



Relationships and Health Education Resources: Year Three

In this pack you will find examples of lesson plans and resources used when teaching Health and Relationships education in Year Three at St Mary's School. Please note, lessons and activities will be appropriately adapted and differentiated by class teachers to suit the needs of the learners in their class.

The resources are categorised under the SCARF units of **Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being my Best** and **Growing and Changing**. The associated Department for Education units are listed in **red**.



Me and My Relationships

Mental Wellbeing

Lesson Title: My special pet

Learning Outcomes

Children will be able to:

Explain some of the feelings someone might have when they lose something important to them;
Understand that these feelings are normal and a way of dealing with the situation

Introduction

Begin by recalling briefly a childhood memory related to a pet or friend's pet.

Around the circle or class children to complete the sentence:

My ideal pet would be a ...

Ask the children what they think people like about having a pet. Ideas might include: company, affection, knowledge of animal needs etc.

So people choose to have a pet for many different reasons.

However, can you think of things people might say that would put someone off having a pet?

Reasons might include: expense, vet bills, cleaning out, taking for walks, need care during holidays etc.

Activity

Read the story about Saima to the class.

Why do you think a guinea pig was a suitable choice for Saima?

What did Saima enjoy about having her new pet?

What new responsibilities did her mum expect her to take on?

How might Saima's feelings towards Stella change as time passes? [e.g. Saima will probably grow very fond of her pet and feel that Stella is part of the family].

Read the story about Ben with the children.

How can we tell Ben enjoys spending time with Sandy?

When Sandy grew old she struggled to do some things. What did she struggle to do?

Sometimes vets can cure illnesses and help pets recover their fitness but Sandy died.

In what ways did being upset affect Ben?

What did other people do that helped Ben?

Often it can help us to deal with being upset if we talk about it with someone.

Who could you talk to if you lost something special like a pet?

Following this, ask the children to draw the pet that they would like to have. They could write to explain what, in particular, they would like about this pet. They could record how the pet would make them feel.

NB: if there are children in your class who for some reason would never have a pet, they could draw and write in the same way about a special soft toy (or similar) that they would like to have.

Children can show the pictures of their pets and share their ideas/writing with the class.

Praise the children for their wonderful drawings and thoughtful ideas.

Plenary

Most of the time we feel happy because we have special people who we care about around us and sometimes pets, too. When we lose a pet or a person that we love, it is natural and OK to cry and feel upset. Talking about the things that made them special to us is a lovely way to remember them.



Story sheet

Saima and Ben's stories

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Saima's story

Saima was so excited when her mum agreed that she could have a pet. But then there was so much to think about. They couldn't have a dog because dogs, especially young ones, need to be given so very much attention during the day and Saima's mum goes to work. They thought about the different pets and eventually decided a guinea pig would be a good choice.

At the pet shop, the man explained to Saima what kind of food a guinea pig needs and showed her how much to provide every day. Saima listened carefully but what she really wanted was just to get on with choosing her guinea pig. She was surprised to see how many there were and how many different colour combinations. Eventually, she chose a black and tan coloured one which the man said was a girl. "I'm going to call her Stella because she has a star-shaped patch on her back," Saima declared.

At home, Stella was introduced to her new hutch and Saima enjoyed getting everything sorted for her new friend. She carefully placed clean water and food in the hutch and watched as Stella explored her home. Saima stroked her gently, eager to show Stella how much she loved her. When the weekend arrived, Saima worked hard to clean out the hutch and to make sure that Stella had a clean, lovely place to live. Her mother smiled to see how responsibly Saima was behaving now that she had a pet to care for.

Ben's story

Ben's family had had a dog since before Ben was born. Sandy was a much loved Labrador. Ben loved to watch TV with her cuddled up against his leg. He would stroke her head enjoying the soft, velvety feel of her ears between his fingers and her warm tongue as she licked his hand affectionately. They had shared so much and enjoyed so many walks but these days Sandy didn't seem to be enjoying her walks as much. She had become really slow and had no enthusiasm. Her paws kept getting sore and it upset Ben to watch her limping along.

When it was mealtimes, Sandy didn't seem to enjoy her food either. Ben put the dish on the floor in front of her nose but she sniffed it and walked slowly away. "I think I should take Sandy to the vet," Ben's mum said later that evening.

At school the next day, Ben kept thinking about Sandy. He didn't play football with his friend at playtime and went to sit on the bench instead. Holly sat next to Ben and asked him what was wrong. Ben said he didn't want to talk about it.

When Ben arrived home after school, Sandy was in her basket. Mum explained that she was really poorly and the vet had given some medicine to try her on.

But Sandy didn't improve. One day Ben found his mum crying when he arrived home from school. "I'm sorry love," Ben's mum said, "Sandy has died. I know you loved her so much."

Ben cried as his mum put her arms round him. Sandy's basket was empty. Her lead hung behind the door. Ben couldn't eat much dinner that evening. He found it difficult to go to sleep. Over the next few days, Ben noticed many things were different. He missed the rattle of food bowls when it came to Sandy's dinner time. He missed the walks. He felt the sofa was empty when he watched TV. He looked at the photo of him and Sandy that was on the shelf. He felt empty and sad.

Ben's grandma came to stay a week later. She talked to Ben about Sandy. She explained to him that what he was feeling was quite normal and that although he wouldn't forget Sandy, he would eventually feel more cheerful and that he shouldn't worry. Ben felt better after talking to his grandma. They looked at photos of Sandy and collected some together to put in a special memory book. They even managed to laugh when they remembered some of the stories about Sandy.



Valuing Difference

Families and people who care for me and Respectful Relationships

Lesson Title: Family and friends

Learning Outcomes

Children will be able to:

Recognise that there are many different types of family;

Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'

Introduction

Circle activity: Change to....

Sitting in a circle, everyone has to keep watch to ensure that they are doing the same as everyone else. Explain that everyone should try and follow what is being done. Lead off by showing the children the first movement; everyone has to follow. At various times change the action: e.g. tapping right heel; shrugging shoulders; circling fingers etc. Continue in this way for a couple of minutes, finally ending with waving hand. Thank the pupils for their concentration and ability to detect and copy the movements correctly.

What was the final action, can anyone remember? [A wave of the hand.] What reason do people usually use this gesture for? Who would you wave to? [people you know: friends, family, acquaintances, neighbours.] Who wouldn't you wave to and why not? [strangers]

Explain that the session is going to focus on the different types of relationships people have.

Activity

Challenge the children to name as many types of relationships as possible within 1 minute. Show the list of different types of relationship (provided - see IWB slide in Resources needed area). Ask the children to spot the ones that they said.

They may not have mentioned 'adopted family' or 'foster family' or 'same-sex couple'. Draw attention to these and give the following definitions:

- When someone is adopted it means that they have become part of a new family who wants to love and take care of them forever, because their own family can't keep them safe.
- Sometimes children are fostered because their own family can't keep them safe. Fostering isn't always forever like adoption but sometimes children stay with their foster families for a long time. Sometimes they are later adopted by their foster families.
- A same-sex couple is when two men or two women love and care for each other and choose to spend their lives together. In this country, same-sex couples can get married and might choose to have a family.

Put the children into 6 groups. Tell them they are going to be detectives. Give each group one of the photos from the Different types of families Picture resource set. (There is one extra photo to allow you to choose the most appropriate images). You can also give them a copy of the Family and friends Activity sheet for reference, if you think this would be useful, or just show this on the IWB.

Ask the children to look at their photo and to discuss how many different relationships (from the list on the IWB) there might be in the photo.

Then ask them to make up a story about the people in their photo, who they are and how they are related. Remind them to:

Refer to the list on the IWB

Be respectful about different types of relationships

Ask the groups to share their picture's family stories.



If they are tending to create stereotypical families, perhaps you could say “Oh it’s interesting that you thought that. When I looked at that photo, I thought that they might be...” Or ask the class for other ideas.

Thank the children for their work.

Plenary

Remind the children of the importance of having family and friends; they provide each of us with so many things.

Summarise this session by asking the children to name some things that we get from our family and friends that make us feel happy and safe.

Also explain that if someone felt that a member (or members) of their family was making them feel unhappy or unsafe, it is very important for them to find another trusted adult outside of the family that they could talk to about how they are feeling. Can anyone suggest who they might be able to talk to? (Examples could include: a safe adult at school, such as a teacher, teaching assistant or lunchtime supervisor.)

Conclude with everyone completing the sentence in turn:

A really special person for me is my because



Activity sheet
Family and friends



Friend

Step-mum

Dad

Same-sex couple

Step-dad

Grandparent

Neighbour

Aunt

Adopted family

Cousin

Foster family

Step-brother

Mum

Family friend

Step-sister

Uncle



Different types of families
Picture Resource - 1



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Different types of families
Picture Resource - 2



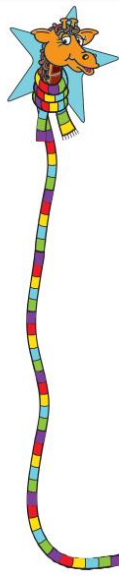
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Different types of families
Picture Resource - 3



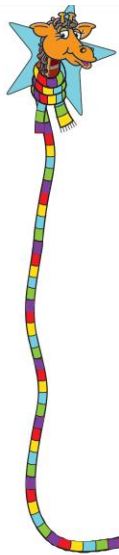
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Different types of families
Picture Resource - 4



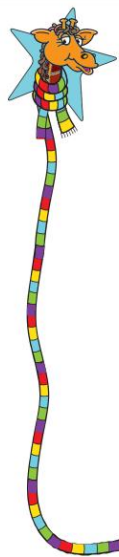
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Different types of families
Picture Resource - 5



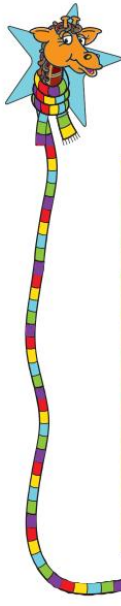
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Different types of families
Picture Resource - 6



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Different types of families
Picture Resource - 7





Keeping Myself Safe

Healthy Eating and Drugs, Alcohol and Tobacco

Lesson Title: Alcohol and cigarettes: the facts

Learning Outcomes
Children will be able to: Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.
Introduction
Start the lesson with some key questions: How many parts of the body can the class name in 30 seconds? What does the body need to give it energy? [Food, water & oxygen] What do we need to do in order to help keep the body fit and healthy [regular exercise, healthy balanced diet, enough sleep etc.] Exercise and food can be healthy for the body. Are there any times when they may be harmful to the body [exercising without warming up; exercising unsafely, overdoing it and putting a strain on the body; too much of a certain type of food etc.] What sort of things can harm the body? [At this stage just acknowledge children's responses without too much discussion]
Activity
Review the concept that medicines are drugs which can be helpful (if used correctly) or harmful (if used incorrectly) to the body. Medicines are drugs which are designed to be helpful to the body when used properly and safely. What is a drug? NB: although there are several definitions it can basically be summed up as 'a substance that people take to change the way they think, feel or behave' which is the World Health Organisation definition Can anybody think of the name of the drug inside drinks like beer, wine and spirits? [Alcohol] Can anybody think of the name of the drugs inside cigarettes? [Nicotine] What have the class heard about how cigarettes and alcohol affect the body? NB: consider how you manage the discussion here – avoid direct disclosures from children but use depersonalised language to talk about the effects on people in general NOT on specific people who the children know. In pairs or threes ask the children to look at the statements on the Alcohol and cigarettes: the facts Activity cards, after cutting them out of the sheet. They must decide whether the statements are referring to cigarettes, alcohol or both and put them in columns accordingly. If there are any statements the children are unsure of, they can put to them one side. Answers: Cigarettes: This contains a drug called nicotine The smoke from this contains tar which can stick to the lungs and affect a person's breathing The chemicals in this can stain a person's fingers and teeth Most people in this country choose not to use this [NB In 2012 only 20% of the adult population were smokers. This figure was 26% in 2002 so smoking is on the decline. Data from 'Opinions and lifestyle, smoking habits amongst adults survey, 2012' Office for National Statistics] Alcohol: This is found in drinks like beer, wine, and spirits like gin and vodka This can affect a person's brain so that they are not in normal control of their body The liver has to clean this out of the blood



This is often used at celebrations like weddings

Both:

It is against the law to sell this to people under 18

Too much of this can affect a person's heart in a harmful way [Smoking can put a strain on the heart and increase the risk of heart disease. Drinking too much alcohol can also damage the heart by raising someone's blood pressure, weakening the heart muscle, enlarging the heart or making the heart beat irregularly]

Sometimes people find it hard to stop using this

This can increase the risk of diseases like cancer [Both smoking cigarettes and drinking alcohol can increase the risk of a range of cancers]

Are there any additional facts that the children think they know which they could add to their columns?

Plenary

Bring the class together (or as a group if working in small groups) and go through each statement in turn, checking that the children were in agreement with which columns they put the statements in. Discuss any statements where there wasn't unanimous agreement. What other statements did the children come up with? Correct any misconceptions (e.g. children will sometimes say that every cigarette takes 10 minutes off a person's life; the reality is that smoking increases the risk of a shorter life but the risk is not the same for everyone)



Activity sheet

Alcohol and Cigarettes: The Facts

Statements for sorting

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This can increase the risk of diseases like cancer



The smoke from this contains tar which can stick to the lungs and affect a person's breathing



This is often used at celebrations like weddings



The liver has to clean this out of the blood



Sometimes people find it hard to stop using this



This can affect a person's brain so that they are not in normal control of their body



Most people in this country choose not to use this



The chemicals in this can stain a person's fingers and teeth



It is against the law to sell this to people under 18



Too much of this can affect a person's heart in a harmful way



This is found in drinks like beer, wine, and spirits like gin and vodka



This contains a drug called nicotine



Rights and Responsibilities

Mental Wellbeing

Lesson Title: Our helpful volunteers

Learning Outcomes
Children will be able to: Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
Introduction
Discuss with the class what they understand by the word 'volunteer'. What is a volunteer? Explain to the class that volunteers choose to work or give their time free of charge, because they want to help make a positive change or difference to something. It also helps the volunteer to feel happy; research has shown than helping others increases the happiness of those that give help. Ask: Who volunteers in school? What do they help with? Why? What is the difference that their help makes? How might volunteering help the volunteers? The children could discuss parent helpers (who help out with school trips, school productions, school clubs, school fairs etc.), other volunteers who come into school to hear children read or similar. Discuss how their help benefits different people e.g. an adult who comes into school to hear children read not only helps the children but also the class teacher.
Activity
Ask the children to draw, paint or create a picture of a volunteer that helps in school. Ask them to write a sentence underneath the picture to explain how this volunteer helps e.g. "Mrs. Smith listens to me read" or "Mr. Rashid helps me do the weeding in gardening club."
Plenary
Review the children's pictures and acknowledge the range of people that volunteer in school and the variety of ways in which they help. Ask the children why they think people volunteer? You may like to discuss the 'Five Ways to Wellbeing' which are simple factors that contribute to a person's sense of emotional wellbeing: Connect Be Active Take Notice Keep Learning Give Which of the above contribute to a volunteer's sense of wellbeing? How do they do this? To find out more about the Five Ways to Wellbeing visit: http://www.fivewaystowellbeing.org/ Display the children's artwork under the heading 'Our helpful volunteers' (or similar). Finally, ask the children to consider what they might be able to do on a voluntary basis, to help other people - this could be volunteering to do jobs around school, when needed; helping out at home; helping with community and fund-raising events. You could conclude with a circle activity: 'My favourite volunteering job would be...'



Being My Best

Respectful Relationships

Lesson Title: For or against?

Learning Outcomes

Children will be able to:
Develop skills in discussion and debating an issue;
Demonstrate their understanding of health and wellbeing issues that are relevant to them;
Empathise with different viewpoints;
Make recommendations, based on their research.

Introduction

Begin the lesson with some key questions:
What choices do we make about our everyday health and wellbeing?
Do we always make the best choices?
Do people always have the same opinions about what are the best choices?
Explain that this lesson will focus on looking at arguments for and against a particular issue to do with health.

Activity

Present the children with either a) one of the following statements or b) a statement of your own (which may be based on a current school, local or national issue):
All children should be made to do at least 30 minutes exercise everyday
Children should not be allowed to go on a computer, tablet or 'phone, or watch TV, for at least an hour before bedtime
Children should only be allowed to buy sweets if they have an adult with them
Children should not be allowed to choose their own lunchtime meals
Have the statement you are going to discuss displayed clearly in the classroom (on a whiteboard or flipchart, for example).
Ask the children to discuss the statement in pairs or threes asking them to think of arguments both for and against the statement. Before working in their pairs ask for one example each for and against. You may like to set a target that you think is appropriate for your class e.g. can you think of three arguments for the statement and three arguments against it.
After about five minutes stop the discussion and ask for one or two arguments either for against the statement. Then ask the children to close their eyes or look down so they can think quietly to themselves and decide whether they agree with the statement or disagree with the statement. You can then get the children to discuss and debate the statement in one of the following ways:
Option 1:
Against one wall of the classroom (or possibly the hall or other suitable space) put up the three statements 'Agree, Neither agree nor disagree, Disagree' spread out evenly. Ask the children to stand against the wall to show to what extent they agree or disagree with the statement (NB: emphasise that this is a continuum from Agree to Disagree rather than three fixed points). Ask the children to explain their reasons for where on they have placed themselves along the continuum line. Take various comments from across the whole continuum line. It's very important that you are not seen to be judgmental of any of the comments. If a child says something that you feel is not appropriate or is very sensible then use further questioning to tease out the reasons for their opinions e.g. 'What makes you say that?' Opinions are neither right nor wrong.
Option 2:
This option gives everyone the opportunity to put into practice courteous and respectful language.



Set up your circle time in the usual way. Play a circle time game to mix up the children. Pass a suitable object around the class and ask the children to say 'I agree.../I disagree.../I neither agree nor disagree...with [the statement] ... because...'

Option 3:

Conduct a more formal debate where children can speak 'for or against the motion'. Choose three children to speak 'for the motion' and three to speak 'against the motion'. Allow them to stand and give a reason as to why they are for or against the motion. Other children can then put their hands up and ask them questions to justify their arguments. At the end have a vote to see whether the majority of the class support or oppose the motion. You can also explain that children can abstain from the vote i.e. neither support nor oppose it.

Encourage respectful and courteous language throughout this activity.

Plenary

Ask the children to come up with three, four or five top tips for improving health in the area that has been discussed. You may like to phrase this in a positive way such as:

What are your top tips for:

Increasing the amount of exercise that children do?

Encouraging a healthy balanced diet?

Improving the quality of sleep that children have?

Reducing the amount of sugar that children eat?

Discuss their top tips and create a class charter of top tips which can be displayed in the classroom.



Agree

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Disagree

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**Neither agree
or disagree**

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Growing and Changing

Caring Friendships and Online Relationships

Lesson Title: Relationship Tree

Learning Outcomes
Children will be able to: Identify different types of relationships; Recognise who they have positive healthy relationships with.
Introduction
We have lots of different types of relationships. In pairs, tell each other who you have a relationship with. The class can say them aloud so they can be written on a whiteboard. See how many different types of relationships the class have. [e.g. pets, parents/carers, siblings, aunts, friends, leaders of groups outside school such as gym coach etc.] Think about how we greet (say hello to) the people we have a relationship with. Do we treat them all in the same way? How do we greet our parents/carers? Friends? Brothers/sisters? Grandma? Shopkeeper? Pet? Football coach? Teacher? We have different relationships with different groups of people.
Activity
Have prepared and cut out sets of: 5 green leaves, 3 brown or orange leaves, 5 brown branches, 3 brown roots, (the roots and branches can be strips of brown paper). Distribute these - one set per child. 1. Green leaves Ask the children to write on the green leaves 5 things (one word per leaf) that can make a positive, healthy relationship, e.g. trust. 2. Branches Choose a leaf from a child, read it out and ask the class to suggest ways to achieve this e.g. for trust this might be '...being able to talk to the person about anything.' The child (and any other who has trust on a leaf) can write down one of these suggestions on a brown branch. Repeat this process a few more times until the children get the hang of what to do. They can then write on the branches ways to achieve the words (how to have a positive relationship) on their leaves. 3. Roots On the roots, write down the different people you have these relationships with e.g. Mum, friend, gran, Dad. 4. Brown leaves Finally, discuss what sort of things can make a relationship negative or unhealthy e.g. promises get broken, when people get angry all the time. Write these down on the 3 brown leaves.
Plenary
Construct a tree on a big piece of paper or straight onto a display board. The branch strips make up the trunk and branches of the tree. The green leaves hang onto the branches. The roots spread across the bottom of the tree to anchor it. The brown leaves are falling. Review the lesson by asking the class how we can help to look after relationships and also what we should expect from others.