



Relationships and Sex Education: Primary resource

YEAR 6 LESSON PLANS



YEAR SIX

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 encourage the children to explore different aspects of their personality.
- To reflect on their identity and experiences during their time at primary school.
- To encourage the children to have a positive self-image and high self-esteem.
- To allow the children opportunity to make plans and set goals for their future at high school.
- By the end of the lesson children will understand that we are all unique and special in our own way.

Resources required:

NB: Pre-lesson preparation required:

Before the lesson you will need to prepare a plastic cup for each child labelled with their name. Alternatively get the children to design their own labels the day before.

Complete the teachers version of the (6.21) "what I think of others worksheet".

Prepare the (6.4) hopes and dreams flip charts, one for each table.

Different coloured felt tip pens

If you have been collecting the children's work in All About Me folders/books it would be helpful to have (3.2) "What do other people say about me" and (3.3) "My favourite things" worksheets for activity 6.1.

6.2a: What I think of others worksheet

6.2b: What I think of others - Teacher's sheet

6.3: Things I have done worksheet

6.5: My future worksheet

Activities:

6.1: How well do you know yourself?

6.2: How others see you

6.3: Things I have done

6.4: Hopes and dreams

6.5: My future

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. You are all in the middle of a BIG YEAR, filled with lots of changes. As you prepare to leave primary school and go off to high school, your bodies are changing, your friendship groups will change as you move schools, there is a lot going on! Over next few lessons we will make sure you have the tools to help you cope and manage.

Today we are going to take some time to reflect on your time here and the person you have been, before thinking about where you are going to and what you can achieve.



6.1: How well do you know yourself?

It is important during times of big changes to reflect on all you have achieved, the journey you have taken and how far you have grown as a person. So we are going to start by looking at the very first lesson you did during the All About Me Programme when you first started junior school.

You may remember you filled out two worksheets, “what other people say about me” and “my favourite things” worksheets.

Without letting the children see, pick someone’s work at random and read out excerpts from the two sheets. Ask the children to see if they can recognise their own words and descriptions of themselves.

Ask the children if they found it easy to recognise what they had written? Does it feel like a long time ago?

Once you have gone through a number and had a giggle give out the workbooks/folder and get the children to discuss in pairs how much or how little they have changed over the years. Do they still agree with what they had written? How much have they changed? Are their favourite things still the same?

Ask some pairs to feed back their discussions



6.2: How others see you

Before the lesson you will need to have prepared a plastic cup for each child with their name on the outside.

Explain to the class that they may have noticed from reading the “what other people say about me” worksheet that sometimes people can be quite hard on themselves. Sometimes we can be quite critical of ourselves and don’t always recognise how talented or special we all are, it is good to get a bit of perspective every now and again and realise that the people around us actually see us quite differently and in a much more positive light.

Ask the children to complete the [what I think of others worksheet](#). Remind them to write only positive things and to work individually to make sure their answers are kept secret from other people.

Whilst the children are working, make sure you complete the teacher’s sheet too (you may choose to do this before the session to make sure you have more time).

Once the children have completed their sheets, ask them to cut them out and fold their slips.

Now ask the children to stand up and move around the room and deposit their slips in the cups of the correct people. You may decide to have everyone’s cup at the back of the room or on the side so people can’t see and have a table deposit their slips one at a time to make sure they stay secret. Once complete ask the children to sit back down and give out the cups to the named child.

Allow the children time to sit and read their replies and messages. Walk around the class and use this opportunity to check in with children that may need extra support or are more vulnerable.

Ask the class if anyone was surprised by their messages.

Be aware that some children may find this activity difficult. Some children struggle when people say positive things about them due to issues with attachment and their own view and value of themselves.



6.3: The things I have done

Explain to the class that we are often so busy we don't recognise all that we have achieved.

Give out the **things I have done worksheet**.

Ask them to tick off the list and fill in the sheet. You may need to move around the class and help some children recognise their achievements.

Did anyone manage to tick off the whole sheet? Who did the most? Ask the children why the sheet has a list of mistakes on it too?

Explain that we learn more by getting things wrong than actually getting things right all the time, making mistakes is a sign that we are learning.

Ask if anyone would like to share their answers for the questions.

6.4: Hopes and dreams flip-chart round about

Put one of the hopes and dreams flip-chart pages on each table. Ask the children to discuss as a group and write answers for the question they have in front of them.

TIP: As you will be moving the flip-charts around from group to group it can be really helpful if you give each table different colour felt-tip pens. So one table have the blue felts, one the red, one the greens etc. This way when you do feedback you will know which table said what as occasionally people don't always want to own up to their responses!



After a few minutes swap the sheets around in a clockwise direction. Keep going until everyone has had a go at each question.

Once complete ask each group to read out all the answers on the sheet they have in front of them to the whole class. Debrief each sheet.

Hopes & dreams questions:

1. If you could have any job?
2. When you are going to high school what are you most looking forward to?
3. If you could be famous for anything what would it be?
4. How could you make the world a better place?
5. You have been given £500, how would you spend it?
6. In a years time I will be...?
7. If I could visit anywhere it would be...
8. The one thing I would like to achieve is...

6.5: My future

Now is the time for the children to set their own goals for the next 12 months.

Explain that setting goals is a really good way of achieving your ambitions and recognising the things you need to do to get there. This includes thinking about the things that worry you.

Ask the children to complete the **my future worksheet**.

Close: Today we have taken some time to reflect on your time here and the person you have been, before thinking about where you are going to and what you can achieve.

Hopefully you have all seen how far you've come and are feeling hopeful about the future. Thinking about the future can be scary, but remember we all have people around us that can support us if we are worried.



LESSON 2: ME & MY RELATIONSHIPS

Lesson objectives:

- Children will consider what makes someone popular or unpopular.
- Children will explore what makes someone a good friend and what constitutes a healthy relationship.
- Children will explore how a healthy or unhealthy friendship can influence the rest of their lives.
- By the end of the session children will have had the opportunity to discover what makes a healthy relationship.

Resources required:

- 6.6:** Design a young person worksheet
- 6.9:** Problem cards

Activities:

- 6.6:** Design a young person
- 6.7:** Who would be...?
- 6.8:** Best friends, but are they good friends?
- 6.9:** When problems hit

Introduction:

Whilst this can be exciting it can also be scary. Most people worry about how they are going to make new friends and what people may think about them. But picking the right friends, and the right people to hang around with is key. Today we are going to explore what makes a healthy relationship.



6.6 Design a young person

Ask the children to work in small groups of around 3-4, this way you will end up with 8-10 characters. Give the children a brief to design a young person that will start high school with you after the holidays. You can either ask them to do this on big sheets of paper or on the design sheets provided.

- Name
- Age
- Birthday
- Family/who they live with (these might be different)
- Gender
- School - are they clever? Do they try hard? Do they breeze by? Do they struggle?
- Friends - who do they hang out with? Are they part of a group? Are they popular? Are they a leader or follower?
- Character - are they honest? Trustworthy? Respectful? A good listener? Thoughtful?
- Hang outs?
- How do they dress?
- Hobbies
- Music - what's on their iPod?
- TV/films
- History/past - any significant events?
- Ambition/hopes/dreams?
- Interesting fact - anecdote
- Secret - what is the one thing that they have never told anyone?

Ask the groups to draw the young person and fill out a fact file.

Emphasise that they need to be as **realistic as possible**.

When completed ask the groups to introduce their young person to the rest of the class. Pin up each of the characters on the wall for everyone to see.



6.7: Who would be....

Explain to the class that these characters are their new classmates when they go to high school.

With the children still in their groups ask them to discuss each question quickly and then write their answers down when they have decided who out of our new characters fit the bill the best.

If you have small whiteboards in class these will be useful, if not you can ask pairs to write down their answers.

After each question collect the votes and ask groups to explain why they came to their decisions. Keep a list on the board of the answers.

Questions:

1. Who do you think would be the most popular boy in class?
2. What about the most popular girl?
3. Who might be the least popular? Who might get picked on?

Discuss what they think might make the characters popular or not? Why might they get picked on? What advice might they give them to help them fit in more?

4. Who would they like to sit next to in maths? Who might you want to be friends with so you get the best grades?
5. Who would get into the most trouble? Who would your parents be most worried about you hanging around with?
6. Who do you think would make the best friend? Why?



6.8: Best friends, but are they good friends?

Pair two groups together so two groups of 3 now become a group of 6. Give each group back their original character and ask them to pick who they think their character's best friend might be. Pair the groups together, making sure that each character has a best friend. You can either do this at random, or allow the children to decide for themselves.

Ask the groups to think about:

What would bring their two characters together?

How did they meet?

What do they have in common?

Are they a positive influence on each other?

What problems might they face?

If one works really hard at school and the other messes around, how might this affect the two characters? Might one help the other or does one bring the other down?

Ask each group to feed back their ideas and decide if they honestly think they will be good for each other.



6.9: When problems hit

Explain that all relationships may face problems; it is often when things go wrong that we find out who our real friends are.

Now ask each group to pick a **problem card** from the pack at random.

You will find suggested problems in the resources but feel free to add in your own to make them specific to your class or to address any issues that may have arisen.

Ask the group to decide who the card is most likely to refer to and what made them come to that conclusion.

Ask the groups to think about how well their character's friendship would cope with the issue. Would they honestly support each other? What would they do? How would they solve the problem? Would they stay friends? Would their friendship be affected?

- One of your parents thinks the other is a bad influence and has said you aren't allowed to hang out anymore, instead you should be focusing on your school work.
- One of you is becoming controlling and jealous; they get angry when you spend time with other people and think you should do everything together.
- You are in the shop together and one of you steals something and you both get caught.
- One of you is gay.
- You are told that your best friend has been slagging you off behind your back on WhatsApp, someone showed you a screen shot of their messages.
- One of you keeps making the other do dares and calls the other chicken if they refuse; the dares are getting more and more extreme.



- One of your parents is really poorly and is in hospital.
- You are messing around on your phones, you start taking funny photos of each other for a laugh then one of you posts a picture of the other on social media in your underwear.
- One of you have parents that are separating and getting divorced.
- One of you is being bullied.
- One of you is excluded from school for fighting.

Ask each group to feed back their responses and ultimately decide if they think their two characters will make good friends, giving reasons why or why not?

Ask the class: What makes someone a good friend?

Close: We all need friends, but picking the right friends and the right people to hang around with is key.

Having the wrong friends can get you in trouble and bring you down. A proper friendship should make your life better. It is important to pick friends who allow you to feel good about yourself and help you to feel happy.



LESSON 3: me & my BODY

Lesson objectives:

- Children will review both the physical and emotional changes that take place during puberty for both girls and boys.
- Children will consider where we develop our attitudes to sex, as well as our beliefs and values, they will explore where information about sex comes from and its validity.
- Children will be given the opportunity to ask questions and discuss their worries regarding puberty and sex, both in a group and anonymously.

Resources required:

Lesson slides

6.10: Facts in five worksheet

6.13: Question box and slips

Flip-chart paper

Activities:

6.10: Facts in five

6.11: Where do we learn about and get our ideas of sex from?

6.12: What is sex?

6.13: Sex words

6.14: Question box

Introduction:

Today we are going to talk about sex, now I know some of you may have lots of questions and feel a bit excited and giggly. Whereas others may think that sex is a naughty word and may feel embarrassed. These feelings are perfectly normal and there will be lots of time to answer your questions and alleviate any worries you may have but you will have to show how mature you can all be if we are going to do that effectively. But first we are going to see what you can remember about puberty...

Be aware that some children will find this embarrassing, especially those that are not used to talking about the subject. Equally others may now feel very comfortable and confident.

When it comes to puberty some children may start earlier than others, so reassure the entire class that puberty is not a race. 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.

Equally, some children may find the mention of sex uncomfortable and embarrassing but this session is designed as an opportunity to review the information covered previously in the programme and allow the class space to ask questions.

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

Remind the children about the group rules, especially about using words that may sometimes be considered rude. It is important that the children feel able to ask questions, especially about what they have heard and what words mean without the fear of getting in trouble.



6.10: Facts in five

First we are going to think about puberty and see how much you can remember or how much you already know. Puberty is all about getting your body ready for having sex and making babies.

Give out the **facts in five worksheets** and ask the children to work in pairs or teams to complete the grid. They need to think of an answer in each category along the top for each letter down the side. You can score the activity giving five points for a correct answer, and ten points for an answer that is different to everyone else. Bonus points for being creative!

See examples below:

	A physical change that happens to girls	A physical change that happens to boys	An emotional change	Worries you might have	Something you know about sex
P	Periods		people might have mood swings		Penis & vaginas
U		underarm hair	up and down (feelings)		
B	breasts develop			body image issues	babies are made
E		erections			
S					sex is something grown ups do



6.11: Where do we learn about and get our ideas of sex from?

Put the question on the board and ask the children for their responses. My favourite way of doing this is to ask for a child to volunteer to start, tell them whoever goes first gets the easiest choice as everyone will have to give an answer and there are no passes and everyone will have to think of a different answer. Once you have a volunteer, tell everyone else to put their hands down. You can then work your way around the volunteers table, and ask the last person to pick the next table.

Yes, this is kind of mean but I find it helps to encourage everyone to get involved early in the session. You can make it fun, and give people clues or allow them to ask classmates who have already answered for help. It means that everyone has to get over their embarrassment to answer, opening up the rest of the session. It also allows you to enforce the ground rules to be respectful and listen to each other without being silly.

Write the children's answers on the board and then discuss which are good sources of information and which might be problematic.

For example:

- Not all parents are comfortable talking about sex.
- Learning from friends that might not know anymore than you do.
- Learning from older peers, again this is how many children learn false information.
- The internet might open up inappropriate material that isn't suitable, Google doesn't always know best!
- TV and movies do not always give a realistic view of sex (neither does pornography)
- **School - not all schools are comfortable talking about sex, this is why your class is very lucky. Make sure you make this point!**



6.12: What is sex?

Put up the question on the board and ask the children for their responses, you can try to encourage them to shout out answers by giving them clues such as; why might people have sex? How do people do it? What might happen? How might some people feel about it?

Ask for other words they may have heard for it.

Allow the children chance to giggle and laugh, it is ok.

Remember to thank every child for their answer however silly it may be.

Explain:

Sex can mean different things to different people. For some people they have very strong beliefs and values about sex, some people think it is something that is rude to talk about, other people find it funny. This is one of the reasons that many grownups find it difficult or embarrassing to talk about.

No one has the right to tell you how you should feel or what to believe and that includes your attitudes to sex, but sex should never be something you should be encouraged to feel guilty or ashamed about. Sex is the reason we all exist!

Sex is something that adults do and is something that is private as it involves our private parts.

A man and a woman may choose to have sex to make a baby, this is when the man's penis fits inside the woman's vagina but this isn't the only reason that people may choose to have sex and there is more to sex than merely putting a penis in a vagina.

In fact two men or two women who really fancy each other can have sex too.

Sex involves lots of kissing, cuddling and touching each other all over, so some people may have sex to feel close to their partner or because it can feel nice.

*However, some people have sex for different reasons too that aren't so nice, some people have sex to act grown up, to try and be cool (doing things to impress other people is never cool!) or because their partners pressure or bully them too, this is **never** ok.*

Having sex is something you should always choose to do because you want to.



6.13: Sex words

There are lots of words we may use or have heard that adults and teenagers use to talk about sex. Many of them would usually get you in trouble if you used them in class but today we can use them and talk about them openly.

For this activity you may need two separate sheets of flip chart paper for each category to ensure that every table has enough space to contribute to all 3 categories.

The 3 categories are words for sex or sexual body parts that may be used by:

- Small children

- Teenagers

- Doctors (correct medical terms)

Put one of the sex word categories flip-chart pages on each table and ask the children to discuss as a group the category and write down any answers they have.

After a few minutes swap the sheets around in a clockwise direction. Keep going until everyone has had a go at each category.

TIP: As you will be moving the flip-charts around from group to group it can be really helpful if you give each table different colour felt-tip pens. So one table have the blue felts, one the red, one the greens etc. This way when you do feedback you will know which table said what as occasionally people don't always want to own up to their responses!



Once complete ask each group to read out all the answers on the sheet they have in front of them to the whole class, this can be quite embarrassing which is part of the point of the activity, to try and help children (and adults!) get over the embarrassment of using sexual words, so make this fun! Debrief each sheet by talking about what the words may mean and which are appropriate or not appropriate.

Explain that childish words (like winky or fairy) are not helpful, everyone should know the names for all parts of their body and words like this are used by adults to try and make things less embarrassing, but in fact actually cause the problem. We don't have childish names for elbows do we?

Encourage the class to use the correct terms, do not tell them off if they offer other names but instead ask them if they know the real names.

Explain that part of the problem with lots of the slang/swear word names we have for sex and sexual body parts are not only will they often get you in trouble, but they can be confusing as not everyone knows what they mean. Ask the children if they know the meanings of all of the words, which are words for girls private and which are words for boys privates or general words for sex?

When it comes to naming female genitals we would like to encourage you to use the term **vulva**, instead of vagina. The vagina is part of the female sexual anatomy and has in the past been used to describe the entire female sexual anatomy but the outside that we can see is actually the vulva and contains the most pleasurable bits of the sexual anatomy. The vagina is merely a tube tampons fit in and babies come out of. We would like to encourage girls to own their whole sexual anatomy, including their pleasurable parts rather than reducing it to merely their baby making body parts.



6.14: Question box

Depending on your class and how comfortable they are talking about sex, you may not need to use this exercise. You may simply be able to ask if anyone has any questions and they will be happy to ask.

Be clear to remind the children that it is perfectly natural to have questions about sex and that they are lucky to have the opportunity to ask whatever they like. They won't be told off or get in trouble and there is definitely no such thing as a stupid question, if you don't ask how are you supposed to learn? Many people are too embarrassed to ask or ashamed thinking that they should have all the answers, this is nonsense. You will never know if you're not brave enough to ask, you can ask anything you wish as long as it isn't personal about anyone else.

However, you can write your question down and put it in the box here anonymously and we will go through them later (perhaps after lunch?).

Provide a box and some slips of paper that children can write down questions should they choose to.

Ensure that they can do this privately, perhaps leave the box so that it is available throughout lunch break.

It is worth leaving time between the children posting their questions and you answering them. Take time to read through the questions and think carefully how you will respond. It is tempting to remove any difficult questions however, you have just told the class that they can ask anything, if you remove the question the child that asked will know you have missed their question out. If you are really stuck feel free to contact us for help!

Close: Today we have been given the opportunity to talk and ask questions about sex.

Thank you all for showing how mature and sensible you can be. Many adults struggle with this topic and that is a shame. Sex is something that is natural and a normal part of life. It is perfectly normal to have questions or worries about sex and we should be able to ask questions without fear of being judged or told off. Remember if something comes up you can always ask us at school or your parents at home.

LESSON 4: me, my THOUGHTS, FEELINGS & BEHAVIOURS



YEAR 6

Lesson objectives:

- Children will be challenged to fail.
- Children will explore the feelings of facing a challenge and the importance of language to promote a growth mindset.
- Children will explore the notion of resilience and learn skills that will help promote their own ability to cope under pressure or when facing challenges.
- Children will learn the importance of asking for help.

Resources required:

NB: Pre-lesson preparation required:

You will need to prepare the paper model before the lesson

Lesson slides

Sheets of scrap A4 paper

Scissors

Masking tape

Coins or plastic animals or similar

Activities:

- 6.15:** Building bridges
- 6.16:** Challenge 2: Can you make this?
- 6.17:** The power of YET
- 6.18:** Human nature advert

Introduction:

Today we are going to be exploring how we cope under pressure, you will be set a number of challenges that are designed to test and build your resilience, does anyone know what resilience means?

Allow the children to make suggestions as to what resilience means. If someone already knows what it means then great, if not, explain we will come back to what it means later....

6.15: Building bridges

Set up two tables that are approximately 20cm apart. Place a sheet of A4 paper between the gap to make a bridge. Explain what you have done, that you have built a bridge between the two sides of the table.

Ask the children what the problem with the bridge might be and see what they suggest.

The bridge is not effective under pressure, place a coin or a plastic animal on the bridge to demonstrate that the bridge is completely ineffective and collapses under pressure.

Click to the 'Challenge 1' slide, and explain the task.

Challenge 1: Build a bridge to fill the 20cm gap that works under pressure.

(Agree what the bridge needs to withstand, it might be a stack of 5 coins, or three small plastic elephants...etc)

Work in small groups of 3-4.

Each group will be given 2 sheets of A4 paper, a small piece of masking tape (approximately 10cm) and a pair of scissors. They are not permitted to use anything else.

They have 2 minutes to plan in which time they are not allowed to build, stick or make anything. They will then have 5 minutes to build after the planning stage.

They can only stick paper to paper. They are not allowed to tape the paper to the table or anything else.

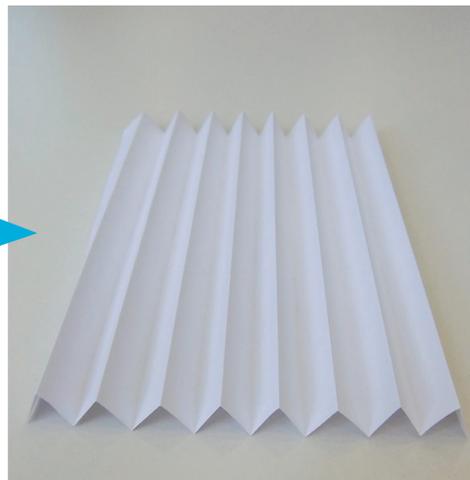
As the children work, listen to how they plan and how they talk about the task. Look out for language that displays a fixed mind set such as “I can’t do it”, “I don’t get it”, “it’s impossible” etc. Equally look for skills and language of a growth mindset, optimism, not giving up, communication skills, listening etc.

After the time is up test the children’s designs one by one.

Did they work?

Why not?

The trick is all about folding the paper, even with a single sheet of paper if you fold it in half and then in to a concertina width ways rather than length ways it will make a pretty strong structure and take quite a weight.



Show the class how to solve the challenge.

So ask the class: if it didn’t work, did you all fail?

Failure is nothing to be disappointed about, failure gives you knowledge and shows you are learning.

The bridge didn’t fail because it wasn’t strong enough, the same piece of paper can be made to cope under pressure it just needs to be folded the right way. People are the same! Some people are very good at failure and will keep trying and keep learning whilst others will give up and fold just like the paper bridge.

6.16: Challenge 2: Can you make this?

Before the lesson build a copy of the structure (I will explain how in a minute) it is probably better to make the shape out of card so it stands better for everyone to see.

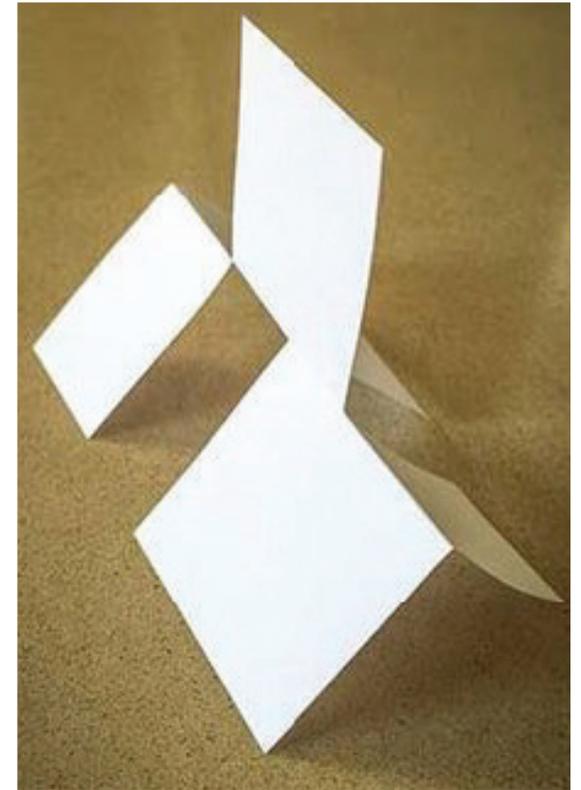
The children are allowed to look but not touch the object.

Give everyone a sheet of paper and leave them to it. Don't try and sell it as easy or sound optimistic. Set it like any other activity.

Again, listen to how the children talk about the task.

Start to write on the board the phrases they use, both from a fixed and a growth mind set but without any names attached. Also write up positive behaviours, when you feel the time is right and the children have had enough turn their attention to the board and ask the class:

- Did anyone manage to make it? How long did it take? How many tries?
- Was the first 30 seconds of trying much different from the last 30 seconds? How? Why?
- How did the challenge make you feel?
- What was it like when someone else got it? How did that make you feel?
- Did you look at what other people were doing? Why? Did you learn anything from what they were doing?





6.17: The Power of YET

Talk through some of the phrases that the children said during the challenge, what is wrong with some of these thoughts?

E.g. I don't get it

I can't do it

This doesn't work

Explain that not all our thoughts are true, when we realise that we can choose which ones we want to listen to and which we can try and reframe.

Now read the same phrases with the addition of YET.

"I don't get it yet"; "I can't do it yet", allow the children to notice the difference.

Failing is not a problem, it is a sign we are learning.

Life is sometimes unfair and there will be problems that pop up at school, at home or in your relationships, problems aren't fun but even changing the word from problem to a challenge can change how we feel about it.

Your mindset is the greatest indication of how successful you will be.



Fixed Mindset	Growth Mindset
I can't do it	I can't do it yet
I give up	I need to think about this differently
They are smarter than me because they have figured it out	What can I learn from them?
Problems	Challenges
What if i fail? People will think i am stupid	If I fail, I will have learned something new
I can't ask for help, people will think I am stupid	If I am stuck, there is nothing wrong with asking for help

Put up the slide “resilience”:

Resilience is:

- Bouncing back when things go wrong
- Being flexible about how we see things
- Taking little risks (without fear of failure)
- Keep going and don't give up
- Not being afraid to reach out and ask for help

And working out when to do each one!

Close: Today we have looked at how not all our thoughts are true, if we can learn to reframe our thoughts we can feel much more positively about the challenges we experience.

Resilience isn't about being tough or being afraid to fail, resilience it is about being flexible and realising that failing isn't a bad thing it is how we learn!

And no, I am not telling you how to build the shape!

6.18: Human nature

To finish the session you may like to play the **human nature advert** video clip.



LESSON 5: me, my CHOICES & PERSONAL BOUNDARIES

Lesson objectives:

- Children will have an opportunity to explore the concept of personal space and feel empowered to understand they have a choice about who they want to be physically near to.
- By the end of the session children will have the opportunity to understand that not everyone shares the same boundaries and that these should be respected at all times.
- Children will be given an explanation of consent, they will understand what it means, its importance and their rights.
- Children will explore the concept of public places and private places and which behaviours are appropriate in each.
- Support key messages from the Protective Behaviours Taking Care Programme.

Resources required:

- Lesson slides
- Hula hoops in various sizes
- 6.21:** Character & public/private cards
- 6.22:** Public/private worksheet
- 6.24:** My personal circles worksheet

Activities:

- 6.19:** Consent: Shaking hands
- 6.20:** Intimacy and relationship circles
- 6.21:** Character cards
- 6.22:** Public and private spaces and behaviours
- 6.23:** Consent for kids video clip
- 6.24:** My personal circles

Introduction:

We will get to this in a minute, without any preamble go straight into the first quick activity. The bigger the group the better this works, if you can steal the Head or a Governor (someone the children know less well) to deliver this first part it ups the anti just a little!



6.19: Consent: Shaking hands

This activity literally takes five minutes and yet expresses many of the nuances of consent in a very simple way.

Explain that you need three volunteers to help with a quick demonstration at the front of the class, the bigger the class the better. Now you will undoubtedly have a number of hands shoot up in the room, often from the usual suspects that are confident and happy to come to the front of the class and be centre of attention, don't pick any of these children.

Try and pick three children who obviously haven't volunteered, this is part of the point (be careful not to pick anyone that will feel too vulnerable and will not cope with the activity). Ask them to come to the front of the room.

Explain that you are simply going to introduce yourself in turn to each person and they should respond accordingly.

Volunteer number one: take their hand and shake it. Introduce yourself. "Hello, my name is Mr Smith, what is your name?"

Volunteer number two: offer your hand and wait for them to take it. "Hello, my name is Mr Smith, what is your name?"

Volunteer number three: say "that was all very formal, how would you like to say hello? A high five? A fist bump? (Be as silly as you like).

Once you have shaken hands with each volunteer say thank you and ask them to sit down.

Once the children have sat down ask if they felt comfortable at the front of the class, if not why did they still do it?



The fact is they came to the front due to the power dynamics of the situation, you are the adult in the room and you have more power as an adult in authority. People often feel like they should do as they are asked even if they don't necessarily want to.

This is a really key point to drag out of this exercise as it has a massive effect on consent. Even if you go along with something doesn't automatically mean you have consented. Agreement given whilst you're feeling bullied or pressured **is not consent**.

Ask how each child in turn found the hand shake, the first child had no choice you simply took their hand. The second was offered a hand, whilst this is better there is a very British expectation that they should shake your hand to be polite. Whereas with the third at least they have a level of control over the situation, so which felt better?

Finally apologise to the poor individuals you have dragged to the front and explain that making them a tad uncomfortable was part of the exercise and that you know it must have been uncomfortable.

NB: Only pick young people that will cope with this exercise, yes part of the point is to make them feel uncomfortable in order to bring out the learning of the exercise however, it is not to the point where they become vulnerable.

Now introduce the lesson.

That was a quick lesson in consent, today we are going to explore consent and personal space. We all have our own feelings about who we like to be in close proximity with, when we feel comfortable and how close we like people to come, these are our personal boundaries.

6.20: Intimacy and relationship circles

You may have come across the James Stanfield Circle model during the Protective Behaviours Programme. We are going to start by using the same model and then adapting it to explore public and private spaces as well as public and private touches.

Put up the slide of the Circles Model on the board.

Explain that the centre is our personal, private space. So imagine the kind of space if you put your elbows out and drew a circle in the air, that would usually be a comfortable distance away.

If someone stepped into our personal space, into our purple circle we can say "excuse me, you're in my personal space".

You could use a small hula hoop to demonstrate and stand in it.

Some people prefer more space and get uncomfortable if people come that close (if you are using hula hoops replace the small hoop with a larger one).

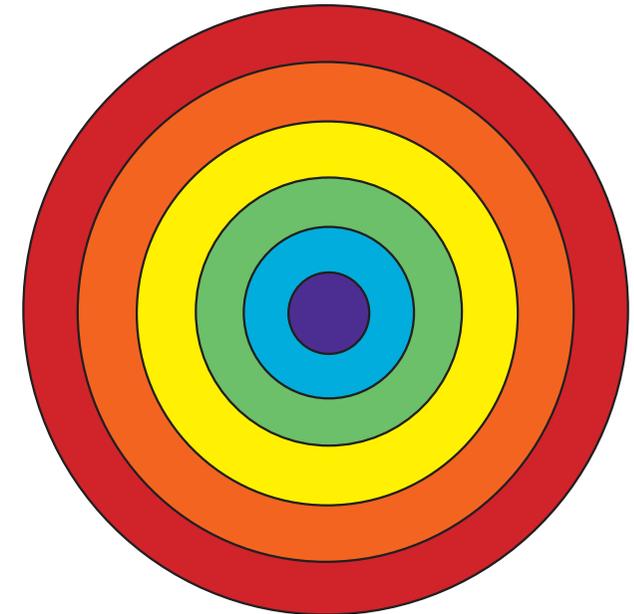
The blue circle is the close hug or cuddle circle. This is for chosen people, those we are happy to come close and near us, usually reserved for the people who are most special and we like to cuddle and feel close to and touch.

The green circle is for far away hug people, those you kind of pat on the back, you are happy to get close to occasionally.

The yellow is the handshake/high five circle, those people we are happy to shake hands with but not allow any closer.

Orange is for the people we wave to and give a nice smile.

Red is space for strangers, people we don't know and keep at a distance.



- **Purple** - private personal space
- **Blue** - close hug/cuddle circle
- **Green** - far away hug
- **Yellow** - handshake, high five circle
- **Orange** - wave Circle
- **Red** - stranger space



6.21: Character cards

Take the pack of **character cards** and distribute them at random around the room.

Ask the children with the cards if they have the “me card”.

Ask the child where they think the “me card” should go on our diagram and ask them to stick it with blu tack in the middle of the board in the purple circle.

Move through the circles one-by-one asking children if they have a card that fits in each circle.

There may be some debate between cards, especially when it comes to characters like the doctor or if someone’s parent happens to be the postman!

Allow the children to debate the answers but ultimately the child with the card gets the final decision.

Discussion points:

- Are there ever times when we may need to allow someone from the outer circles into our private purple space?
- Ask the children what happens when they visit the **dentist** for example. The dentist would probably sit on the yellow or orange circle however, they then stick their hands in your mouth.
- If you are poorly and a **doctor** needs to examine you? What about if a child has sore genitals and a doctor they have never met (from the red circle) needs to examine them or treat them?

In this case even a doctor should always ask for permission (THIS IS CONSENT) to move from the red circle into our purple circle and then should move back to the red circle straight away when they are done. They can’t just pop back into your purple space any time they want because you have allowed them to once. That is not how consent works.



- What about a **foster carer**? If a child's parents can't look after them for whatever reason (perhaps they are sick) and there are no other relatives to care for the child, they may need to go into care for a while. The child may have never met them before, how do you think they would feel? They may end up having to comfort a child they don't know who is upset and missing their parent.

This is an ideal time to remind the children about their Early Warning Signs, if someone is in a circle that is too close for us to feel safe, we may get our Early Warning Signs and if we do then we should ask them to move back and out of our personal space, "I need you to stop, you are making me feel unsafe." We always retain the right to say no.

However, sometimes it is worth risking on purpose, for example we may feel scared or worried about visiting the dentist but they will ensure our teeth stay healthy and clean.

6.22: Public and private spaces and behaviours

Explain that we can use the same circle model to think about public and private spaces and behaviours.

Ask the children where would they draw the line between private and public spaces? Perhaps between the blue and green circle?

Click to the next slide with it marked on the model.

Give out the **public/private worksheets**.

Ask the children to work in pairs to decide where the locations and where the activities fit on the model.

Once complete you can feed back the groups answers and stick the cards on the board at the front so everyone can discuss their answers. It may be worth removing the original cards from the board so it doesn't become too cluttered before you start.

Remind the children that private behaviours should be reserved for private spaces.



6.23: Consent for kids video clip

It might be worth showing the class the **consent for kids video clip** to help review and cement the learning from the session.

6.24: My personal circles

Allow the children time to fill out their own **personal circles model**. Spend time walking around the class and talking to the children about the important people in their lives. Be aware that some children may not feel very close to some of their family, they may make them feel uncomfortable, think about how you may respond to this and any disclosures.

Close: Remember your body belongs to you.

No one should ever touch you without your permission or consent. You have the right to decide who you allow into your personal space and you should always respect other people's right and wishes too. We all have the right to decide.