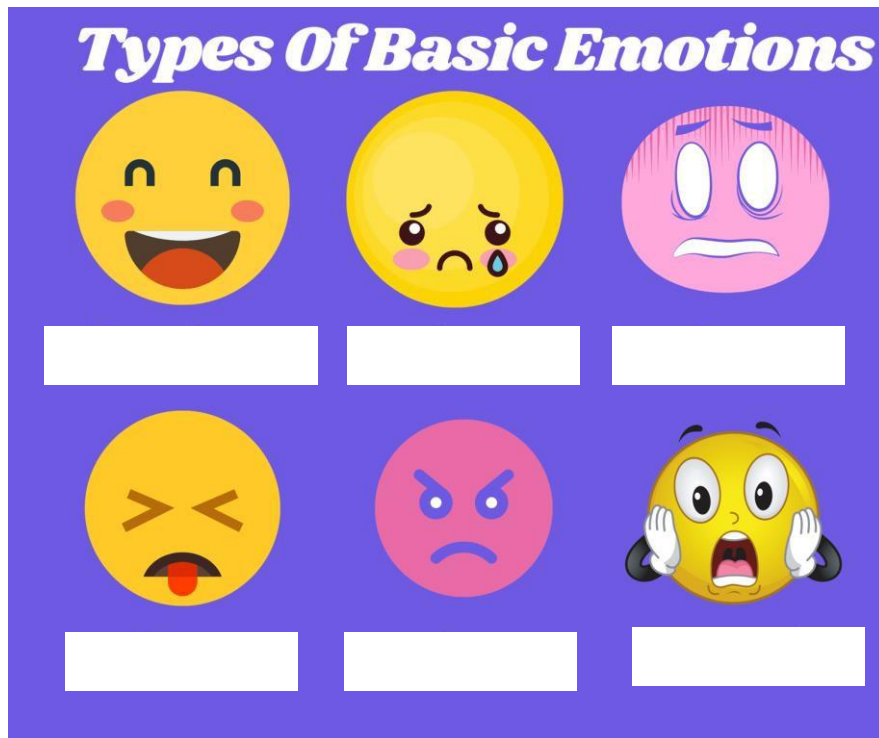
Sometimes Drs might need to help us with these areas if we are hurt or our parents might help wash or go to the toilet but this type of touch should never feel unsafe or uncomfortable.

If it does then we should **T** for **Talk** and **S** for **Speak up**.



# How do we feel about touch?

How might you feel if someone touched your body without permission?



We can feel lots of different things when people touch our body...

If the touch is kind and safe, like a hug from someone we love, we might feel happy.

If the touch is unexpected, without permission, hurts, doesn't feel right or safe then it can make us feel some of the other emotions.

These aren't bad emotions, they are feelings that help us recognise that the touch wasn't okay.

Sometimes when we are scared or embarrassed, we don't want to tell another person but it is important to always tell a trusted adult, it is never your fault if someone else touches you in a way you don't like.

# Some people have different rules about their bodies...

There are some types of touch that we think are kind and safe, things like a hug or being tickled.

But not everyone has the same ideas about how touch makes them feel.



# Some people have different rules about their bodies...

Read the information about each person:

How do they feel about the type of touch they are describing?

How might they be showing they aren't okay with this touch?

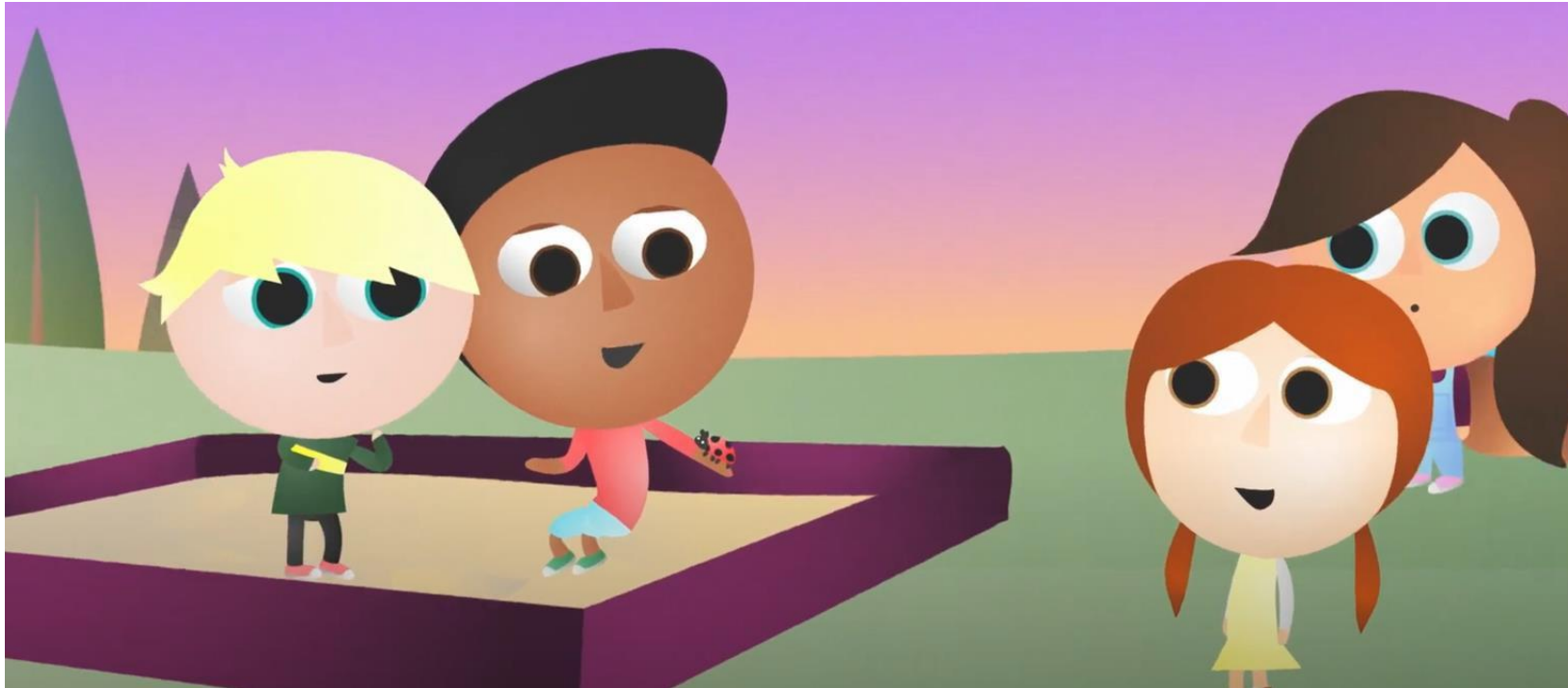


I'm Kaya, I love my afro hair, my mum does the most amazing hair styles for me. I like it when people notice the cool styles my mum has done but some people think it's okay to touch my hair without my permission, I move my head away and they still do it.



I'm Nik, my best friend Sanj likes to hug everytime we say hello and goodbye. I always just stand there with my arms crossed, the only person I like hugging is my grandma.

# The Ladybird on Mohammed's Arm



[Feeling Happy, Feeling Safe - Touching \(youtube.com\)](https://www.youtube.com/watch?v=...)

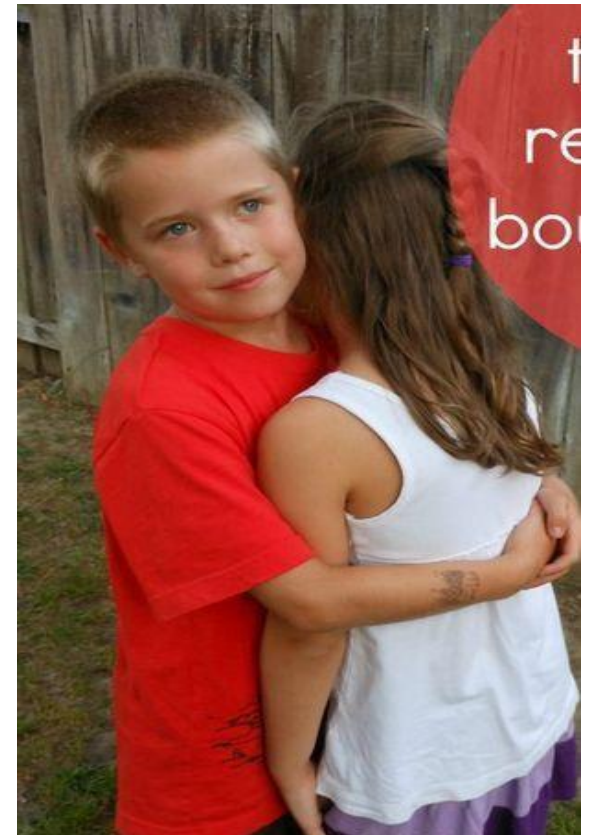
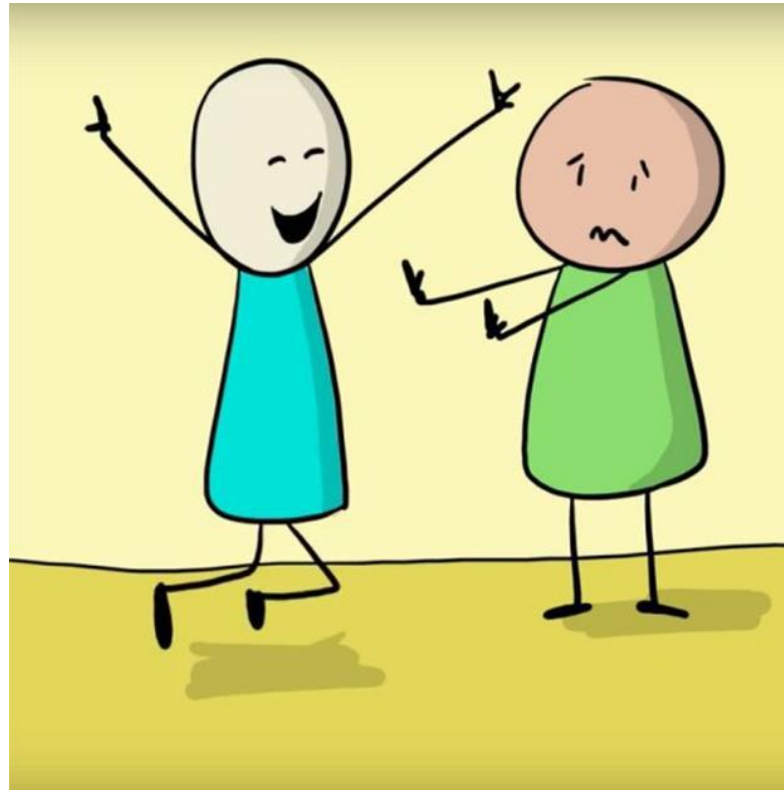
# The Ladybird on Mohammed's Arm

1. What feelings did Mohammed have when Jack tickled him?
1. Jack said it was “just a bit of fun” to tickle someone, does that mean it was okay for Jack to tickle Mohammed?
1. What did Sophia's mum say you should do if someone touches you in a way you don't like?

# Reading body language...

Mohammed used his words to ask Jack to stop touching him and he walked away from Jack when he didn't like what was happening.

How can you tell these people don't like the touch that is happening to them?



# Finish the sentences...

1. Types of touch that I feel okay with are...
2. Types of touch that I don't like are...
3. The special rule that means people can't touch my privates is...
4. If someone touches my body and it makes me feel hurt, scared or upset then I will...
5. Ways that I can tell people to stop touching my body are...

# Teacher/s Guidance

Before the lesson: Slide 11 to 14 can either be printed and placed on tables so children can carousel around the room or done on IWB. Print table slide 10 for children to complete.

## Lesson Instructions:

1. Starter- What events have you celebrated before your 18<sup>th</sup> birthday.
2. Why is turning 18 important in the UK?
3. Recap UNCRC, focus on the fact that legally before someone turns 18 they are still protected as a child.
4. Introduce the idea of 'coming of age' - consider what this might mean?
5. Explain some coming of age celebrations are religious and others are cultural or country specific. Other ones children might know are American sweet 16.
6. Either carousel around the room looking at 4 examples of coming of age celebrations or do together on IWB. Children can complete missing squares on table.
7. Plenary- discussion or made into full activity. What event do they look forward to celebrating in the future and how do they intend to celebrate?

# PSHE

Learning Question for this Term: How does being safe make me feel?

Learning questions for the lesson:

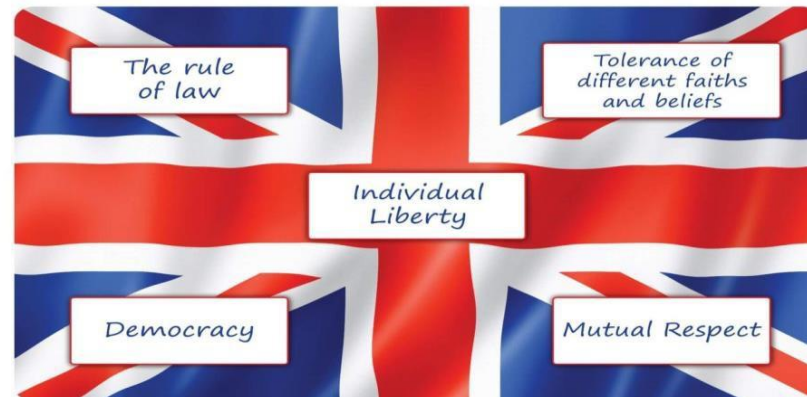
## Lesson 3:

How do different cultures celebrate growing up?

# Personal Social Health Economic Education: OUR PSHE REMINDERS



## BRITISH VALUES



## Online Safety

Follow the SMART rules to stay safe online

- S** Stay **safe** online by not sharing personal information 
- M** Do not **meet** anyone who you have only made friends with online 
- A** Do not **accept** messages or friend requests from strangers 
- R** Not everything online is **reliable**. Some people online are strangers and may try and trick us 
- T** **Tell** an adult you trust if anything happens online that you don't like 

# Objectives, Key Words and British Values

Learning question for the term:

How do I keep my body safe?

Learning questions for the lesson:

How do different cultures celebrate  
growing up?

Key Words and Definitions:

Grow  
Adolescence  
Change  
Celebration  
Coming of Age

Link to British Values:

Individual liberty  
Tolerance Mutual  
Respect Rule of Law

# Celebrations

What events might you have celebrated before you turn 18...



# Turning 18...

Turning 18 in the UK is seen as important as it gives you new rights about what you can do as a legal adult.

What do you think these pictures show you could do when you are 18 and older?



The law used to say that people could get married at 16 with their parent's permission but in February 2023 this changed and you can now only get married after you're 18.

# Turning 18...

In the UK, 18 is the age that the law and society recognise you to be an adult.

There are lots of things we have celebrated before 18 but under the law we have different rights and responsibilities once we turn 18.

The first right that a person under 18 has is to have all of the 42 rights set out in the UN Conventions on the rights of a child.



# UN Convention on the Rights of the Child



## Survival



You have a right to life, good food, water, and to grow up healthy

## Development



You have a right to an education and time to relax and play

## Participation



You have a right to say how you feel, be listened to, and taken seriously

## Protection



You have a right to be treated well and not be hurt by anyone



**1** Everyone under 18 has these rights



**2** All children have these rights



**3** Adults must do what's best for me



**4** The Government should make sure my rights are respected



**5** The Government should respect the right of my family to help me know about my rights



**6** I should be supported to live and grow



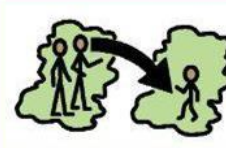
**7** I have a right to a name and to belong to a country



**8** I have a right to an identity



**9** I have a right to live with a family who cares for me



**10** I have the right to see my family if they live in another country



**11** I have the right not to be taken out of the country illegally



**12** I have the right to be listened to, and taken seriously



**13** I have the right to find out and share information



**14** I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance



**15** I have the right to meet with friends and to join groups



**16** I have the right to keep some things private



**17** I have the right to get information in lots of ways, so long as it's safe



**18** I have the right to be brought up by both parents if possible

PRIV

ALWAYS BO

N

TALK

SPE



**19** I have the right to be protected from being hurt or badly treated



**20** I have the right to special protection and help if I can't live with my own family



**21** I have the right to have the best care if I am adopted



**22** If I am a refugee, I have the same rights as children born in that country



**23** If I have a disability, I have the right to special care and education



**24** I have the right to good quality health care, to clean water and good food



**25** If I am not living with my family, people should keep checking I am safe and happy



**26** My family should get the money they need to help bring me up



**27** I have the right to have a proper house, food and clothing



**28** I have the right to an education



**29** I have the right to an education which develops my personality, respect for others' rights and the environment



**30** I have a right to speak my own language and to follow my family's way of life



**31** I have a right to relax and play



**32** I should not be made to do dangerous work



**33** I should be protected from dangerous drugs



**34** Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad



**35** I should not be abducted, sold or trafficked



**36** I have the right to be kept safe from things that could harm my development



**37** I have the right not to be punished in a cruel or hurtful way



**38** I am not allowed to join the army until I am 15



**39** I have the right to help if I have been hurt, neglected or badly treated



**40** I have the right to legal help and to be treated fairly if I have been accused of breaking the law



**41** Where our country treats us better than the UN does we should keep up the good work!



**42** Everyone should know about the UNCRC

# Coming of Age...

In the UK, 18 is a special birthday and people see this as entering adulthood.

In other religions and cultures, other birthdays are treated specially and show the person is maturing and growing up.

Some celebrations are religious and others are celebrations with the persons family and community.

As we look at the celebrations can you fill in the gaps in the table:

Name:	Country	Religion	Age:	Girls, Boys or Both	Interesting detail or fact
Quinceanero		Originally Catholic but also celebrated without a religious ceremony			A high heel is put on the girls foot as part of the ceremony
Bar Mitzvah/ Bat Mitzvah	World- Wide			Both	The hora dance involves being lifted up while sitting on a chair
Seijin-no-hi		Non-religious celebration	2 <sup>nd</sup> Monday of January for those who turned 20		A special Kimono called a Furisode is worn
	Myanmar (Burma)		8-20 years old		Dressed in Gold to look like a Prince or King

# Coming of Age celebrations

Celebration: Quinceanero

Country: Latin America

Age celebrated: 15 years old

Interesting moment: A high heel is put on the girls foot as part of the celebrations



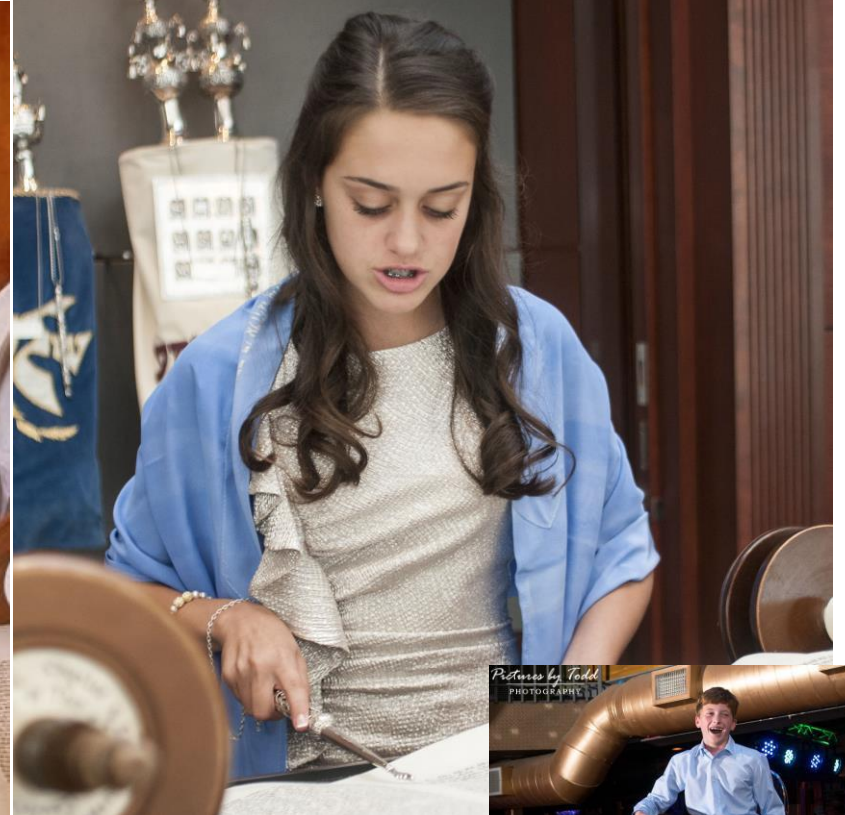
# Coming of Age celebrations

Celebration:  
Bar Mitzvah (Boys)  
Bat Mitzvah (Girls)

Country:  
Worldwide

Religion: Jewish celebration Age

Celebrated at:  
13 for boys  
12 for girls



The hora dance at the celebration after the religious ceremony involves being lifted up while sitting on a chair.

# Coming of Age celebrations

Celebration:  
Seijin-no-hi

Country:  
Japan

Age celebrated:  
2<sup>nd</sup> Monday of January for  
everyone who turned **20** the  
year before

A special Kimono called a  
**Furisode** is worn



# Coming of Age celebrations

Celebration:  
Shinbyu

Country:  
Myanmar (Burma)

Religion: Buddhist celebration

Age celebrated:  
Between 7 and 20 years old

People wear make up and Gold jewellery to make them look like royalty.



# Plenary

**What event are you most looking forward to celebrating in your future?**

Is it a special birthday?

Or is it an achievement like finishing school or getting your first job?

Or is there something from your culture or religion you will celebrate too?

How would you like to celebrate this event?