

LifeFull Schools

Year 3 Sex Education Lesson Plans (with Scripts)

Lesson 1: Body Parts and Private Parts

Learning Objectives:

- To name the main parts of the body, including private parts.
- To understand which parts are private and why.

Key Vocabulary:

Body parts, private parts,

- **Genitals:**
The private parts of the body between your legs.
- **Penis:**
The private part boys have between their legs.
- **Vulva:**
The private part girls have on the outside of their bodies, between their legs.
- **Vagina:**
The inside part of a girl's private parts, where a baby would come out when someone grows up.
- **Testicles:**
Two small round parts inside the skin behind a boy's penis.
- **Bottom:**
The part of your body you sit on.
- **Breasts:**
The parts on a girl's or woman's chest that can grow bigger during puberty.

Teacher Script:

"Today we're going to learn the names of different parts of our bodies. Some parts, like your arms and legs, are for everyone to see. Other parts, like the parts covered by your underwear, are private — they're your private parts.

We'll learn the correct names for these, and talk about how it's important to know the proper words so we can talk to a trusted adult if something worries us."

Activities:

- Body outline activity: name and label body parts.
- Private vs public body parts discussion and sorting activity
- Question box time.

Resources:

Presentation slides, body outline template.

Lesson 2: Safe and Unsafe Touch

Learning Objectives:

- To understand the difference between safe and unsafe touch.
- To know what to do if something makes you feel uncomfortable.

Key Vocabulary:

Safe, unsafe, trusted adult, touch, permission.

Teacher Script:

“Sometimes people give us a hug, a high five, or hold our hand — and that can feel nice and safe. But sometimes people might try to touch us in a way we don’t like or in places that are private.

Today we’ll learn about safe and unsafe touch, and practise what to say and do if something happens that makes us uncomfortable. It’s always okay to tell a trusted adult.”

Activities:

Safe and Unsafe Touch Scenarios (Year 3)

1. **“Your mum gives you a goodnight hug.”**
👉 *Is this a safe touch? How do you know?*
2. **“Someone tries to tickle you and you tell them to stop, but they keep going.”**
👉 *Is this safe or unsafe? What could you do?*
3. **“A doctor needs to check your arm because you hurt it, and a trusted adult is with you.”**
👉 *Is this a safe touch? Why?*
4. **“An older child on the playground grabs your hand and pulls you somewhere you don’t want to go.”**

👉 *Is this safe or unsafe? What should you do next?*

5. **“Your friend pats you on the back when you score a goal in football and you feel happy about it.”**

👉 *Is this a safe touch?*

6. **“Someone touches a private part of your body without permission.”**

👉 *Is this safe or unsafe? What should you do? (Say no, move away, tell a trusted adult.)*

Optional discussion prompt for each scenario:

- *How would that touch make you feel?*
- *What could you say or do?*
- *Who could you tell if it made you uncomfortable?*

Resources:

Presentation slides, sorting cards.

Lesson 3: Feelings, Friendships and Families

Learning Objectives:

- To recognise different feelings and how they affect behaviour.
- To understand that families can be different but provide love and care.

Key Vocabulary:

Feelings, friendship, family, different, similar.

Teacher Script:

“Sometimes we feel happy, sad, excited or cross — these feelings are normal and happen to everyone. It’s important to recognise how we’re feeling and talk about it.

We’ll also think about families and how everyone’s family might look a bit different. What matters is that families care for and love us.”

Activities:

★ Feelings Faces Activity

Purpose:

To help children recognise different emotions by looking at facial expressions, link them to how they might feel in different situations, and practice talking about feelings in a safe, supportive environment.

How it works:

- **Show a set of illustrated faces** showing different emotions (happy, sad, angry, worried, shy, proud, frustrated, scared, excited, etc.)
👉 You can do this using printed cards, a PowerPoint slide, or drawing them on the board.
- **Ask children to guess what feeling each face is showing.**
- **Discuss situations where they might feel this way.**
e.g.
“When might you feel proud?”
“What could make you feel frustrated?”
- **Optional extension:**
 - Give children blank face templates to draw their own ‘feelings face’ for how they’re feeling today.

Why it’s helpful:

- Encourages emotional literacy.
- Helps children notice and name emotions in themselves and others.
- Builds empathy and conversation skills around feelings, which is important groundwork for later lessons on friendships, changes, and body image.

Resources:

Presentation slides, activity templates.

Lesson 4: Personal Space and Trusted Adults

Learning Objectives:

- To understand the importance of personal space.

- To identify trusted adults who can help us if we're worried.

Key Vocabulary:

Personal space, trusted adult, privacy.

Teacher Script:

"We all need our own space sometimes — space where we feel comfortable and safe. Today we'll learn what personal space means, why it matters, and how to tell others politely if we need some.

We'll also think about the adults we can talk to at home and school if we need help."

Activities:

Personal Space Scenarios - children discuss in pairs and give each other advice on some of the scenarios. Add each scenario to a different slide with an image to illustrate it.

1. **"A friend comes and stands really, really close to you while you're lining up, and it makes you feel a bit uncomfortable."**

👉 *What could you say or do?*

2. **"Your cousin gives you a hug, but you don't feel like hugging them back."**

👉 *Is it okay to say no? How could you say it kindly?*

3. **"Someone you don't know very well keeps touching your hair."**

👉 *How might that make you feel? What could you do or who could you tell?*

4. **"A friend asks if they can hold your hand when you're walking to assembly."**

👉 *Is it okay to say yes or no? How would you decide?*

5. **"You want to sit quietly by yourself at lunchtime, but someone sits really close next to you and talks non-stop."**

👉 *How could you let them know you'd like some space?*

6. **"A teacher or doctor needs to check a part of your body, and a trusted adult is there with you."**

👉 *Is this a safe touch? Why is it different from other kinds of touch?*

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Resources:

Presentation slides, scenario cards.