



Lesson plan for relationships and sex education

Moving house

Vocabulary used and taught in this lesson

Feelings, Growth Mindset, Loss, Dealing with Change

Introduction

Begin by describing something that has changed, a new pair of shoes that are taking some getting used to; a new pair of glasses that really improve sight; a new book that has started in an exciting way.

Can the children describe things that have changed for them since last year?

Draw out that sometimes changes are chosen and that these are often positive changes, for example when we go to choose a new pair of shoes.

However, some changes can be more challenging and are sometimes changes we do not choose but happen anyway such as: moving to a different area; a family member dies; a new brother or sister is born; a friend leaves school; parents split up; parents have a new partner etc.

Activity

Arrange the class in a circle to play this warm-up game.

Change places across the circle/with someone if you have:

- Moved house in the last year.
- Changed school since starting in Reception
- Had a younger sister or brother born
- Changed your library/reading book in the last week
- Had a new pair of shoes in the last month
- Other...

Talk with a partner about how you felt when you got a new pair of shoes/coat

Share together (excited, happy, felt more grown up etc.)

Talk with a partner about how you felt when you experienced a change that wasn't your choice e.g. moved house/got a new brother/sister.

Share ideas (upset to leave, excited, worried about losing friends etc.)

Read the story with the children.

- Why do you think Sam was upset when he learned he was moving to his grandma's?

- What did Sam think he would miss?
- What do you think Sam missed the most when he left?
- What kinds of feelings did Sam experience when he started his new school?
- How did the people there help him?

Share the learning line with the class - this can be displayed on the IWB.

With the pupils, match each stage of the learning line with the way Sam progressed in his knowledge of the school.

Explain how we sometimes go through a bit of a 'dip' when changes occur in our lives but soon become familiar with new places and people and learn new things that help us settle into our new situation.

- What can help a person to make a change more easily?

NB: it's worth talking here about how skills and progress in any aspect of life mostly comes from a person working hard at something, from practising it over and over again (e.g. sport skills or a musical instrument) and that sticking at something (persevering) is as important, possibly more important, than having a natural talent or ability, in growing that skill. This links to the Growth Mindset theory.

Children can now complete a learning line of their own with something they have done, it could be learning how to use a new piece of technology or software; starting a new skill such as riding a horse or learning to swim etc. They can be creative about the line that they draw, using words and/or drawings to show the different stages of their learning journey.

Plenary

Children share their learning lines with the class. Praise their work.

Changes happen all through our lives.

Many changes we don't notice as they can be quite small and happen slowly. Bigger changes or changes that happen suddenly can be easier to manage if we have people who support us.

- Who can help support us with changes?
- How can we support others?

Learning outcomes:

Children will be able to:

- Describe some of the changes that happen to people during their lives;
- Explain how the Learning Line can be used as a tool to help them manage change more easily;
- Suggest people who may be able to help them deal with change.