

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Taking Notice Of Our Feelings	<ul style="list-style-type: none"> <li>Identify people who can be trusted.</li> <li>Understand what kinds of touch are acceptable or unacceptable.</li> <li>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> </ul>	<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 feels like to be ignored. Explain that you need to keep asking until you are heard.</p> <p>Reinforce the NSPCC underwear rule. <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></p> <p><b>Privates are private</b></p> <p><b>Always remember your body belongs to you</b></p> <p><b>No means no</b></p> <p><b>Talk about secrets that upset you</b></p> <p><b>Speak up, someone can help</b></p>	Trust Resilience Unwanted attention Unwanted touch
2	Dear Hetty (separation/ loss)	<ul style="list-style-type: none"> <li>Explain how someone might feel when they are separated from someone or something they like.</li> <li>Suggest ways to help someone who is separated from someone or something they like.</li> </ul>	<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. Introduce the story of Hetty Feather from Jaqueline Wilson.</p> <p>Discuss how the mother/ child felt. Read the extracts together and ask questions about the story.</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>	Separation Fostered
3	Growing Up And Changing Bodies (puberty/ menstruation)	<ul style="list-style-type: none"> <li>Identify some products that they may need during puberty and why.</li> <li>Know what menstruation is and why it happens.</li> </ul>	<p>Discuss what the word Puberty means. Share the definition in the dictionary. 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>Watch <a href="https://amaze.org/video/puberty-taking-care-of-your-body-during-puberty/">https://amaze.org/video/puberty-taking-care-of-your-body-during-puberty/</a></p> <p>Show children products used to help with hygiene- deodorant, shower gel, tissues, washing powder, spot cream and period products. Discuss why each of these products are important.</p>	Puberty Genitalia Semen Menstruation Period Sanitary Towel Tampon Menstruation Cup Sanitary Protection Breasts

			<p>Discuss the way female bodies grow and change; breasts develop to enable a female to feed a baby, hips widen, height increases, menstruation begins, body hair grows around the genitalia and under the arms</p> <p>Discuss the way male bodies grow and change: height increases, chest and shoulders grow bigger, body hair grows on the face, under armpits, and around the genitalia., penis and testes grow in size, semen begins to be produced. Show a picture of the female reproductive system. Explain the mechanics of the egg being released and blood loss.</p> <p>Explain different options to protect clothes and keep them clean and what to do if they start a period at school and have no protection.</p> <p>Remind children everyone changes at different rates, and over time and there is help and support available if they need it.</p>	
4	It Could Happen To Anyone	<ul style="list-style-type: none"> <li>Identify the consequences of positive and negative behaviour on themselves and others.</li> <li>Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>	<p>Tell a story where something embarrassing happened (real or made up). Describe how other people reacted and how that made you feel.</p> <p>In small groups look at different embarrassing scenarios: how could you react How would this reaction make you and the person feel?</p> <p>Activity- Children complete 'It could happen to you' scenario sheet and identify the most appropriate reaction.</p> <p>Children share their ideas and why they would now react that way.</p>	Embarrassed Reactions Consequences
5	Help! I'm a teenager	<ul style="list-style-type: none"> <li>Recognise how our body feels when we're relaxed.</li> <li>List some of the ways our body feels when it is nervous or sad.</li> <li>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>	<p>Explain that during puberty, it isn't just physical changes which happen but also hormonal changes which can effect moods. Explain the following:</p> <ul style="list-style-type: none"> <li>- Feelings can change very quickly and lead to mood swings.</li> <li>- It is also a time when a child is becoming more independent and learning how to be an adult.</li> <li>- Emotional changes can be just as big a part of puberty as physical changes.</li> </ul> <p>Brainstorm conflicts that may happen both at home and school. Discuss ways of resolving these conflicts.</p> <p>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. Discuss how these conflicts could be resolved.</p> <p>Activity: Using the Activity sheet 'Help! I'm a teenager - get me out of here!' Each child chooses a scenario and writes a paragraph detailing possible options for dealing successfully with it. Remind the children that they need to find a compromise that uses respectful, courteous language.</p>	Hormones Compromise Respect Mood swings Puberty

6	Dear Ash	<ul style="list-style-type: none"><li>• Explain the difference between a safe and an unsafe secret.</li><li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li></ul>	<p>What is a surprise? What is a secret? Are all surprises secrets? Are all secrets surprises? How might a secret make someone feel? Some secrets are safe to keep and some secrets are unsafe and we need to talk to someone about them. Can anyone think of an example of a safe or an unsafe secret?</p> <p>Activity- Read the extract 'Chris's secret' and discuss the issues raised.</p> <p>Discuss appropriate people to share problems with, when confidences should and shouldn't be kept. Discuss various age related problems with advice. Consider the advice given and any changes and improvements that could be made.</p> <p>Activity- 'Dear Ash' activity sheet.</p> <p>Ask children to choose one of the scenarios and consider what advice they would give the person who wrote the letter in that situation. Children write their advice as Ash.</p>	<p>In confidence</p> <p>Break a confidence</p> <p>Confidential</p>
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