

Year four





My feelings

Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.



My body

Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.



My relationships

Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.



My beliefs

Pupils can recognise differences and similarities between people arise from a number of factors including family and personal identity.



My rights and responsibilities

Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.



Asking for help

Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

Y4

one

two

three

four

five

six

Lesson one: My feelings



Lesson aim:

Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.



Learning outcomes:

- I can recognise a wide range of emotions, and identify factors that affect emotions
- I have considered strategies to help manage my emotions
- I have thought about ways to recognise and respond to other people's emotions



Resources required:

- Resource sheet: Scenario cards
- Resource sheet: Footprints
- Plastic cups
- Straws

Key words: emotions, empathy

Teacher notes:

This lesson focuses on five primary emotions: happy; sad; angry; surprised; scared. However, it is important to encourage pupils to consider and discuss a wider range of emotions if possible. When talking about emotions it is important to reassure pupils that no emotions are wrong, bad or naughty. Some emotions are more comfortable to experience than others and all are natural to experience.

Be mindful of pupil's circumstances when assigning the scenarios in Activity three, in case some directly relate to a pupil's personal circumstances.

Begin the lesson by...

Explaining to pupils that in this lesson we will be learning about emotions. Emotions are the way we feel inside and they can affect how we feel about ourselves, other people and how we behave. Some people are able to express their emotions in a helpful way, some people express their emotions in an unhelpful way and some people try to hide their emotions. Reassure pupils that no emotions are bad, wrong or naughty but some emotions feel more comfortable than others. Explain that it is important to share emotions with other people but that there are safe and appropriate ways of doing this, which we will be learning about today. Remind pupils of the working agreement.

Activity one: Emotion charades

Ask pupils to tell you all the different emotions that they know of. Write these onto a board as a visual reminder. Ensure that the following emotions are included: happy; sad; angry; surprised and scared.

Tell pupils that they are going to play a game of emotion charades. Explain that to play the game they can select any emotion that has been written on the board to act out to the rest of the class. They must not speak but demonstrate their emotion using facial expressions, hand gestures and body language. Begin the game by acting out an emotion of your choice to the rest of the class. The pupil who correctly guesses the emotion takes the next turn to act an emotion that has not already been demonstrated. Continue play until all the emotions have been demonstrated.

Return to the emotions on the board. Discuss each emotion in turn with the class, asking them to identify what might cause someone to feel this emotion.

Suggested answers:

- **Happy** – *doing something you enjoy, someone saying something nice to you*
- **Sad** – *someone dying, falling out with a friend, cancelling something nice because you are ill*
- **Angry** – *being hit or kicked, being unfairly treated, not getting what you want*
- **Surprised** – *finding out a friend has said unkind things about you, being given a present*
- **Scared** – *being in pain, getting lost, watching something on the news*

Explain to pupils that we are all different and may therefore feel different emotions to the same things or may react to an emotion differently. It is important that we try to recognise and understand our emotions and those of other people. Being able to do this can help us to behave positively.



Activity two: Breathing for behaviour

Using a different coloured pen, circle the following emotions on the board:

- Sad
- Angry
- Scared



How do you react when you feel these emotions? Are any of the responses physical (the body does something different)?

Discuss with pupils how their body reacts when they feel (the emotions of) angry or scared. Explain that all our emotions are like messengers to our body and brain, helping us to react quickly. The emotions of angry and scared can cause:

- **Blood to move more rapidly to our brain so we think less and react more** – this could be part of the reason why some people say and do things that they normally would not.
- **Heart beats faster** – you could be aware of this as it may feel like it is beating hard or you may feel as though you can hear it beating.
- **Breathe quicker or find it hard to breathe easily** – this might make it hard to talk and explain things clearly.
- **Muscles tense** – this can make your hands and arms feel tingly, twitchy or as though they have ‘pins and needles’.
- **Might get sweaty** – the palms of the hands can get a little sweaty, this is your body’s way of cooling you down.
- **Feel sick**
- **Have a dry mouth**



What things do you try to do to help yourself or someone else who is feeling angry or scared.

Tell pupils that deep breathing can stop their body from doing some of these functions or trick the body into stopping them. This can help them to manage their emotions.

Tell pupils that they are going to learn how to deep breathe. Provide each pupil with a plastic cup and a straw. Fill $\frac{1}{4}$ of the cup with water. Ask pupils to breath in slowly through the straw for as long as feels comfortable, then place the straw in the cup of water, breathing out through the straw to blow bubbles in the cup. Repeat x3 to develop an awareness of the rhythm of deep breathing. Ask pupils to try deep breathing in the same pattern without the props. Breathing in slowly to the count of five in, breathe out slowly to the count of three.



How has deep breathing changed your emotional state?

Discuss with the class how they have become quieter, stiller and any other observations you have noted. Explain that deep breathing delivers more oxygen to the brain, releases toxins and relaxes muscles. Remind pupils that deep breathing is something they can do before, during or after experiencing a strong emotion to help calm their body and brain, enabling them to manage difficult emotions more easily.

Activity three: Stepping into someone else's shoes

Tell pupils that empathy is the ability to imagine how someone feels. For example, feeling sad when someone else feels sad. This is sometimes referred to as 'wearing another person's shoes'. Explain that having empathy can help us to consider how a person might be feeling, so we can respond appropriately to them.

Divide the class into six groups. Give each group a different scenario, and a set of foot prints.

Give the group some time to consider their scenario. Explain that you are going to read out a question. As a group they will be given some time to consider a response, following which a pupil from the group can take it in turns to stand on the foot prints, sharing with the rest of the class:

- What emotion is your character feeling?
- What facial expression and body language is your character showing?
- How do you feel towards your character when they are showing this emotion?
- What could you do to make your character feel worse?
- What could you do to make your character feel better?



Why is it important to 'step in someone else's shoes' and show empathy sometimes?

Encourage pupils to show empathy when dealing with someone else's difficult emotions by imagining what it might be like for them.



Extension:

Tell pupils to write a top tips guide for managing emotions. The guide is aimed at someone of their own age. The guide must help people to deal with their own emotions and those of other people.

For example:

- If the person needs it or isn't ready to talk, give them time to calm down
- A person can behave differently or say things they don't mean so try hard not to be upset by the person
- Encourage them to take deep breaths and calm down
- Find an adult to help if necessary

The best top tips can be displayed within the classroom as a visual reminder of the learning from this lesson.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to describe what empathy is, why it is important and some simple strategies they have learned to help them manage their own emotions, and those of other people. Reassure pupils that we all experience a range of emotions. No emotions are wrong, bad or naughty but some behaviours in response to emotions can be. Remind pupils that it is therefore important to identify strategies like deep breathing to help us manage our emotions so we can express them in a helpful way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils suggested a wide range of different emotions, demonstrating awareness of how these may present in themselves and other people.

Activity two: Pupils suggested effective strategies for managing the emotions of anger and scared. They demonstrated the correct technique for deep breathing as a strategy to calm down.

Activity three: Pupil responses demonstrated good understanding of how various characters might feel within the context of different scenarios.

Evidence of assessment: Top tips guide, if extension activity completed.

Scenario one

Yaz has just been told that his grandad has died. His mum asked him to visit his grandad last night, but he wanted to stay at home and play Xbox instead. He was due to go fishing with his grandad at the weekend.



Scenario two

Jasmine doesn't know how to tell the time. They have been learning about it this week at school but she cannot understand it. Her Dad bought her a new watch to help, which she really likes. The teacher has just told her off for not coming to the library at the right time during lunch break. When Jasmine explained she didn't know the time, her teacher said she could have looked at her watch.



Scenario three

Toby's mum got in trouble with the Police. He has just found out that his mum is going to prison for 10 months and will miss both his birthday and Christmas. He is going to live with his nanna.

Scenario four

Lucy has just been told that she has not been selected to play on the school's football team even though she practices all the time and everyone says she is the best player. Her teacher says it is because she shouted unkind words at the other players in the last tournament.



Scenario five

Harrison has arrived to school late as his Dad was crying this morning. His Dad is often late up and cries so doesn't help him get ready for school. Harrison hasn't had any breakfast and is feeling hungry. The person he usually works with is already paired up with someone else for the learning task. As Harrison sits down he realises that he hasn't got his pencil case or lunchbox in his bag.



Scenario six

Jake's mum and dad got divorced last year. His dad has got a new boyfriend who Jake likes. Jake was called a 'gay weirdo' on his way to school today.



Lesson two: My body



Lesson aim:

Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.



Learning outcomes:

- I know how a baby develops
- I know how a baby is born
- I know how my body has changed so far and how it might change in the future



Resources required:

- Resource sheet: I started as an egg!
- Tape measures

Key words: foetus, puberty

Teacher notes:

Pupils may have been told a variety of stories about how babies are made or may not have been told anything and have a developing curiosity. This lesson does not address the issue of conception, but focuses on the development of the human being from conception through to puberty. If pupils raise questions about sexual intercourse or conception explain that this is something they will learn about in Year five/six RSE, or they could ask a trusted adult at home. Pupils may have been born into a range of different family circumstances. It is important to take these into consideration when completing the final box of the worksheet in Activity one. This can be achieved by not assuming every pupil has met both parents, instead asking 'who was excited to welcome you into the world'. For a looked after child who is not sure, encourage them to draw the first person they remember.

Begin the lesson by...

Explaining that in this lesson they will learn how their bodies have changed, are changing and will continue to change as they grow up. Changing and growing up can be very exciting, and it can help to know what to expect. We will start by learning how fast a foetus grows inside the mother, how fast a baby grows and how a part of this phase of growing up is called puberty. Remind pupils of the working agreement.

Activity one: I started as an egg!

Give each pupil a copy of the 'I started as an egg!' worksheet.

Explain to pupils that they started as an egg, but not an egg such as one they might enjoy eating, a very tiny egg. Ask pupils to take their pen or pencil and make a dot in the first box on their worksheet. Explain that this is the approximate size of the egg that they started off as. The egg is a single cell that splits into two cells, and keeps doubling to four, eight, sixteen, thirty-two etc. Ask pupils to draw this in the second box. Explain that the collection of cells is called a foetus.

Read out the description from the remaining three boxes in the correct order. Check pupil understanding before asking them to illustrate these appropriately:

- At approximately eight weeks, the foetus is the size of a kidney bean and has a head, little arms and legs.
- At approximately 24 weeks, the mother will look pregnant and be able to feel the baby moving around inside her.
- At approximately 40 weeks, the baby is ready to be born. Draw a picture of who was excited to welcome you into the world!

Ask pupils to look at the dot that represents the egg in the first box. Tell them to think about how amazing it is that they have grown into the people that they are, with all their unique differences from something as tiny as a dot!

Activity two: How I've changed and developed

Divide the class into small groups. Give each group a tape measure. Tell pupils to take it in turns to measure their heights and record this. Explain that the average baby measures 50cm when it is born. Tell pupils to work out how much they have grown since they were born.



What can you do now, that you could not do as a small baby?

Encourage pupils to think about the physical and emotional developments.

Suggested answers: *walking, starting school, growing hair, becoming more independent and responsible, being more patient, riding a bike, using a toilet, speaking etc.*



Activity three: Puberty predictions

Explain to pupils that just as a foetus grows and changes fast and a baby grows and changes fast after it is born, children continue to grow and change as they become teenagers and then adults. Tell pupils that some of these changes are known as puberty. Puberty is a time when we change from being a child to being a young adult. The body and emotions are very busy during puberty. It is helpful to be ready for puberty so you know what to expect.

Either draw around a pupil or provide a life size body outline.



How might the body change as you continue to grow and develop? How might your emotions and feelings change as you continue to grow and develop?

Write/illustrate each suggestion on the outline. Ensure that the following are included:

- Arms and legs grow longer
- Hands and feet grow larger
- Bones in the face grow bigger and longer, and the face looks more adult-like
- Hair on the arms and legs grows thicker and longer
- Body gains weight and grows taller
- Sudden growth spurts (may make them feel tired and hungry)
- Skin and hair becomes more greasy
- Hair grows under the arms
- Soft hair grows around the genital region
- Shoulders and chest broaden
- Start to sweat
- Spots
- Greasy hair
- Body gets more shapely
- Breasts and nipples start to grow larger



What responsibilities and things will you be trusted to do when you are older, that you are too young to do now?

Suggested answers: *Travel on a bus/train on your own, walk to school by yourself, choose your own clothes, have a later bed-time.*



Extension:

Tell pupils to draw a picture of what they think they might look like when they are older.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to describe some of the things they can anticipate happening to their body when they experience puberty. Remind pupils that everybody is different. Reassure pupils that it is natural for people to grow, develop and experience puberty at different times. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils have demonstrated a clear understanding of basic foetal development through illustrating the 'I started as an egg!' worksheet.

Activity two: Pupils identified physical growth experienced from birth to date and considered emotional maturity through discussion.

Activity three: Pupils demonstrated an awareness of anticipated physical changes to the body as they approach and move through puberty including emotional changes through a body outline that was adapted to reflect their suggestions.

Evidence of assessment: 'I started as an egg!' worksheet; completed body outlines.

This is the size I started off as.	The single cell doubles into two cells.	The cells keep doubling: 4, 8, 16, 32 and so on. These cells are called a foetus.
At approximately 8 weeks, the foetus is the size of a kidney bean and has a head, little arms and legs.	At approximately 24 weeks, the mother will look pregnant and be able to feel the baby moving around inside her.	At approximately 40 weeks, the baby is ready to be born. Draw a picture of who was excited to welcome you into the world!

Lesson three: My relationships



Lesson aim:

Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.



Learning outcomes:

- I can recognise that some things can be done in public and some things should only be done in private
- I have thought about different types of touch within relationships and how to respond
- I have thought about types of behaviours within relationships and how to respond



Resources required:

- Resource sheet: Public or private?

Key words: public, private

Teacher notes:

The contents of this lesson may expose a range of personal views based on a pupil's individual experiences, family values and culture. It is important to remind and reassure pupils before sharing a response to an activity that it is OK to have different views to each other. This lesson has the potential to lead to safeguarding disclosures. It is therefore important that pupils know who they can talk to both during and after the lesson if they have any concerns that they would like to share. Ensure familiarity with the safeguarding policy and protocols. Advise other staff including safeguarding leads that this lesson is being taught so they can be prepared for any disclosures.

Begin the lesson by...

Explaining that in this lesson we will be learning about what behaviours and touch are OK and comfortable and those which are not. We will consider if the place where the behaviour occurs affects whether it is appropriate or not appropriate. People have different ideas about what is appropriate behaviour. Reassure pupils that different ideas are fine, although there are some things that are never acceptable to do to another person or for someone to do to you. Let pupils know what to do if there is anything that concerns them during this lesson including if they need to leave the classroom because they feel upset. Remind pupils of the working agreement.



Activity one: Public or private?

Draw two overlapping circles on the board. Add the heading 'private' in one circle, 'public' in the other circle and 'both' where the circles overlap.

Tell pupils that a public place is somewhere where other people can see you.

Tell pupils that a private place is somewhere where people cannot see you, are less able to see you or where only a few other trusted people may be.

Ask pupils to pair, square and share ideas about whether the following places are public or private:

- Bedroom
- Toilet
- Friend's house
- Home
- Beach
- Restaurant
- School
- Shop
- Classroom
- Park

Ask groups to share their views. Write the areas as decided by the class under the appropriate headings.

Discuss pupil responses as a class. Highlight how some places are public but can still offer a level of privacy, such as a toilet within a restaurant. Some private spaces can also become public.



If a bedroom is considered a private place, does it become more public if the bedroom door is left open? Does it become more public if you have a webcam on?

Ask pupils for further examples of public and private spaces to check their understanding.

Divide the class into small groups. Give each group one of the behaviour cards. Ask the groups to look at their behaviour card and decide if the behaviour can be done in public places, private places or both. Swap the cards around until all the groups have considered all the behaviours.

Discuss pupil views on the behaviour cards. Reassure pupils that it is OK to have different views to each other.

Points to consider/discuss:

- **Going to the toilet** – some families may be comfortable to do this in front of each other, but it is not appropriate to do this in another person's house or public spaces like a school or restaurant.
- **Being dressed in your underwear/swimwear** – although there may be the same amount of body exposed, it might be OK to wear your swimwear in some public places such as a beach or swimming pool, but unacceptable in other public places such as a café or the shops.

- **Crying** – Discuss if it is more acceptable for a girl to cry than a grown man? Explain that everyone has emotions and feels like crying at times.
- **Shouting/arguing** – Is it OK for a person to shout at another person? Why would someone behave like this in private but not in public?
- **Being on webcam** – Does being on webcam make an otherwise private place, a public place?

Remind pupils that people may have different views based on their culture and family values, and that this is OK.



Activity two: Touching hands

Give each pupil a piece of paper. Tell pupils to draw around both of their hands.



Was one hand easier to draw around than the other?

Explain as we do not usually use our opposite hand to draw, it can feel uncomfortable. In the same way, some touches can feel uncomfortable.

Tell pupils to write all the comfortable and safe touches they can think of within their writing hand and all the uncomfortable, painful or unsafe touches they can think of in the opposite hand. If it depends who is touching them, tell pupils to write the touches in both hands or in between the two hands.

Remind pupils that it is important to tell a trusted adult if anyone touches them in a way that makes them feel uncomfortable, in pain or that they find scary. Reassure pupils that this is the right thing to do even if they have been told that something bad will happen to them if they do.



Activity three: Conscience alley

Ask the class to form two equal sized lines facing each other, leaving enough space for you to walk in between the two lines.

Read out the scenarios below. After each scenario, walk slowly down the space between the lines asking pupils to say one or two words that describe how the behaviour could make them feel as you pass them. Once you have reached the end of the line highlight some of the comments and feedback general points. Return down the line inviting pupils to say a response or something they could do if the scenario happened to them. Feedback the best ideas and explain how these could be used effectively.

- Someone pushes in front of you in a queue
- A friend talking about you behind your back
- Someone online asks you to send them a picture of yourself wearing your favourite swimwear
- A teacher tells you off for talking in front of the whole class but it wasn't you who was talking
- An older brother/sister comes into your bedroom when you are getting dressed in the morning
- A parent tripping you over on purpose and laughing at you in front of the rest of the family
- A stranger asking you to sit on the bench with them

Suggestions for responses may include: *Removing themselves quickly from the situation, speaking to a trusted adult about the situation, shout or scream as loudly as they can, speaking confidently and directly to the person, telling the person that you do not like what they are doing in front of others.*



Extension:

Divide the class into groups. Tell pupils to select a scenario of their choice from Activity three and role play an effective suggested response. Remind pupils that they are not to actually push/trip each other when roleplaying the scenario.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class some places that are public and why they are public. Ask pupils to share with the class some places that are private and why they are private. Encourage pupils to suggest an effective way to respond if someone behaves inappropriately towards them. Reassure pupils that whilst we all have different ideas about what are and are not appropriate public and private activities. It is not OK to do something to someone who does not like the behaviour even if you would be OK with it. Reassure pupils that it is important to tell a trusted adult if a touch or behaviour has made them feel uncomfortable. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



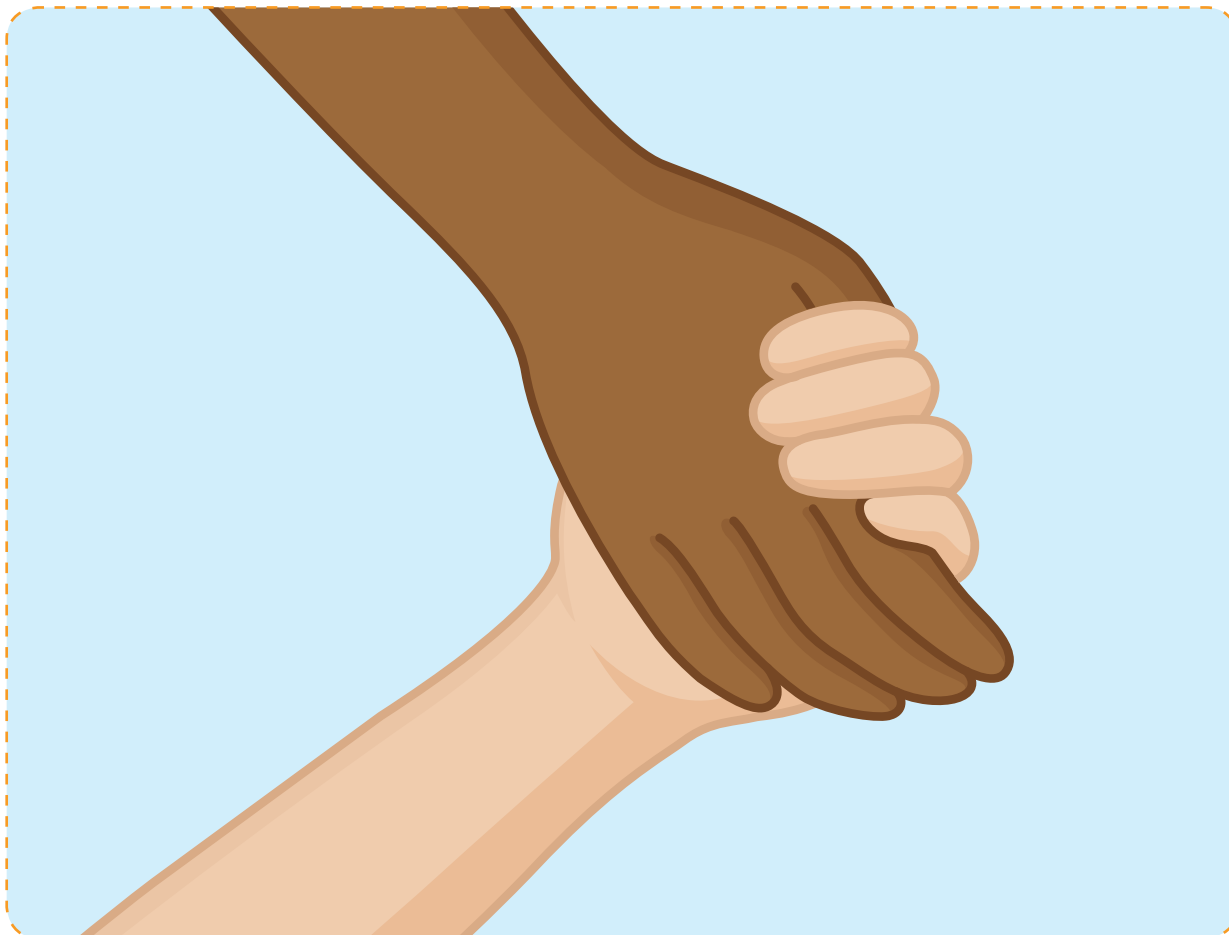
Assessment:

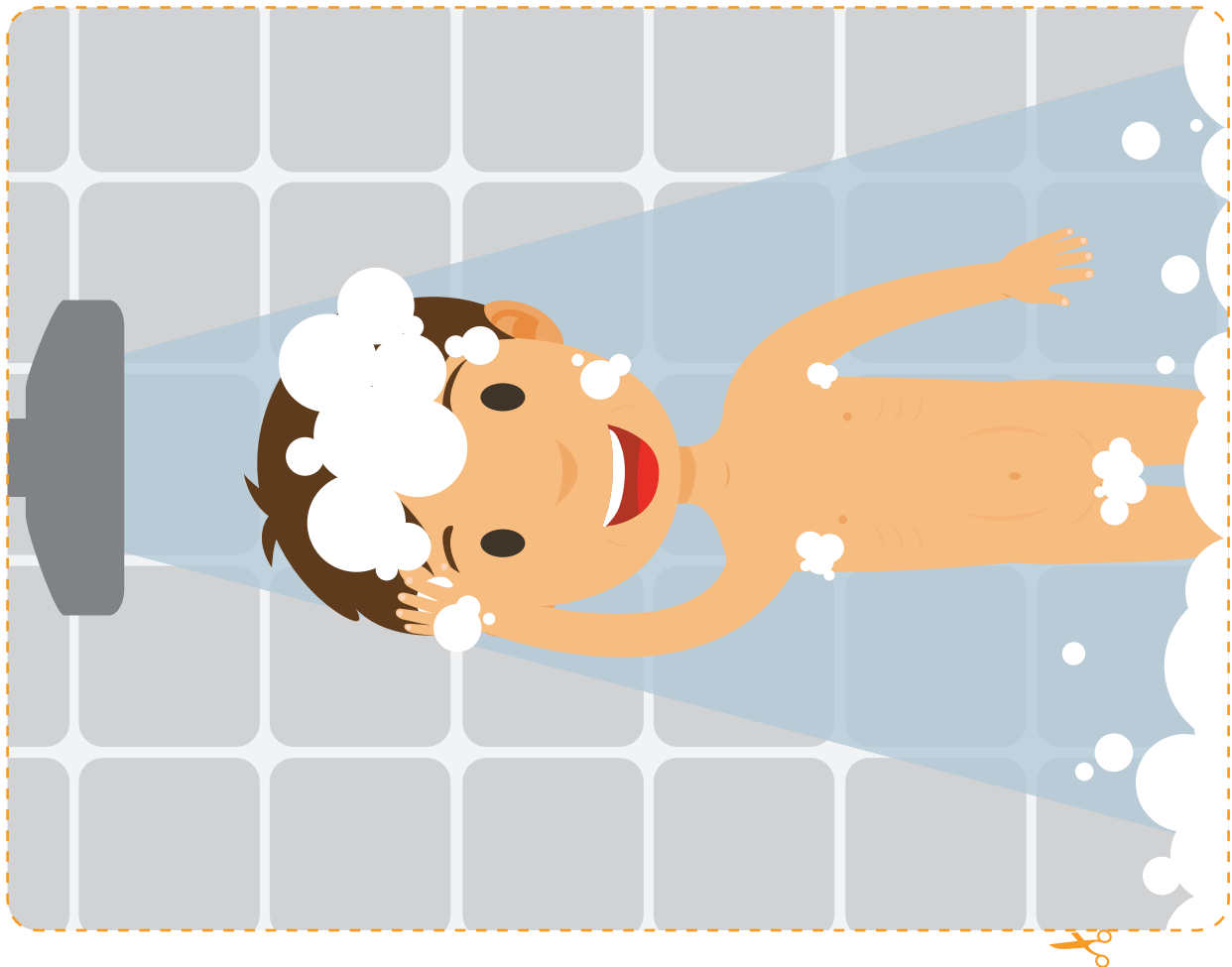
Activity one: Pupils identified a range of behaviours that are acceptable in private, public and both.

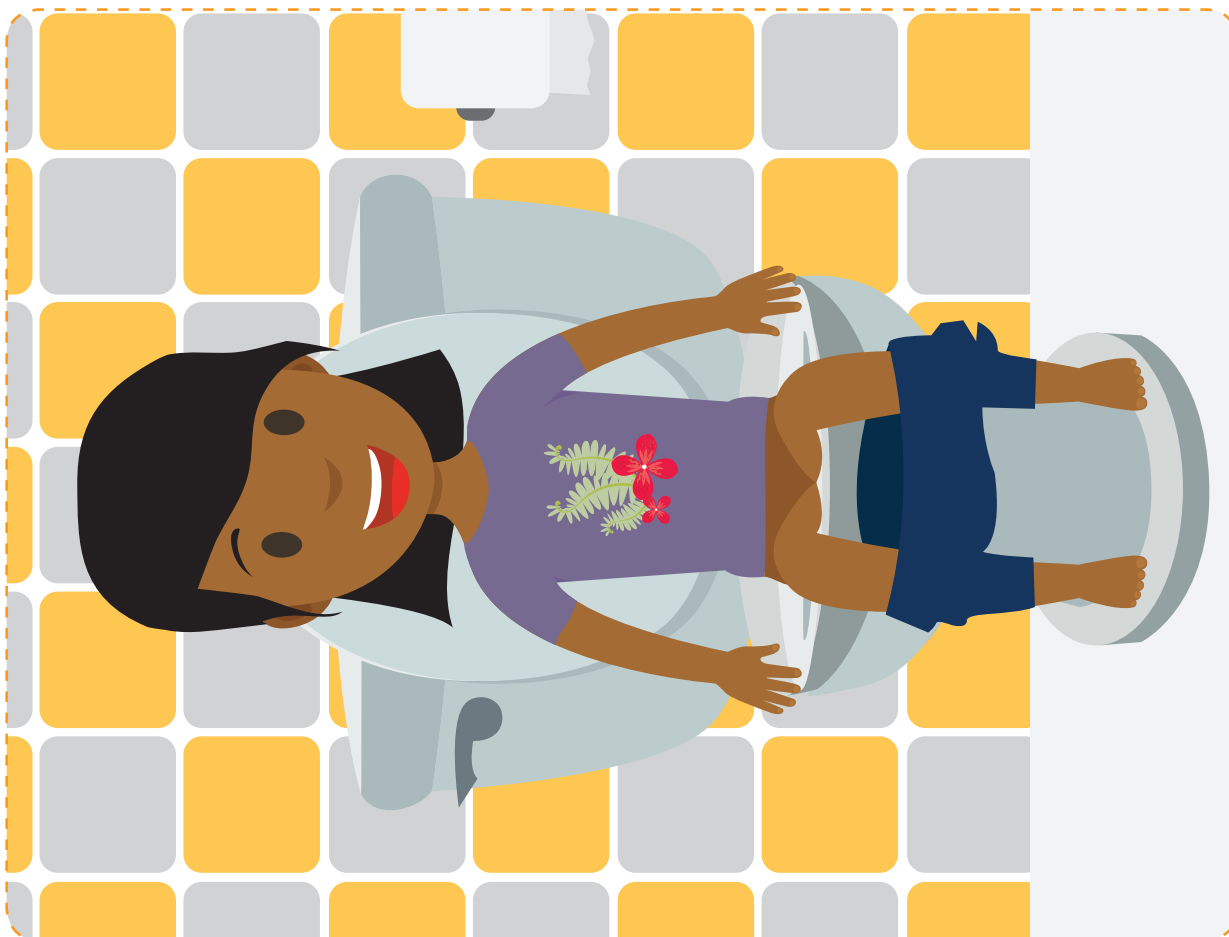
Activity two: Pupils identified a range of different types of touch, categorising these into comfortable and uncomfortable touch.

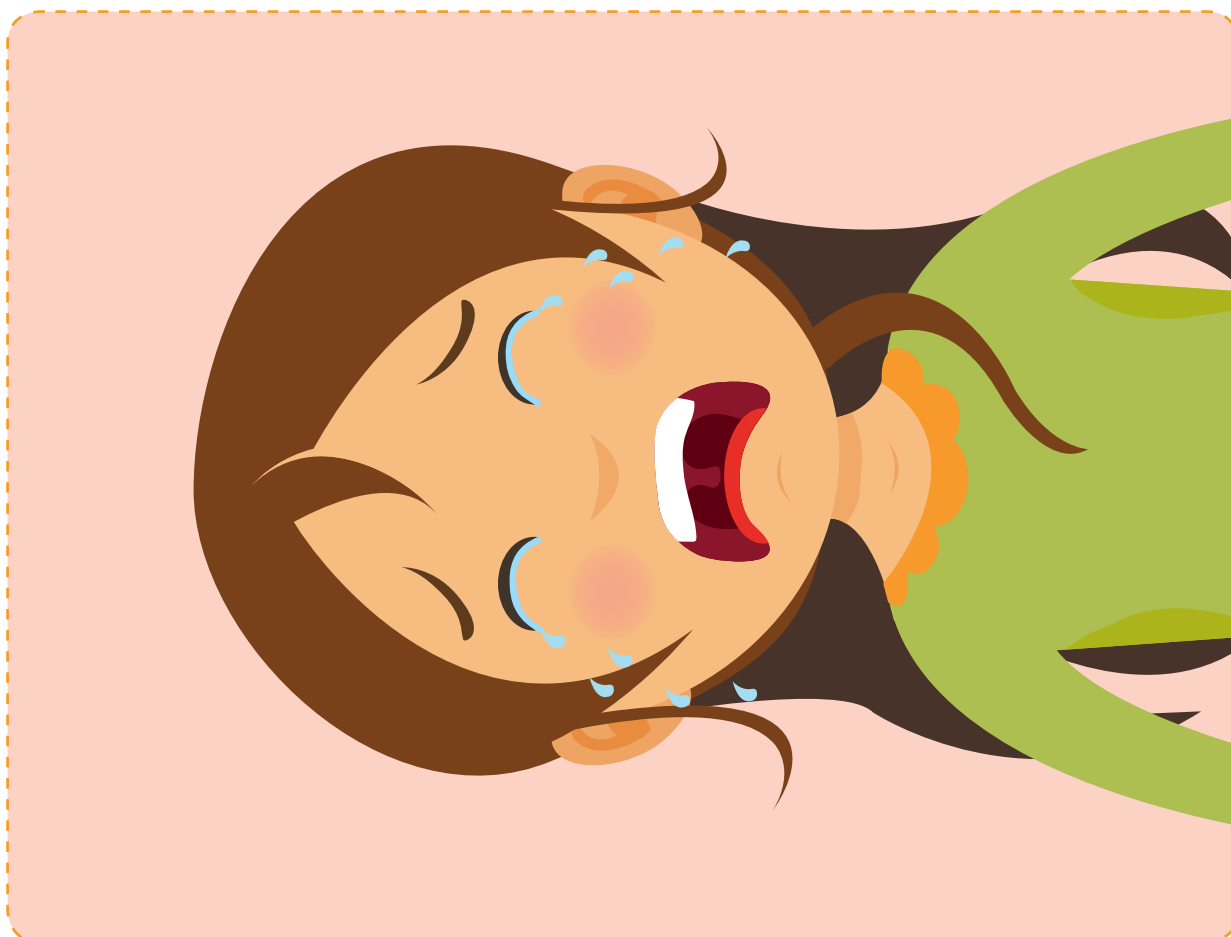
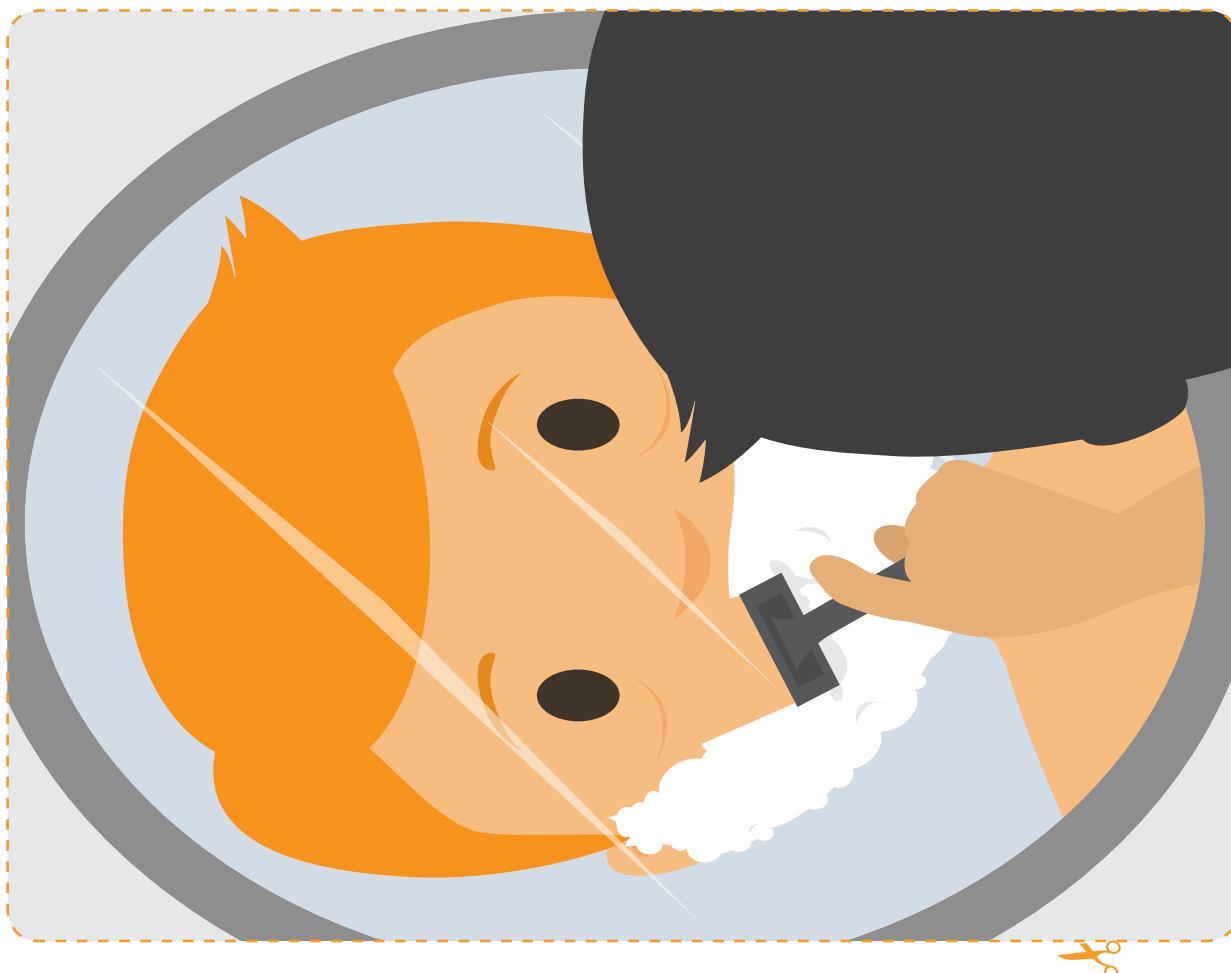
Activity three: Pupils considered a range of unhealthy relationship behaviours, identifying how this could cause them to feel and offered appropriate verbal responses through the conscience alley activity.

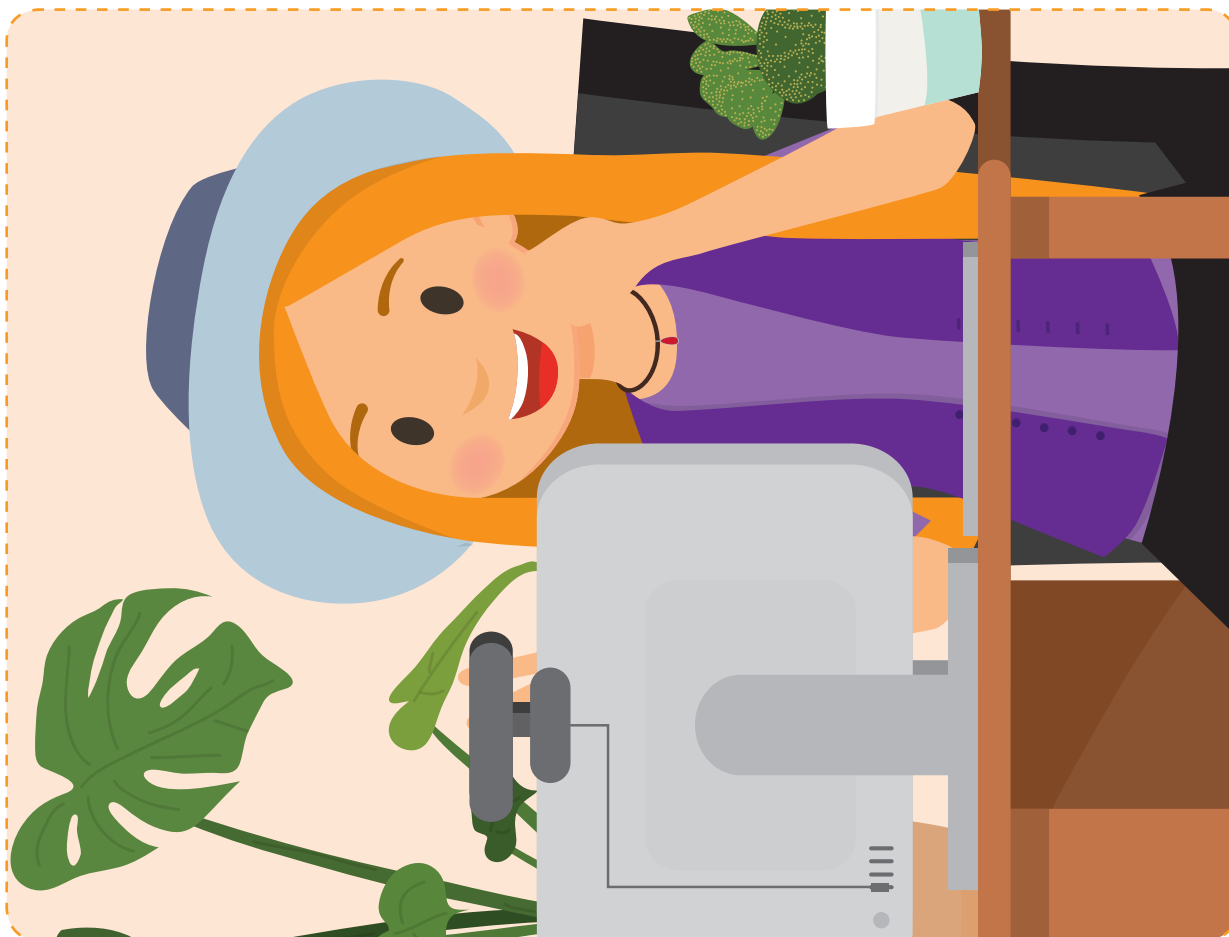
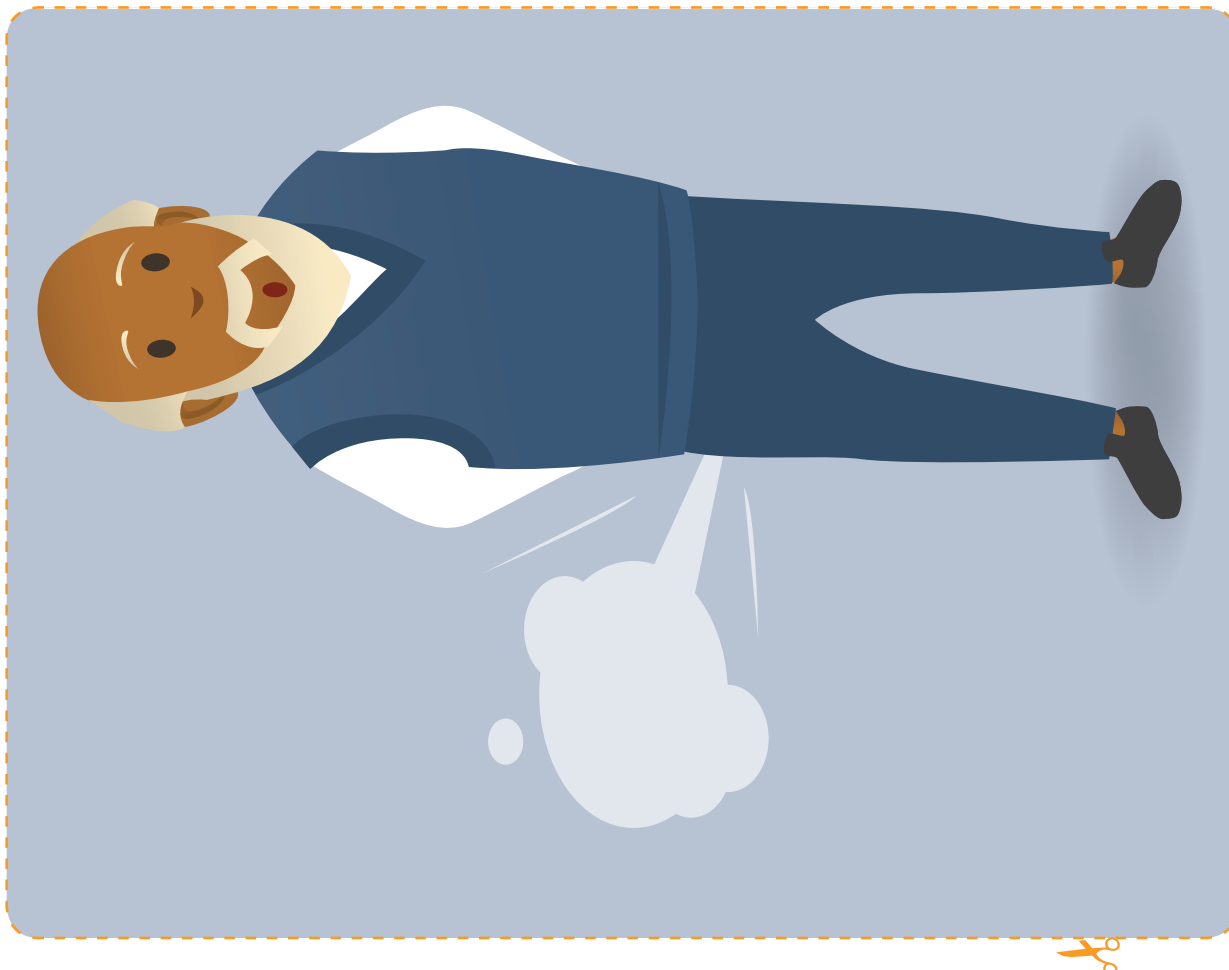
Evidence of assessment: Hands with comfortable and uncomfortable touches.

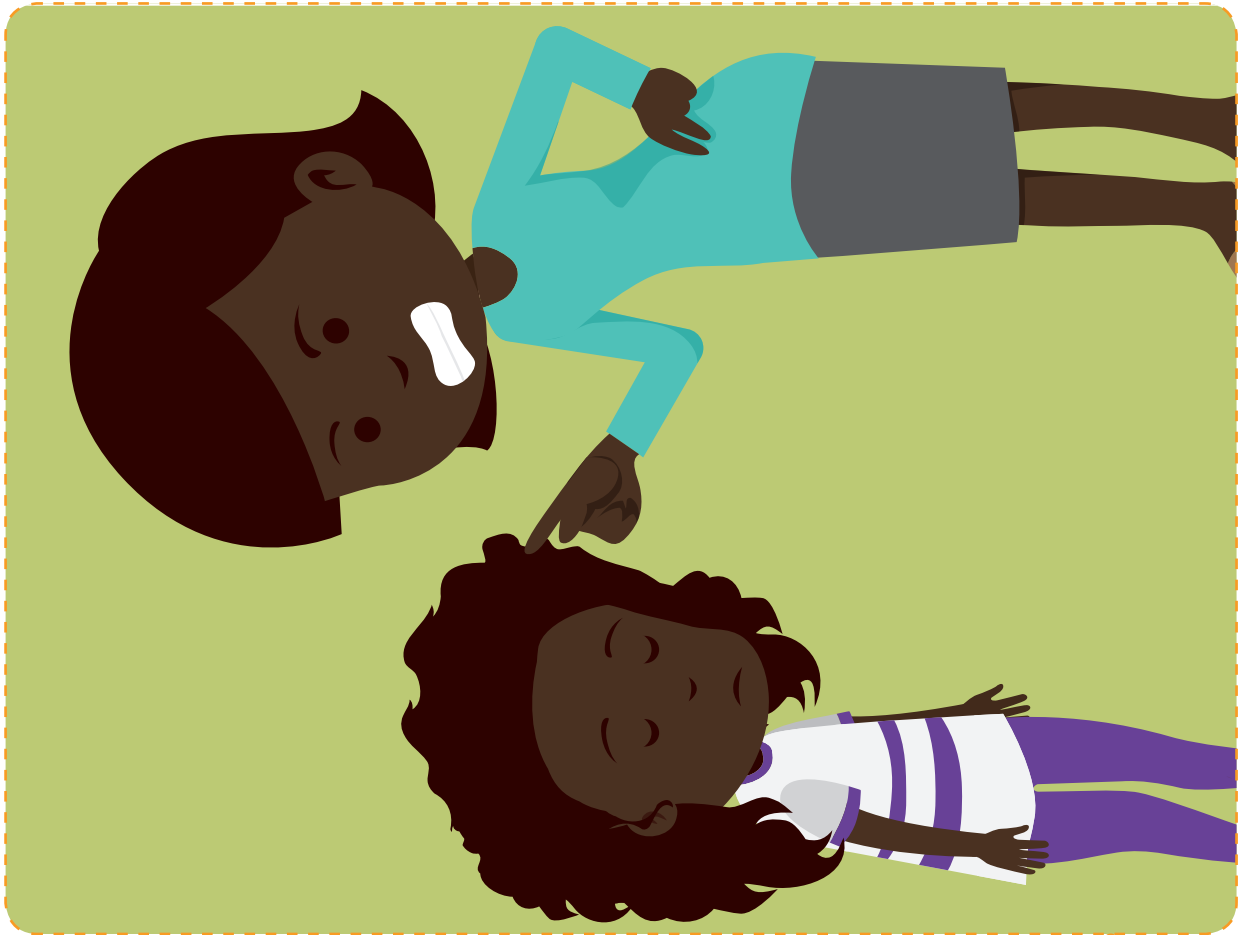
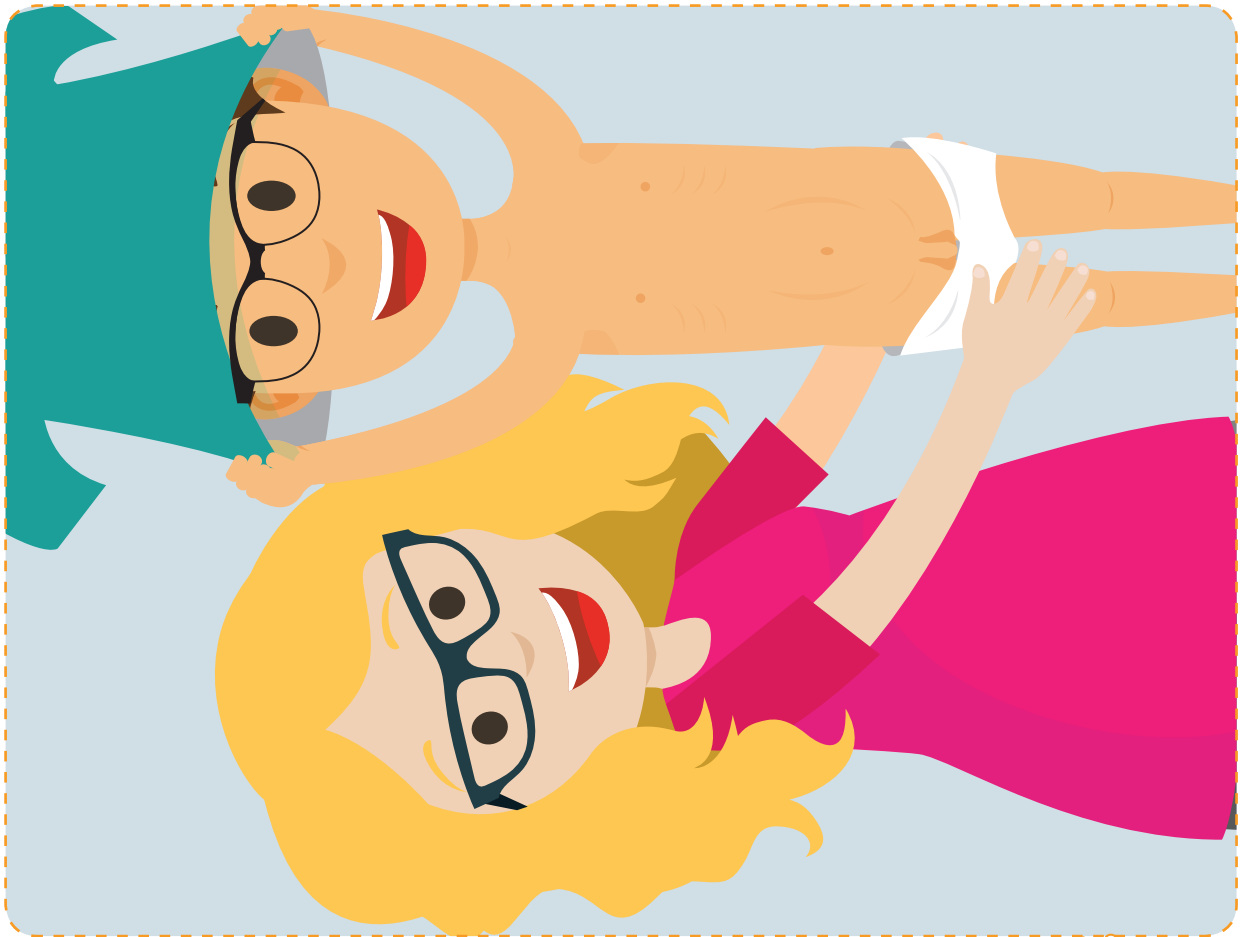












Lesson four: My beliefs



Lesson aim:

Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.



Learning outcomes:

- I know everyone is both similar and different to other people
- I have thought about my family and how it is unique and special to me
- I have identified some of the things that make me who I am and can celebrate these



Resources required:

- Resource sheet: Magnifying glass
- Resource Sheet: Labels (threaded with an elastic band/string or wool x1 per pupil)
- Large ball of wool
- Paper and pens
- Small jars x1 per pupil
- Coloured sand/table salt and coloured chalks
- Funnel

Key words: similar, different, identity

Teacher notes:

This lesson aims to foster skills for celebrating a full range of diversity. The teaching activities focus around family, sex, gender identity and sexual orientation. This helps to provide the appropriate foundation for future learning. It is important that these types of diversity are normalised and celebrated as fully as other types of diversity.

When making the jars in Activity three, coloured sand or coloured chalk rubbed with salt work effectively. Different variations of colour can be achieved by mixing the chalks together when rubbing into the salt. Ensure the jars are fully filled to prevent the colours mixing together after the lid has been screwed on.

Begin the lesson by...

Explaining that in this lesson we will explore the ways in which we all have some things that are similar (the same as) and how we are all different. Tell pupils that being different should feel positive and that it is important that we celebrate the ways in which we have both similarities and differences. Reassure pupils that everyone has things that are similar to other people and things that are different to other people. Remind pupils that it is never OK to be unkind towards someone because they are different in some way. Remind pupils of the working agreement.

Activity one: Web of similarities

Tell pupils to stand in a circle. Explain that we are going to play a game to help us think about the ways we are all similar and different. When a similarity has been discovered a ball of wool will be thrown to join the people that share the similarity until a class web has been made. Start the game by making a statement about you. This could be something that is different to everyone else, shared by a few other pupils or shared by everyone. If anyone else shares this similarity, they are to raise their hand. It doesn't matter if no one shares the statement that has been made, the aim is to keep making statements to explore the ways in which we are different until a similarity is identified. Once the similarity has been identified, the person who made the statement can choose who to throw the ball of wool to.

The recipient then winds this around their hand, takes their turn to make suggestions and then can no longer join in the game. Play until the whole class has been woven into the web.

If pupils get stuck, some suggestions might be:

- I have been on an aeroplane
- I speak more than one language
- I have two dads
- My favourite food is pizza
- I have a pet dog



How does it feel knowing we are all connected through some similarities?

Discuss how brilliant it is that we can all be different too.



Activity two: Families

Explain to pupils that just as we discovered we are all different and similar in many ways, our families can also have differences and similarities. For example, some people have one mum, two mums, a mum and dad, a foster dad or live with grandparents and many more! In the same way it is good that we have differences and similarities, it is also great that our families can be similar and different. Invite pupils to share who looks after them at home, if they are comfortable to. Explain that family can include blood relatives, step family, foster family, close friends and pets! Some parts of our family we might not have chosen. Ask pupils to make some suggestions to check their understanding (parent, grandparent, sibling, foster carer, step parent) whereas some parts of the family are chosen, ask pupils to make some suggestions to check their understanding (when a parent chooses to love someone as their partner, or when you choose to love a pet).

Tell pupils to draw around their hand and in the palm, draw a picture of the people in their family then on each finger write five ways their family is special.

The hands can then be displayed in the shape of a tree to make a visual display called 'our class family tree'.

Activity three: A jar of me!

Tell pupils they are now going to focus on the things that make them who they are. Remind pupils that just as we all look different, we all have different like and dislikes. Ask pupils to share their favourite colour. Highlight how we like different colours because we are all different.

Reassure pupils the rest of this activity will be a private activity and that they will not be asked to share their thoughts with anyone else and that there are no right or wrong answers. Ask pupils to think about what gender they are (boy, girl or not sure) and to think of a colour that they feel represents this. Ask pupils to think about what identity they have on the inside (who they are comfortable to be, their personal likes, dislikes, hobbies, feelings etc). Finally, ask pupils to think about what identity they have on the outside; how they show themselves to the world! (how they speak to others, people they make friends with, teams they belong to, faith/cultural practices, how they dress etc).

Give each pupil a small jar and a label. Explain that they are going to fill their jar with four different coloured layers, to represent the things that they have just discussed, and that these are written on the label to remind them:

- My favourite colour
- My gender
- My internal identity
- My external identity

Provide pupils with a range of coloured sands. Tell pupils to select the four colours they identified to represent them. Tell pupils to pour the sands into their jars, using the funnels so they have four equal sized stripes before doing up the lid tightly, and attaching their label.

Ask pupils to display their jars together and look at them as a group.



Are any jars the same colours? Are any jars different colours? How wonderful do all the different colours look together? Imagine if all of the jars were the same colour, would this display look as wonderful?



Extension:

Task pupils to pretend they are private detectives! Explain that they are going to be detectives on themselves. Give each pupil a copy of the magnifying glass and ask them to write/draw inside the glass the things about them they are most proud of that they would like to share with the world.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to explain what a similarity is and give some examples of similarities that have been identified during the lesson. Ask pupils to explain what a difference is and explain why it is wonderful to be different. Reassure pupils that everyone shares similarities and also has many differences. Remind pupils that it is never OK for anyone to be unkind towards another person because they are different in some way. Everyone should celebrate themselves, be proud of themselves and the best version of themselves that they can be! Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



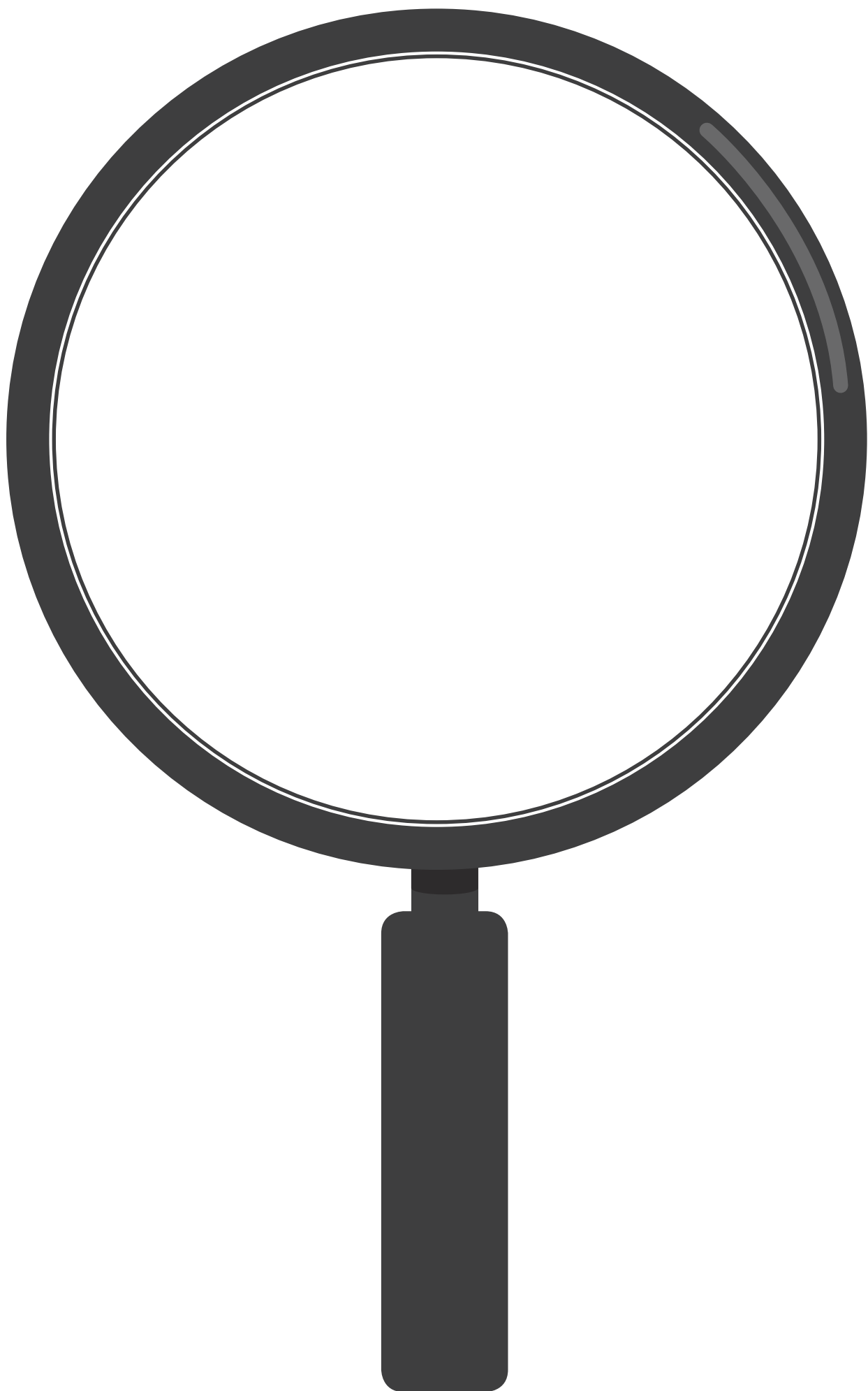
Assessment:

Activity one: Pupils recognised several similarities and differences by identifying similarities and making a class web.

Activity two: Pupils identified the people in their family, understanding that all families are unique.

Activity three: Pupils reflected on their individual uniqueness including their identities by making sand jars and comparing these with others to understand that everyone is different.

Evidence of assessment: Hand print of different families; sand jars; magnifying glass, if extension activity completed.



Lesson five: My rights and responsibilities



Lesson aim:

Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.



Learning outcomes:

- I understand what marriage is and why this is something special between two people
- I have explored the reasons why some people choose not to get married
- I know that marriage should always be a choice



Resources required:

- Resource sheet: Wanted Advert
- Resource sheet: Characters (if completing the extension activity)
- Props, suitable for a pretend wedding

Key words: marriage, arranged marriage, forced marriage

Teacher notes:

Pupils will have differing views on marriage depending on their family circumstances, faith and personal values. Be aware of pupils who live in families where parents have not married, separated or divorced by talking inclusively and sensitively about the quality of a relationship, love, respect and trust. Talk equally favourably of people who are not in a romantic relationship.

Arranged marriage refers to a marriage where parents, or the wider family play an instrumental role in matching people, based on the belief that the marriage will support the growing of love and commitment to last a lifetime. The people getting married retain the right to refuse the marriage if they feel it is an unsuitable match. If the parents or wider family do not listen to their child's wishes not to marry then this becomes a forced marriage. Forced marriage exists across a range of cultures but is illegal.

For Activity one, pupils may enjoy having something symbolic to wear when they are pretending to get married, such as veil or hat, some flowers to carry or a tiara to wear.

Begin the lesson by...

Explaining to pupils that in this lesson they will be learning about the importance of loving, respectful relationships. Marriage is a commitment that some people choose to make, showing that they are committed to each other for life. Tell pupils that marriage is a legal commitment. Reassure pupils that marriage should always be a choice. Some people make the decision not to be married and this is OK. What matters is that people choose to be in a relationship and that the relationship is loving and respectful. Remind pupils of the working agreement.

Activity one: Wedding day!

Explain to pupils that two people get married to each other through a wedding. This can be a man and a woman, two women or two men. The wedding day should always feel a happy and special day, which the wedding couple can look back on with good memories.

Ask pupils to raise their hands if they have ever been to a wedding, ask some of these pupils where the wedding was held.

Suggestions answers: *Religious building such as a church or mosque, registry office or an alternative venue with a licence to marry such as a hotel, castle etc.*

Ask pupils to share what they enjoyed and remember about the wedding day.

Highlight to pupils some of the key points, emphasising that people can choose to get married in different ways. Different faiths have different traditions and customs. In this lesson, they will be focusing on the traditional Christian English marriage vow and thinking about what the vows mean.

Ask two pupils to volunteer to come to the front of the class and pretend to get married. It is very important that you do not force a child to do this if they are unwilling. They can be the same, or different gender to each other. Having symbolic clothing or props for this will help the class to get into the 'occasion'. If possible arrange your class seating to represent rows for the class to sit in like a congregation. Ask the two pupils getting married to enter the room and walk down the aisle. When they approach you, say the following:

- **Welcome** (class name) to the wedding of (pupil name) and (pupil name).

Explain that you will now read out parts of the vows. Ask the pupils to repeat them after you. Discuss as a class what each section might mean.

- **I take you to be my wife/husband.** What does it mean to be a wife or a husband? What kind of things should you do and not do?
- **For better for worse, for richer for poorer.** Would it be easier to be married if your partner was healthy and rich? Why is it important that you want to be married to someone whatever their financial or health circumstances?
- **To love and to cherish till death us do part.** What can people do to show that they love and cherish someone? How might they feel when their wife/husband dies?
- **I give you this ring as a sign of our marriage** (if you have a ring that can be used here it will add to the fun!) Why do people wear a wedding ring? Is it important to wear a wedding (not everyone does when they are married)?
- **With my body, I honour you.** It is important to know that whether you are married or not, your body always belongs to you and you do not have to do anything with it or allow anyone to touch it unless you are happy for them to.
- **All that I have I share with you.** How would you feel about sharing all your things? What things might you find hard to share?
- **I now pronounce you husband and wife/wife and wife/husband and husband.** Encourage the class to cheer and clap in celebration.

Reassure pupils that they are not married, as only certain people are legally allowed to marry them and you must be at least 16 to get married with your parent's permission or you have to wait until you are at least 18 to get married without your parent's permission.



Activity two: Wanted!



Is being in love more important than being married?

Pupils are likely to express different opinions based on their personal circumstances and aspirations for the future. Encourage pupils to respect the full range of views and affirm that the important thing is that people only get married if they want to and to someone that they want to when they feel ready.

Give each pupil an advert template. Tell pupils to create an advert for their ideal future partner. Encourage pupils to think about what they will look like, what type of job they might have, if they want their future partner to have some of the same interests as them, what size family they will have etc.



Activity three: Arranged marriage

Tell pupils that in some cultures it is common for parents or other family members to suggest a husband or wife for their child, but the people getting married can decide if they want to or not. This is called an 'Arranged Marriage'. In an arranged marriage the wedding may take place quite quickly. The basis of the marriage is that the two people have committed to grow their love for each other throughout the rest of their lives.

Ask pupils to reflect on their Wanted advert and consider if their parents/family might want to advertise for different things.



How would you feel if your parents picked your future husband or wife? Do you think your parents would pick the same person for you as you would pick for yourself? Which person would you prefer to marry? Why?

Reflect on concepts such as happiness, respect and love.



Extension:

Print out the two characters and ask pupils to consider how they would feel if they were forced, against their wishes to marry the character of the opposite gender to which they were born. Divide pupils into groups of three, and tell them to take it in turns to be:

- Two parents telling their child that they will be getting married
- One child explaining that they do not want to get married

Ask pupils how it felt to not be listened to and tell pupils that it is against the law to force someone to marry against their wishes.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share some of the reasons that they feel it is important that marriage is always a choice. Reassure pupils that people have differing views on marriage depending on their family circumstances, faith and personal values. Remind pupils that marriage should always be a choice and that to force someone to marry is against the law. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils demonstrated an understanding of the serious implication of marriage including its legal framework through the discussion of roleplayed wedding vows.

Activity two: Pupils showed an understanding of the reasons why people choose to get married or to remain in a partnership without marriage.

Activity three: Pupils considered the cultural practice of arranged marriage through discussion. They considered the ways in which their future relationship choices may vary from that of their parents and wider family through the creation of an advert.

Evidence of assessment: Wanted advert.

WANTED



Lesson six: Asking for help



Lesson aim:

Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.



Learning outcomes:

- I can recognise situations that I will need help to manage
- I know who I can ask for help
- I have practiced asking for help



Resources required:

- Resource sheet: Board game
- Dice
- Counters

Key words: peer pressure

Teacher notes:

This lesson has the potential to lead to safeguarding disclosures as pupils are equipped with the knowledge, language and skills to ask for help with situations that are causing them concern. It is important that pupils are informed of who and when they can speak to people in school about their concerns both now and in the future. Ensure you are familiar with the schools safeguarding policy and procedures and that other relevant staff in the school are informed that this lesson will be taking place so that they can be prepared to manage any potential disclosures.

If the extension activity is completed, it will be helpful to send a letter home to parents/carers explaining the question/worry box, including how it can be used at home to develop channels of communication.

Begin the lesson by...

Explaining that in this lesson we will be thinking about the times people might be put under pressure to do things that they don't want to do. Sometimes the people that are meant to be our friends might try do this. This is called peer pressure and is unacceptable, especially if it is something that is dangerous. We will also be learning how to manage peer pressure and how to ask for help. Asking for help is often a brave and sensible thing to do. It can help to keep you and others safe. Remind pupils of the working agreement.

Activity one: Peer pressure scenarios and strategies

Ask pupils to pair, square and share several situations where someone might be asked to do something that they don't want to. Some examples are provided below:

- **At home** – *brother/sister asks you to steal some money from your parent's purse*
- **At school** – *be unkind to someone else verbally or physically*
- **At the park** – *jump off the top of something high*
- **At a friend's house** – *watch a film that is meant for people much older*
- **Online** – *ask you to send a photograph of yourself naked*

Discuss these as a class, asking pupils to suggest strategies for managing these situations. Explain to pupils why it is important to resist peer pressure to do something that makes them feel anxious or that they think is dangerous or wrong.

Activity two: Game of pressure and help

Divide the class into small groups of four-six players. Give each group a copy of the game board, dice and counters. Pupils need to follow the instructions on the board to play the game:

- The pupil whose birthday is next starts the game and play progresses clockwise around the group.
- Pupils must roll the dice, moving their counter around the board according to the dots showing on the top face of the dice.
- If pupils land on a red square, they must suggest a scenario that would cause them to feel in danger, anxious or worried.
- If pupils land on a green square, they must suggest a strategy for managing that situation to ensure they don't do something that they don't want to do.
- If pupils land on an arrow, they must suggest a person/organisation they could talk to for extra help.
- The winner is the first player to cross the finish line.

Circulate around the room, supporting pupils with the game play as required.



Activity three: Asking for help

Sit on a chair, facing the class. Ask pupils to imagine that you are eight years old. As you read out the following scenarios, ask pupils to voluntarily stand behind your chair and suggest what you could say in response. Encourage them to think about the tone, pace and volume as well as the words.

Scenarios:

- My brother is 5 years older than me. He is going to the park with his friends, and has asked our Mum for £2 so he can get some sweets like everyone else who is going. Mum has said 'no' as she doesn't have much money until payday. My brother has asked me to get the money out of her purse while he distracts her. I said 'no' but he has said he will do it anyway and tell Mum that I took it if I don't help him.
- My two friends have fallen out with each other. They have said that I can't be friends with both of them and need to pick one of them. I like them both and just wish that they would make up and stop being horrible to each other and putting me under pressure.
- I am at the park and everyone is climbing to the top of the slide and jumping off. I don't want to do it but everyone is laughing at me and calling me a 'baby'. I have climbed to the top and everyone is shouting 'jump, jump, jump'. I'm really scared, I can feel my hearting beating hard, and my legs are shaky.
- I have gone for a sleepover at my friend's house. My friend's parents have told us it is time to go to bed but my friend is searching the internet for pictures of dead people and keeps showing me scary pictures. I don't like it as I have not seen anything like this before and I do not want to. I feel like I am going to cry.
- One of my online friends has asked me to send a picture of my bottom to them. I sent them a laughing face as I thought they were joking but they sent me a picture of their bottom. I was shocked and went straight downstairs to tell my Dad, but when I started to tell him he said he was busy dishing up tea and to tell him at teatime, but I don't want to talk about it in front of everyone. I feel as though I have done something wrong and he is going to be really cross with me.

Highlight any good pieces of advice back to the class. Reassure pupils that the best thing to do in any of the situations is to tell an adult they trust even if they would find it a hard thing to do or have been told that something bad will happen to them if they do.



Extension:

Tell pupils to cover a small box such as an empty tissue box, this can be decorated. Encourage pupils to take the box home and discuss it with their parents/carers as a place where they can write any questions, worries or concerns onto a piece of paper and leave inside for their parents to read and discuss with them.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share strategies that they would feel able to use if someone or a situation caused them to feel in danger, anxious or worried. Remind pupils that it is never OK to put someone under pressure to do something that they do not want to do. Reassure pupils that the best thing to do in any of the situations is to tell an adult they trust, even if they would find it a hard thing to do or have been told that something bad will happen to them if they do. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been covered in the lesson.



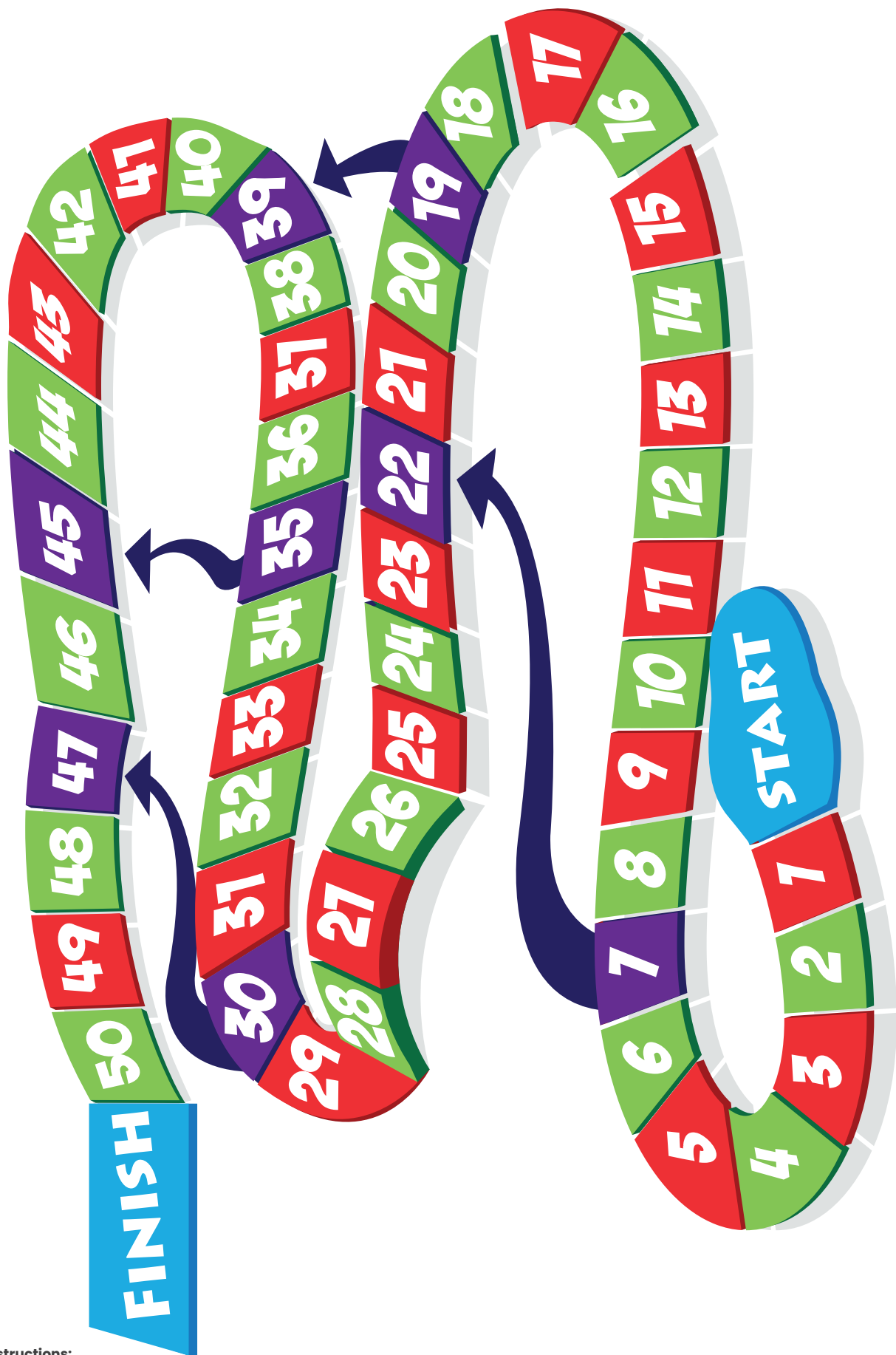
Assessment:

Activity one: Pupils suggested several situations that someone of their age could find dangerous and considered scenarios that could occur across a range of environments through discussion.

Activity two: Pupils correctly identified strategies and people that could help them to manage dangerous situations through verbal suggestions made playing a board game with peers.

Activity three: Pupils considered responses and techniques appropriate to managing a range of scenarios and rehearsed the skills to do so with confidence in front of their class.

Evidence of assessment: Worry box, if extension activity completed.

**Instructions:**

The player whose birthday is next can start the game. Play continues clockwise around the group.

Roll the dice and move your counter the correct number of spaces.

If you land on a red square, suggest a scenario that could cause you to feel in danger, scared or worried.

If you land on a green square, suggest something you could do to manage a situation that you found dangerous, scary or that made you feel worried.

If you land on a space with an arrow, follow the arrow and suggest a person or organisation that could help you manage a dangerous, scary or worrying situation.

The winner is the first player to cross the finish line!