



Relationships and Health Education Resources: Year Six

In this pack you will find examples of lesson plans and resources used when teaching Health and Relationships education in Year Six 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

Families and people who care for me, Respectful Relationships and Being Safe

Lesson Title: Don't force me!

Learning Outcomes

Children will be able to:

Describe ways in which people show their commitment to each other;

Know the ages at which a person can marry, depending on whether their parents agree;

Understand that everyone has the right to be free to choose who and whether to marry.

Introduction

When two people love and care for each other and are in a stable relationship, they might want to make a public demonstration of this.

Ask:

How might they choose to do this? [Get married/enter in to a civil partnership.]

Why might people choose to do this, rather than just living together? [Ensure that mention is made that some marry for religious reasons.]

Who can get married/enter in to a civil partnership? [Heterosexual couple and same-sex couples can marry or have a civil partnership.]

Does everyone in a loving and committed relationship want to get married or have a civil partnership? [No]

In this case, what can they do instead? [Live together.]

How old does someone have to be before they can get married in the UK? [16 with parental consent, 18 without parental consent but in Scotland it's 16 - with or without parental consent.]

Some people have their marriage arranged by their parents. This is a custom in some cultures. If a marriage is arranged, the 2 people involved do have a choice and they are not forced to marry if they don't want to.

Activity

Activity 1 – Mix and Match

Working individually or in pairs, using the Mix and Match Activity sheet, the children have to match each partnership term with its correct definition.

Check children's answers to correct any misunderstanding.

Activity 2 – Forced Marriage

It is against the law in this country for someone to be forced to marry.

Ask: why might some parents want to do this to their children? (Point out that this mainly happens to girls).

The following reasons are advice given by the charity Childline:

They think it is an important part of their religion or culture.

They are concerned about the family's reputation or honour.

They marry their children off for money.

They think that their children might be gay or lesbian

They feel pressured by their community.

None of these reasons are OK. Nobody has the right to force their child into marriage.

Childline resource

Childline have produced a short film about this issue called Layla's Arranged Marriage. You can watch this film about Layla and what happened to her by searching online for the film's title (Layla's Arranged Marriage).

If you choose to watch the film, afterwards, discuss how it made the children feel when they were watching it.

<https://www.youtube.com/watch?v=MY7BhF-f96M>



Finally, if time allows, or as an extension to this lesson, children work in groups to do some research about Forced Marriage, using the Childline website to get facts about this. They can present their findings to the class.

Plenary

Review the key facts about Forced Marriage with the class, including why it is illegal in this country and emphasising that nobody should be forced into a marriage - and that they should seek help if this is happening to them.



Activity sheet

Mix and match



Can you pair the terms on the left with their correct definitions on the right? Join up the pairs with a pencil or pen...

1. Civil partnerships	a) When someone is forced to get married, normally by their parents. (Illegal in this country).
2. Marriage	b) When 2 people are introduced to each other with the idea they will marry, but they can choose whether this goes ahead or not.
3. Living together	c) When 2 people are over 18 years old (England) or 16 years old (Scotland) and get married.
4. Arranged marriage	d) When 2 people who love and want to commit to each other have a religious or civil ceremony.
5. Forced marriage	e) When 2 people of the same sex, who love and want to commit to each other, have a religious or civil ceremony.
6. Marriage with parental consent	f) When 2 people of the same sex who love and want to commit to each other have a state ceremony.
7. Marriage without parental consent	g) When 2 people love and want to commit to each other but do not have a public ceremony.
8. Same-sex marriage	h) When 2 people marrying in England are 16 years old and get married.



Teacher answer and guidance sheet

Mix and match

Note: additional information is provided on this sheet that's not on the children's Activity sheet.

1. Civil partnerships	f) When 2 people of the same sex who love and want to commit to each other have a state ceremony that legally recognises their relationship (before equal marriage was approved).
2. Marriage	d) When 2 people (of the same or opposite sex) who love and want to commit to each other have a public ceremony that legally recognises their relationship (can be civil or religious ceremony in a church).
3. Living together	g) When 2 people love each other and want to commit to each other but do not have a public ceremony.
4. Arranged marriage	b) When 2 people are introduced to each other (often by their parents) with the hope that they will marry, but they can choose whether this goes ahead or not.
5. Forced marriage	a) When someone is forced to get married, normally by their parents (illegal in this country).
6. Marriage with parental consent	h) When 2 people of either the same or opposite sex love each other and want to have a public ceremony that legally recognises their relationship, but in England must have written permission from their parents if they are 16 or 17 years old. In Scotland, parental consent is not required by law.
7. Marriage without parental consent	c) When 2 people of either the same or opposite sex love each other are 18 years old in England or 16 years old in Scotland, and want to have a public ceremony that legally recognises their relationship but don't have parental consent.
8. Same-sex marriage	e) When 2 people of the same sex love each other and want to have a public ceremony that legally recognises their relationship (as of June 2017 it is not currently possible for same-sex marriages to be conducted by or in the premises of the Church of England, or the Church in Wales. However, it is possible for some religious organisations to do so).



Valuing Difference

Respectful Relationships and Internet Safety and Harms

Lesson Title: Boys will be boys? Challenging gender stereotypes

Learning Outcomes

Children will be able to:

Define what is meant by the term stereotype;

Recognise how the media can sometimes reinforce gender stereotypes;

Recognise that people fall into a wide range of what is seen as normal;

Challenge stereotypical gender portrayals of people.

Introduction

Introduce the lesson with some key questions for discussion:

What do we mean by 'the media'?

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

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

Can you think of any examples?

What do we mean by the word 'stereotype'? Try and come up with an agreed definition of this which all children can understand. For example, you might agree that a stereotype is 'a belief that certain types of people have the same characteristics and qualities'.

The Oxford English dictionary defines a stereotype as:

A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Give an example of a typical stereotype view.

Activity

In pairs or threes ask children to brainstorm stereotypical ideas about males and females. There are several different ways you could do this. All the pairs could do both genders or you could ask boys to do male stereotypes and girls to do female stereotypes - or vice versa.

This may result in quite a heated debate and be counter-productive for the outcomes of the lesson! You know your class so choose the option that you feel will be most helpful.

Ask children to share their stereotypical ideas. What are their thoughts about those ideas? What might a male or female think or feel about someone having those views about them?

Give out magazines and/or newspapers and ask children to work in small groups to find images or articles that reinforce the stereotypes they have come up with but also images that challenge those stereotypes.

Children can cut out and stick the images onto two separate pieces of paper.

After they have completed the task ask them to share which stereotypical views were reinforced the most by the images or articles.

Which stereotypical views were most challenged by the images or articles?

Was it easier to find images and articles that reinforced those views or challenged those views?

Why?

Plenary

Can we assume certain things about someone just by looking at them?

Why is it important we don't do that?

How might a person feel if others held a stereotypical view of them?

Look at the images on the PPT. Discuss what would be a stereotypical view of each person and then decide what job you think that person does. Working as a class, the children have to vote with a show of hands which of the nine jobs listed they think each person does. They score a point if the majority of children get it right.

Explain at the end that it doesn't matter how many points they score, the important thing is that they didn't make assumptions about that person just because of the way they looked.



Which job do you think this person does?



1. Doctor
2. Lorry driver
3. Nurse
4. Infant school teacher
5. Dance teacher
6. Bus driver
7. Crane operator
8. Office worker
9. IT consultant



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Keeping Myself Safe

Healthy Eating and Drugs, Alcohol and Tobacco

Lesson Title: Alcohol: what's normal?

Learning Outcomes

Children will be able to:
Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
Describe some of the effects and risks of drinking alcohol

Introduction

This lesson introduces a discussion about alcohol and its use. Its key purpose to help children to understand the norms about alcohol use in this country.

It's also crucial to remember to depersonalise discussion about alcohol, so that children do not disclose personal and sensitive information, or do not imagine themselves drinking alcohol. For example, say 'Why might a person choose to drink alcohol' rather than 'Why might you choose to drink alcohol...'

Introduce the lesson with some key questions about alcohol, such as (guidance notes are provided in square brackets):

What do you think some of the effects of drinking alcohol are? [There are short-term effects such as making someone feel drunk, affecting their sleep, making them feel nauseous etc. and long-term effects such as an increased risk of heart disease, liver disease, raised blood pressure, some cancers etc.]

Why do you think a child's body is affected by alcohol more than an adult's? [Because a child's body is still growing and developing. Also because the child is smaller, the alcohol is more concentrated within their bloodstream and internal organs]

What do you think is the legal age limit at which someone can be sold alcohol? [18 years old]

Does someone's body stop growing at the age 18? [No. Current research suggest that the body continue developing into a person's twenties]

Do you think there are more young people drinking alcohol than there were ten years ago – or fewer? Or is it about the same? [It is fewer].

Was anyone surprised that there are fewer young people drinking alcohol than there were ten years ago? If so, why?

Activity

Explain that you are going to consider some of the reasons why many people think that lots of young people drink alcohol despite the fact that these days most of them have never had a drink of alcohol.

Show the graph of young people (aged 11-15 years) who have never had a drink alcohol (Teacher resource sheet in Resources needed area). The graph shows data from the last decade.

What does the graph tell us? [That more and more young people are choosing not to drink alcohol]

Why do you think most young people choose not to drink alcohol these days? [There are no concrete answers to this question so let the children explore their own ideas]

What reasons might there be as to why there are still some young people who drink alcohol? [Explore influences on young people such as older family members, friends, the media etc. NB: remember, here in particular, to depersonalise this discussion so that children do not disclose personal and sensitive information, or do not picture themselves drinking alcohol. So say 'Why might a person choose to drink alcohol' rather than 'Why might you choose to drink alcohol']

Do you think the graph will continue as it is over the next few years? If so, will there ever be a time when no young people drink alcohol? [Explore children's perceptions of this issue]



What would the figures be if they showed only children aged 11-12 years old? [Even higher percentages of children who've never had a drink of alcohol. The chance of having had a drink of alcohol increases with age, though not as much as most people think.]

Give out copies of the Alcohol: what is normal? Activity sheet. This is a mock newspaper report about young people and alcohol. Children can either read it and discuss the questions in small groups or you can read it to the class and discuss the questions together.

Ask the children to write a short newspaper article celebrating the fact that more and more young people are choosing not to drink alcohol. Point out the questions on the sheet; these are designed to help them structure their writing.

Plenary

Look for some 'spot the odd one out' images online.

You can find your own images by typing the phrase 'spot the odd one out' into a search engine such as Google Images. Check images for suitability before showing them to your class.

Ask: why do we always notice the odd one out in each image more than the others? [We tend to notice the odd one out because they are different, funny or surprising in the same way that we notice people who behave in extreme ways like drinking to excess more than people who behave in more moderate ways, even though they are usually in the minority.]



Pupil activity sheet: 6.3b

Alcohol: What is normal?

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Read this newspaper Report

Shock of teenage drinkers

A shocking new report out this week shows that there are still thousands of underage drinkers despite several health campaigns which have been put in place by the government. The **Annual Survey of Young People's Health Behaviour** shows that despite a fall in the number of 11 to 15 year-olds who are drinking alcohol the government has still not achieved its target of eradicating alcohol use in young people.

An opposition spokesman said, "These statistics show that a small but significant number of our young people are continuing to drink alcohol under age every year. The present government has not met its targets

in this area. A bigger investment in health and education is needed in order to achieve maximum results."

Gabby Bentine, Minister for Health, responded saying, "We are confident that our policies are working and by building closer links with the police, health services, shops, parents and schools we will continue to make improvements to young people's health."

The annual behaviour survey of 11 to 15 year-olds has shown a steady decline in drinking rates over the past ten years with just 39% of young people reporting ever having had a drink of alcohol in 2013 compared to 61% in 2003.

Questions to consider:

- Why does the headline **not** give the message that alcohol use among young people is falling?
- Why do you think the report doesn't focus on the ones who are **not** drinking alcohol?
- Why do you think the report doesn't celebrate the fact that drinking rates have fallen hugely over the last ten years?
- Why do you think the **actual** figures have been left to the last paragraph?

Activity

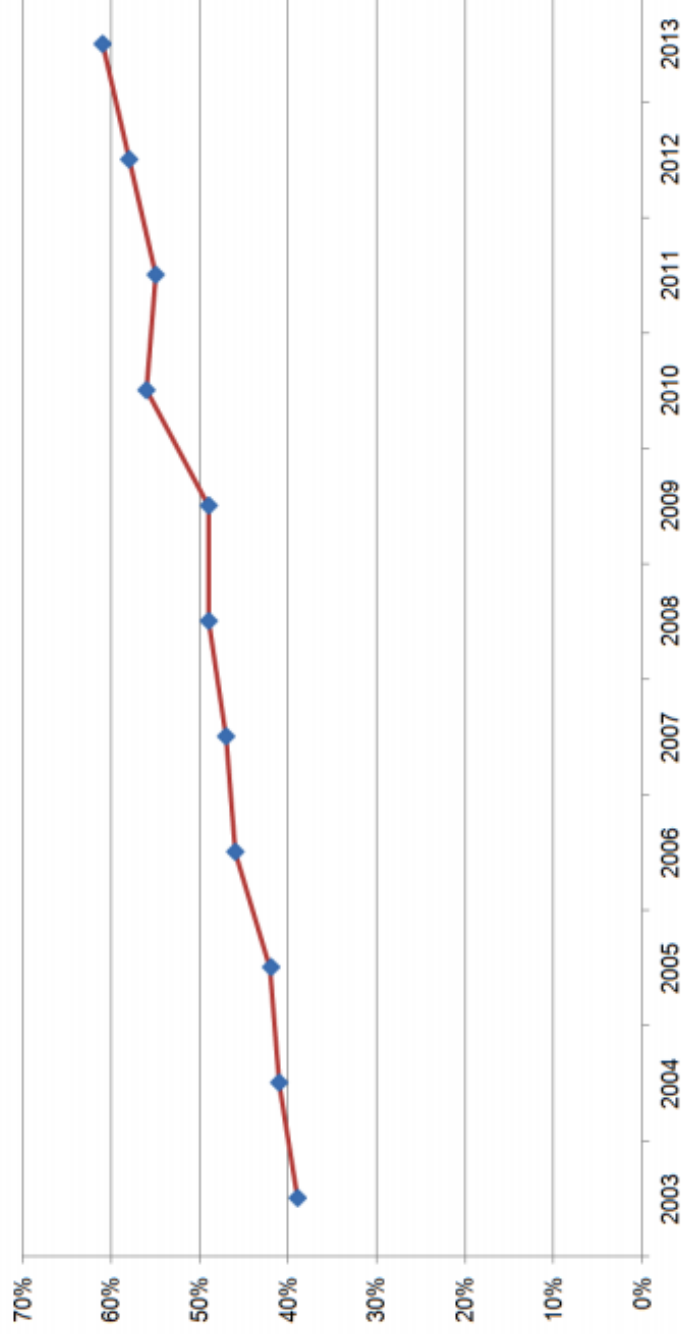
Rewrite the newspaper report but in a way which celebrates the fact that more and more young people are choosing not to drink alcohol.

Think about the following:

- What will your headline be?
- What facts will you give in your first paragraph?
- Can you use the quotes to stress the fact that drinking rates are falling in this country?

Alcohol: What is normal?

11-15 year olds in England who have never had a drink of alcohol*
2003-2014



* Remember: it's important to point out that these figures are for **11-15 year-olds**. The figures for 11-12 and 12-13 year-olds (etc.) would show **even higher** percentages of children who have **never** had a drink of alcohol.

Information source: *Smoking, drinking and drug use among young people in England in 2013*, Health and Social Care Information Centre





Keeping Myself Safe

Healthy Eating and Drugs, Alcohol and Tobacco

Lesson Title: What sort of drug is...?

Learning Outcomes

Children will be able to:

Explain how drugs can be categorised into different groups depending on their medical and legal context;

Demonstrate an understanding that drugs can have both medical and non-medical uses;

Explain in simple terms some of the laws that control drugs in this country.

Introduction

Start the lesson with some key questions about drugs:

What do we mean by the word drug? (NB: there is no commonly agreed definition of what a drug is although the World Health Organisation define it as 'A substance that people use to change the way they think, feel or behave.'

Are medicines drugs? [all medicines are drugs]

Can medicines ever be harmful? How? [e.g. wrong medicine, wrong dose, not finishing a course, taken if not needed, allergic reaction]

Are drugs always used for medical reasons? Why else might someone use a drug? [e.g. to feel good, to copy others, influenced by friends, think it's 'normal' to do so and don't want to be the odd one out (social norm) curious and want to experiment]

What do we mean by the terms 'legal' and 'illegal'? [Basically drugs are illegal when it is against the law to sell them and legal when they are allowed to be sold by law. NB: it is not illegal to take an illegal drug, such as cannabis or ecstasy, but it is illegal to be in possession of these drugs and to grow or manufacture them]

What drugs have you heard of? You can make a class list of all the drugs they have heard of – including medical names and slang names.

Is it possible to divide these drugs into different categories? If so what categories would we use?

Activity

The following activity is designed to show children that most drugs do not fall neatly into one category or another but that this will depend on the context of how they're being used.

It is useful to help children develop their understanding of the complex nature of drug use - that it is not clear cut, either good or bad, but more complicated. Use this knowledge and understanding to emphasise that people need to think carefully before taking any drug, whether legal - including medical - or illegal.

Show the Drugs Venn Diagram image on your whiteboard or draw it on a flipchart. Explain what each circle represents:

Red circle – contains drugs which have a medical use

Blue circle – contains drugs which have a non-medical use and are legal

Green circle – contains drugs which have a non-medical use and are illegal

Point out that all three circles overlap. Explain that the overlapping areas are where a drug can fall into two or more categories, depending on circumstance. Work through an example with the children. Alcohol is a good example to use because it can actually appear in all three categories:

What sort of drug is alcohol? It is a legal non-medical drug so can go in that section.

Is it ever illegal to sell alcohol to people in this country? Yes, to under 18s – so it can go in the legal and illegal non-medical overlapping section.

Does alcohol ever have a medical use? Yes, pure alcohol is an antiseptic and can be used to clean wounds. It's also used in products such as mouthwash and antiseptic hand wash, and as an



ingredient in some medicines (often to help the other ingredients dissolve). So it can go in the central section where all three circles overlap.

Check that the children understand how the Venn Diagram works.

Give out the Drug Facts Activity sheets and the What sort of drug is...? Activity sheets – children can work in pairs or threes to read the information and decide where on the diagram the drug should be placed. Explain that by going through this process children are learning skills of understanding how to think about drugs in a useful way.

After the children have been working on the Venn Diagram for a suitable period of time ask them as a class to discuss where they have placed each drug. Compare different groups' solutions. Were there any differences of opinion? If so, why?

Plenary

If we were to look at other drugs not covered on the fact sheet what are the key questions we would need to ask to determine where the drug would go in the diagram. Make a list of these on your whiteboard or flipchart e.g.

Does it ever have a medical use?

Is it ever illegal to sell it, be in possession of it or to grow/produce it?

Is it ever legal to sell it?

Try these key questions out with one or two of the drugs from the class list made earlier. If it isn't possible to answer the questions discuss where would be appropriate places to go to do further research? Websites for research include:

www.talktofrank.com

www.drugwise.org.uk

www.drugscience.org.uk



Activity sheet

Drugs Facts Sheet

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Read the facts below and then decide where these drugs will go on your Venn Diagram sheet.

Nicotine

Nicotine is the drug found in cigarettes. Cigarettes are sold to over eighteens in this country but it is against the law to sell them to a child.

Paracetamol

Paracetamol is a drug which is used mainly for pain relief. It can be bought in a supermarket or a chemist and can be prescribed by a doctor. There are no legal age restrictions for being sold paracetamol. People are not allowed to buy more than two packets at a time.

Caffeine

Caffeine is found in drinks like tea, coffee, Coca-Cola and high energy drinks like Monster and Red Bull. Although it is not illegal to sell it to anyone in this country, high energy drinks usually contain warnings about the high caffeine content, stating that they are not suitable for children.

Caffeine is used in some medicines to counteract the drowsy side-effects of the other medical ingredients.

Cannabis

Cannabis is not allowed to be sold in this country. It is also against the law to be in possession of cannabis and to grow the cannabis plant. Supply of cannabis carries a 14 year maximum sentence. A medical form of cannabis, called Sativex, can be prescribed by a doctor for certain conditions such as multiple sclerosis. However, it is illegal to be in possession of Sativex without a prescription.

Heroin

Heroin is not allowed to be sold in this country and it is against the law to be in possession of heroin or to grow the plant it is derived from. Supply of heroin carries a life maximum sentence. A pure form of heroin called diamorphine can be prescribed by a doctor to treat patients in severe pain. There are very strict rules and regulations about how diamorphine is controlled.



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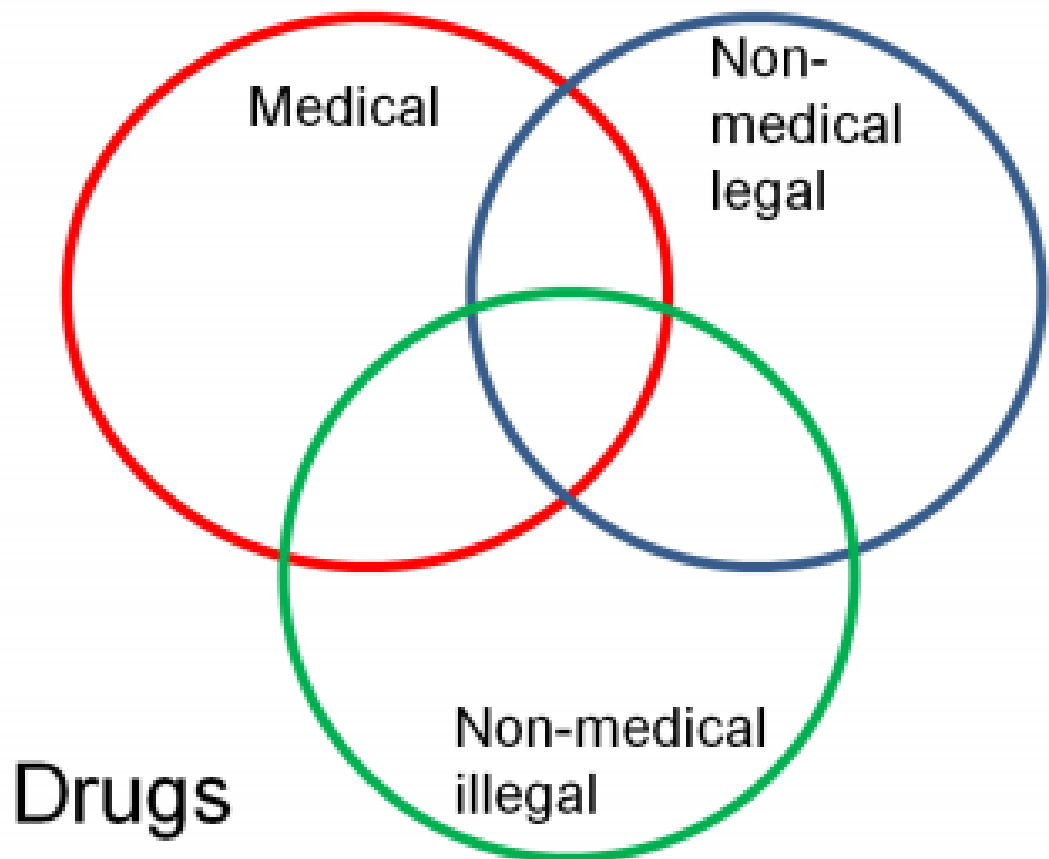
SCARF


Safety **G**etting **A**chievement **R**esilience **F**riendship



Activity sheet

What sort of drug is...?



Read the information on the Drugs Facts Sheet and decide which circle or circle each drug should go in.



Rights and Responsibilities

Respectful Relationships, Online Relationships, Mental Wellbeing and Internet Safety and Harms

Lesson Title: Fakebook Friends

Learning Outcomes

Children will be able to:

- Know the legal age (and reason behind these) for having a social media account;
- Understand why people don't tell the truth and often post only the good bits about themselves, online;
- Recognise that people's lives are much more balanced in real life, with positives and negatives.

Introduction

Ask the children to do the following:

Name the social media sites they have heard of.

Now put up their hand if they have looked at or seen any of these sites.

How old does someone have to be before they can have a social media account? [13 years]

Why do they think there is an age limit? [Younger people are more vulnerable and more at risk of meeting someone online, or giving away personal information that could lead to a risky situation with someone they don't know.]

Do people always present a completely accurate (real) representation of themselves in their social media profiles, or can the sometimes be misleading (presenting certain information and missing out other bits)? [Take some views and explain that this is what you're going to think about next.]

Activity

Activity 1 – Fakebook Friends

Show the Fakebook page IWB slide. This is a post by Natalie. Looking at the picture, what might we work out about her? Her life? Her friends? What does this snapshot tell us about her? [She is very popular, appears to have lots of friends, goes out to parties a lot, has lots of fun etc.]

Here is an extract from her private diary for that day.

Dear Diary,

It was Chanelle's birthday barbecue party last night. I had been looking forward to it for ages. I don't go out that much. I couldn't believe it when she invited me as she's not really a friend, just someone I know through another friend.

I was a bit nervous because I don't know many of the people going but it would be better than watching TV at home or seeing what everyone else was doing, on Fakebook.

When I got there I didn't recognise anyone so I stood by the wall with a can of coke. Some people looked over but I didn't smile so they talked to others. Then Dani from my history class arrived. I went up to her to ask about the homework we had. She chatted for a bit but looked bored. Some others came over to speak to Dani, they took a photo of us all with their phones and mine too. Then they wandered off. After half an hour, I texted mum to come and get me. I'd had enough. Good thing I got that photo on my phone.

Discuss the following:

Does what Natalie put on Fakebook match her private diary entry? [Very different accounts of the same event.]

What was the party like for her? [She was quite lonely and didn't really manage to get involved. She left quite early.]

What can we learn about her from the private diary entry? [She was keen to give the impression she'd had a good time (her comment about having a photo of herself with people at the party to post on her Fakebook page). She seems worried about appearing to be popular.]



Which do you think is true – the Fakebook post or the private diary entry? [The private diary.]
Why didn't she tell the truth about the party on her Fakebook page? [Wants to give the impression that she's really popular and has a great social life with loads of friends.]
Do other people apart from Natalie do this? [Yes - lots of people do this. They might want to appear like others they see on social media sites. They focus on the exciting things. People usually only post a certain side of their life which creates the impression that they're always having a great time and life is perfect. For most people this is more of an image than a reality.]

Activity 2 - Whose profile?

What we read on social media can mislead people. Profiles might not represent who or what a person really is. Read the following brief profiles and ask the children to try to guess which famous person or character they belong to:

A British athlete, now retired, this person won a gold medal for the heptathlon in the 2000 Olympic games in Sydney, Australia. Who is this? *Denise Lewis*

His best friend is a piglet. He lives in a wood and belongs to a small boy. His friends are animals. He loves honey. Who is this? *Winnie the Pooh*

Born in Pakistan, she survived an attack on her life when she was only 16 years old. She campaigns for women's rights, especially the right to education. She won the Nobel Peace prize. Who is she? *Malala Yousafzai*

With no family but some good friends, he magically fought some evil forces in his world. Who is he? *Harry Potter*

She made hospitals cleaner places and showed that trained nurses and clean hospitals helped sick people get better. She was the founder of modern nursing. She is sometimes called "The Lady with the Lamp." Who was she? *Florence Nightingale*

Jailed as a terrorist for 27 years, he later led his people. He came from Africa. Who was he? *Nelson Mandela*

"Votes for Women!" was her cry. She led a group who chained themselves to the railings outside The Houses of Parliament so that females over 18 can vote in elections today. Who was she? *Emmeline Pankhurst*

Ask the children to consider and reflect on:

How do these profiles present the people they describe? [e.g. not just showing the good points - more factual and accurate.]

How does this affect the image created?

How complete a picture do they give us of the person? [e.g. not very complete - like the social media profiles, they present a very narrow view.]

Activity 2 - make it real!

Choosing one of the people from the Whose Profile? list, ask children to research the character and write a more balanced profile that provides a more rounded picture. (If preferred you can choose a different set of people and profiles, tailored to challenge/engage your class).

Plenary

Summarise by asking children to review their understanding with the following questions, also using the opportunity to recap online safety messages:

Is everything that's posted online what it appears to be? If not, why not?

If someone receives a photo in an email or via social media, should they forward it?

No. Why not?

Before we forward messages, photos, posts or videos, what should we do? [Stop, think, ask permission.]



FakeBook



@natalie_123 1 hour ago



57



Last night was so fun!

20 other comments



Being My Best

Caring Friendships, Respectful Relationships, Being Safe and Drugs, Alcohol and Tobacco

Lesson Title: What's the risk?

Learning Outcomes

Children will be able to:
Identify risk factors in a given situation;
Understand and explain the outcomes of risk-taking in a given situation, including emotional risks

Introduction

Start the lesson with a discussion about risk e.g.:
What is meant by the word 'risk'. Through discussion draw out the idea that a risk is an action which may have negative consequences but also some possible benefits.
How do people decide whether to take a risk or not? They have to weigh up the possible negative consequences and the possible benefits and decide whether one outweighs the other. This can be illustrated by thinking about old-style balance scales – if someone decides that the benefits outweigh the negatives they may decide to take a risk, if they decide the negatives outweigh the benefits they may decide not to take a risk, if the negatives and benefits appear equal then they may find themselves in a dilemma.

Activity

Hand out the What's the risk? Activity sheet. Working in pairs or threes they discuss each scenario and decide how risky that situation is on a scale of 1-10 with 1 being very low risk and 10 being very high risk.
The children should find that they will have a lot of 'It depends if...' type questions. If not, encourage them to think more widely.
For example, it depends how near to the railway line someone is playing or whether there is a fence between themselves and the railway line.
After a few minutes ask the children to stop their discussion and explore the idea of 'It depends if...'. They are then identifying the risk factors.
Ask the children to note down the 'risk factors' for each scenario and decide the lowest score they can give each scenario and then its highest score. By doing this they are considering how best to manage and reduce the risk in each situation.

Plenary

Finish the session by doing the 'risk continuum' activity. On one side of the classroom (or hall) put the sign 'Very high risk for me' and on the other side 'Very low risk for me' (find these in the Resources needed area).
Ask the children to stand between the signs where they would rate themselves on a range of statements. You will find that children will rate themselves differently according to how they perceive each risk.
Sample statements (but you can think up more of your own):
Going on a roller coaster
Touching a spider
Walking through a church graveyard at night
Getting a bus into town by yourself
Other ideas
Ask children to explain why they have placed themselves in their position on the continuum.
Does everybody assess risk in the same way?



Activity sheet

What's the risk?



1. Discuss whether the following are low, medium or high level risks for a person to take. Then note your answers down:

- a) Playing near a railway line with some friends.
- b) Crossing the road, but not at a pelican crossing.
- c) Cycling along a main road without a cycle helmet on.
- d) Chatting online to someone.
- e) Turning up at school without having done any homework.
- f) Singing a song in front of the whole school – children, staff and parents.
- g) Lending something precious to a friend.
- h) Someone going out to play with a friend even though their parent has told them to stay in and tidy their room.
- i) Drinking from an unlabelled bottle.
- j) Jumping out of an airplane!
- k) Having a go at answering a difficult question in assembly.

2. If you scored each statement on a scale of 1 to 10 (1 being the lowest risk and 10 being the highest risk), what would be the lowest and highest score you could give to each statement? Note your answers down for these, too.

Is it always possible to reduce the risk in a situation?



Very high risk
for me

Very low risk
for me



Growing and Changing

Respectful Relationships, Being Safe and Changing Adolescent Body

Lesson Title: Is this normal?

Learning Outcomes

Children will be able to:

Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;

Suggest strategies that would help someone who felt challenged by the changes in puberty;

Understand what FGM is and that it is an illegal practice in this country;

Know where someone could get support if they were concerned about their own or another person's safety.

Introduction

Children are given the opportunity before the session to put any questions they may have in a question box.

Thank children for their questions and explain that as many as possible will be answered within the session.

Use an 'ice-breaker' activity to establish a comfortable atmosphere. One possible activity is to ask children in two equal lines to arrange themselves in order of birthday date without speaking. They could try to be quicker than the other line.

Introduce the focus for the session – puberty.

What does puberty mean?

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 capable of reproduction. Clarify that puberty involves physical, emotional and psychological changes.

Today we are going to have chance to talk together about the different changes and challenges that happen when a person reaches puberty.

Activity

Hand out the Puberty statements: true or false? Activity sheets for children to discuss in pairs.

Allow a few minutes for them to consider and discuss these.

Go through the statements and address misconceptions.

NB: Please see the Puberty statements: true or false? Teacher answer sheet for guidance on the answers to the questions.

Reassure the children that most people go through puberty with little difficulty but explain that for some the time can be more challenging.

With any challenge, what sort of things help people? Having a trusted person to talk things through with; being prepared; understanding that solutions can be found; feeling confident etc.

Do the children know what an Agony Aunt is? Explain that they communicate in writing with someone who writes to them with a problem. They write a letter back with advice.

Give out the Agony Aunt Letters Activity sheet. Working individually or in pairs, the children read and record their ideas as 'Agony Aunts' to support and help a range of young people with challenging situations in puberty.

Share some of their responses to the problems. Praise thoughtful and considerate advice.

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

Who is the best person to decide what happens to a person's body? Very occasionally, young people have things done to their bodies which are criminal 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 another young person you know, are there people you can think of who can help?



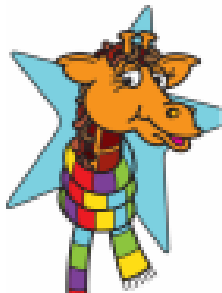
In the unlikely event of any safeguarding issues being raised during this discussion, these should be dealt with through the school's Safeguarding policy.

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

Plenary

Reassure the children that puberty brings changes but that they gradually occur, not all at the same time. Praise children for their mature approach to the session and check questions have been answered.

Reiterate the people and places where help, if needed, can be sought.



Activity sheet

Puberty statements: true or false?



Circle the answer you think is correct – then write your reasons

1. *Puberty only affects girls.*

True False Not sure

Reasons:

2. *Puberty starts when you are 11 years old.*

True False Not sure

Reasons:

3. *Everybody experiences puberty.*

True False Not sure

Reasons:

4. *When people are going through puberty, they become really moody.*

True False Not sure

Reasons:

5. *If a girl starts her periods, she is an adult.*

True False Not sure

Reasons:



6. *Girls start puberty before boys.*

True False Not sure

Reasons:

7. *An average period produces two tablespoons of blood overall.*

True False Not sure

Reasons:

8. *Puberty is over by the time you get to 13.*

True False Not sure

Reasons:

9. *Spots appear on the face during puberty.*

True False Not sure

Reasons:

10. *Many of the things people consider a problem settle down after puberty.*

True False Not sure

Reasons:



Activity sheet

Agony Aunt Letters



<p>Dear Aunty Agatha,</p> <p>I have noticed my skin is really greasy these days. I have also started getting some revolting spots. It is so embarrassing. I hate it because I feel as if everyone notices and is talking about me. What can I do? Ryan</p>
<p>Dear Ryan...</p>
<p>Dear Aunty Agatha,</p> <p>I am so much shorter than my friends. I've always looked younger than them. Now all my friends seem to have started their periods. I keep wondering if there is something wrong with me. What should I do? Eloise</p>
<p>Dear Eloise...</p>
<p>Dear Aunty Agatha,</p> <p>My voice is freaking me out. Sometimes I start to talk and it squeaks. People in my class laugh at me. I hate it. When will it stop? Mehmet</p>
<p>Dear Mehmet...</p>



Growing and Changing

Families and People who care for me, Being Safe and Changing Adolescent Body

Lesson Title: Making babies

Learning Outcomes

Children will be able to:

Identify the changes that happen through puberty to allow sexual reproduction to occur;

Know a variety of ways in which the sperm can fertilise the egg to create a baby;

Know the legal age of consent and what it means.

Introduction

Ask the class: why do we go through puberty?

Activity

Activity 1 - Puberty for reproduction

With children working in small groups, distribute the Body Outlines for both a man and a woman. Recap what changes take place during puberty so that our bodies can reproduce. On IWB show outlines and ask class for suggestions, making sure to include:

Eggs released (periods start) - female

Hips widen - female

Sperm produced (sometimes wet dreams) - male

Erections happen - male

Explain that girls are born with all the eggs already inside their ovaries, whereas boys don't start producing sperm in their testicles until they start puberty.

Activity 2 – Conception

Explain that most babies are created when a man and a woman have sexual intercourse.

Emphasise that this usually happens when a man and woman are in a loving relationship and agree to make a baby. This is when the sperm of the man meets with the egg of the woman inside the woman's body. [Use the IWB slides of both female and male Internal Reproductive Organs (labelled) to describe this process.]

In order for this to happen the man and woman often hug and cuddle and kiss, and feel very loving towards each other. They get very close to each other without their clothes on and touch each other's bodies so that the man's penis becomes hard and the woman's vagina becomes wet so that the man's penis can slide inside the woman's vagina.

During this whole process they will both get very excited. If a woman reaches the peak of her excitement, also called an orgasm, she will have a very pleasurable feeling where the muscles in her vagina contract. If a man has an orgasm he will also have a very nice feeling and release millions of sperm from his penis into the woman's vagina. The sperm will then swim up inside the woman's body to find the egg.

If an egg and at least one sperm meet, the beginning cells of a baby can start to grow. Those cells will need to then implant into the side of the womb so it can grow into a baby over the next 9 months.

Watch animated film which shows this process very simply (The film is just over 1 minute long). It covers very basic intercourse, conception, implantation, pregnancy and birth. *See resources for link to video and script.*

Allow for time after the film clip for children to ask questions about what they've seen.

Activity 3 - Conception and pregnancy timeline

Next, with children working in the same small groups, hand out the Conception and pregnancy timeline cards - one set per group. NB: ensure that each set is shuffled before children begin work (i.e. not in the correct order when they start).



Children work together to arrange the cards in the right order.
When the children have completed this task display the IWB showing the correct order, so that each group can check their answers.

Legal facts

Ask the children if anyone knows how old a person (male or female) has to be to have sexual intercourse. [16 years old]

Explain that:

This is to protect children from adults who might try to have sex with children under 16 years old. Even if one of the people is 16 or over, it illegal before this age.

It's important that anyone under 16 years old should tell a trusted adult (e.g. parent or teacher) if someone is trying to have sex with them.

(Note: for more information about the age of consent go to www.fpa.org.uk/factsheets/law-on-sex for guidance produced by the FPA).

Other options

Ask: what if the two people in a relationship and wanting to be parents are a man and a man, or a woman and a woman? Or what if a man and woman aren't able to make babies themselves through sexual intercourse: how else can people make babies or become parents?

Elicit responses to include:

Adoption [where an adult or adults take on legal responsibility for a baby or child whose birth parents are not able to care for them.]

Surrogacy [a way for a couple who cannot make a baby themselves to become parents, with a surrogate mother being pregnant with their child. A surrogate is a woman who agrees to become pregnant, either by: putting a man's sperm inside her vagina to meet one of her own eggs to make a baby (artificial insemination) or where a specialist doctor places an embryo into her womb created by the egg and sperm through IVF* of the couple wanting a baby or donated egg and/or sperm. Surrogacy is legal in the UK provided that the surrogate receives no payment.]

IVF* [where specialist doctors fertilise the egg of the woman with the sperm of the man, but outside of the body. The fertilised egg creates an embryo which is then put it back inside the woman so she becomes pregnant and grows the baby inside her uterus/womb.]

Sometimes a couple use either an egg or sperm - or both - donated from someone else, (if they can't make a baby with their own for some reason).

* IVF - In vitro fertilisation: a process where the egg from a female is combined with the sperm from a male outside the body, in vitro (Latin word for glass).

Plenary

Summarise the session:

Sexual intercourse is legal only for those aged 16 and over in a consensual relationship (meaning both people want to have sex).

If anyone under 16 years old is in a situation where someone (of any age) wants to have sex with them they should tell a trusted adult (e.g. parent, teacher).

Not all babies are created through sexual intercourse, and not all babies have a mum and a dad; there are a number of different family structures, including; two mums, two dads, one mum or dad, or a granny and /or grandad, for example.



Human Reproduction Animation

<https://www.youtube.com/watch?v=J1Hxlr1aRrE>

Accompanying Script:

Here is the egg leaving the ovary and travelling along the fallopian tube very slowly.

Here is the penis entering the vagina, this is known as sexual intercourse.

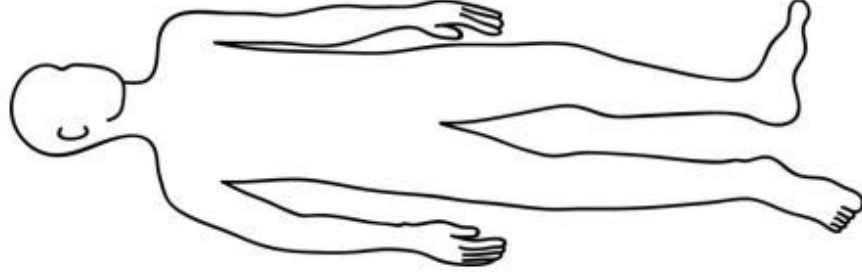
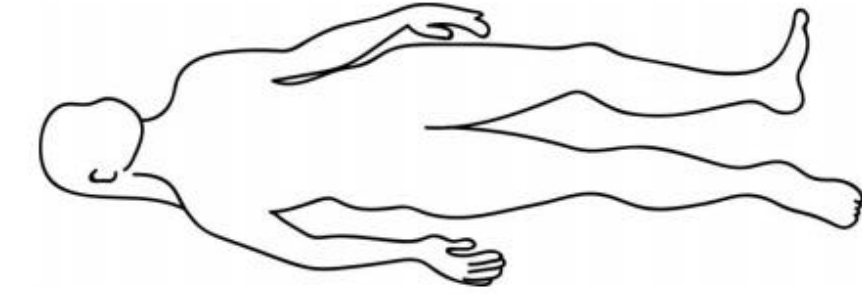
During sexual intercourse the man releases millions of sperm (about 300 million) into the vagina. Their job is to swim to the egg where one sperm will enter the egg and fertilise it. Twins occur when two eggs are released at once. Two sperm meet an egg each. Occasionally the fertilised egg splits into two - creating identical twins.

About six days later the fertilised egg, now known as an embryo, travels down the fallopian tube and implants itself into the lining of the womb. This is where the embryo will continue to grow (if the pregnancy continues).

Eventually around nine months later, the baby is ready to be born. Most babies are born head first and will leave the womb, travel through the cervix and down through the vagina. This is called labour. If this is not possible, maybe because the baby is in the wrong position, a caesarean will be carried out where a cut is made to the woman's tummy and womb and the baby will be taken out this way.

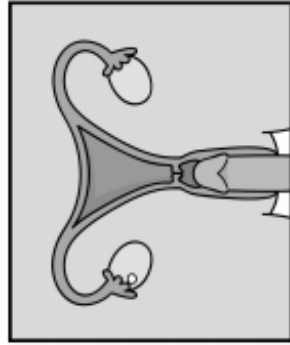
Activity sheet

Body outlines

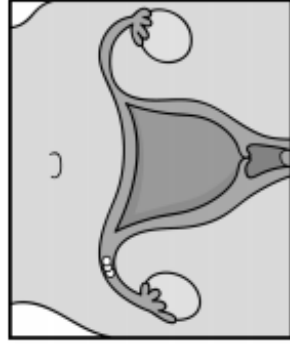


Sorting Activity: Conception and pregnancy timeline

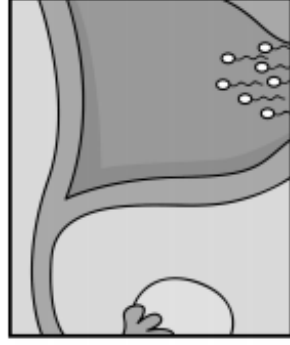
Cut out laminated copies of the images and related text for children to arrange them in the correct order. (Make enough sets for children to work in groups of 5 or 6).



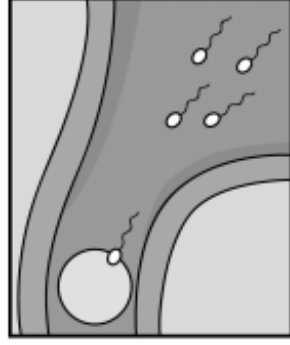
A man and woman have sexual intercourse. All this happens at the time of the month when the woman's body is releasing an egg from the ovary. This is called ovulation.



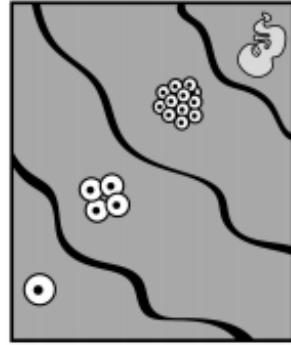
Ovulation- The egg is released from the ovary into the fallopian tube (passage the leads from the ovary to the womb). It starts to travel down the tube very slowly, towards the womb. It will stay in the fallopian tube for a few days.



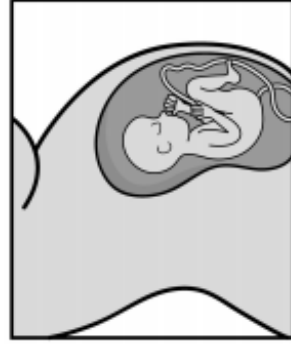
During sexual intercourse the man's penis enters the woman's vagina. He has an orgasm, releasing millions of sperm into her vagina. The sperm swim up the vagina. A few make it right to the fallopian tube, where the egg is.



One sperm meets the egg and enters it, beginning the first phase of making a baby. This is called fertilisation.



About 1½ days later the fertilised egg (egg and sperm combined) begin to change and grow.



About six days later the egg, now called an embryo, implants in the lining of the womb. This is where the embryo will continue to grow (if the pregnancy continues).



Eventually around nine months later, the baby is ready to be born. Most babies are born head first and will leave the womb, travel down through the cervix and out through the vagina. This is called the labour.



The baby arrives and now needs lots of milk and attention to ensure it grows happy and healthy.

