

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Taking notice of feelings	<ul style="list-style-type: none"> Identify people who can be trusted. Understand what kinds of touch are acceptable or unacceptable. Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. 	<p>Discuss the difference between people you know, and people you both know and trust.</p> <p>Discuss trusted people who can be spoken to.</p> <p>Explain that sometimes people feel unsafe or uncomfortable with another person’s actions. What can be done if someone else is making a person feel unsafe or uncomfortable?</p> <p>Activity- Excuse me game. What does it feel like to be ignored? Explain that you need to keep asking until you are heard.</p> <p>Reinforce the NSPCC underwear rule. Look at PANTS poster.</p>	<p>Trust</p> <p>Resilience</p> <p>Unwanted attention</p> <p>Unwanted touch</p>
2	Dear Hetty (separation/ loss)	<ul style="list-style-type: none"> Explain how someone might feel when they are separated from someone or something they like. Suggest ways to help someone who is separated from someone or something they like. 	<p>Discuss how it feels to be left out / not included or separated from a group or person.</p> <p>Explain the Foundling hospital was a place where mothers took their children to be ‘fostered’ or ‘looked after’.</p> <p>Introduce the story of Hetty Feather from Jaqueline Wilson. Discuss how the mother / child felt.</p> <p>Activity- Write a letter to Hetty pretending to be her foster mother explaining how it felt to leave Hetty.</p> <p>Explain strong emotions occur when we lose or are separated from someone or something but memories can be used to help deal with the situation.</p>	<p>Separation</p> <p>Fostered</p>
3	Preparing for periods Growing up and changing bodies	<ul style="list-style-type: none"> Identify some products that they may need during puberty and why. 	<p>Discuss what Puberty is. Watch http://kidshealth.org/en/teens/menstruation.html#</p> <p>Discuss what other changes happen during Puberty.</p>	<p>Puberty</p> <p>Genitalia</p> <p>Semen</p> <p>Menstruation</p>

	(Puberty/ menstruation	<ul style="list-style-type: none"> Know what menstruation is and why it happens. 	<p>Activity- show a range of products– deodorant, shower gel, tissues, spot cream, and hair growth. Discuss why these might be needed.</p> <p>Sanitary products- show and discuss these and how to safely dispose of them.</p> <p>Discuss protocol for what would happen in school if someone started their periods.</p>	<p>Period</p> <p>Sanitary towel</p> <p>Tampon</p> <p>Sanitary protection</p>
4	It could happen to anyone	<ul style="list-style-type: none"> Identify the consequences of positive and negative behaviour on themselves and others. Give examples of how individual/group actions can impact on others in a positive or negative way. 	<p>Describe an example of something embarrassing happening. How would a person feel, how might they react?</p> <p>Give different scenarios. Consider how someone could respond to the scenario – ignore them, laugh at them, help them, tell a teacher.</p> <p>Activity- using the same examples, discuss how the person and the action might make people feel.</p> <p>Discuss whether future reactions (to someone who has done something embarrassing) might be different.</p>	<p>Embarrassed</p> <p>Reactions</p> <p>Consequences</p>
5	Help! I'm a teenager	<ul style="list-style-type: none"> Recognise how our body feels when we're relaxed. List some of the ways our body feels when it is nervous or sad. Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. 	<p>Explain that during Puberty it isn't just physical changes which happen but also hormonal changes which can affect moods.</p> <p>Brainstorm conflicts that may happen both at home and school. Discuss ways of resolving these conflicts.</p> <p>Activity- Use scenarios for typical family conflicts e.g. wanting to stay out later, wearing new clothes to school, not wanting to play with younger children and the use of the word 'gay' as an insult.</p> <p>Discuss how these conflicts could be resolved.</p>	<p>Hormones</p> <p>Compromise</p> <p>Respect</p> <p>Mood swings</p> <p>Puberty</p>
6	Dear Ash	<ul style="list-style-type: none"> Explain the difference between a safe and an unsafe secret. Identify situations where someone might need to break a 	<p>Discuss what a secret is and what a surprise is, are they the same thing? How might different secrets and surprises make a person feel?</p> <p>Activity - Read the extract Chris's secret and discuss the issues raised.</p> <p>Discuss appropriate people to share problems with.</p>	<p>In confidence</p> <p>Break a confidence</p> <p>Confidential</p>

		confidence in order to keep someone safe.	Discuss when confidences should and shouldn't be kept. Discuss various age-related problems, with advice. Discuss the advice given and consider any changes and improvements that could be made.	
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