

LESSON PLAN

GATHERING PUPILS' VIEW

CONTEXT

A lesson can be a powerful way to engage all young people in a pupil voice activity. This lesson has been designed to be suitable for key stage 2 pupils. You may choose to just refer to relationships education or relationships and sex education, although with older pupils it is valuable to gather their views on all aspects of relationships and sex education.

LEARNING OBJECTIVES

We are learning:

- We are learning to express our opinions to help our teacher design PSHE lessons for pupils in the future

INTENDED LEARNING OUTCOMES

- I can explain what we learn about in PSHE education (including about relationships and sex)
- I can prioritise the relationships (and sex) education and PSHE education topics that I consider to be most important
- I can suggest what is most useful for primary pupils to learn about in relationships (and sex) education (as part of PSHE education)
- I can make suggestions about how relationships education and PSHE education could be improved in my school

RESOURCES REQUIRED

- Flip chart paper
- Resource 1: Top ten card sort
- Resource 2: Class tally chart

CLIMATE FOR LEARNING

Establish or reinforce existing ground rules. Add or emphasise any ground rules that are especially relevant to this lesson, such as listening respectfully to each other and commenting on what was said, not the person who said it.

KEY WORDS

Personal, social, health and economic (PSHE) education, relationships (and sex) education, curriculum, views, opinions, feedback

INTRODUCTION

Explain to the class you would like to know what they think about PSHE education, including relationships (and sex) education, so that you can make changes to what is taught at your school about relationships and growing up.

Remind pupils of the class ground rules and make them aware that the answers and ideas that they give in today's activities will be used to help plan PSHE lessons in the future.

Tell the pupils that they won't be putting their names on their work which will mean that no-one will know who has made which suggestions or comments. This is to protect their identity in order for them to feel that they are able to be honest and don't have to worry about hurting anyone's feelings if they feel something needs changing or improving. Remind them that we call this approach 'anonymous feedback'. It is therefore important that they listen carefully to others and think seriously about the answers they give when taking part in activities.

BASELINE ASSESSMENT

Re-cap or brainstorm with pupils the different topics that are covered in PSHE education and remind them about previous work they may have done on friendship, different kinds of families, taking care of their bodies, growing and changing, feelings etc.

Ask questions like: What sorts of things do we learn in PSHE education, including relationships (and sex) education, about how to keep healthy and safe; our bodies and taking care of them; families and friendships; what you need to live a happy and healthy life?

During feedback, ensure that any misconceptions/misunderstandings are clarified regarding subject content, for example reminding pupils that this lesson is focusing on topics they have covered in PSHE education lessons, rather than topics that they might have talked about in Science, R.E., or in assemblies.

CORE ACTIVITIES

MOST IMPORTANT

Organise the pupils into small groups of three or four. Give each group a copy of Resource 1: Top ten card sort which lists ten broad topic areas within PSHE education. Ask the pupils to put the cards in order based on which topics have been the most important to learn about in PSHE and relationships (and sex) education.

5 - 10 MINS

10 - 15 MINS

10-15 MINS

During this activity, circulate between the groups and complete Resource 2: Class tally chart to record the order that each group decided as the most important. This will inform your future planning.

Challenge: Ask each group to select a pupil to be their spokesperson, who will speak for 30 seconds to explain which topic they have chosen as their top priority for PSHE education, including relationships education, and why they chose this. Give each spokesperson their 30 seconds to convince the rest of the class about their chosen 'top' priority.

MORE ABOUT...

Now ask the pupils to re-organise the order of the cards according to which topics they would like to know more about.

Challenge: Ask pupils to note down in their groups if there are other challenges and opportunities that children of their age face now and in the future, that they would benefit from being taught about. You could give the pupils some blank cards to complete. Following this activity, take some feedback from each group and make a note of their responses to inform your understanding of pupils' needs.

10-15 MINS

RELATIONSHIPS (AND SEX) EDUCATION

Now ask the pupils to think in a bit more depth about what they think pupils of primary school age should learn in PSHE education lessons, especially about relationships (and sex). Write each prompt below in the centre of a piece of flipchart paper and pin these up around the classroom.

1. We should learn about....
2. We should know about ...
3. We should be able to
4. We should feel confident about ...

Pupils can respond to these 'We should...' sentence starters as graffiti walls, or could work in small groups recording their ideas on flipchart paper, or it could be a paired work activity where pupils have a 'talking partner' and discuss their ideas with them first before feeding back into a whole class discussion.

The following prompt questions may be helpful:

- When we are learning about friendship and getting on with others what is important to learn about?
- When we learn about different kinds of families what is important to know?
- When we learn about taking care of our bodies, growing and changing what is important for people to feel confident about?
- What other sorts of things about relationships (and sex) are important for pupils your age to learn about / be able to do?

You may choose to take a photo of the class mind map to inform your planning.

Challenge: Ask pupils to imagine that they are in charge of PSHE education, including relationships (and sex) education, in their school for a year, and that they have unlimited money and time to do whatever they wanted to improve PSHE including relationships (and sex) education in their school.

What would they change/introduce/do more of/less of? Remind them that their actions have to benefit all pupils in the school. You could suggest that they use the following headings to scaffold their responses: Resources for school, lessons, adults who teach the subject, visitors to help/visits out of school, etc. Remind them that they need to be able to justify their decisions and that the choices they make should not hurt or offend other children or adults.

PLENARY/ASSESSMENT FOR AND OF LEARNING

5 MINS

THREE STARS AND A WISH ...

Ask pupils to consider three stars (things that are going well in school regarding PSHE and relationships (and sex) education) and one wish they have for PSHE and relationships (and sex) education for the future; thinking about something they hope pupils currently in younger classes could have learnt by the time they are in Year 6. They should write their three stars and a wish on a post-it note or blank postcard using the sentence starters:

“Three things that are really good about PSHE/ relationships (and sex) education in our school are...”

“One wish I have for the future of PSHE / relationships (and sex) education is...”

Resource 1

Healthy relationships

What it means to be a friend, what is fair and unfair, knowing our special people and what makes them special, knowing about how to give and receive permission to do things (consent), recognising positive and healthy relationships, knowing when people are being unkind or hurtful, challenging teasing and bullying, difference between off line and online relationships

Money

Money, how to keep it safe, choices we have about how we spend money, how we can save money, knowing what the difference is between a want and a need, how we can use money to help others

Rights and Responsibilities

Exploring differences and similarities between people, belonging to different groups, recognising stereotypes, rules we have to follow and responsibilities we have

Healthy lifestyles

Taking care of our bodies and our minds, smoking and alcohol, how medicines and drugs can help us, healthy food choices, physical exercise, sleep and rest, taking care of our skin and teeth, germs and diseases

Keeping safe

Online safety, first aid, recognising risks in situations, ways of taking care of ourselves, road/travel safety, knowing whom to go to when we are worried or afraid

Media influence

How the media can affect how we feel about ourselves and our bodies, influence of social media on friendships and relationships, attitudes and decisions, recognising the difference between things that are private and things that are public

Hurtful behaviour and anti-bullying

Knowing how to solve disagreements in a kind way, recognising that friends can put us under pressure, recognising all types of bullying and hurtful behaviour including online, knowing whom to go to when we need help with relationships both in and out of school

Valuing Difference

Celebrating how we are the same and the ways in which we are different, developing mutual respect for people who are different to us, recognising what makes people special to us and to others

Growing and changing

Growing older, changing emotions and feelings, changes in our bodies, taking care of our bodies and protecting them, differences and similarities between boys and girls, acceptable and unacceptable physical contact, how babies are made, different kinds of friendships and relationships, managing change e.g. to new school/leaving school

Resource 2

Collect pupil responses on this form by adding a tally mark to represent how each group prioritised the ten topics. For example, if three groups put Feelings and Emotions first, put three tally marks in '1st choice' for Feelings and Emotions and so on.

	1st choice	2nd choice	3rd choice	4th choice	5th choice	6th choice	7th choice	8th choice	9th choice	10th choice
Healthy relationships										
Money										
Rights and responsibilities										
Healthy lifestyles										
Keeping safe										
Media influence										
Hurtful behaviour and anti-bullying										
Valuing difference										
Growing and changing										