



Relationships and Health Education Resources: Year Five

In this pack you will find examples of lesson plans and resources used when teaching Health and Relationships education in Year Five 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: Our emotional needs

Learning Outcomes
Children will be able to: Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks
Introduction
Introduce the lesson with some key questions about emotional needs: What do we mean by emotions? Why do you think we have emotions? [Emotions are a way our mind and body reacts to the world around us. They are essentially one of the things that make us human. In evolutionary terms emotions were used to help us survive - we reacted emotionally to a situation to determine whether or not it was safe] What emotions can you think of? What might these emotions be a reaction to? Explain that in order for us to feel content, safe and emotionally balanced we need certain things to happen to us. In other words, we all have emotional needs and there are things which help to meet those needs. This is what we are going to explore in this lesson.
Activity
First, tell the children that they will be working in pairs or threes to design their own character who is the same age as them. They will need to decide the following for their character: Is it a boy or a girl? What does s/he look like? Three words that their class mates would use to describe the imaginary character Three strengths and three weaknesses How this person feels about themselves How this person gets on with others his/her age Next, give the children the Our emotional needs Activity sheet for discussion: I need to feel that I am good at some things I need to have friends I need to feel part of a group I need to try new things I need to have some choice over what I do I need to give and receive attention I need some time on my own I need to feel safe and secure Using a 'distancing' strategy (as mentioned on the Creating a Safe Learning Environment guidance), ask the children to consider each of the statements in turn and decide how their imaginary character gets their needs met. Explain that when we are facing a situation which we don't find easy we need coping strategies to help deal with that situation in a positive way. Examples of positive coping strategies might be: speaking to somebody about how you're feeling; writing down your worries if they're on your mind a lot of the time - some people find this helpful as a way of deciding what to do about their worries, or simply as a way of being clear about what's worrying them. Ask children to suggest their own positive coping strategies.



Next, explain that you are going to give their characters a scenario that they will have to face. These scenarios might be positive or negative and this might depend on the character they have created.

Ask the children to consider the scenario and decide which needs are being met or not being met.

Scenarios to choose from:

Being chosen to run in the relay race on sports day at school

Starting a new school

Being ill and off school for a fortnight, straight after half term

Loss of a pet

Being chosen to perform in the school's dance festival

A best friend moving away

(You may wish to introduce other scenarios, depending on relevant issues within the class e.g.

Armed Forces' families, divorce, bullying or unkind behaviour etc.)

If children identify needs which are not being met, ask them to consider coping strategies for their character, to help him/her deal with the situation in the best way.

NB: if you feel confident with drama you might ask some children to take on the role of their character in a hot-seating activity. The other children can ask the character how they're feeling in this scenario and give tips and ideas for positive coping strategies.

Extension activity

Ask the children to write a diary page of a typical school day for their character.

Within the diary account they must show how they fulfilled each of their basic emotional needs e.g. feeling good about doing a great piece of artwork, playing with their friends at playtime, having a bit of time on their own to read after dinner etc.

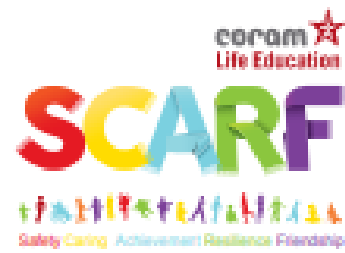
Plenary

Invite children to suggest some of the ways their characters have their needs met in a typical school day.



Activity sheet

Our emotional needs



I need to feel that I am good at some things.

I need to have friends.

I need to feel part of a group.

I need to try new things.

I need to have some choice over what I do.

I need to give and receive attention.

I need some time on my own.

I need to feel safe and secure.



Valuing Difference

Families and people who care for me, Caring Friendships and Respectful Relationships

Lesson Title: The land of the Red People

Learning Outcomes

Children will be able to:

Identify and describe the different groups that make up their school/wider community/other parts of the UK;

Describe the benefits of living in a diverse society;

Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

Introduction

Ask children to think about everyone who is in the class. Without saying anything out loud what can they think of that makes everyone different from each other? Give them a moment to think of as many things as they can (you may like to play some quiet reflective instrumental music whilst they are doing this).

Set the class a challenge for how many different things they can think of together as a class, say 30 things. Ask one child to keep count and take ideas from the class [e.g. eye colour, height, gender, skin colour, personality etc.] Give a clap or a cheer for the child who gets the 30th idea!

Explain that just as the class is made up of lots of different people, all with their individual attributes and qualities, so our society is made up of lots of different groups of people who similarly all have their own attributes and qualities.

Tell the children that in this lesson we are going to think about some of those different groups of people and think about what they bring to society in the United Kingdom.

Activity

Read the story The Land of the Red People story (see Resources needed area).

Follow up with some key questions about the story such as:

Were the Red People happy before the other people arrived in their land?

How did they feel as the other people arrived in their land?

Do you think the land was better or worse for having all the different people living there? Why?

Why do you think the Leader's son thought it would be better to have just the Red People living in the land again? Would you have agreed with him? Why / why not?

What do you think the message of the story is?

Explain that the story is a metaphor. If children need reminding what a metaphor is, define it [e.g. metaphor is a term or phrase that is used to make a comparison between two things that aren't exactly alike but have something in common.]

The United Kingdom Jigsaw

Ask the children to think of the different groups that make up their school; their local community; other parts of the UK. Make a list on your whiteboard or on a flipchart of some of those groups.

What different religious groups are there? What different ethnic groups are there? Are there other sorts of groups?

Allocate each child (or pairs of children) one of the groups that you have identified. Give out the United Kingdom Jigsaw Activity sheet. Tell children that their task is to illustrate their jigsaw piece with information and drawings which show what their allocated group brings to the United Kingdom.

NB You may want children to work on their jigsaw piece straight away or set them a homework research task to find out as much as they can about their allocated group. Ask children to think about the following categories:

Religious beliefs



Religious practices

Customs

Dress

Food

Music

Architecture

Allow a suitable time frame in this lesson or over the following week or so for pupils to complete their jigsaw piece. At the end of this they must carefully cut out the jigsaw piece.

Plenary

Create a display called The United Kingdom Jigsaw. Assemble the jigsaw pieces together to form one large puzzle. You may wish to assemble them so that they roughly resemble the shape of the United Kingdom.

Ask some of the children to come up to the display and explain their puzzle piece.

Explain that the jigsaw puzzle display is a metaphor for society in the United Kingdom in the same way that The Land of the Red People story was. Ask children if they remember what a metaphor is. Ask if anybody can describe what the jigsaw puzzle metaphor is. [If we remove any piece of the jigsaw the puzzle wouldn't be complete in the same way that if any of the people had left the 'Red People Land' their society would have been poorer.]

Ask the children if they can think of the benefits of living in a diverse, multi-cultural society.

Ask children to make a list of qualities that allow would allow everyone to live together harmoniously – e.g.:

Respect

Tolerance

Understanding

Kindness

Acceptance

Thoughtfulness

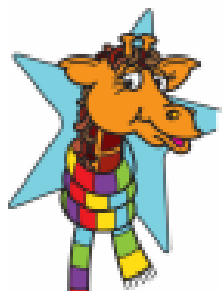
Caring

Consideration

Helpfulness

Other ideas

Ask children how they can show those qualities within school. Look out for children who display those qualities in the days and weeks following the lesson and comment and praise as appropriate.



Story sheet

The land of the Red People



There was once a land made up entirely of the Red People. The Red People were good at hunting and cooking so they never went hungry. The Red People spent all their days just hunting for food, cooking, eating, drinking water from the streams and sleeping in their caves. They were mostly content but their lives sometimes seemed a bit empty and dull.

One day some Orange People arrived from across the seas. The Orange People were very good at mixing up all different flavours of drinks but were not very good at hunting and cooking. So although they were never thirsty they were quite often hungry and looked very thin. When they came to the land of the Red People they made a deal – 'We will make and give you lots of delicious drinks if you will let us have some of your tasty food'. The Red People agreed.

A few years later some travellers from the land of the Yellow People arrived. The Yellow People were very skilled at building but they had to leave their land because the rains made it difficult to build new houses for them to live in. They asked the Red People and Yellow People if they could come and live in their land. Instead of living in caves they would build houses for everyone to live in. Everyone thought this was an excellent idea and invited them in to their land.

More years passed and the land was visited by The Green People. The Green People were excellent farmers and they knew how to grow delicious fruit, vegetables, corn, wheat and sugar canes. A couple of harsh winters had meant that the soil in their land had become hard and very little grew. They suggested that if they came to the land of the Red People they would share their harvests if the others would share their food, drinks and houses.

For a few years everyone was happy although with all the extra people and extra food and drinks they grew very tired carrying everything from village to village. The Leader of the Red People contacted the Leader of the Blue People and asked if some of her people could come and live with them. The Blue People were very good at building vehicles which would make transporting all the goods much easier. Soon many Blue People were there and everything was good.

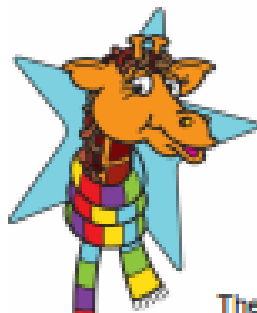
One day the people in the land heard a beautiful noise like nothing they had ever heard before. It lifted their spirits and made them smile. It was a group of travellers from the land of the Indigo People. These people were excellent musicians and made some of the finest music the world had ever heard. The Leader of the Red People begged them to stay as she knew that once her people had heard such fine music they would be so much sadder and their lives would be so much poorer without it. The Indigo People agreed.



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Safety Caring Achievement Resilience Friendship



The Great Leader of the Red People was getting old now and she looked over her land and smiled. She thought everyone had everything they needed but one day she had a visit from the Violet People. 'Great Leader,' they said, 'We have invented something most marvellous. It is called money and it means that people can get paid for the hard work they do and with the money they get paid they can buy all the things they want – food, crops, drinks, houses, transport and music. It will make things work so much better in your land.'

'What a splendid idea,' said the Great Leader, 'You must come and work here and show us how to use your system of money.' And that is exactly what they did. Very soon the Red People were selling their food, the Orange People were selling their drinks, the Yellow People were selling their houses, the Green People were selling their crops, the Blue people were selling tickets for their transport, the Indigo People were selling tickets for their music concerts and the Violet People were running the banks.

Soon the Great Leader died and a new leader was elected. But the new leader was very different. He remembered when he was a boy and the land belonged just to the Red People. 'Why do we have all these people from the other lands when we can now make our own drinks, grow our own crops, build our own houses, make our own transport, create our own music and run our own banks,' he thought. He passed a law which meant that all the other people had to leave the land and only the Red People were allowed to stay.

However, on the day that the law said that all the people had to leave the country there was a terrible thunderstorm, the like of which nobody had ever seen before. The people looked up at the skies, desperately hoping that the storm would pass and safety would return. As the thunderstorm passed the clouds started to part and against the clear blue sky a beautiful rainbow appeared in the sky. The people had never seen such a beautiful rainbow before and they gazed at it in wonder. The beautiful rainbow, with its seven different colours, red, orange, yellow, green, blue, indigo and violet – reflecting the beauty of nature all around them in their world made the people stop and think: the colours of the beautiful rainbow are joined together. If any colours were missing it would not have such strong, powerful beauty. 'We must stay living together in the same way that all those beautiful colours of the rainbow are joined together!' they said.

The new leader came running out of his home and he too stared at the rainbow. He ordered his staff to bring his new law to him and in front of all the crowds he tore it up into tiny, tiny pieces. Everyone cheered and hugged each other as they heard him declare 'From this day forward, the rainbow will serve as a reminder that we must continue to live together in peace and harmony.'

And that is exactly what they did.



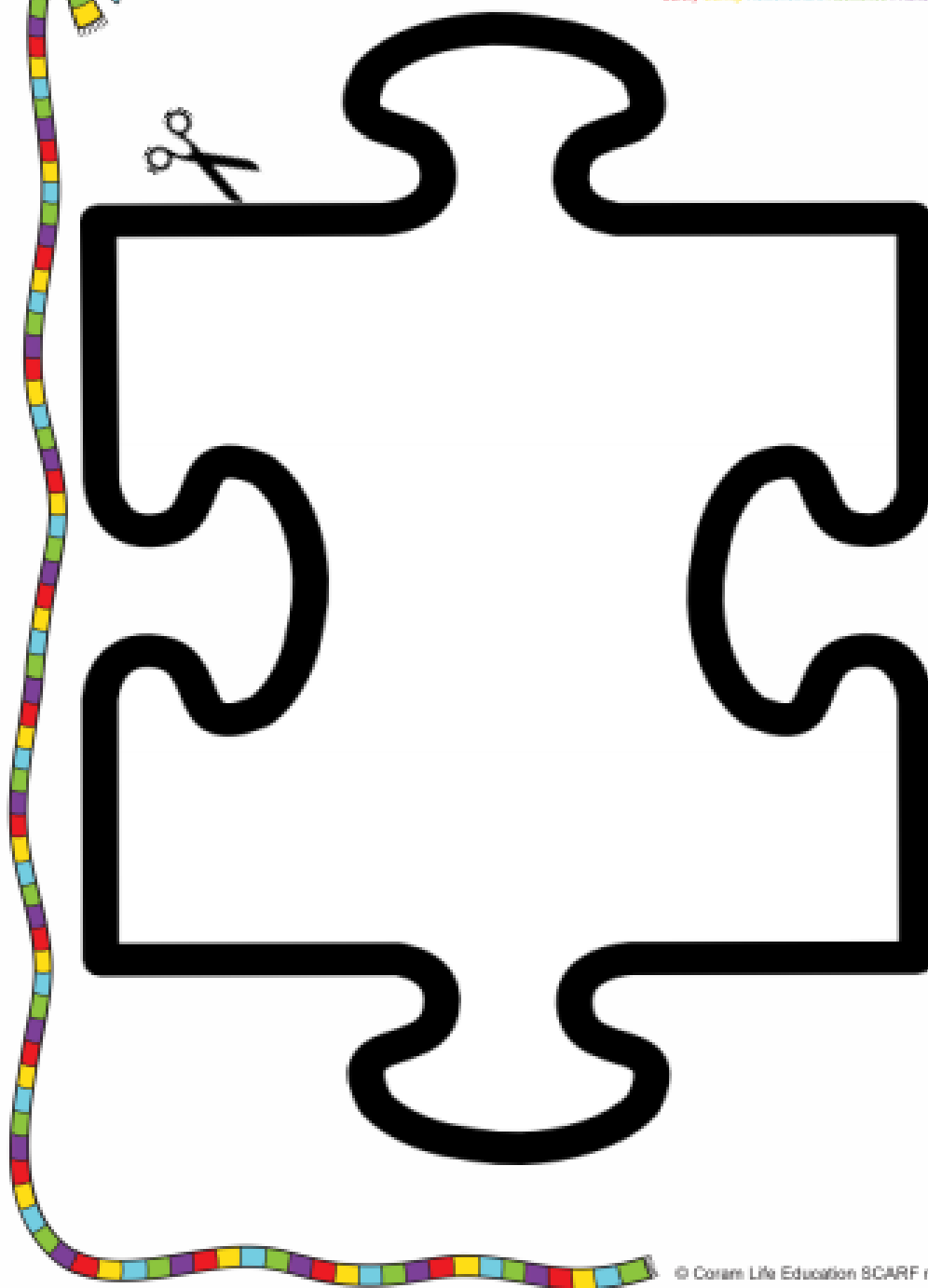
Activity sheet

United Kingdom jigsaw

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Safety Caring Achievement Resilience Friendship





Keeping Myself Safe

Online Relationships, Being Safe and Internet Safety and Harms

Lesson Title: Play, like, share

Learning Outcomes
Children will be able to: Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it.
Introduction
Before you start: The three films that this plan is built around are from the CEOP Thinkuknow website. All three films can be found by copying and pasting this link into your browser: https://www.thinkuknow.co.uk/8_10/watch Please check that this link is accessible and check the content before teaching the lesson. Explain to the children that they will be thinking about how to keep safe online. Ask the class about the games, sites and apps they like to use. What do they like about them? Is there anything they don't like?
Activity
Film 1- Block him right good, Alfie! (6:52) Discussion points: Playing online can affect your relationship with your parents/carers. What happened in the film clip and how did Alfie manage it? (Another gamer was trying to get him to play longer and even tried to bribe him with rewards, but Alfie stayed assertive and left his laptop as his mum was calling for him.) How did the other gamer respond? (They carried on messaging and even threatened to Photoshop - check the class understand what this is - his videos so he would have a chicken's head). What did his friends Ellie and Sam advise he do? (Speak to his mum.) What did his mum advise? (To block him and report him to the administrator - the person that runs the site and the programme.) What happened when they shared their first music video? (They got lots of likes and shares but to get more they made it public which meant anyone could see it.) Was that a good idea? (No because people they didn't know started writing negative comments and posting links to inappropriate websites e.g. how to have bigger muscles. Explore why this isn't ok, e.g. they may feel like their body isn't good enough and may try to change it by taking something called steroids. These are drugs and the companies that make them often use false claims. Steroids can also have harmful side-effects and little is known about the long-term effects on the body.) What does Ellie want to do? (Delete the film from the website because she wanted fans not views.) Ask what the difference is between fans and views. (Fans are people who like someone and will post nice things about them, encouraging them. Views can be fans but also strangers who may write nasty things that can make a person feel sad. Explain that this is because online people sometimes communicate with each other without considering each other's feelings because they



are not with them. When you are with someone face to face, you can see what effect your words are having and how upset you might be making someone.)

Reinforce the rules from the website with the following points

Playing online games safely:

Never share personal information (e.g. your phone number, school or where you live) with other gamers.

It's safest to game with friends you know in real life.

If a gamer you don't know in real life asks you to join them on another game, app or website, don't reply, and tell an adult you trust

Being careful what you share:

Think before you share: who might see your photo, video or live stream? It's safest just to share your stuff with family and friends you know in real life.

If someone you don't know in real life asks you to share a photo or video or go on camera, don't reply, and tell an adult you trust.

Worried about something you've shared online or sent to someone? Ask an adult you trust for help.

Things we see online:

Remember you can't always believe everything you see online. Even photos can be fake! Ask a teacher, family member or friend to suggest websites you can trust.

If something you see online makes you feel upset, uncomfortable or even a bit confused, don't look at it again or send it to anyone else. Tell an adult you trust, who will be able to help you.

Film 2 - Who's Magnus? (6:25)

Discussion points:

What has Ellie done to make sure they won't get any more horrible comments online? (Created a closed group for the band, only accepted people they know into that group.)

Sam requests that the poster with his picture on it is just on their group page and not around school. Why is it important that Alfie agrees to this and changes the settings? (Because you must always have someone's permission before posting a picture of them online, they have to give you consent before you post a picture online of them.)

However, what does Sam then do? (He changes the privacy settings on Megan's baby photo so everyone can see it.)

Why is this not ok? (He should have got her permission first.)

How does Megan get revenge? (She uses Sam's password and pretends to be him posting horrible things about his own band members.)

What does Sam do to protect himself? (Changes his password.)

Reinforce the rules from the website for:

Being kind to others:

Think before you share: avoid posting anything that could upset someone else.

If someone is being mean, block them and tell an adult you trust. You can also report them to the website or app. Ask an adult for help with this.

Worried that someone has shared something hurtful about you? Ask an adult you trust to help you.

Keeping your stuff private:

Take control of who sees your stuff: ask an adult to help you change the Privacy Settings on your accounts.

Keep your passwords secret. Never write them down or tell any of your friends. If you think someone has found out your password, change it.

Make sure apps, games and websites don't tell other people your location. Ask an adult to help you switch off the location setting on your phone, tablet or computer.

Film 3 - They have fans, but we have friends! (6:37)



Discussion points:

What do we remember about 'Magnus' from the previous films? (He sent messages directly to Ellie saying he liked her singing, and when there was a 'song-off' he messaged her in the toilets to say she was still the best.)

How did Ellie feel about Magnus and why? (That he was her only friend because he was providing her with support when nasty things were being said about her.)

Explain that because Magnus had offered Ellie support, she had trusted him. Then, when Magnus offered her free studio time, she felt she knew him and could trust him. This meant she was prepared to travel to the other side of town, even though she'd never actually met him before.

Ask the class what Alfie did? (He asked Ellie how she knew Magnus, and when she said because he was a friend of James he tried to find out how well James knew him, and then it turned out no one really knew who Magnus was because they'd all added him as a friend because he was friends with one of their friends first.)

Is this a safe thing to do?

Why not? (Because you don't know who you are really friends with online. Magnus could have been anybody. He could have been an adult who was planning to hurt Ellie.)

Reinforce the rules from the website about choosing who you chat to:

It's safer to chat to people you know in real life.

It's always ok not to reply. If a message makes you feel worried, annoyed or upset, don't reply and tell an adult you trust.

If someone you are chatting to is being mean or making you feel uncomfortable, tell an adult you trust. They will help you block and report them so that they can't contact you again.

Plenary

Finish by reviewing the key points about keeping safe online.

As well as ensuring that the information they share online is just with their friends, what else could they do to ensure that they are using the internet in a healthy way? Examples include:

Have specific times in the day that they use it, so it doesn't take over their life.

Turn it off at night, so it doesn't disturb their sleep.

Make sure they use passcodes on their phones and other devices so that others can't access their accounts or their personal information.



Rights and Responsibilities

Internet Safety and Harms, Physical Health and Fitness and Healthy Eating

Lesson Title: What's the story?

Learning Outcomes
Children will be able to: Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.
Introduction
<p><i>Preparation task for children:</i> <i>Decide a current health and wellbeing topic which you would like the class to research. You can decide this, or choose something in consultation with the class. Examples of issues you may choose are:</i> <i>Introduction of a new law in relation to smoking, alcohol or drugs (e.g. smoking in cars with children present)</i> <i>New research on how a certain food affects the body (e.g. sugar)</i> <i>Health initiatives such as 'The Daily Mile' (www.thedailymile.co.uk)</i> <i>NB: avoid more sensitive subjects such as self harm, body image and eating disorders which could raise issues that are not appropriate to deal with in this context.</i> <i>As a home preparation task, or in lesson time, ask the children to find articles and reports which relate to the chosen topic. Make a list of possible safe sources that could be used for this:</i> <i>A range of newspapers</i> <i>Websites such as the CBBC Newsround site</i> <i>Children's newspapers such as First News</i> <i>As part of the preparation children should find out some key facts relating to the issue and, if possible, some arguments for and against the issue.</i> Thank the children for their lesson preparation. If some children have not managed to do the preparation, you may want to find a few articles yourself that you can copy and distribute to the class as part of their main activity task.</p> <p>Ask some key questions about the preparation task: How easy was it to research the topic? What sources were easiest to access? What are the children's opinions about the issue? Did their opinions change the more research they did? What are some of the key facts they discovered in relation to this issue? Were there any opposing messages that came from the different sources they found? Explain that in this lesson they are going to explore this last point in more detail.</p>
Activity
<p>Ask the children to work in groups, no larger than four. They are to look at the various sources, articles and any notes they have made and use them to answer the following questions which can be displayed on a flipchart or whiteboard.</p> <p>What are the facts of this issue? What opinions were expressed about this issue? How did those opinions vary? Why did those opinions vary? How might people be influenced by the various sources? What is the best way to form an opinion on an issue?</p>



Taking responsibility

Ask the children what they are responsible for in terms of their own health and wellbeing. What are other people responsible in terms of the children's health and wellbeing?

Consider the issue discussed above. Whose responsibility is it to ensure that people's health and wellbeing is looked after regarding that issue? What would be your top tips and advice for the person or people who are responsible in the issue?

Ask children to present their top tips and advice in a form of their choice. They must think about the audience they're producing this for and the key messages they want to get across.

The various forms of presentation could include:

An article for an online blog or newspaper editorial

A vlog (i.e. a video blog where children can be filmed discussing the issue and giving their advice)

A PowerPoint presentation

A poster

Plenary

Ask children to share their presentations. Discuss:

Which presentation was most effective? Why do they think that?

Did the presentations get across the key facts and key messages?

Would the presentations influence people to think one way or another?

Thanks the children for their presentations and for their discussion



Being My Best

Internet Safety and Harms

Lesson Title: Star qualities

Learning Outcomes

Children will be able to:

Describe 'star' qualities of celebrities as portrayed by the media;

Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;

Describe 'star' qualities that 'ordinary' people have.

Introduction

Start the lesson with some key questions for discussion. You can discuss these questions as a whole class or ask the children to discuss in pairs or threes prior to full class discussion:

What do we mean by 'the media'?

In what ways can people be influenced by what they see in the media, including social media?

Does what we see in the media always reflect real life?

What do we mean when we say someone is a 'celebrity'?

Are celebrities different from people in everyday life?

Why are there age restrictions around children's use of social media? (Explain that in addition to safety reasons relating to personal data, restrictions are there because younger people are more likely to be influenced - possibly negatively - by what they see on social media, particularly in relation to body image. Research is now showing that this can lead to feelings of low self-esteem and mental health issues in teenage years.)

It is important to manage this discussion in a way which is open and doesn't give rise to the children thinking there is just one 'right' answer. The objective is to get children to think through the questions for themselves without feeling 'judged'. Feel free to ask supplementary questions as appropriate.

Activity

Activity 1 - Spot the celebrities!

Give out a selection of magazines and/or newspapers to children in small groups (ideally about four children in each group). Ask them to identify celebrities in the magazines. At this point you may want to get them to cut out the images of celebrities and assemble or paste them on an A3 piece of paper.

Children can then mind-map features that most of the celebrities have in common e.g.

Smooth skin

Straight teeth

Very white teeth

Stylish hair

Blue eyes? (often)

Slim build

Smart or expensive-looking clothes

Expensive-looking jewellery

Discuss through questions the following:

If we walked down the local high street (or choose a suitable local road) would most of the people look like the celebrities? Why not?

Are there any celebrities in the magazines / newspapers who do not fit the celebrity stereotype?

Are there any common features between these types of celebrities?

Why do people want to be like celebrities? How might someone be affected if they feel they do not match up to the physical qualities that their favourite celebrities have?



Activity 2 - Star qualities

As well as physical qualities there are lots of personal qualities that people have. Give out the Star Qualities Activity sheet to the groups and ask them to think up positive personal qualities (as opposed to physical characteristics) that people can have. They can write these on the 'Star Qualities' sheet. Examples could include:

Generous

Thoughtful

Kind

Caring

Helpful

Considerate

Friendly

Talented (what talents might this include?)

Intelligent (in what ways can people be intelligent? Is there a difference between intelligence and talent?)

Cheerful

Brave

Resilient

Respectful

Other ideas

Ask children to share their thoughts and make a list on a flip chart or whiteboard. You may like to set a target number (e.g. 30 star qualities) and see if the class can reach that target. Give a clap or cheer for the child who comes up with the 30th star quality!

Ask if it is possible to tell if someone has their star qualities just by looking at them? Choose some of the star qualities and ask how we would know if someone had those star qualities. What might they say or do which would show this star quality?

Plenary

Set up your circle time in the usual way and give a reminder of your circle time rules. Ask children to work in pairs to choose one of the star qualities from the flipchart or whiteboard and secretly decide a way they can mime or act it out. Ask for a volunteer pair to go into the centre of the circle and show their mime or acting. Other children guess which quality the pair are showing. NB: it's important to acknowledge and praise all guesses positively – having a go is as important as getting it 'right'.

Pass a suitable object (maybe a star?) around the circle and ask children to think of a celebrity they admire, using this sentence stem:

'I like.....because....'

Now play another circle time game to mix up the order of the circle.

Pass the object again and this time they have to think about the person to their left then say:

'The star quality [name] has is.....because.....'

They can use a quality from the class list or think of a suitable one of their own.



Activity sheet

Star qualities



How many positive personal qualities can you list?
Here are some to get you started...

1. Cheerful
2. Helpful
3. Friendly





Growing and Changing

Changing Adolescent Body

Lesson Title: Changing bodies and feelings

Learning Outcomes
Children will be able to: Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.
Introduction
Refer to group agreement or develop one if not already done (see Teacher Guidance for further information on this). Ask the children what they remember from any previous sessions about puberty (see Year 4 resource pack).
Activity
<u>Activity 1 – Labelling external body parts</u> Distribute the female and male external body parts (Activity sheet a & b) Ask the children to label each of the parts using the correct words provided in the box at the bottom of each sheet. Using the Puberty Glossary as a guide, explain the role of each body part or how it relates to puberty. The glossary may also help to answer any further questions children may have. NB: explain that the term vulva is used to refer to all of the female external body parts - it is part 8 on the Activity sheet and doesn't have an arrow, since it's a more general area. <u>Activity 2 – Emotions and feelings: true or false?</u> Explain to the group that we are going to look at some of the thoughts and feelings or emotions that may come up when a person is going through puberty. Spilt the class into small groups (up to 5) and distribute the Emotions and feelings: true or false? Activity sheet (c) to the groups. Allocate 3-4 statements to each group. Explain that they need to decide if the statements are true or false. Circulate around the groups to check for understanding as they do this activity. Come back together and using the Teacher answer sheet for guidance, ask each group to pick a statement they think is true and why; ask other groups whether they thought the same. Repeat this, but this time asking them to pick a statement they think is false - and why; again asking other groups whether they thought the same. Continue until all statements have been covered.
Plenary
Ask the class to identify trusted adults they could talk to if they are worried about puberty or the changes happening to their body.



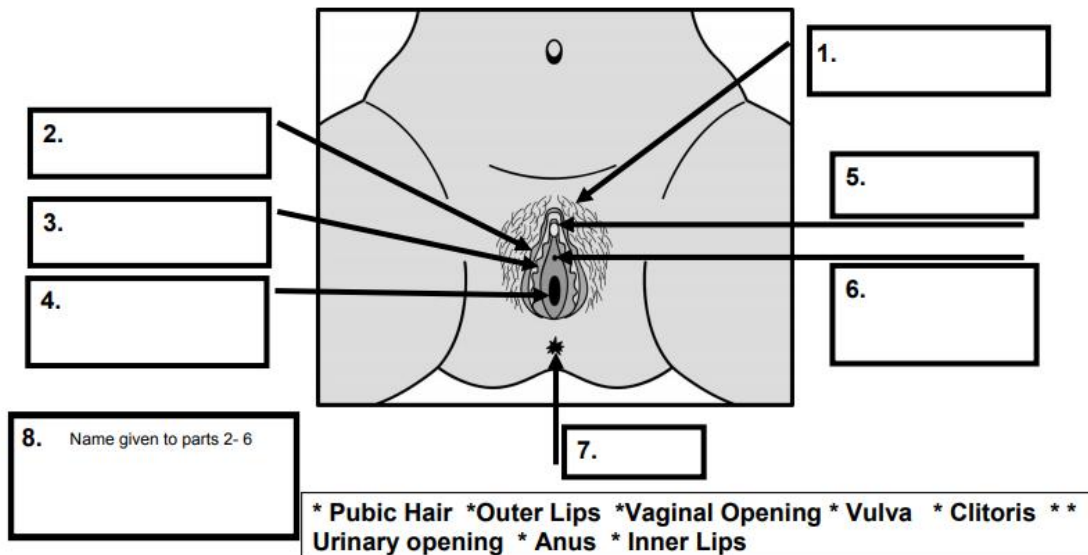
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Safety *Caring* Achievement *Resilience* Friendship

Labelling female external body parts

Can you correctly label the following diagram, using the words in the box below?



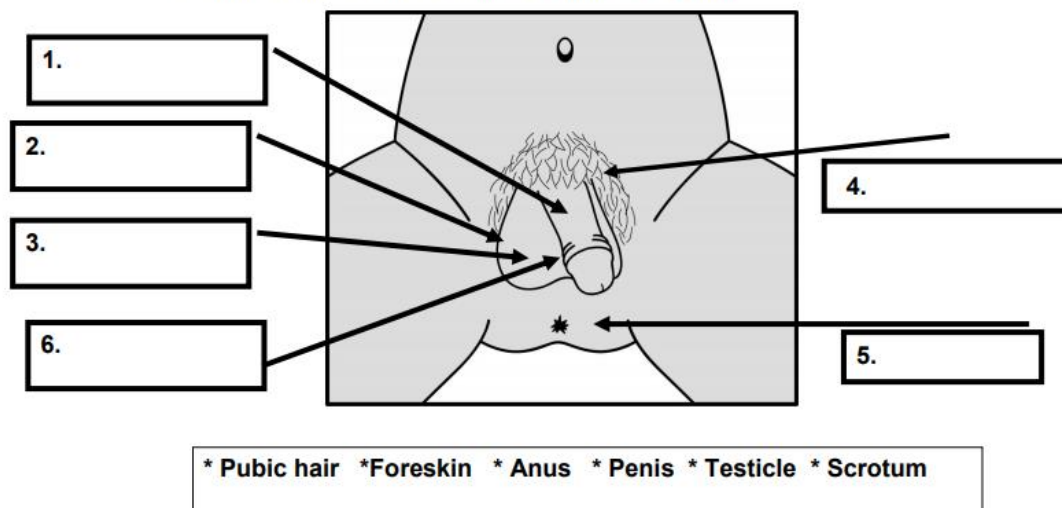
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Activity sheet (b)

Labelling male external body parts

Can you correctly label the following diagram, using the words in the box below?



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Activity sheet (c)

Emotions and feelings: true or false?

1. It's normal for a person to put on weight when going through puberty.	2. It is wrong for a person to want to touch their own penis or vulva.
3. If a girl doesn't wear a bra by the time she goes to secondary school something's wrong.	4. You should always talk to someone you trust if you are worried about your body changing.
5. Girls should always shave their body hair when it starts growing.	6. Stretch marks are a sign that someone is getting too fat.
7. If a boy doesn't get wet dreams, there's something wrong with him.	8. If someone is shorter than their friends when they start secondary school, they are always going to be short.
9. If a boy starts getting erections it means he is ready for sex.	10. If a person has a crush on someone it means they want them to be their girlfriend/boyfriend.



Teacher answer sheet (d)

Emotions and feelings – true or false? Guidance for teacher

<p>1. It's normal for a person to put on weight when going through puberty. TRUE - A part of puberty is our bodies getting, taller, stronger and wider. Bodies will weigh more as part of this natural development.</p>	<p>2. It is wrong for a person to want to touch their own penis or vulva. FALSE - It's perfectly normal for a person to be curious about their own body- how it looks, feels, and works. Touching or rubbing the private parts of a person's own body because it feels good is called 'masturbation'. Every family has its own thoughts about masturbation and whether it's ok or not, but doctors agree that it is perfectly healthy and normal. It can't hurt a person's body. The important thing to remember is always to do it in private, for example, in a person's own bedroom, behind a closed door.</p>
<p>3. If a girl doesn't wear a bra by the time she goes to secondary school something's wrong. FALSE - Everyone starts puberty at different times, which means some girls will start to develop breasts earlier and may need to wear support whilst others may not need to until after they start secondary school. Everyone is different.</p>	<p>4. You should always talk to someone you trust if you are worried about your body changing. TRUE - Puberty can be a scary time for some people, and it is important that you identify someone who you can talk to about the changes that are taking place or about to. Some young people who are transgender may feel horrified that their body is changing and they will be trapped in the wrong body. These young people may feel that they have been born in the wrong body and that they don't want their bodies to turn into an adult man or woman. It is important for children who feel like this and need talk to someone get the support they need.</p>
<p>5. Girls should always shave their body hair when it starts growing FALSE - Hair growth is a perfectly normal part of puberty and shows that the body is changing from a girl to a woman. Shaving is a personal preference and most girls wait until they are older before deciding if they want to shave hair off or not, as it is a big responsibility.</p>	<p>6. Stretch marks are a sign that someone is getting too fat. FALSE - Stretch marks happen when a person grows or gains weight really quickly- such as during puberty. They don't happen to everyone but if they do, they are likely to be seen as fine lines on the body, called stretch marks. Both boys and girls can get them. At first they can show up as a red or purplish colour and have a different texture to the skin around them, but will often turn lighter and fade over time.</p>
<p>7. If a boy doesn't get wet dreams, there's something wrong with him. FALSE- Sometimes when a boy or a man has a dream, they may have an erection (where the penis goes hard) and semen may come out of the tip of his penis. Boys do not begin wet dreams until after they start puberty and not everyone has them.</p>	<p>8. If someone is shorter than their friends when they start secondary school, they are always going to be short. FALSE - Everyone grows at different rates, some people are early starters and grow really quickly at the beginning of puberty, and then everyone catches up with them later, or sometimes it's the other way round and someone has a growth spurt later on. The important thing to remember is everyone is unique and different, which makes them special!</p>
<p>9. If a boy starts getting erections it means he is ready for sex. FALSE - Erections (when the sponge type material in the penis fills with blood and goes stiff) can happen when a boy or man gets sexually excited. They can come without warning and can go just as easily. Getting erections can be embarrassing, but they are perfectly normal and are a sign that everything is working well. Sex involves more than just a person's body being ready, it involves the mind too, and being with the right person at the right time. Most young people wait until they're 16 or older before they feel ready for sex.</p>	<p>10. If a person has a crush on someone it means they want them to be their girlfriend/boyfriend. FALSE - Having a crush on someone is a normal part of growing up. But it doesn't mean it has to be anything more. And it doesn't matter who someone has a crush on - a boy, or girl, or someone famous! It's the first step towards developing sexual feelings, one of the many things that develop during puberty.</p>





Growing and Changing

Changing Adolescent Body

Lesson Title: Growing up and changing bodies

Learning Outcomes
Children will be able to: Identify some products that they may need during puberty and why; Know what menstruation is and why it happens
Introduction
<p><i>This session may be best planned to be done with boys and girls at separate times. It may be considered appropriate to have male staff working with boys and female staff with girls. Ensure a safe and familiar location and if possible gather pupils' own questions about puberty (or body changes as they grow older) prior to the session to help involve them and to maximise the value of the session.</i></p> <p>Thank pupils in advance for any questions that they might have and explain that as many as possible will be answered within the session.</p> <p>'Puberty' is a rather unusual word, what do you think it means? In pairs, discuss what you think it might say in a dictionary.</p> <p>Gather ideas and clarify that 'puberty' is the word given to the time in a person's life when their body begins to change from a child's body to an adult's body one that is capable of reproduction. Clarify that changes include physical changes, emotional changes and psychological changes. Emphasise that everyone is unique. Not everyone starts puberty at the same age, some earlier than others and some go through puberty faster than others. Girls often start before boys. Explain that chemicals produced in the body called hormones cause puberty, it is natural and part of growing into an adult.</p> <p>Today we are going to have a chance to talk together about the different changes that happen when a person reaches puberty.</p>
Activity
<p>Provide groups with a bag of objects (alternatively use the IWB slide provided - see Resources needed area) to discuss in small groups of three or four. Ask the pupils to discuss how the objects might be linked with puberty and what a person might use them for. Allow a few minutes for the pupils to discuss the items.</p> <p>Ask pupils to return objects to the bag then go through the objects and discuss with pupils.</p> <p>Ideas might include:</p> <p>Deodorant: can be used by young adults – both male and female - as they might begin to sweat more. Although regular washing can help someone stay clean and smelling fresh, deodorants are used in addition to washing by some people to help them feel confident about this.</p> <p>Shower gel: like deodorant, regular washing can help someone feel confident about their body.</p> <p>Tissues: During puberty, some people feel more emotional than before and can be caught unawares by emotions at times. Tissues and a supportive friend can be really helpful. Emotions usually settle down after puberty.</p> <p>Spot cream/facial wash: Some people find that hormone changes during puberty cause spots to appear more often than before. A few people can find this is a problem for them. A talk with a pharmacist or medical professional might be helpful and special creams and washes are developed to treat such conditions. After puberty, these problems usually go away.</p> <p>Sanitary products: Sanitary towels, tampons are designed to help girls and women stay hygienic and confident during their monthly period – we will talk about this a bit more later. Other products, e.g. menstruation cups are available which some women use as they are reusable and considered more environmentally friendly.</p>



Hair growth: one of the body changes at puberty is that of hair growth. Some people choose to shave under arms etc. but everyone is different. This is an opportunity to emphasise autonomy and persons right to make decisions about their own bodies. (NB: no image of a razor has been included in the IWB slide. This is to help prevent girls feeling that it is the norm to start shaving as soon as they grow hair under arms and that they must do this).

Establish with the class that it is important that young people have a good understanding of how their bodies will change. To help talk about the body changes special vocabulary is needed for the body.

Discuss the way females grow and change:

Breasts develop to enable a female to feed a baby

Hips widen

Height increases

Periods begin

Body hair grows around the genitalia and under arms

Discuss the way male bodies grow and change:

Height increases

Chest and shoulders grow bigger

Body hair grows on face, under arm pits and around genitalia.

Penis and testes grow in size.

Semen begins to be produced.

Again, emphasise that everyone is unique and special and that changes start at different times, progress at different rates and everyone's unique genetic code determines what a person will be like as an adult.

Remind pupils that there were some sanitary towels in the bag and explain that it is chance now to talk about these.

Show a picture of the female reproductive parts. Explain that every female has ovaries that contain tiny eggs and that once a month an adult female releases one egg from their ovary and it travels along the fallopian tube towards the uterus (womb). In preparation for the egg, the lining of the uterus thickens but if the egg is not fertilized inside the female's body the lining isn't needed and so the woman/girl passes the blood out through her vagina. This monthly 'bleed' is called a period and lasts approximately 3 – 7 days. Reassure the pupils that the amount of blood in total is only about 3-5 tablespoons. It may be helpful to emphasise the amazing ability of a female's body to support an unborn child as it develops in her body.

Show pupils how sanitary towels can be placed in a pair of underwear. Show tampons.

If a girl had just started her periods, which form of sanitary protection might be easiest to begin with? [Towels will allow the girl to see how much blood is passing and be aware when a change might be needed].

Have you heard how a girl or woman might know her period is about to start? Headaches or stomach cramps may precede a period.

Show a small bag containing sanitary protection (a range will enable them to discuss the product types available to choose from. Menstruation cups are a fairly recent product worn internally and washed for re-use. Environmental consideration and financial implications may encourage older girls towards these) – having some in a school bag ready will perhaps provide a feeling of preparedness for a young female. Discussions with a trusted adult, such as a parent, about different forms of protection might be something to advise at this point.

If someone started their period at school and didn't have any protection, who could they talk to?

Reassure young girls that there are staff (name these) available who could provide sanitary protection in an emergency.

Explain that periods may not be regular at first and therefore keeping a record of dates can help them notice when a pattern has become established.



Explain how used protection should be disposed of.

When people experience changes such as those associated with puberty they might feel anxious. This is normal. Although it is normal to feel anxious, what could young people do to help themselves manage their anxieties?

Emphasise that young people have the right to decide what happens to their body.

Who is the best person to decide what happens to your body?

Very occasionally, young people have things done to their bodies which are criminal (against the law) in this country. These crimes involve cuts made to female genitalia - the external area around the opening to the vagina.

If you were concerned about yourself, or a young person you know, are there people you can think of who can help?

How can young people show respect to one another during such challenging times?

Plenary

Reassure the pupils that puberty brings changes but that they gradually occur, not all at the same time. Praise pupils for their mature approach to the session and check questions have been answered. Emphasise the right of a person to decide what happens to their own body. Reiterate people and places where help if needed can be sought.



Female reproductive system

