



Relationships and Sex Education: Primary resource

YEAR 4 LESSON PLANS



YEAR FOUR

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:

- Children will explore similarities and differences between friends and learn that we are all unique and special in our own ways.
- Children will consider their own talents, qualities and ambitions.
- Children will be given the opportunity to think about personal relationships and who is important in their lives, at home, school and in their wider networks.
- Children will understand the importance of relationships to help support us and help us to feel safe.

Resources required:

Lesson slides

4.4: Tree of life worksheet

Crayons

Activities:

4.1: What makes you, you?

4.2: Find someone

4.3: I am....

4.4: Tree of life

Introduction:

Today we are going to be starting our All About Me work, over the week we will be exploring all the things that make you, you! Every one of you is special and unique. There are lots of similarities between us, but also things that make us different.



4.1: What makes you, you?

Put the question slide on the board.

Ask the class: *What makes you, you? What makes you who you are and different from everyone else?*

Try and encourage the children to think as widely as possible. Include things like how they look, behave, talk, their accent, where they live, where their family is from, their religion or culture, their likes/dislikes, their friends, their family, hobbies, talents and feelings.

4.2: Find someone

Tell the children to stand up and find someone from another table, it doesn't matter who just make sure everyone has a partner (include yourself if you need to make up the numbers).

They have two minutes to find one thing that they and their partner have in common and one difference on a particular topic.

- Appearance
- Family
- Hobbies
- Food
- Talents

Get the children to feedback their answers to the rest of the class. Encourage the children to swap partners by asking them to walk around and then randomly call stop to pair up with the nearest person to them

Who found out something they didn't know? Were there any surprises?

Ask the children to sit back down again.



4.3: I am...

For this activity ask the children to work with a partner. It might help if they work with one of their friends as they will be better placed to support each other to come up with positive answers to the questions.

Put the questions on the board and ask the children to discuss:

- I am happiest when....
- I am good at..... when I am in school.
- I am good at..... when I am at home.
- I am a good friend because....
- I am best at.....
- When I am older I would like to be....
- When I am older my ambition is to...

Ask a few pairs to feedback their answers to the rest of the class.



4.4: Tree of life

Put the picture of the tree of life on the board.

Explain to the children we are going to put all their ideas together that they have been sharing today.

Give all the children their own **tree of life worksheet**.

On our tree the **trunk** is where we write our name.

The roots: support you and keep you stable, here you need to write the things/people that help support you.

Branches: reach for the sky, these represent your hopes and dreams, write on your ambitions and what you want to be when you grow up.

Leaves: important people in your life.

Fruits: Your skills, talents and qualities.

Have the children decorate their trees.

As an art activity this can be done as quickly as you prefer. However, make sure that you spend time moving round the class and talking to children individually about the important people in their lives.

Please be aware that some children may have suffered a recent bereavement (there is no reason why we can't add the names of family members that we have lost recently to our drawings, equally there may have been a change in family circumstances, a separation of their parents, a new partner for one of their parents or a new sibling. These can all have an effect on their emotional state.

Use this time to check in with each child and talk about these issues. Often allowing children the opportunity and space to talk when working can be extremely productive.

Close: Today we have learned some new things about our classmates.

Whilst we all have things in common, we are all unique and special in our own way. There are lots of different aspects of our lives that help to shape us and make you, you! But like our trees we all need special people around us to help support us, we will be talking more about our relationships tomorrow.



LESSON 2: ME & MY RELATIONSHIPS

Lesson objectives:

- Children will consider what qualities make a good friend and what role they should play.
- Children will think about when friendships no longer work and what they can do to mend the situation.
- Children will understand that relationships need work.

Resources required:

Lesson slides
Flipchart paper and felt pens
4.7: Agree/disagree signs
4.8: Agony Aunt cards

Activities:

- 4.5:** What makes someone a good friend?
- 4.6:** Draw a friend monster
- 4.7:** A friend will always...?
- 4.8:** Friendship dilemmas - Agony Aunt

Introduction:

Today we are going to talk about friendships. Friends should help us to be happy but even the best friendships need work from time to time. So, what makes a good friend?

4.5: What makes someone a good friend?

Put the question slide on the board and ask the children for suggestions;

- **What makes someone a good friend?**
- **What qualities might they have?**
- **What might friends do together?**

Write their answers on the board and discuss and debrief their suggestions.

4.6: Draw a friend monster

Give each table some flipchart paper or large sheets of sugar paper and explain;

As a group we are going to draw a friend, but not in a normal way. We are going to exaggerate their features to reflect the qualities of a good friend to make a friendship monster. They may have super big ears if you think a friend should listen, a huge heart if you think they should be kind or massive hands to help you!

Make them as fun as you can but remember to draw their friend-like qualities.

Whilst the children draw, walk around and talk to each group individually, give them ideas and talk to them about their own friendships.

Once complete ask them to present their drawings to the rest of the class.

Ask the question:

If we all know what makes a good friend and know what qualities a friend should have, why do friends sometimes fall out or why do some people have friends that don't treat them very nicely?

See what the children responses are before moving on.



4.7: A friend will always...

Pin the **agree/disagree signs** up on the walls either side of the room.

Explain that you will ask all the children to stand up in the middle of the class; you will then read out a statement about **what friends will always do**. *If they agree with the statement move to that side of the room, if they disagree, move to the other, if they aren't sure they can hover in the middle.*

Explain that you will ask some people to explain their reasons for where they have chosen to stand so don't just follow your friends, think about it yourself.

Friends will always...

- Like the same things?
- Be the same age?
- Live near each other?
- See each other all the time?
- Should always stand up for each other (even if they are in the wrong?)
- Lie for each other?
- Support the same team?
- Be able to make fun of each other?
- Always agree?
- Help you feel good about yourself?
- Spend all their time together?
- Keep each other's secrets*
- Be friends forever?

Feel free to drop some of the suggestions above or to add in or your own suggestions to make them more relevant to your own class.

Ask a few children what they think and debrief their answers.

* Remind the children that there are safe and unsafe secrets. Secrets should never make you feel uneasy or need to be kept for a long time. If you are asked to keep a secret and you think that someone might get hurt or is unsafe you need to tell a trusted adult. Good friends keep each other safe.

4.8: Friendship dilemmas - Agony Aunt scenarios

*Pose the question; **is there a time when you should stop being friends with someone?***

You should enjoy spending time with your friends; real friends will help you feel good about yourself and not unhappy. Sometimes it might be necessary to challenge a friend if they are behaving in a way that leaves you feeling unhappy. Sometimes one of you is having fun, but the other doesn't take it as fun.

Remember to ask yourself; is my fun, fun for everyone?

Give out one of the following scenario cards to each table. Ask them to read the problem and decide as a group what advice they would give. Can they come up with any solutions or are the friendships doomed?

Autumn - boy friend not boyfriend

Autumn and Dylan are best friends, they are neighbours and have always played together but people have started asking Autumn if they are girlfriend and boyfriend. They are just mates but it is making her embarrassed. The other girls say "what does she expect? She is too old to play with boys!"

Dylan – it's not fun always being made fun of

Dylan and Jay have been friends since they were little and they have always played football together but Jay is often mean, he calls Dylan names and puts him down. Dylan tries to take it as only a bit of fun, but it is constant and Dylan feels bad. He's not sure if he wants to play with Jay anymore.



Fara & Autumn - Lucy is the boss

Lucy, Fara and Autumn are best friends, they like to play together and often make up dances or watch movies on their iPads. The trouble is Lucy always likes to be in charge and she gets really grumpy if she doesn't get her own way and goes in a strop! Sometimes it just feels easier to let her be the boss than to argue.

Brian - Lucy isn't getting the message

Brian has got a new iPod, he can send and receive messages so he has given his number to all his friends. The trouble is Lucy keeps adding him to group chats that are pointless with people he doesn't know. They just send each other emojis and silly messages and he doesn't know what to do.

Fara - what if they don't like me?

Fara is best friends with Autumn and Lucy but sometimes she isn't able to play because she has to stay at home and help her mum. She hates it if they meet up without her and worries that they have more fun when she isn't there, perhaps they don't like her at all?

Close: Today we have talked about what makes a good friend.

It is important to have friends that make us feel good about ourselves, that share and respect each other. Sometimes friendships will end or will need work, especially if they no longer make each other feel happy or safe.

Ask each group to feed back and see if the other children in class can offer any additional advice.

Does anyone relate to any of the children's dilemmas?

How can we respectfully end a relationship that is no longer working?

LESSON 3: me AND my BODY

Lesson objectives:

- Children will be informed of the physical and emotional changes that take place during puberty for both girls and boys, including menstruation.
- Children will have the opportunity to ask questions and discuss their worries regarding puberty.
- Children will be given the opportunity to refresh their knowledge around naming the parts of the body, with an emphasis on personal body parts and using the correct names for the genitals.

Resources required:

Lesson slides

4.10: Felt puberty people

These are available to look like Brian and Autumn. If you do not have a set you can use some lining paper to draw around two pupils.

Activities:

4.9: Puberty - what have you heard?

4.10: From head to toe, what happens during puberty

4.11: Making sperm and eggs

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 about puberty; does anyone know what puberty is? (Allow space for answers).

Puberty is when a child's body begins changing into that of an adult. 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 so today is an opportunity to ask questions and make sure we all know what to expect.



4.9: Puberty - what have you heard?

Put up the first slide on the board and ask the children what they have heard about puberty.

Can they name any of the changes that take place for either a girl or a boy during puberty?

Click to the next slide: **Why do we go through puberty?**

The answer is all to do with making babies.

One thing that adults can do that children can't is make a baby. Puberty is all about getting your bodies ready for either making, carrying or looking after a baby once it is born.

We all know that to make a baby you need two things, sperm from a daddy and an egg cell from the mummy, then you need somewhere for the baby to grow.

Boys have to start making sperm cells, which are the male half of making babies; and girls will start to release the egg cells which are the female half of making a baby.

But as we have already said puberty takes a long, long time so don't worry making babies is still a long way off yet.

So let's look at all the changes that are going to happen to both girls and boys. Let's start at the top of the head and work our way down the body.



4.10: From head to toe, what happens during puberty?

The best way to deliver a session on puberty is to use felt people. These can be purchased through Respect Yourself or are easy enough to make yourself.

Alternatively you can use the character outlines provided or simply ask two children to lie down on lining paper and draw around them.

Clear a space on the floor or put a couple of tables together to lay the characters on and ask the children to find a spot they will be comfy to see both the board and the characters.

They can crowd around or sit on tables but must be able to stay that way for the rest of the lesson.

Alternatively this can be done on an interactive smartboard.

The first thing we need to talk about is what happens here in your brain.

Click the next slide 'hormones'.

Now hormones are very important to puberty, as these are the clever chemicals which cause all the changes to take place during puberty.

However, these chemicals can also affect how you feel and how you act.

If you have older brothers or sisters you may have noticed that sometimes they may come home from school and they might be really tired. Other times they may be really moody and slam doors or sometimes they might get upset or feel down. This is all perfectly normal behaviour and is often just a side effect of those hormones working on their body. Puberty can be a bit of a rollercoaster ride for some people, with their moods going up and down all the time, but this will all eventually calm down.



One thing to bear in mind though, is it is really important to have someone you can talk to when you're feeling a bit confused and all over the place.

Ask one of the children to draw a thought bubble with emoji happy and sad faces in it.

Ask what else might you get on your face? Spots.

Unfortunately everyone will get spots as they go through puberty, some will get more than others.

Well, one of the side-effects of those hormones we've been talking about, is that they tend to make your skin and hair greasy. If this grease isn't washed away regularly it can cause spots. So, it's really important to start to wash your face every day, both morning and night to make sure you get rid of all that grease.

Ask a child to draw a bar of soap or bottle of face wash.

Another thing that can affect the amount of spots you get is your diet. If you eat lots of greasy food then this can cause spots too.

However, even if you wash every day and eat really healthily you will still get spots, and not just on your face either; you might get spots on your back or shoulders too.

Ask a couple of children to draw spots on the characters.

One final thing to say about spots; It is really important that you all look after and support each other. If someone in your class comes into school with a great big spot on the end of their nose, the last thing they need is for you to all point and laugh: treat everyone how you would like to be treated. If you get a spot on your face, you will already be self-conscious and worried that everyone is looking at you, you then don't need other people being mean too.

Now what do men grow on their face? Facial hair.

Now boys will not go to bed one night and suddenly wake up with a beard! Usually boys, especially those with darker hair will start to notice a dark shadow of fluffy hair over their top lip. It is not stubbly hair, but fluffy like the hair you have on your head, these hairs are difficult to shave properly but after a while,



it will grow coarser and more stubbly and you will be able to shave it properly. This is usually followed by growing hair down the sides of your face which are called sideburns, then lastly under your chin and down your neck.

Some people will be able to grow nice twiddley moustaches, others might be able to grow big long wizard beards that you can wrap around your head like a scarf. Other people might grow a nice face of stubble or a snazzy pair of pointy sideburns. Everyone is different; it is basically like choosing a haircut but on your face!

Some people have to shave every day; some people only have to shave once or twice a week. It doesn't make you more or less manly; it's just another thing you have to do in the morning.

Ask a child to draw a facial hair on the boy character.

Something else that happens to boys is that their voices break.

His Adam's apple sticks out and his voice will get deeper.

Draw an Adam's apple on the boy character

The problem is this doesn't happen overnight. It can take months and months for your voice to completely change and in the meantime it does have the tendency to squeak like someone playing a clarinet really badly. People might laugh when your voice squeaks unexpectedly but try not to worry about this too much, they're not laughing at you because you've done something wrong so just laugh along with everyone else and put it down to a sign that you're growing up.

Now girls may notice that their voice deepens slightly as they go through puberty as well, but not as deep as boys.

One of the biggest changes that take place during puberty is that both girls and boys bodies grow and start to change shape. Girls will go through a growth spurt first and then boys tend to grow a bit later.



Before puberty, both girls and boys look pretty similar in shape, in fact you can hardly tell them apart. However, after puberty men's and women's bodies are completely different shapes.

So for men, they start to develop more muscles as their shoulders broaden giving them a more triangular shape.

Change the shape of the boy character by drawing on muscles and making his shoulders bigger.

Girls on the other hand will develop a curvier sort of shape, with breasts at the top, going in at the waist and then out again at the hip, a bit like an hourglass.

Why do girls develop breasts? What are they for?

Breasts are designed to feed a baby; they will produce milk after pregnancy.

Breasts will develop over a number of years, some quite quickly, some will take much longer. Many young women experience tenderness in their chest as their breast start to develop.

At this point explain to the class that girl's breast can be sensitive and should now be included in her private parts. We know that we should never ask to see or touch anyone else's private parts.

Another important thing for girls to consider is buying bras.

Draw breasts on the female character, you may choose to do this with them covered by a bra.

Another change in a girl's body shape is that her hips will get wider; this is to make it easier to carry a baby in her tummy when she is older.

What else do girls and boys start to grow on their body? Under their arms, on their legs, around their private parts?

Hair!



Now both guys and girls will develop plenty of pubic hair, we don't seem to like to admit it and try hard to hide the fact but girls are hairy creatures too! Not as hairy as boys but it is perfectly natural for young girls to start growing hair in areas across their bodies.

Most girls will have hairy armpits, arms, legs, feet, and pubic hair between their legs around their vulva and bum.

Boys will naturally start to grow hair under their arms, legs and feet; some will get a hairy chest, hairy back or hairy shoulders, and some won't. Some men are very hairy, some men aren't.

Just like girls, boys will grow hair between their legs around their penis, bum and scrotum.

Ask a number of children to draw hair on both the bodies in a variety of places.

As all these changes are taking place your bodies will be working harder too so it is very important to make sure you wash and shower regularly. Every day in fact, otherwise you may get a bit smelly and develop body odour. You may have noticed adults use deodorant under their arms too.

Ask a child to draw a shower or can of deodorant.

So we have worked down the body now we are going to focus on what is going on in your pants.

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. 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 the 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.



4.11: Making sperm and eggs

Click to the next slide. Let's look at the boys first.

Ask the children what boy's privates are called?

Other than getting hair around his penis, boys will notice that their penis will start to grow too.

One of the most important changes that take place during puberty is that boys will start to make sperm cells.

Sperms are made in his testicles which hang in the dangly sack behind his penis. A boy will notice that this sack we call the scrotum will start to grow and dangle a bit lower.

Foreskins and circumcision:

It may be mentioned that some boys are circumcised; this means that when they were a baby (usually) they had their foreskin removed. This is usually done due to either cultural beliefs or for medical reasons. The reason we have a foreskin is to protect the sensitive head of the penis, just like any part of the body that is sensitive, like your eyes, they have little flaps of skin over them to protect them. If you are circumcised, the head of the penis develops a thin layer of scar tissue to protect it. It will work fine and does exactly the same job as one that still has a foreskin.

One more point, if you do have a foreskin it is important when you shower, to pull it back and wash underneath all around the glands of the penis to keep it nice and clean. This is one of the other reasons circumcision used to be performed as they believed it was more hygienic but this is not the case.

Click to the next slide. Let's now look at girls.



Ask the children what a girl's privates are called?

A girl will start to grow hair around the outside of her vulva and just above too. She will notice that her vulva will grow slightly too. You may not know it but a girl's vulva has lips too and just like the ones on your mouth they cover a doorway into her body, the vagina, which leads to the entire baby making kit inside.

Inside her body she has a womb and just like boys have two testicles, girls have two ovaries that release egg cells, the female half of making a baby. One of the biggest changes during puberty for girls is that she will start her period.

Ask if anyone knows what a period is?

A period is only one part of a girl's cycle of releasing an egg cell each month. 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 and during the time the girl will need to use either a menstrual pad, 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.

Feel free to show the class or pass round a selection of menstrual products such as pads, tampons or menstrual cups - they even make special period pants too.

We will be spending more time looking at menstrual products in year 5 but there is no harm in showing them now too. Also, use the opportunity to explain to the class what they can do, who they can ask for help should they have their period in school. See the good practice guide for more .

Close: So now you all know about some of the amazing changes that will take place during puberty.

Remember puberty isn't a race or competition, it is important to be supportive to one another. It is OK to have questions or worries about puberty and you can talk about anything that is on your mind with me or with other trusted grownups.

LESSON 4: me, my THOUGHTS, FEELINGS & BEHAVIOURS



YEAR 4

Lesson objectives:

- To help children understand and better manage their anger.
- Children will learn that feeling angry is perfectly normal, anger is not a bad or a wrong way to feel, what is important is how we behave when we are feeling angry.
- Children will consider what makes them feel angry and learn to recognise their own physical signs and triggers.
- Children will learn strategies to help them better manage their emotions.

Resources required:

Lesson slides

- 4.12:** What sort of things might we feel angry about? signs
- 4.14:** When anger is about thermometer worksheet
- 4.16:** Story work - my tale worksheet

Activities:

- 4.12:** What sort of things might we feel angry about?
- 4.13:** What does your anger look like?
- 4.14:** When anger is about
- 4.15:** Story work - Lucy's tale
- 4.16:** Story work - my tale

Introduction:

We all get angry from time to time, especially when things don't seem to be going our way or perhaps when we feel hurt or misunderstood. Being angry isn't a bad thing (remember there are no such things as bad feelings), but sometimes when we are angry we can behave in a way that isn't always safe. Today we are going to look at how we might be able to control our anger better and things that might help us to stay calm.

4.12: What sort of things might we feel angry about

Stick the '**feeling calm**' and '**feeling angry**' signs up at either end of the room.

Ask the children to stand up between the two signs depending how they feel at the start of the lesson. You can ask a couple of children to explain why they are stood where they are and how they feel.

Explain you will read out a number of situations and they need to move between the two signs depending on how they think they would feel.

Ask a few children why they have made their decisions.

Scenarios:

- You are outside lying on the grass on a warm sunny day, all is quiet
- You knock over a drink all over your homework you have just finished
- You get told off for something you didn't do
- You are sat in a comfy chair with your favourite music playing
- Someone told a lie about you
- Someone borrowed your things without asking
- Someone is making fun of your new hair cut
- Someone touched you in a way you didn't like
- You are wrapped up in a large fluffy blanket all warm and cosy

Ask the children to sit back down.

4.13: What does your anger look like?

Ask the children to imagine what their anger may look like if it had a physical form; is it a big scary monster, a roaring tiger, or a hissing snake? What colour is it? How big is it? Does it have a name?

Give out some big sheets of paper and ask the children to draw what they think their anger would look like.

This is a useful anger management tool, for many children, visualising their anger outside of themselves can help them gain control over it. They can put their anger into perspective and be helped to diminish the problem. We can also use this method to stop children with anger issues feeling that they themselves are 'bad children' (and thus feeding back into a cycle of negative behaviours) and instead help them identify means of dealing with their anger. Whilst the children draw, walk round and talk to them and ask them about their pictures.

4.14: When anger is about

How do you behave when you are feeling really angry and you lose your temper?

When we are angry there are often little signs that we are starting to struggle with our feelings, we don't just suddenly explode, work backwards and think when anger is about, where on your body do you feel it? How does it affect your body? What are the first signs?

For example, early signs might be huffing or pursing your lips, you might clench your fists or grind your teeth.

Ask the children to fill in their [anger thermometer worksheets](#).



4.15: Story work - Lucy's tale

Put the story work slides on the board for Lucy's tale.

Read out the story.

Autumn has the coolest pencil case, it is covered in stars and sparkly unicorns. Lucy has always loved it.

Autumn has left her pencil case on the desk and gone to lunch.

Lucy only wanted to have a good look at it because she really, really liked it... but oh, no, the zip has broken!

Lucy decided to hide the pencil case in her bag and maybe she could fix it later.

Now Autumn is back from lunch and has noticed it is missing. She looks everywhere. She is so upset and has told the teacher that someone must have stolen it.

The teacher has asked the class if anyone has seen it, Lucy doesn't say anything.

Someone has said that Lucy was the person in at lunchtime so her teacher asks Lucy if she has seen Autumn's pencil case.

Lucy shouts that she didn't take it, bursts in to tears and runs out of the class.

Her teacher comes to check she is OK and asks what the matter is. Lucy is very angry that people think she has taken her friend's pencil case, even worse that they might think that she has broken it on purpose.



Ask the children what they think Lucy was thinking at various points of the story?

- When she first picked up the pencil case?
- When she put the pencil case in her bag?
- When the teacher asked the class if anyone had seen the pencil case?
- When the teacher asked Lucy directly?
- When Lucy was upset?

How do they think Lucy was feeling at each of these points?

Can we link Lucy's thoughts, her feelings and then how she behaved?

Put up the slide: Stop - Feel - Think - Do.

We can avoid repeating unsafe behaviours if we can learn to recognise our negative thoughts and feelings that lead us to behave in a bad way. Once we recognise a negative thought we can see it for what it is and do something else instead.

Is there anything she could have done differently? Can we apply this to Lucy's tale?



4.16: Story work - my tale

Give out copies of the [story work - my tale worksheet](#) to each child.

Ask the children to think about a time when their own anger was about, thinking about the events that lead to their anger.

Where did it start?

How did they feel?

What were they thinking?

Is there anything they could have done differently?

Again, this can be a useful tool to help children to understand their triggers and to view the situation from another perspective and avoid similar situations in the future. Whilst the children draw, walk round and talk to them and ask them about their pictures, it is sometimes helpful to work backwards, start with the rage and then back track through events.

Carefully pick some children to share their stories, however be aware some children may rather not share their tales.

Close: We all feel angry sometimes and it is OK to feel this way, but it is never OK to hurt others or yourself.

There are other ways of dealing with things rather than letting anger take control. Especially if we know how to spot the early signs that we are becoming angry and can change our behaviour before we behave unsafely.



LESSON 5: me, my CHOICES & PERSONAL BOUNDARIES

Lesson objectives:

- Children will explore what privacy means to them and to others.
- Children will review their understanding of the rules surrounding private parts and how these might change as they get older and their bodies develop (in line with the NSPCC PANTS rules).
- Children will consider the rules of when it is appropriate to be naked or semi naked and when it is appropriate to touch themselves, including self-stimulation.
- Children will write their own personal body privacy rules.
- Support key messages from the Protective Behaviours Taking Care Programme.

Resources required:

Lesson slides

Personal whiteboards

4.21a: My body privacy worksheet

4.21b: My body privacy door hanger

Activities:

4.17: What does privacy mean to you?

4.18: Private parts

4.19: Privates and touching myself

4.20: When is it OK to be naked?

4.21: My body privacy

Introduction:

As we get older and especially during puberty, the way we feel about our bodies might change. We may become more self-conscious or embarrassed about other people seeing us naked. Some people might feel they like to show off more! Either way you should always feel proud of your body, it is the best gift you will ever be given. All our bodies are amazing! Today we are going to talk about body privacy.



4.17: What does privacy mean to you?

Give all the children personal whiteboards they can write their answers on.

Put up the slides on the board and ask each question in turn, ask the children to write down their answer so that no one else can see (obviously we need to keep them PRIVATE!).

Ask them to show their answer before wiping clean and moving on to the next question, discussing their answers as you go.

What does privacy mean to you?

When do we like privacy? (Can you give an example?)

How does it feel when we don't have privacy?

Are there any private spaces at home? (Name them)

People generally like to have privacy when they are partially or fully naked or when their private parts are on show.



4.18: Private parts

(Review of Protective Behaviours Taking Care Programme)

Now there are certain parts of our body that we call our private parts. **Do you remember when we talked about these when we did the Protective Behaviours Taking Care Programme?**

These are the ones covered by our underwear or our swimming costumes when we go swimming.

Put the pictures of the children on the board

Can you name them?

Penis, testicles and anus (bum) for boys

Vulva, vagina and anus for girls

What else is covered by girl's underwear or swimming costume when they get older and start puberty?

We can include girl's breasts as privates too.

Important - don't forget mouths are also considered private as well.

Click to the next slide with the boy and girl naked.

Remind the children:

Remember your body belongs to you and you get to decide how and if people touch you. No one should touch you without your permission, especially 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 touches our private parts, even with permission this should never be a secret.**

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. 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 the 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.

4.19: Privates and touching myself

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 but 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 private behaviours in private places.

No one else should touch your private parts, remember the pants rules!

4.20: When is it OK to be naked?

Pose the question, so *when is it OK for us to be naked like the characters on the board or have our privates on display? Does this change as we get older?*

Ask the children to sort the cards into OK, not OK and it depends.

- Getting dressed or changed
- Having a bath/shower
- Sleeping naked
- Going to the toilet (semi-naked)
- Getting changed for swimming/sport
- Sometimes a doctor may ask us to get naked for a medical examination (but they should always ask permission and should not be a secret)



- Life model for art
- In the park
- On a nudist beach
- In the supermarket
- Whilst eating dinner
- On the bus

Discuss the children's answers especially if they have said it might depend.

So why don't we walk around naked all day? (To keep us warm, but also because there are parts of our bodies that are private)

Now some children and grownups are very comfortable naked and like to spend time without their clothes on, they may walk around naked at home when getting changed or out of the bath or shower. Other people feel embarrassed, especially if there are other people about, that is fine, we are all different. We just need to be mindful that everyone is comfortable with the situation if we choose to do it.

As we grow up some of our personal boundaries might change. We may have been comfortable with someone else coming into the bathroom when we were having a bath when we were little, however, these things may change as we grow up.

4.21: My body privacy

We all have different boundaries when it comes to our bodies.

Ask the children to fill out the **my body privacy worksheet**.

As an additional creative exercise, you may encourage the children to create their own **body privacy door hangers**.

Close: Remember your body belongs to you!

We all have the right to set our own boundaries when it comes to our bodies, this includes privacy too. However, we need to be mindful that other people may have different boundaries to us, so we need to respect each other's right to privacy too.