



# Relationships and Sex Education: Primary resource

## YEAR 5 LESSON PLANS



## YEAR FIVE

Lesson order

1. **All About Me**
2. **Me & My Relationships**
3. **Me & My Body**
4. **Me, My Thoughts, Feelings & Behaviours**
5. **Me, My Choices & Personal Boundaries**



# LESSON 1: ALL ABOUT me

## Lesson objectives:

- To help promote positive expectations, aspirations and identities for both girls and boys.
- Children will be given the opportunity to explore the physical and behavioural differences between boys and girls.
- Children will learn to challenge the gender stereotypes and social assumptions.

## Resources required:

Pink and blue post-it notes

**5.5:** Throw like a girl video clip

*If you have a copy of 'Alien Nation' by Matty Donaldson and the Proud Trust, we highly recommend you use it as part of this lesson.*

## Activities:

**5.1:** Pink and blue post-it notes

**5.2:** What are the rules?

**5.3:** What if you happen to be red or purple instead of blue or pink?

**5.4:** New rules

**5.5:** Throw like a girl

## Introduction:

Today we are going to be starting our All About Me work. Over the week we will be exploring what it means to be you! We will be thinking about how we manage our feelings and how we can keep ourselves safe. We will explore our relationships and try to understand more about how our bodies are changing.

Today we are going to think about what it means to be a girl or a boy...



## 5.1: Pink and blue post-it notes

On each table place a stack of blue and pink post-it notes, enough for one blue and one pink for every child. **Make sure not to mention what the two colours are for.**

Ask the children to imagine that aliens have arrived from outer space and they have asked for you to explain the difference between males and females of the human species. How would you explain to them what girls are like and what boys are like?

Get the children to write their ideas for boys on one post-it and their ideas for girl on another. **As before, do not mention the colours of the post-it notes.**

Write 'boys' and 'girls' on the board and ask the children to stick their post-it notes under the correct headings.

Once all the children have stuck their notes on the board debrief their answers.

Firstly ask the class what they notice without reading out any of the answers. Generally, without question the majority of the children will write their ideas for girls on the pink and their ideas for boys on blue, even though they were never told to. This is because from a very early age we are socialised to believe that pink is a girls colour.

This in fact is nonsense. It wasn't until fairly recently that pink became associated with girls. If you ever go to visit stately homes with big portraits of the owners and their families on the wall, the children painted in pink dresses are all boys. Pink was the sign of a male child because red was the colour of the British soldiers uniform and was seen as the colour that depicted real men, therefore pink was the sign of little men.

This only changed much later around the time of the second world war so even very entrenched notions of cultural gender identity can change swiftly.

Talk through the children's descriptions of girls and boys and unpick if their answers are equally as fixed as the idea of being male or female.

If children mention genitals congratulate them! It is a really good answer and should be something we are comfortable to mention without being silly or embarrassed. Encourage the class to shout out and name the private body parts using the correct terms. Do not tell them off if they offer other names, but instead ask them if they know the real names, these are the only real physical difference between boys and girls at this age.



## 5.2: What are the rules?

Using the slides read the following story:

There once was a kingdom with a beautiful castle at its heart, it was here that King Binary lived and ruled his people.

Around his castle was a moat that flowed into a wide, fast moving river that split his land in two. It was decreed long ago that on one side of the river, where only pink flowers grew, all the girls would live, and on the other side which was filled with only blue flowers, would be home to all the boys.

The only hospital in the Kingdom was inside the walls of King Binary's castle, when a child was born he would decide through which entrance they would leave the castle, through the blue or the pink door. Those who he sent through the pink door to Sheland would forever more be called girls, and those he sent through the blue door to Heland would forever be boys.

There were also very strict and different rules for each side in Sheland and Heland,  
I know this sounds far-fetched but don't we have similar rules?

Ask the class:

Where do these ideas of being a girl or being a boy come from? Are there unwritten rules for being a girl or being a boy? Are there anything that you are supposed to do or not allowed to do? Are there things that we should be good at or not be good at?

Give a big sheet of paper to each table and ask them to write what they think the rules would have been in Sheland and Heland.

Ask each group to feed back their answers to the rest of the class. Do we all agree? Are the rules true? Where do these ideas come from?



## 5.3: What if you happen to be red or purple instead of blue or pink?

Unfortunately, not everyone was happy with how things were in King Binary's kingdom.

Some of the girls would look across the river and think how come they have different rules? It's not fair that the boys get treated differently, and equally some of the boys would look across the river and wish things were different too (secretly they actually liked pink!)

The trouble is, not everyone felt that they fitted neatly in either Sheland or Heland, especially as the small children grew up and began to explore who they were and where they belonged. Some of the girls and boys felt they had been sent through the wrong door and would actually be much happier on the other side of the river, they really didn't feel like they were meant to be girls or boys.

When King Binary heard how confused and upset some of his people were he really didn't know what to do, things had always been this way so what on earth could he do?

He decided to call a meeting....

**How do we solve the issue? Ask the children to come up with ideas to solve the problem that King Binary and his people have.**



## 5.4: New rules

Can we write new rules that work for everyone? Rules that are gender neutral, positive and inclusive?

## 5.5: Throw like a girl

Play the **always throw like a girl advert** to the class.

Highlight the fact that we insult boys by calling them girls as if this is a bad thing, throwing like a girl or hitting like a girl means you are weak.

To be brave you have balls! (Testicles)! Why can't we say "wow you have proper ovaries?!?"

Explain that this is damaging for boys too, the fact that we have to live up to silly ideas of what it is to be a girl or a boy.

Ask each group to rip up their boy/girl rules sheet and instead stick up on the wall their new gender neutral rules.

**Close: Today we explored what we expect girls and boys to be like.**

But we realised that just because you happen to be a girl or a boy doesn't automatically mean you have to like certain things or can't do certain things. Girl's and boys don't all fit neatly in the same box and you can grow up to do anything you want to do.



# LESSON 2: ME & MY RELATIONSHIPS

## Lesson objectives:

- Children will explore a variety of different relationships, including those within the family, friendships and romance.
- Children will consider how it might feel to have romantic feelings or a crush on someone and what it means to have a boyfriend or girlfriend.
- Children will explore peer pressure to have a partner, even at this age and what the unwritten rules of having a partner might be.
- Children will understand that romantic relationships are something they can choose and that they should never feel pressured, like friendships they should be built on qualities of mutual respect and should help them feel good about themselves.

## Resources required:

- 5.7:** In a heartbeat video clip
- 5.8:** Friends vs partners worksheet
- 5.9:** Relationship dilemma cards

## Activities:

- 5.6:** A-Z of relationships
- 5.7:** Crushes & fancying people
- 5.8:** Friends vs partners
- 5.9:** Relationship dilemmas

## Introduction:

Today we are going to talk about different types of relationships, we will consider if there is any difference between having friends or having a boyfriend or girlfriend.

## 5.6: A-Z of relationships

Write the alphabet on the board with the **R** filled in with the word **Relationships**.

*Can you think of as many different types of relationships, or things we associate with relationships as possible. Work your way around the class asking each child for a suggestion until you fill the entire board. A list of common answers are suggested below to help you prepare.*

<b>A</b>	aunt, adopted	<b>N</b>	niece, nephew, nurse
<b>B</b>	brother, best friend, bisexual	<b>O</b>	orphan, online, older sibling
<b>C</b>	cousin, carer,	<b>P</b>	parent, pets
<b>D</b>	dad, daughter, doctor	<b>Q</b>	qualities,
<b>E</b>	engagement,	<b>R</b>	<b>Relationships,</b>
<b>F</b>	friend, fiancée, foster parents, foster siblings	<b>S</b>	sister, sexual, son, step parent, step siblings, social worker
<b>G</b>	grandma, grandad, gay	<b>T</b>	trials, teacher
<b>H</b>	home, homosexual, husband	<b>U</b>	uncle, unconditional
<b>I</b>	intimacy	<b>V</b>	violent, volatile,
<b>J</b>	joy, joining, jealousy	<b>W</b>	wedding, wife
<b>K</b>	kind, kinship	<b>X</b>	kisses! xx
<b>L</b>	love	<b>Y</b>	younger sibling, youth worker
<b>M</b>	mum, marriage, mentor	<b>Z</b>	

Encourage them to think a widely as possible, including family, friends and other important relationships in their lives, including pets. You can also consider important celebrations or qualities of relationships too.

*Yesterday we talked about the unwritten rules for being a girl or boy, are there unwritten rules when it comes to relationships too?*

Ask them -

*Do you have to get married?*

*Do you have to have children? How many?*

*Can two men love each other and get married? Can two women?*

*Can they have children?*

*What about at your age? Is there pressure to have a girlfriend or boyfriend?*

## 5.7: Crushes & fancying people

Ask: How does it feel to like someone or to have a crush? Is it always nice? Play the film clip in a heartbeat (part one 1:30min)

- ***Why was he hiding?***
- ***How does he feel? Why do you think that?***
- ***What about the second boy, how do you think he feels?***
- ***What do you think will happen?***

Play the second part of the film (2:50min)

- ***What do you think he likes about the other boy? What clues are there?***

Clearly the film involves a romance between two boys, as a point we haven't asked any specific questions aimed at highlighting this fact. If the children comment then we can unpick their issues, however, by accepting and treating the romance as no different to one between a boy and a girl we can help re-enforce the fact to young people & encourage them to remain accepting themselves.

- ***What do you think other people might be thinking?***
- ***Why does he run away?***
- ***What do you think will happen?***

Play the end of the film...

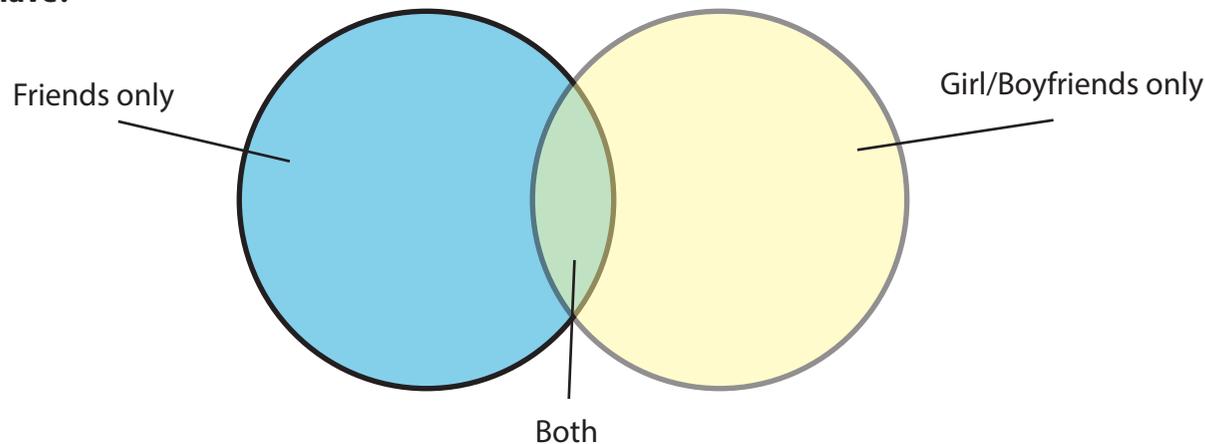
***How does it feel when we don't know if someone likes us or still cares for us?***

## 5.8: Friends vs partners

What is the difference between being friends versus having a boyfriend or girlfriend?

This can be done as a group or in pairs using the **friends vs partners worksheet**. Ask the children to make suggestions and write them either in the blue circle if they apply only to friends, the yellow circle if they apply only to boyfriends/girlfriends and in the middle where the circles cross if they apply to both.

**What might they do together? How might they spend their time? What qualities should they have?**



Debrief the children's answers

***In truth there should be very little difference between what we are looking for in a friend or partner. Both should help us to feel good about ourselves, like us for who we are and treat us with respect. They should be fun to spend time with and allow us time and space to spend time with other important people in our lives too. The only difference really is that you should be attracted to and fancy your partner!***



## 5.9: Relationship dilemmas

Give out one of each of the following **relationship dilemmas** to each table. Ask them to discuss the issue and then decide what advice they would give to remedy the situation.

Ask each group to read out their dilemma in turn and feed back their suggestions. See if any of the other groups have any ideas they can contribute.

### Friends vs partners

It is the day of the school trip and Fara doesn't know what to do, everyone has been told to pick a partner to sit next to on the bus; last night her boyfriend Brian messaged her to ask her if she would sit next to him on the bus but this morning her best friend Lucy has told her they have to sit together, she has something she needs to tell her.... oh dear.

### Under pressure

Autumn is feeling the pressure; all of her friends have boyfriends and they keep asking her who she likes. Autumn doesn't feel ready or see the point of having a relationship, she is quite happy just to be friends but the other girls say that she is being immature.

### Online romance

Lucy has been posting pictures and videos online on an app where you can make your own music videos. Another girl she knows from school has told her she is so beautiful and a fantastic dancer, she has asked her if she would be her girlfriend. Lucy feels very confused....



### Xbox friend

Jay has been talking to a boy online for a while; they have both been playing on xbox live and having a laugh, they play most nights together and are fast becoming best friends. They have so much in common the boy has told Jay that he lives nearby and asked to meet up so they can play in real life but his mum has said no. Jay is thinking about meeting up anyway, he could easily lie and tell his mum he is playing with Brian or Dylan.

### Debrief notes and points to highlight:

**Friends Vs partners:** This is the classic dilemma of choosing between your partner or best friend. Encourage talking to both, if they care about you they will not want you to have to pick. Perhaps suggest sitting next to one on the way and another on the way back? Friends or partners should never make you feel obliged. Who does Fara want to sit next to?

**Under pressure:** No one should ever feel pressured to have a relationship, especially if they don't feel that way about someone else. Just because friends are doing something doesn't mean you should. Actually, if her friends are only in relationships because they think they should and because they think it makes them look grown up, it is them that are actually immature. Knowing your own mind is never immature!

**Online romance:** Many people when they are young have crushes on people of the same gender. This is not uncommon or anything to be ashamed about. Equally, there are other children that even at this very early age already know that they are attracted to the same gender, so don't dismiss this as something they will grow out of. Make sure you talk about how to let down someone gently, it is a big compliment if someone likes you however, this does not mean that you have to say yes just to be polite. You can say thank you but I don't feel the same way. But still appreciate the bravery of telling someone how they feel. It doesn't cost anything to be respectful.



**Xbox friend:** This scenario has been put in to highlight the risks of meeting people in secret or online. The boy may well be another boy who just wants to be friends, but they may not be. The key is instead to make it clear we should never meet people in secret. We are at real risk if people don't know where we are or who we are with. The safest solution is to invite the boy to his house or to meet somewhere neutral with their parents in tow, If they aren't who they say they are they won't come or show up. Having parents and children on the same team keeps them safe. There is not an issue with making friends online, it is a great place to meet like-minded people, the issue is how to stay safe.

**NB:** This scenario is important for parents as it is for children. Parents often wrongly simply dismiss it and say no and that plays into the hands of potential groomers, instead embrace the friendships and offer to be involved. If they aren't who they say they are they will swiftly disappear.

Whereas if you dismiss them, the potential groomer can use this as further proof you don't understand your child like they do and use it as a wedge to keep the grooming secret as Jay is tempted to do.

## Close:

Some children at your age may decide that they would like to have a boyfriend or girlfriend. They may start to have romantic feelings for people they have never had before. This may feel confusing and this is perfectly normal. It is also OK to feel like this is something you're not ready for too. This is not immature, knowing your own mind is never immature.

You should never feel pressured into having a relationship. You get to choose. Make sure that any friendships are based on mutual respect and make you happy and make you feel good about being you. Relationships should never make you feel bad or be secret.



# LESSON 3: me & my BODY

## Lesson objectives:

- Children will be informed of the physical and emotional changes that take place during puberty for both girls and boys.
- Children will have the opportunity to ask questions and discuss their worries regarding puberty.
- Children will be informed of their own personal anatomy and the development of their genitals, including wet dreams, erections, self-stimulation and menstruation.

## Resources required:

Lesson slides

A collection of menstrual products to pass around the class.

**NB:** *it is worth reviewing your schools practice around how you manage periods in school. Check out the good practice guide for suggestions.*

**5.14:** A guided tour to girls and boys bits worksheet

## Activities:

**5.10:** Tell me one change?

**5.11:** My private parts

**5.12:** Touching myself

**5.13:** Periods and the menstrual cycle

**5.14:** A guided tour to girls and boys bits:

Be aware that some children will find this embarrassing, equally some may have heard horror stories and be quite fearful.

Talking about puberty should be fun and light hearted. Stress that it is all about growing up and that it happens to everyone.

Today is all about allaying their fears and ensuring they leave the session feeling better informed, puberty is far less scary when you know what to expect.

Take your time and allow lots of questions, there is no rush.

## Introduction:

Our bodies are fantastic! Today we are going to talk more about puberty. I am sure many of you already know quite a lot but today we are going to look at puberty in more detail and allow lots of time to answer your questions if you have any or to alleviate any worries you may have.



## 5.10: Tell me one change

### Put the first slide on the board: What is puberty?

There are a number of ways to deliver this first activity, you can simply ask children to shout out responses. However, I prefer to work my way around the class one by one and ask everyone individually for a response. Yes, this means that each child is put under pressure to come up with an answer, but I try really hard to make this light hearted and fun. If done correctly it can break the ice, engaging the entire class, whilst encouraging them to get over their embarrassment right at the start of the session. I find children get more involved in the rest of the session if it is done this way, however, as I say, you need to make it fun.

Generally I explain that everyone needs to give an answer, a different answer from the rest of the class. I ask for a volunteer to start and then work round their table and ask them to pick the next table until everyone has answered.

If anyone gets stuck, I daftly mime suggestions to help.

Once everyone has answered explain:

*Puberty is when a child's body begins changing into that of an adult's, you will be starting soon, in fact some of you may have already have started!*

*But don't worry if you haven't, puberty isn't a race.*

*Puberty doesn't just happen all in one go, it is a long drawn out process that won't be complete until you are 25 years old and fully grown! So you all have a long way to go.*

*Puberty can be a confusing time but is definitely nothing to panic about.*

*Puberty is a physical process where our bodies change size and shape as we grow but there are also emotional changes that take place too, you will notice that you may start to feel different. You will*



*become interested in different things and you may start to become attracted to people or think about having a girlfriend or a boyfriend, but also feel a bit more self-conscious too. In fact puberty can be a bit of an emotional rollercoaster where your mood goes up and down. This is perfectly normal but remember if you are feeling worried or confused you can talk to someone from your personal network.*

## 5.11: My private parts

*One of the main reasons children go through puberty is to get their bodies ready for making babies. As you know adults can have sex to make a baby. This does not mean that as soon as you start puberty you need to start thinking about sex, as we have said that puberty is something that takes a very long time.*

*But one of the things you may notice is that you start to become more aware of your privates as these start to change and get ready for being able to make a baby.*

*So we are going to look at our private parts in more detail. Remember our privates are simply another part of our body so are nothing to get uncomfortable and silly about. They are part of our bodies and as such we should know how they work.*

Firstly we will look at boys in more detail.

**Play the guided tour of boy's privates video on the slides.**

Ask if anyone has any questions.

**Before and after playing the guided tour to girl's privates on the next slide.**

Ask if anyone has any questions.



## 5.12: Touching myself

Now might be a good time to remind the class of the rule surrounding touching our privates.

*Now as it mentioned in both the videos lots of people like to tickle or stroke themselves as it might feel nice. They might play with their hair, stroke their skin or they may even touch their private parts. This is really very normal. However, some people may get cross or say that it is dirty especially when you touch your own privates. This is strange as it is really very normal however, it is not polite to do it when other people are about. It is something we should only do when we are alone, perhaps in the bath or shower or in bed, a bit like picking your nose, it is certainly not polite to do in class when everyone is watching.*

*Remember no one else should touch your private parts. The only time anyone is allowed to touch your privates is if we are asking for help, for example if we are sore or poorly or too little to wash ourselves properly, **but if anyone does touch our privates parts, even with permission this should never be a secret.***

**Ask the class who can we tell if we are worried?**

## 5.13: Periods and the menstrual cycle

Click to the next slide. Explain to the class at one time many years ago when we talked about the next topic, all the boys would be sent out of the room. However, we are a bit more forward thinking these days and know it is important for both girls and boys to learn about this stuff. We are mature enough to talk about this together aren't we?

Ask the class if anyone can explain what they know about periods and the menstrual cycle? A period is only one part of a girl's cycle of releasing an egg cell each month.

Talk through the menstrual cycle slide on the board:

Each month one of the girl's ovaries will produce an egg and release it, it will slowly travel down the tubes towards the womb.

In the meantime, the womb will get ready for the egg cell by making thick fleshy layers of tissue along its walls. This acts as a cushion for the egg and is all sticky so the egg doesn't fall out.

If the egg isn't fertilised by a sperm then the girl's body flushes it all away, the sticky lining starts to break down and falls away, this is what a girl's period is as the lining comes out of the vagina.

A period usually lasts a few days during which girls will bleed on and off. And the whole cycle starts again.

The whole cycle usually lasts for about 28 days although when girls first start things will often be a bit irregular as their bodies get used to the process. It isn't uncommon to have much shorter or longer cycles.

Day one is the day you first start your period, with the most likely time an egg is released is half way through on day 14.

Now during her period a girl will need to use either menstrual pads; a small flat pad that fits in her underwear to catch the blood, or some women choose to use a tampon which sits inside the vagina and soaks up the blood as it leaks.

**Show the class tampons and menstrual products, pass them around and allow everyone to touch, feel and explore.** It is always worth investing in branded items as they tend to look far less intimidating than own brand products. One of the key outcomes of the session is to make periods less intimidating for girls. Little things like this can help.

You can always do the classic coloured water tests to show how they work. You can then explain and demonstrate how to dispose of towels and tampons correctly.

Periods are often accompanied by cramps in your belly which are caused by the womb squeezing and contracting to get rid of the lining. Some women really suffer with their periods and may feel quite unwell, everyone is different. Don't let anyone make you feel like you are making a fuss for no reason. Having a hot bath, using a hot water bottle, and eating chocolates can help too!



Take your time during this part and make sure that children can ask questions too. There is no rush.

**Do you have procedures in place just in case a girl experiences her first period in school or is caught unaware by an irregular period? Most importantly do children know who to speak to?** If so this is the ideal point to highlight what girls can do.

The embarrassment and fear of being caught out can mean that some children instead suffer in silence. Instead, just like we have a first aid kit there is no reason why we can't have a menstruation kit available in classrooms too. These should include; menstrual pads, tampons, wipes, spare underwear and sympathetic members of staff.

Do not assume that girls will have been shown at home. Unfortunately a 1/4 of all girls will experience their own period before anyone at home or school speaks to them about it.

For a very long time periods have been something that girls have to suffer in silence without sympathy or explanation.

**Close: So now you know more about all of the amazing changes that will take place during puberty and all about how our privates work.**

Well done for being so grown up and mature. Remember puberty isn't a race or competition and is definitely not something to poke fun at one another about. We need to be understanding to one another because everyone has worries when it comes to puberty so it is important to be supportive to your peers.

## 5.14: A guided tour to girls and boys bits

Give all the children a copy of the **guided tour to girls and boys bits worksheet** and ask them to complete the missing parts and colour in the sheet.

Again you can use this as an opportunity to talk to children that you may have noticed felt a little uncomfortable, confused or awkward during the session. It is also a chance to go table to table to answer any questions children may have.

# LESSON 4: me, my THOUGHTS, FEELINGS & BEHAVIOURS



YEAR 5

## Lesson objectives:

- Children will better understand how their own and others behaviours can impact on the people around them.
- Children will have the opportunity to consider how people's behaviours might be influenced by their feelings and try to understand the reasons for this.
- Children will explore other options and behaviours that may be safer or more considerate to the people around them.

## Resources required:

Lesson slides  
A4 paper  
Ball of string or wool  
**5.16:** Scenario cards

## Activities:

- 5.15:** We are all connected
- 5.16:** Impact on others scenarios
- 5.17:** Saying sorry
- 5.18:** Sticks and stones and all that nonsense
- 5.19:** Design a poster

## Introduction:

Today we are going to be exploring how our own and other's behaviours can have an impact on people around us. We all have a responsibility to make sure we are considerate of how other people may feel and how our actions may affect others.



## 5.15: We are all connected

You will need plenty of space for this first activity, you may consider doing it outside or in the school hall if you are pressed for space. If you have more than one member of staff in the classroom, it may be quicker and easier if you split the class in half and make two smaller webs instead.

You will need a ball of wool or string for this activity. Ask the children to stand up with you and make a circle. Keep the end of the string in your hand, but then pass/ throw the ball of string to the first child in front of you. Ask them to hold on to a loop of string and then to throw it to someone else in the circle. Again ask the child with the string to keep a loop in their hand.

Keep throwing the ball of string across and around the circle until everyone has a piece of string. It doesn't matter and will actually help if some people have more than one connection of string.

Remind the children that they will need to be careful and not tug on the strings.

Once you have run out of string or you have created a big enough web, pick a child to take two steps backwards slowly and carefully. Everyone who is connected to the child will be pulled and compelled to move too. Pick another child and ask them to move 3 steps backwards, and so on and so forth.

For variation you may ask a child to spin around on the spot, to make waves with their arms or to sit down.

### **Ask the children what happens to everyone else when someone moves?**

Explain that this exercise is designed to demonstrate how our behaviours may affect those around us. This is true whether we behave in a positive way or a negative manner. For example if we are feeling angry and take our frustration out on others or in contrast if we choose to help someone, our actions can have a ripple effect transferring our moods on to those around us.

We are going to explore this more.

Collect the string back up and ask the children to return to their seats.



## 5.16: Impact on others scenarios

Ask the children to work in pairs, giving each pair a different **scenario card**. Explain that you would like the children to consider:

- How each person in the scenario might be feeling and why?
- How does the behaviour impact others?
- Is there anything that the characters in the scenario could have done differently to improve the situation?

Once they have finished ask the children to swap with another pair until they have seen at least 3 of the 6 different scenarios.

Debrief each one with the whole class.

### Jay

Dad has come home from a long day at work, he shouts at Jay and his little brother because their rooms are a mess. He then argues with Mum too, why has she let them make such a mess?

### Lucy

Lucy has come home very quiet, she seems upset. She won't tell her mum or her sister's what's up.



### **Dylan**

Dylan has lost his P.E Kit again, his mum has told him that he will need to find it or do without as she can't afford to replace it again.

### **Fara**

Fara is playing a game with four of her friends and decides that the game doesn't work with five people so she tells one of her friends they can't play.

### **Brian**

Brian's friends keep talking about a new scary film that is out which is an 18 certificate, they want him to watch it to prove he isn't scared.

### **Autumn**

Autumn convinced her mum to buy her a hamster, she promised to look after it, feed it and clean it but Autumn has had the hamster for three weeks now and mum is the only one to have cleaned out the cage.



## Debrief:

**Jay** - Highlight the fact that Dad's behaviour is not acceptable. Yes, he may be tired and feel frustrated that the house is not in order but he is a role model for his boy's behaviour and by him shouting when he is angry then gives them permission to do the same, especially towards the mother. Equally his relationship with his partner is also what his son's will model their future relationships on too. It is no one in the houses fault that he has had a tough day.

**Lucy** - Remember to highlight the key lesson from Taking Care, we can talk with our support network about any worry we have, however small or awful. Ask the class to consider why Lucy might not talk to her family?

**Dylan** - Highlight how both Mum and Dylan might be worried, how will his classmates and teachers react if he has to borrow lost property or can't do P.E? How might Mum feel that she can't afford to replace the kit?

**Fara** - Perhaps they could play a different game? Consider the other side that actually one of the 'friends' might not actually be very nice or might be spoiling everyone else's fun. There is a balance between the right to choose who to play with and considering how others might feel if they are left out.

**Brian** - Highlight the pressure to act tough and be brave (especially for boys? Is this true?). Perhaps his friends might be equally scared, bravery isn't about not being scared but it takes a brave person to admit they are scared regardless of what others think and to stand up to pressure.

**Autumn** - If we promise to do something and then don't, how will Mum feel next time Autumn makes a promise? As a pet owner we are responsible for their care, having a pet is a massive responsibility.



## 5.17: Saying sorry

Give everyone a sheet of A4 paper.

Ask the children to screw up their piece of paper in to a ball. Now, explain to the class:

*Sometimes if we are feeling angry or upset, we might struggle to manage our feelings and instead take our frustration out on someone else just like Jay's dad did in the scenario. We might lose control and behave in an unsafe way. We can cause damage or hurt to the people around us, it is important to make amends.*

*How might we do that?* Ask the class for suggestions.

Hopefully they will mention about saying sorry, or trying to fix things.

*So now we need to try and repair the damage we have done.*

Ask the children to unscrew their paper and rub out the creases as best they can, encourage them to get it back to its original neat state, tell them they need to apologise to the paper too.

Yes, this last bit will be a little bit daft, allow the children to have a giggle before bringing the class together again.

Ask them: *Did it work when you said sorry? Did the paper magically go back to its original state all neat and perfect?*

Explain that whilst it is important to say sorry and to try and fix any damage we have caused, the truth is that sometimes the hurt we cause is very difficult to mend and may leave some lasting marks, just like on the paper.



## 5.18: Sticks and stones and all that nonsense..

Ask the children if they have all heard the rhyme “sticks and stones”, see if they can finish it off.

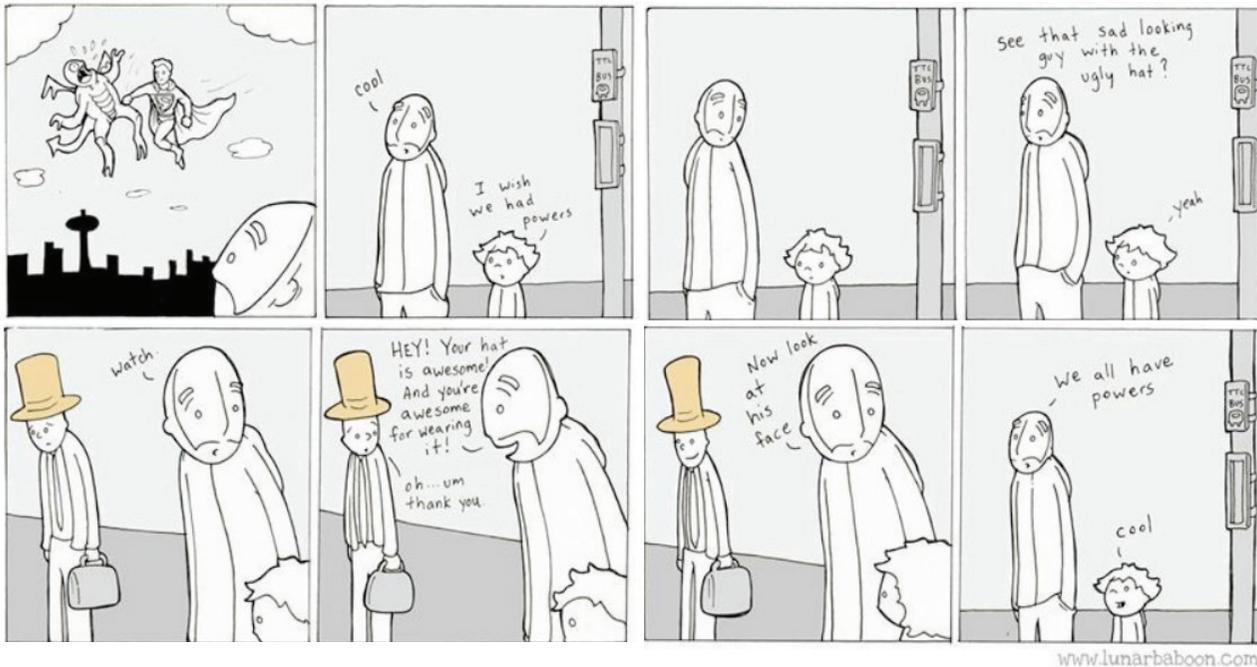
Now tell them WHAT A LOAD OF NONSENSE! That is simply not true, the words we say can have a huge affect on the people around us.

A much better quote is this one:

Words are, in my humble opinion, our most inexplicable source of magic. Capable of both inflicting injury, and remedying it..

Ask if anyone knows who said that? Yes it is of course Dumbledore from Harry Potter!

But remember the words we say can be used for good too, to make people feel good about themselves.



**Close: Today we demonstrated the way we behave can affect the people around us.**

Sometimes when people have big feelings they might not be able to manage them and might take their frustrations out on others. Whilst it is important to say sorry, it only really means something if we change our behaviour to make sure we don't end up making the same mistakes again. Remember if we are struggling we can always ask for help from our support networks.

### 5.19: Design a poster

Using the sheets of crumpled paper, ask the children to design their own poster with a message of the importance of remembering how our actions and behaviours can affect the people around us.

Show the posters to the class.



# LESSON 5: me, my CHOICES & PERSONAL BOUNDARIES

## Lesson objectives:

- Children will have an opportunity to review the Early Warning Signs they may experience when they feel unsafe.
- Children will explore the difference between safe and unsafe secrets and which should never be kept.
- Children will be able to think about their support networks and who they can talk to if they need help.
- Support key messages from the Protective Behaviours Taking Care Programme.

## Resources required:

Lesson slides

**5.22:** Secret cards

**5.24:** My personal network worksheet

## Activities:

**5.20:** How might someone's body react if they felt unsafe?

**5.21:** Autumn has a secret

**5.22:** Safe and unsafe secrets - what are the rules?

**5.23:** Should I always keep my best friend's secret?

**5.24:** My network

## Introduction:

During our last session we talked about how our own and other's behaviours might have an impact on the people around us. As a result we may be in a situation where we feel unsafe, the physical clues we experience we call our Early Warning Signs.

## 5.20: How might someone's body react if they felt unsafe?

Ask the children to make suggestions and write them on the board. This is an opportunity for the class to review their Early Warning Signs from Protective Behaviours work they have previously done.

These might include; feeling sick, needing the toilet, feeling shaky, sweating, fidgeting, experiencing headaches, wobbly legs, butterflies in the belly or worms in the tummy.

Ask the children for suggestions of what might make someone feel unsafe?

## 5.21: Autumn has a secret

Put up the "OK", "not OK" and "it depends" signs at different spots around the room and ask the children to stand up and move towards the sign that fits best for what they think.

Put up the picture of Autumn on the board and tell the class:

**- Autumn has a secret, are secrets OK or not? What do people think?**

After each bit of information ask the children to move and then ask a few children why they have stood where they have decided, ask them what they think the secret might be and why it might be safe or unsafe.

**- Autumn's dad has told her she is not allowed to tell her mum their secret...**

**- Her dad says she will spoil it if she tells her mum....**

**- Autumn has to keep the secret from her mum for the next two weeks....**

**- Autumn feels excited about the secret...**

**- Autumn's dad has planned a special surprise for her mum's birthday...**



Put up the picture of Jay on the board. Tell the class:

- ***Jay has a secret...***
- ***He has a new best friend...***
- ***They play Xbox Live together all the time...***
- ***Jay is excited, they have arranged to meet up and play at his new friend's house...***
- ***Jay's mum doesn't know, Jay is worried if he tells her she won't let him go...***
- ***Jay met his new friend from online...***

Again ask the class to feedback their ideas before returning back to their seats.

## 5.22: Safe and unsafe secrets - what are the rules?

Ask the class what is the difference between a good and a bad secret? Which ones are OK to keep and which ones should we never keep to ourselves?

Put up the slide: safe and unsafe secrets.

Safe Secrets	Unsafe Secrets
Should not leave you feeling worried, scared or unsafe	Might leave you feeling worried, scared unsafe or ashamed
Should only have to be kept for a short time	Might have to be kept indefinitely
Never involve threats or violence	May involve threats or violence



Give out the **safe and unsafe secret cards** to each table and ask the children to work as a group and decide if they think the children's secrets are safe or unsafe.

**Secret cards include:**

1. Fara's mum has just found out she is pregnant, she has told Fara but doesn't want everyone to know yet.
2. Lucy tells her little sister that she will pull the head off her favourite doll if she tells their mum that Lucy hurt her.
3. Jay's dad has been shouting at his mum a lot lately, when he does Jay feels scared.
4. Autumn sometimes likes to touch herself when she is in the bath, it feels nice.
5. Brian's uncle likes to wrestle with him, sometimes he pins Brian down and touches Brian's private parts. His uncle told him that his mum would be upset if he tells her.
6. Dylan has bought chocolates for a girl he really fancies, but hasn't told anyone.
7. Brian has found out he is going to Disney Land in the summer holidays but his mum has asked him to keep it secret from his little brother.
8. Lucy has told Autumn who she has a crush on, it is another girl.

Discuss with the class whether they think each scenario is a safe or unsafe secret and their reasons why, as part of the debrief ask the children why they think some secrets might be unsafe. What might happen?

Be aware that for some children in class Jay's and Brian's scenarios may reflect their own experience, be mindful and be prepared for any disclosures.

Use the opportunity to remind the class that Autumn's behaviours are perfectly acceptable. Private activities can take place in private places.

**There are also rules about touching yourself too.**

*Now lots of people like to tickle or stroke themselves as it might feel nice. They might play with their hair, stroke their skin or they may even touch their private parts. This is really very normal. However, some people may get cross or say that it is dirty especially when you touch your own privates. This is strange as it is really very normal however, it is not polite to do it when other people are about. It is something we should only do when we are alone, perhaps in the bath or shower or in bed, a bit like picking your nose, it is certainly not polite to do in class when everyone is watching. Private activities in private places.*

*Remember no one else should touch your private parts.*



## 5.23: Should I always keep my best friend's secret?

Many people believe that one of the key qualities of a best friend is that you are trust worthy and keep each other's secrets. Ask the class what they think of this statement.

**If your friend tells you a secret should you always keep it?**

## 5.24: My network

If we are worried about anything, no matter how awful or small, we can talk to a trusted grownup from our network.

Ask the children to fill in their own **personal networks worksheets**.

This is an opportunity to review their personal networks from when they last did the Taking Care Programme.

**Close: Secrets can be fun and exciting but they can also leave us feeling confused or scared.**

Some secrets should never be kept, especially if they make us feel unsafe. We can share our concerns with safe adults from our networks.