

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	How are they feeling			
2	Taking Notice Of Our 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. Discuss trusted people who can be spoken to. 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. Activity- Excuse me game – what does it feels like to be ignored. Explain that you need to keep asking until you are heard. Reinforce the NSPCC underwear rule. http://www.nspcc.org.uk/preventing-abuse/keepingchildren-safe/underwear-rule/ Privates are private Always remember your body belongs to you No means no Talk about secrets that upset you Speak up, someone can help</p>	Trust Resilience Unwanted attention Unwanted touch
3	Dear Ash	Explain the difference between a safe and an unsafe secret. Identify situations where someone might need to break a confidence in order to keep someone safe.	<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? Activity- Read the extract 'Chris's secret' and discuss the issues raised. 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. Activity- 'Dear Ash' activity sheet. 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>	In confidence Break a confidence Confidential

<p>4</p>	<p>Growing Up And Changing Bodies (puberty/ menstruation)</p>	<ul style="list-style-type: none"> Identify some products that they may need during puberty and why. Know what menstruation is and why it happens. 	<p>Introduction 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. 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.</p> <p>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. You may find it useful to show this video to the class to introduce this topic:</p> <p><u>Taking care of your body during puberty</u> Today we are going to have a chance to talk together about the different changes that happen when a person reaches puberty.</p> <p>Activity - 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. 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>Soap or 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>Puberty Genitalia Semen Menstruation Period Sanitary Towel Tampon Menstruation Cup Sanitary Protection Breasts</p>
----------	---	--	--	---

		<p>Washing Powder: To help people recognise that it is stale sweat that smells, it might be useful to source a small box of washing powder/tablets to help explain that as well as keeping their body clean and using deodorant, they'll also need to wash their clothes more often.</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>Period products: period/menstruation pads, 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, reusable pads, and period pants are available which some girls and women use as they are reusable and considered more environmentally friendly. You might find it useful to know that the DfE is running a Period Product scheme where you can order a range of period products and have them delivered for free.</p> <p>Hair growth: one of the body changes at puberty is that of hair growth. Some people choose to shave underarms etc. but some choose not to: everyone is different. This is an opportunity to emphasise autonomy and a person's 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 from feeling that it is the norm to start shaving as soon as they grow hair underarms and that they must do this).</p> <p>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 - see our Puberty Glossary for support in explaining these changes.</p> <p>Discuss the way female bodies grow and change:</p> <ul style="list-style-type: none"> • Breasts develop to enable a female to feed a baby • Hips widen • Height increases • Vagina begins to self-clean, producing vaginal discharge • Periods begin (usually within a year of the discharge appearing) • Body hair grows around the genitalia and under the arms 	
--	--	---	--

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
- Involuntary erections and wet dreams may be experienced

You may find it useful to share both the *Female and the Male Puberty Changes* images here.

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 period/menstruation pads in the bag and explain that it is a 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. The *Menstrual Cycle* image can be used to illustrate this.

Show pupils how period/menstruation pads can be placed in a pair of underwear. Show tampons. The *labelled side view of the female reproductive system* resource can be useful to show that girls have three holes and that period products, such as tampons and menstrual cups, go in a separate hole from the one that the wee comes out of.

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

			<p>Have you heard how a girl or woman might know her period is about to start? Headaches or stomach cramps may precede a period.</p> <p>Show a small bag containing period products (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.</p> <p>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 period products in an emergency.</p> <p>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.</p> <p>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?</p> <p>Emphasise that every young person has the right to decide what happens to their body. Who is the best person to decide what happens to your body?</p> <p>Very occasionally, young people have things done to their bodies that are criminal (against the law) in this country. These crimes involve cuts made to female genitalia -the vulva- 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?</p> <p>Summing up -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.</p>	
--	--	--	--	--

5	Bodies and Feelings	<p>Ask the children what they remember from their previous session about puberty. Responses could include:</p> <ul style="list-style-type: none"> • We looked at different objects and what a person might need during puberty • Learning about how male and female bodies develop • What periods are • That sometimes people commit crimes against a girl's body which involve cuts being made to her vulva (Female Genital Mutilation - FGM). <p>Explain that we are now going to think about puberty in a bit more detail.</p> <p>Activity 1 – Labelling external body parts</p> <p>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. Note: there is also a separate, single sheet of the male external body parts which shows a circumcised penis. There is no foreskin label included on this 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 <i>vulva</i> is used to refer to <i>all</i> 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.</p> <p>Activity 2 – Emotions and feelings: true or false? 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.</p> <p>Spilt the class into small groups (up to 5) and distribute the <i>Emotions and feelings: true or false?</i> 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.</p>	
---	---------------------	---	--

			<p>Note that one of the scenarios references masturbation or an increased desire for a person to touch themselves for pleasure. In addition to the information provided by the teaching answers sheet, it is also important to recognise that this activity provides an opportunity to teach children that touching your own private parts is a private activity, which means it must be carried out in a private place. Not only does this help safeguard them from acting inappropriately in public, but it also helps them identify others, particularly adults, who may be acting inappropriately in public, and report it to a trusted adult.</p> <p>Summing up Ask the class to identify trusted adults they could talk to if they are worried about puberty or the changes happening to their body.</p>	
6	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 effect moods. Explain the following:</p> <ul style="list-style-type: none"> - Feelings can change very quickly and lead to mood swings. - It is also a time when a child is becoming more independent and learning how to be an adult. - Emotional changes can be just as big a part of puberty as physical changes. <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>	<p>Hormones Compromise Respect Mood swings Puberty</p>

7	Dear Hetty (separation/ loss) optional	<p>Explain how someone might feel when they are separated from someone or something they like.</p> <p>Suggest ways to help someone who is separated from someone or something they like.</p>	<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
---	--	--	---	---------------------