

## Valuing Difference and Keeping Safe Key Stage 2

### Scheme of Work

**Word Box:** Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship

#### Programmes of Study

PSHE Framework  
1b to recognise their worth as individuals

4e to recognise and challenge stereotypes

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](#)  
[Pictures of male and female bodies](#)  
[Male and female matching cards](#)

Additional Activities  
*Cinderella's Bum*, Nicholas Allan  
*Shapesville*, Andy Mills  
*Let's Grow with Nisha and Joe*, fpa  
[www.fpa.org.uk/Shop](http://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 Pages](#)

[Families pictures](#)  
[Who can I talk to? worksheet](#)  
*The Family Book*, Todd Parr

Additional Activities  
*Tell Me Again About The Night I Was Born*, Jamie Lee Curtis  
*Who's in a Family?* Robert Skutch  
*Happy Families*, Allan Ahlberg  
*Spark Learns to Fly*, Judith Foxon  
*Stranger Danger*, Anne Fine