

Year five



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Pupils can anticipate how their emotions may change as they approach and move through puberty.



Pupils can anticipate how their body may change as they approach and move through puberty.



Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.



Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.



Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.



Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.



Lesson one: My feelings



Lesson aim:

Pupils can anticipate how their emotions may change as they approach and move through puberty.



Learning outcomes:

- I understand how puberty may affect my emotions
- I have considered how my changing emotions may affect me
- I know how to respond to overwhelming emotions



Resources required:

- Resource sheet: Roller coaster
- Counters
- Water bottles, 2/3 full of water
- Craft materials (glitter, dissolvable paint, beads)

Key words: **puberty**

Teacher notes:

Some pupils may already be experiencing puberty. Puberty can start from the age of eight years, being triggered by a range of hormonal changes that help the transition from childhood to adulthood. If pupils try to focus on the physical changes of puberty tell them that they will be learning about this in the following lesson.

Begin the lesson by...

Explaining that the next two lessons will be about puberty. Puberty is the process of change when your body matures from a child to an adult. The focus of this lesson is on the emotional changes that puberty can trigger, whilst the next lesson will focus on the physical changes. Explain that puberty is an exciting time as they will develop and experience new emotions. Reassure pupils that all emotions are OK but some are more comfortable than others. Remind pupils of the working agreement.



Activity one: Emotional rollercoaster

Tell pupils that puberty is affected by hormones, and that these hormones affect your emotions. Explain that during puberty hormones can change quickly and frequently, causing emotions to change quickly and frequently. This can result in feeling like you are on an emotional rollercoaster. Reassure pupils that it is a natural experience:

- **Unexplained mood swings** (having different feelings that change very fast)
- **Low self-esteem** (not feeling very good about yourself)
- **Aggression** (feeling very angry)
- **Depression** (feeling very down and hopeless)

Ask pupils to suggest as many different emotions as they can. Write the emotions on the board.

Discuss as a class which emotions feel comfortable (circle in green) and which feel uncomfortable (circle in blue).

Give each pupil a rollercoaster track. Explain that the rollercoaster track represents the cycle of changing emotions that can be experienced during puberty. Ask pupils to reflect on the different emotions written on the board and write/illustrate with expression faces some of these at different points on the rollercoaster track.

Ask the class if any pupils thought of additional emotions to those already identified on the board, and add any extras in a different coloured pen to extend pupil knowledge of the range of emotions that can be experienced.

Reassure the class that no emotion is bad or wrong but some emotions are more comfortable than others.



Activity two: Emotional triggers

Explain to pupils that puberty can cause emotions to change. Reflect on the selection of emotions written on the board. Choosing both comfortable and uncomfortable emotions ask pupils to suggest the things that could trigger those emotions. If they focus on external influences such as 'someone saying something unkind about you', then encourage them to consider the internal influences such as:

- Hormones
- Fatigue
- Hunger
- Stress/anxiety

Give each pupil a counter. Divide the class into pairs. Tell the pairs to take it in turns to move their counter around each other's emotional rollercoaster, stopping at each emotion to share examples of the ways in which someone may behave towards others if they are experiencing that emotion. Reassure the class that no emotion is 'bad', but some emotions are more comfortable than others. However, some behaviours are unacceptable to exhibit towards another person, therefore it is important to manage your behaviour as well as possible.



Activity three: Managing emotions

Explain to pupils that finding activities which are fun and healthy can support them to manage the changing emotions that puberty can cause. Ask pupils to suggest an activity that would help them to cope with each emotion that has been written on the board.

Suggested answers: *physical activity, art, music, talking, reading, relaxing bath*

Acknowledge that what works for one pupil may not work for another. It is helpful to have a range of different strategies to choose from.

Give each pupil a small water bottle 2/3 full of water. Invite pupils to select from a range of craft material, choosing items and colours that represent and reflect how they feel when they are angry, and add these to the bottle.

Ask pupils to think of a time when they felt very angry about something. Reassure pupils that this is a personal reflection. They will not be asked to share what the situation was. Tell pupils to shake their bottle. This swirling water and added craft items represent an angry storm, demonstrating how their anger can stir up inside of them. Ask pupils to think of something that they like doing to help them feel calm. Tell pupils to put their bottles on the desk and watch the angry storm calm down as they think about this.



Extension:

Divide the class into pairs. Tell the pupils to exchange a 'high-five'. Explain that, like someone offering you a high-five, every action has a reaction. In a similar way our emotional responses towards other people can cause an emotional reaction.

Next tell pupils to work in their pairs to look at the highest and lowest point of each other's roller coaster and create a role-play that demonstrates how the emotions might cause someone to behave and others to react towards them.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share some of the emotions that they have discussed in the lesson. Ask pupils to suggest a strategy they could use to help them manage strong emotions so they avoid unhelpful behaviours. Remind pupils that puberty is the process that the body goes through to change from being a child to an adult. Reassure pupils that puberty is a natural process that can trigger emotional and physical changes. 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:

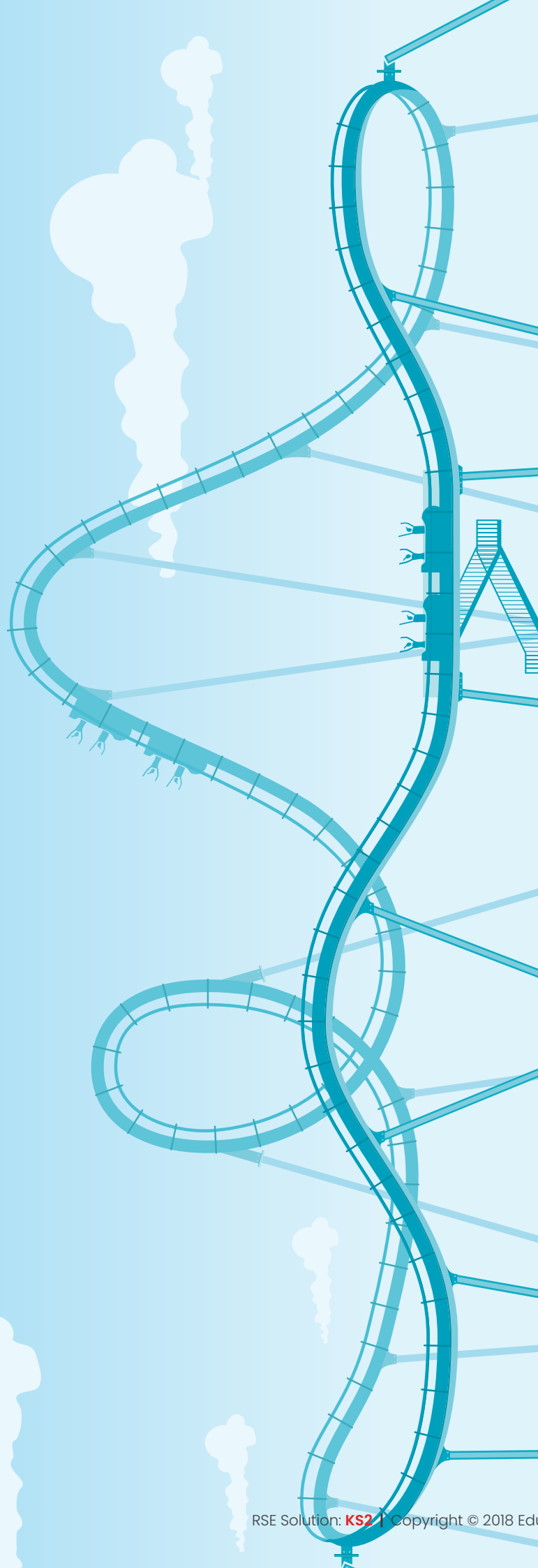
Activity one: Pupils identified a wide range of emotions that may be experienced during puberty, reflecting both comfortable and uncomfortable emotions on an emotional rollercoaster.

Activity two: Pupils demonstrated clear awareness of how their emotions might cause them to behave and developed an understanding of the impact that this has on others through discussion.

Activity three: Pupils replicated uncomfortable feelings by creating an emotional storm and identified strategies that they could use to help them manage uncomfortable and overwhelming emotions.

Evidence of assessment: Emotional rollercoaster; thunderstorm bottles.





Lesson two: My body



Lesson aim:

Pupils can anticipate how their body may change as they approach and move through puberty.



Learning outcomes:

- I know how the male body can be affected by puberty
- I know how the female body can be affected by puberty
- I have thought about how these body changes might make people feel about themselves



Resources required:

- Body outline
- Resource sheet: Puberty cards
- Resource sheet: Puberty game cards
- Resource sheet: Male and female reproductive systems
- Plasticine
- Sellotape
- Clear plastic cup
- White paint
- Red paint
- Knickers
- Sanitary towel

Key words: puberty, penis, erection, wet dream

Teacher notes:

It is important to foster the necessary behaviour and learning skills within pupils to enable this lesson to be taught co-educationally. Whilst you might feel it necessary to separate pupils by gender, this could prove compromising for a transgender or intersex pupil. Additionally, it is essential that pupils are aware of how both their own body and that of others may develop and change so they understand and have empathy towards this. It also fosters the foundational skills for pupils to communicate over topics that they may initially find uncomfortable with people of the same and opposite gender to themselves. Be mindful of gender questioning pupils who may feel uncomfortable about their body changing towards an adult gender that they do not align with.

Due to the extensive content of this lesson you may decide to split this over 2 lessons to ensure an appropriate pace for the needs of your class.

Should the activities and discussions prompt questions about how a baby is made, explain that this is something they will learn more about next year.

It may be helpful to contact a sanitary wear provider to obtain free trial promotion packs, which can be provided to pupils at the end of the lesson; and leaflets that show how sanitary wear is used correctly.

Begin the lesson by...

Reminding pupils that in the previous lesson they learned about the emotional changes of puberty. Puberty is the process of change when your body matures from a child to an adult. The focus of this lesson is on the physical changes that puberty can trigger. Reassure pupils that all physical changes are natural and the physical changes can occur at different times for different people. Remind pupils of the working agreement.



Activity one: Puberty predictions: Boy

Display a life size basic body outline proportionate to the size of a year five pupil. Explain the body outline represents a boy who is experiencing puberty. You could animate the outline to demonstrate that it represents a boy, but be mindful to avoid gender stereotypes such as blue/short hair etc. Naming the outline can help it develop into a character in readiness for the discussion activities.



How might puberty cause the male body to change?

Illustrate the suggestions made by pupils. Introduce and explain the items below before illustrating/ writing them on the character in a different coloured pen if they are not suggested by pupils:

- The penis and testicles grow and the scrotum gradually becomes darker
- Pubic hair grows: underarm; legs; arms; chest; back and around the penis
- Start to sweat more
- Breasts can temporarily swell slightly
- May have erections and wet dreams (involuntary ejaculations of semen as they sleep)
- Voice breaks and gets deeper. For a while a boy might find his voice goes very deep one minute and very high the next

- The Adam's apple may begin to stick out
- Facial hair begins to grow
- Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules)
- Growth spurt – grow taller by approx. 7–8cm per year
- Body shape changes as shoulders broaden and the body becomes more muscular

Divide the class into pairs. Provide each pair with a set of boy puberty cards. Ask them to read through the changes that can happen to boys. Tell pupils to rank the cards in order of what they think will be the hardest change to cope with.



What do you think will be the hardest physical change of puberty to cope with?

Explain that one of the things boys may find difficult is the uncontrollability of the penis. Tell pupils that the penis can become stiff and stand upright, and that this is called an erection. Cut out a penis shape and stick it onto the character outline with Sellotape. Lift the example penis to indicate the erection. Explain that an erection can happen if the penis is touched, rubbed or when the person is feeling excited. It can also happen for no reason at all, including when you don't want it to such as when you are asleep. Reassure pupils that this is natural. It is known as a 'wet dream'.

Draw testicles and urethra tubes onto the character outline, connecting these to the penis. Label the testicles, urethra and penis.

Make a sperm out of plasticine. Tell pupils that sperm are like microscopic tadpoles, but you have made a larger version so it is possible to see it.

Explain that a wet dream is caused because the male body has started to produce sperm, which is stored in the testicles. The body sometimes releases the sperm (known as ejaculation) at night. Use the plasticine sperm to demonstrate the route of the sperm from the testicles through the urethra tubes and out of the penis on the character's illustrated genitalia. Stick the plasticine sperm to the character and label this 'sperm'. Explain that some boys may find a sticky wet patch on clothes or bed sheets. Reassure pupils that they do not need to feel embarrassed about this. Wet dreams are a natural part of growing up and a sign that the body is preparing for becoming an adult. It is also natural to never experience a wet dream.

Explain that the ejaculated semen (a mix of sperm and fluid) is approx. ½ – 1 teaspoon. Pour 1 teaspoon of white paint into a clear plastic cup to demonstrate the quantity of fluid produced and show to pupils.

Reassure pupils that having an erection first thing in the morning is very common and can be caused by having a full bladder.

Provide pupils with the male reproductive sheet and ask them to write on the labels of:

- Testicles
- Sperm
- Urethra
- Penis

Now tell them to draw a line that demonstrates how the sperm moves from the testicles to outside of the body.



What could (name of character) do if they experienced an unwanted erection?



What could (name of character do) if they experienced a wet dream?



Activity two: Puberty predictions: Girl

Display a life size basic body outline, proportionate to the size of a YR five pupil. Explain the body outline represents a girl who is experiencing puberty. You could animate the outline to demonstrate that it represents a girl, but be mindful to avoid gender stereotypes such as pink/long hair etc. Naming the outline can help it develop into a character in readiness for the discussion activities.



How might puberty cause the female body to change?

Illustrate the suggestions made by pupils. Introduce and explain the following before illustrating/writing these on the character in a different coloured pen, if they are not suggested by pupils:

- Breasts grow and become fuller (it is normal for one breast to grow larger than the other and for the breasts to feel painful, lumpy or uncomfortable at this time)
- Pubic hair grows: under arms; legs and around the vulva. May also notice hair growing on the top lip
- Sweat more
- Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules)
- White, sticky vaginal discharge
- Growth spurt – growing taller by approx. 5–7.5cm every year for the next two years
- Gain weight and body changes shapes (Develop more body fat along their upper arms, thighs and upper back; their hips grow rounder and their waist gets narrower)
- Start periods, which is when blood comes from inside the body out through the vagina and this lasts a few days every month

Divide the class into pairs. Provide each pair with a set of girl puberty cards. Ask them to read through the changes that can happen to girls. Tell pupils to rank the cards in order of what they think will be the hardest change to cope with.



What do you think will be the hardest physical change of puberty to cope with?

Explain that one of the biggest changes for a girl is to begin to have periods (known as menstruation). Explain that when their period starts, they may notice some blood on the tissue after going to the toilet and/or in their knickers.

Explain that the menstrual fluid (blood, vaginal fluid and body tissue) is approx. three to four tablespoons over three to seven days. It may be helpful to pour three to four tablespoons of red paint into a clear plastic cup to demonstrate the quantity of fluid produced and show to pupils.

After a girl experiences her first period, she may not have another one for some time, before her periods settle into a pattern of happening approximately every month.

Draw ovaries and fallopian tubes onto the character outline, connecting these to the womb and vagina. Label the ovaries, fallopian tubes, womb and vagina.

Make an egg out of plasticine. Tell pupils that the egg is like a microscopic dot, but you have made a larger version so it is possible to see it. Explain that a period happens when the body releases an egg from the ovary each month. The egg travels down the fallopian tube, passing through the womb which sheds its lining and leaves the body with the egg through the vagina. Use the plasticine egg to demonstrate the route as you explain it.

Provide pupils with the female reproductive sheet and ask them to draw on the female labels:

- Ovary
- Fallopian tube
- Womb
- Vagina

Now ask them to draw a line that demonstrates how the egg moves from the ovary to the outside of the body.

Ask pupils to pair, square and share:

- What could the character do if she started her period at school?
- What could the character do to help manage blood loss during a period?

Tell the class that they are going to play a game of 'Anything but the Object'. Pass a sanitary towel and/or tampon around the class and ask them to describe what it is or what it can be used for. It cannot be its real name or purpose. For example, the sanitary towel could become a duvet for a guinea pig, or the tampon an earring. The purpose of this game is to ensure that pupils develop a level of comfort and confidence to explore the sanitary items without feeling under pressure so they can enjoy as much fun as they like with this game!

Explain that a sanitary towel is stuck inside the knickers and a tampon is inserted into the vagina to soak up the blood. Both need to be changed regularly (approx. every four hours). It can take practice to learn to use the sanitary protection, especially tampons but once they are being used correctly they should feel comfortable and make periods easier to manage.

Demonstrate how a sanitary towel is attached to a pair of knickers and pass this around the class so pupils can see. If possible, allow pupils the opportunity to practice attaching the sanitary towel to the knickers.

Reassure pupils that once most girls start their periods they soon find it is nothing to be concerned about and that they do not need to feel embarrassed about having periods as it is a natural part of growing up.



Activity three: Starting puberty

Ask pupils to pair, square and share responses to the following question:

- How would you feel if you were the first person in your class to start puberty?
- How would you feel if you were the last person in your class to start puberty?
- What can someone do if they have questions related to puberty?
- What do you think is good about puberty changes to the body?



Extension:

Divide the class into equal sized groups of approximately four–six. Provide each group with a puberty game cards. Tell pupils to take it in turns to draw a puberty experience from the sheet. Explain that the person drawing must not talk, whilst the rest of the team attempt to guess which puberty experience is being drawn. The winning team is the first to correctly guess all the puberty experiences listed on the sheet.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share some of the physical changes that boys can expect to experience as their body changes during puberty. Ask pupils to share some of the physical changes that girls can expect to experience as their body changes during puberty. Reassure pupils that it is natural to experience puberty at different times to other people. Remind pupils that puberty experiences such as wet dreams and periods are natural and nothing to feel embarrassed about. Signpost pupils to who they can talk to in schools if they have any concerns or questions about what has been covered in the lesson.



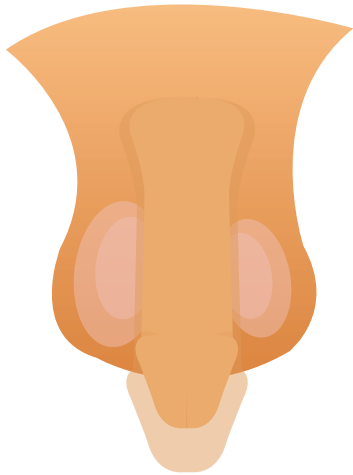
Assessment:

Activity one: Pupils correctly identified a range of puberty effects on the male body, through a character, correctly labelled the male reproductive system and illustrated how the sperm moves from the testicles through the penis during ejaculation.

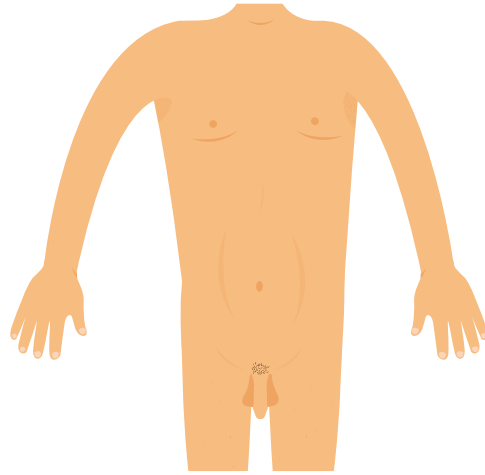
Activity two: Pupils correctly identified a range of puberty effects on the female body, through a character and then correctly labelled the female reproductive system, illustrating how the egg moves from the ovaries to the outside of the body during menstruation.

Activity three: Pupils discussed responses to puberty issues and feelings with a level of maturity appropriate to their age in pairs, small groups and the class with confidence.

Evidence of assessment: Correctly labelled reproductive system worksheet.



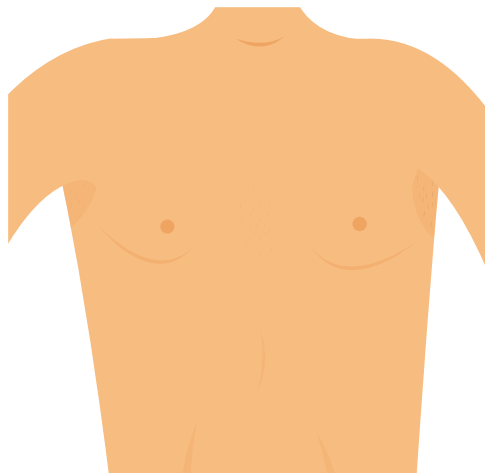
The penis and testicles grow and the scrotum gradually becomes darker.



Pubic hair grows, underarm, legs, arms, chest, back and around the penis.



Sweat more.



Breasts can temporarily swell slightly.



May have erections and wet dreams (involuntary ejaculations of semen as they sleep).



Voice breaks and gets deeper. For a while a boy might find his voice goes very deep one minute and very high the next.



The Adam's apple may begin to stick out.



Facial hair begins to grow.



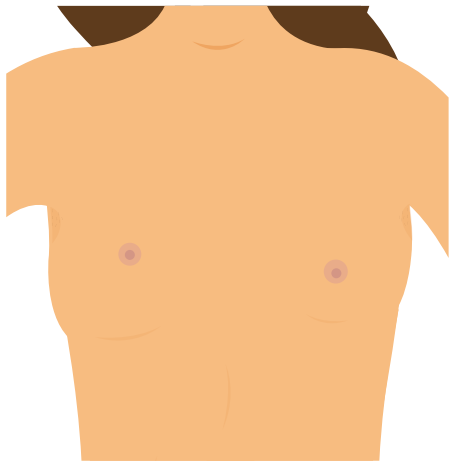
Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules).



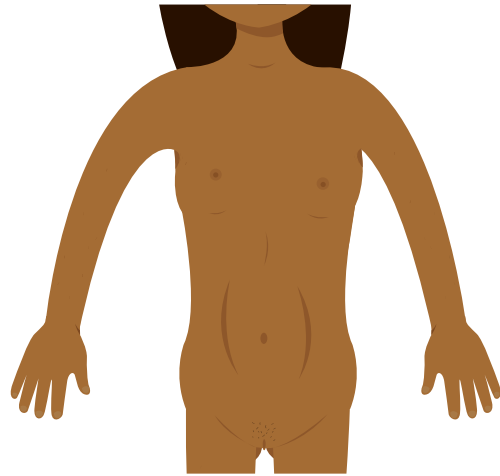
Growth spurt – grow taller by approximately 7–8cm per year.



Body shape changes as shoulders broaden and the body becomes more muscular.



Breasts grow and become fuller (it is normal for one breast to grow larger than the other, and for the breasts to feel painful, lumpy or uncomfortable at this time).



Pubic hair grows: under arms; legs and around the vulva. May also notice hair growing on the top lip.



Sweat more.



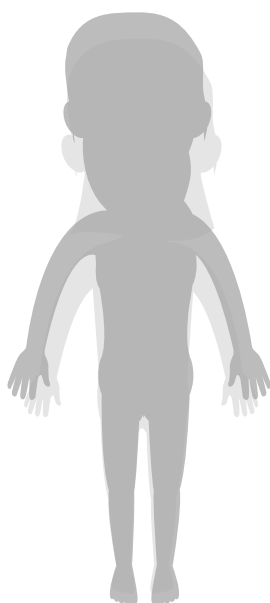
Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules).



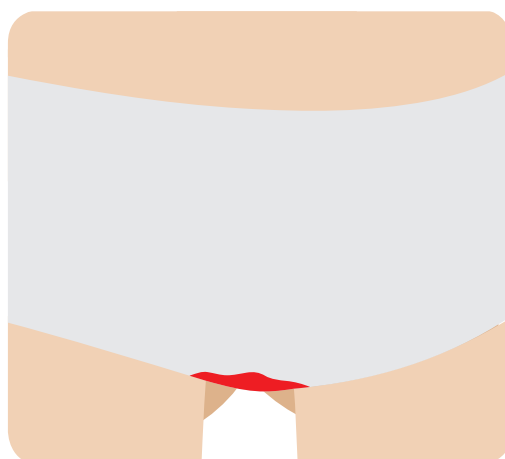
White, sticky vaginal discharge.



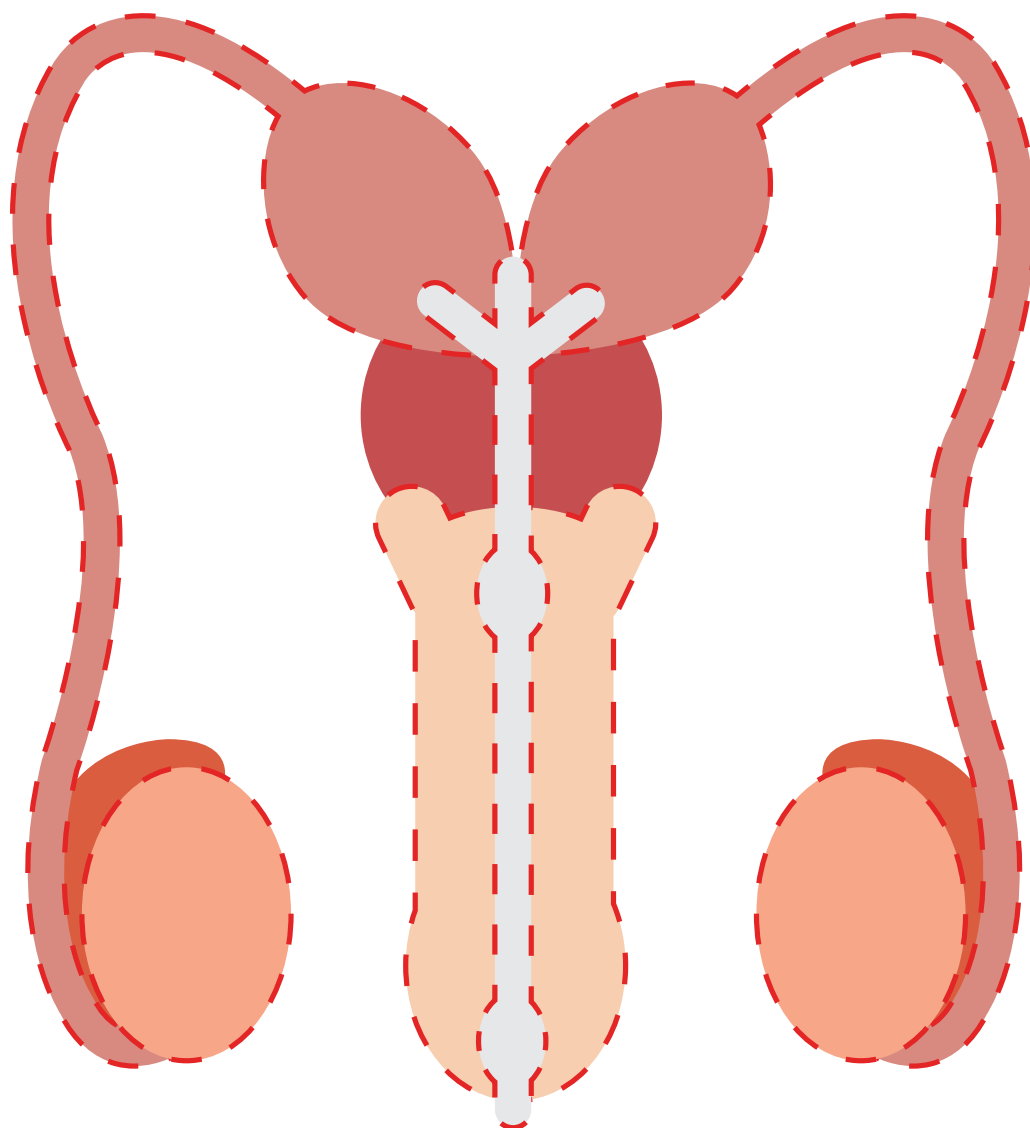
Growth spurt – growing taller by approximately 5–7.5cm every year for the next 2 years.

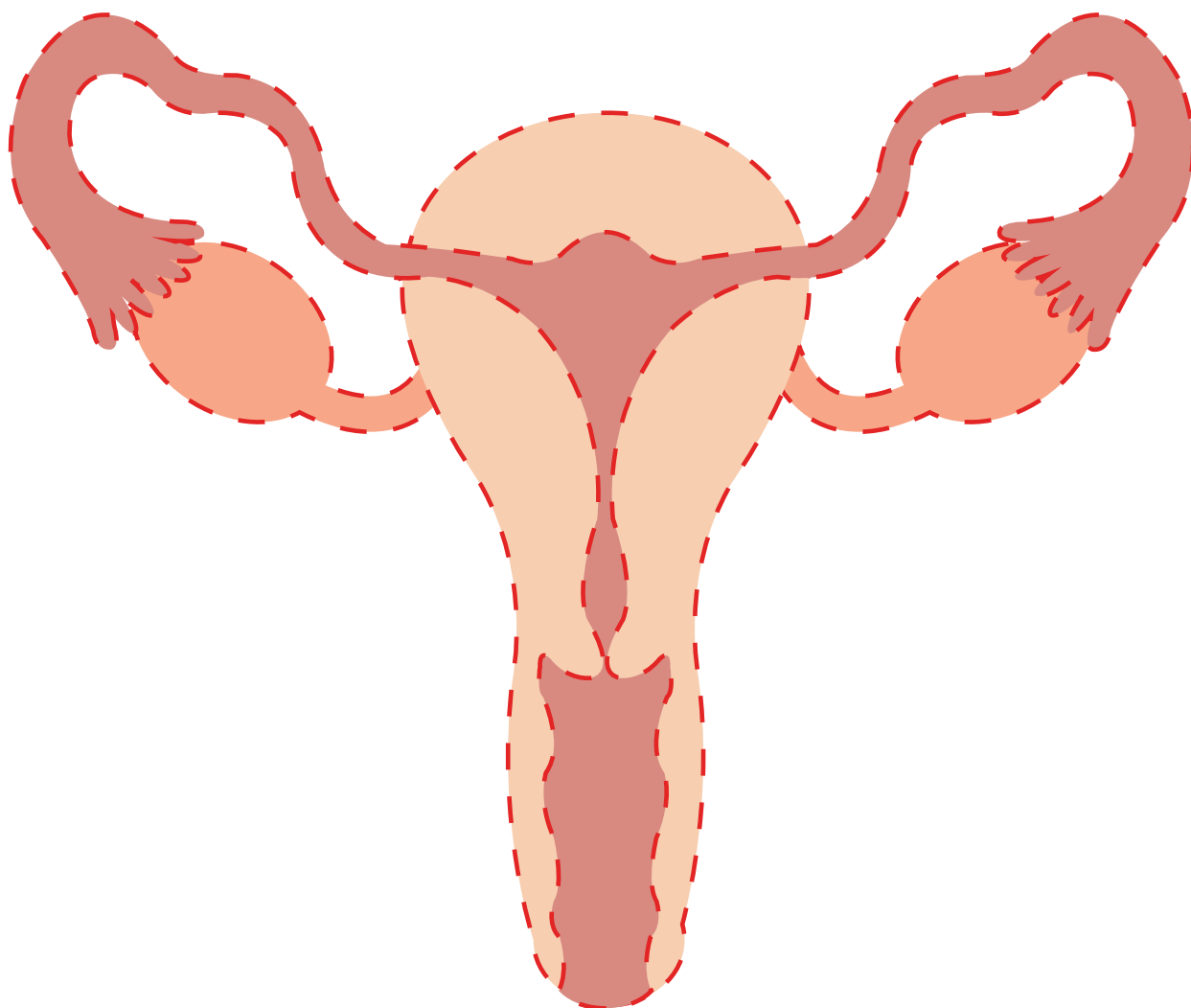


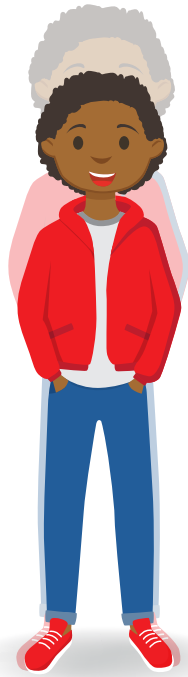
Gain weight and body changes shapes (Develop more body fat along their upper arms, thighs and upper back; their hips grow rounder and their waist gets narrower).



Start periods, which is when blood comes from inside the body out through the vagina and this lasts a few days every month.







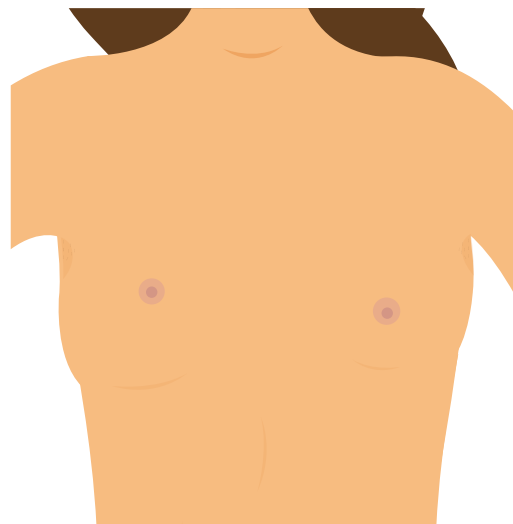
Grow taller



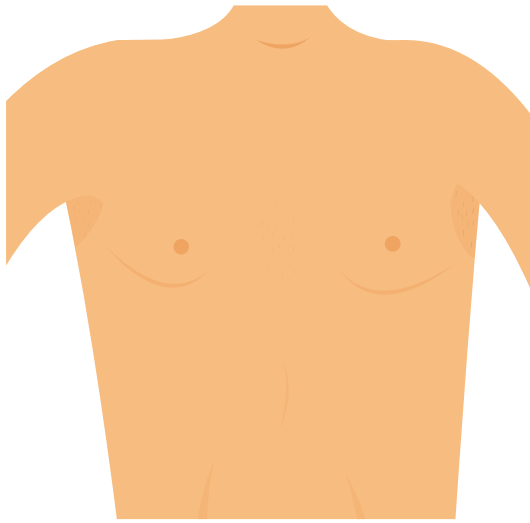
Sweat



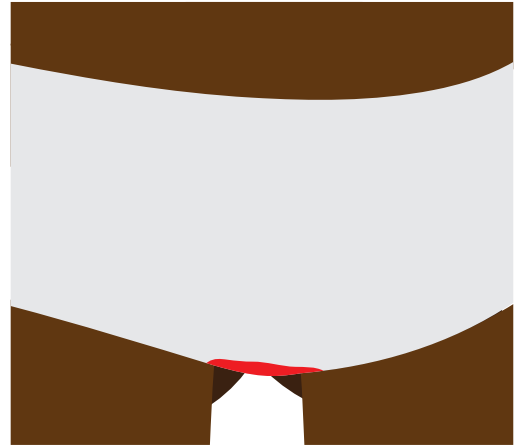
May get spots



Breasts grow



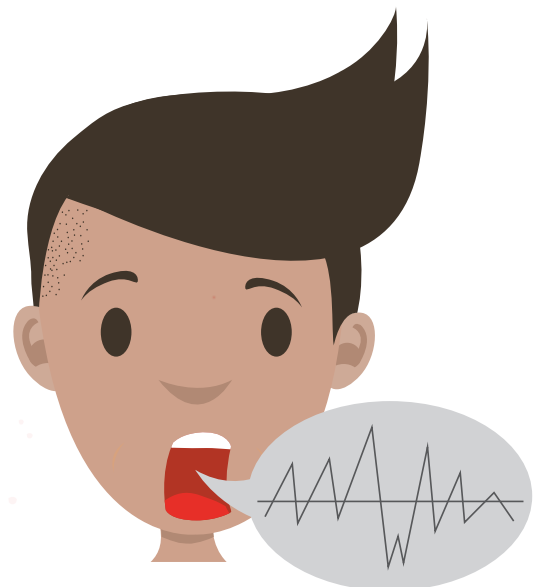
Under arm hair



Girls start their periods



Boys get erections and ejaculate



Voice breaks

Lesson three: My relationships



Lesson aim:

Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.



Learning outcomes:

- I can identify the relationships that I am in
- I can recognise healthy and unhealthy relationships, and how these can make me feel
- I recognise the skills to respond to an unhealthy relationship



Resources required:

- Resource sheet: Relationship web
- Resource sheet: Relationship behaviours
- Ball of wool
- Balloons
- Small strips of paper
- Pens

Teacher notes:

Pupil views on healthy and unhealthy relationships may vary depending on their family norms, and personal experiences. It is important to focus on how relationships make a pupil feel, the skills and confidence to respond to unhealthy relationships and the importance of not replicating unhealthy relationships towards others. This lesson has the potential to lead to safeguarding disclosures. It is important to remind pupils who they can talk to in and out of school if they are concerned about an unhealthy relationship behaviour of someone they know. It may be helpful to inform other staff that this lesson is being taught so they can prepare for potential disclosures.

Begin the lesson by...

Explaining to pupils that in this lesson they will be learning about different types of relationships, how people might behave within relationships, including acceptable and unacceptable behaviours. Explain that the relationships we are in can impact on how we feel about ourselves. A healthy relationship is likely to help them feel confident and mostly happy. Remind pupils of the working agreement, including the agreed process for sharing information and asking for help outside of the lesson.



Activity one: Relationship webs

Tell pupils that a relationship describes the way in which two or more people are connected to each other.



What different types of relationships can people be in?

Suggested answers: *immediate family; extended family; friendships; school; sports teams; formal relationships such as with a doctor etc.*

Tell pupils to stand in a circle. Explain that they are going to take it in turns to name someone in the circle and explain a way in which they are connected to them. Explain that pupils will throw a ball of wool to the person they have named to create a 'web'. Pupils will need to wrap the wool around one of their hands before throwing the ball. Keep passing the ball of wool until every pupil has been connected and all the pupils are joined together by a web of wool. If it is hard to connect a pupil consider them as connected by belonging to the same class.

Suggested answers: *Sit next to them; walk into school with them; go to the same lunchtime club; are friends, on the same football team etc.*

Explain the web of wool shows how people are often connected to each other. People can be connected in many ways. Some relationships feel closer and can be more enjoyable than others.

Give each pupil a relationship web worksheet. Tell pupils to imagine that they are at the centre of the web. In each section ask pupils to identify different people that they are in a relationship with. They can be close, distant, happy or less happy relationships. The closer and happier the relationship, the closer to the centre of the web they can position it. Pupils can either write the name of the person, or draw a face/colour to represent the relationship.



Activity two: Relationship behaviours

Display the thumbs up, sideways and downwards signs to represent a spectrum.

Read out each of the following scenarios, asking pupils to position themselves on the spectrum according to how healthy they feel the relationship is. Reassure pupils that there is not necessarily a right or wrong answer and it is important not to move with their friends.

Scenario 1: Charlie and Lucas have been friends since they started school. Two weeks ago, a new boy called Hanni joined their class. Charlie and Hanni have been spending lots of time together, which is making Lucas feel left out and annoyed. Lucas has told Charlie that he must choose who he wants to be his mate, either him or Hanni.

Scenario 2: Elsie and Akira have been girlfriends for three weeks, they agreed to keep this a secret and not tell anyone. Elise keeps trying to break up with Akira, but every time she does, Akira threatens to tell everyone about their relationship, so Elise remains her girlfriend.

Scenario 3: Hannah has been chatting to a new friend Sophia who she met online. She is really enjoying how much Sophie messages her. They really seem to know each other. Hannah is excited that Sophia wants them to meet in person one day. Hannah doesn't have many friends at school and her chats with Sophia make her feel more confident and happy.

Invite pupils to share their views once positioned. Highlight any examples of how the relationship is healthy, might be unhealthy or could be unsafe.



Activity three: Relationship feelings

Divide the class into three small groups. Provide each group with some small strips of paper and a balloon. Allocate each group a scenario from Activity two. Ask the group to identify at least five inner thoughts and feelings that their character (Lucas/Elise/Hannah) might be experiencing. Tell the groups to write these onto small strips of paper, roll them up and put inside the balloon. Blow up and knot the balloon. Tell pupils to write on the outside of the balloon the ways in which their character might behave because of their relationship experience. Finally, ask pupils to discuss the ways in which they might respond towards someone who is behaving this way.

Repeat reading out the scenarios to the class. Following each scenario ask the relevant group to present their balloon to the rest of the class, explaining:

- The feelings that they have put inside the balloon
- The external behaviours
- How they felt they might react towards someone who is behaving this way



What could (Lucas/Elise/Hannah) do to manage the unhealthy relationship behaviour?

Remind pupils that if they are finding a relationship difficult to manage it is helpful to be honest about this and talk to someone that they trust.



Extension:

Tell pupils to write a text message to Lucas, Elise or Hannah that gives them some helpful advice on how to respond to and manage the unhealthy relationship behaviour they are experiencing. Invite pupils to share their advice. Discuss the ideas as a class. Highlight effective strategies.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some examples of unhealthy relationship behaviours that they have learned to identify. Ask pupils to tell you something they could do if they or someone they know experiences an unhealthy relationship behaviour within a relationship. Reassure pupils that it is natural for some relationships to be closer and more enjoyable than others but it is not OK for someone to behave in unacceptable ways within a relationship. Remind pupils that if they are finding a relationship difficult to manage, it is helpful to be honest about this and talk to someone that they trust. Signpost pupils to who they can talk to if they have any concerns or questions about what has been taught in the lesson.



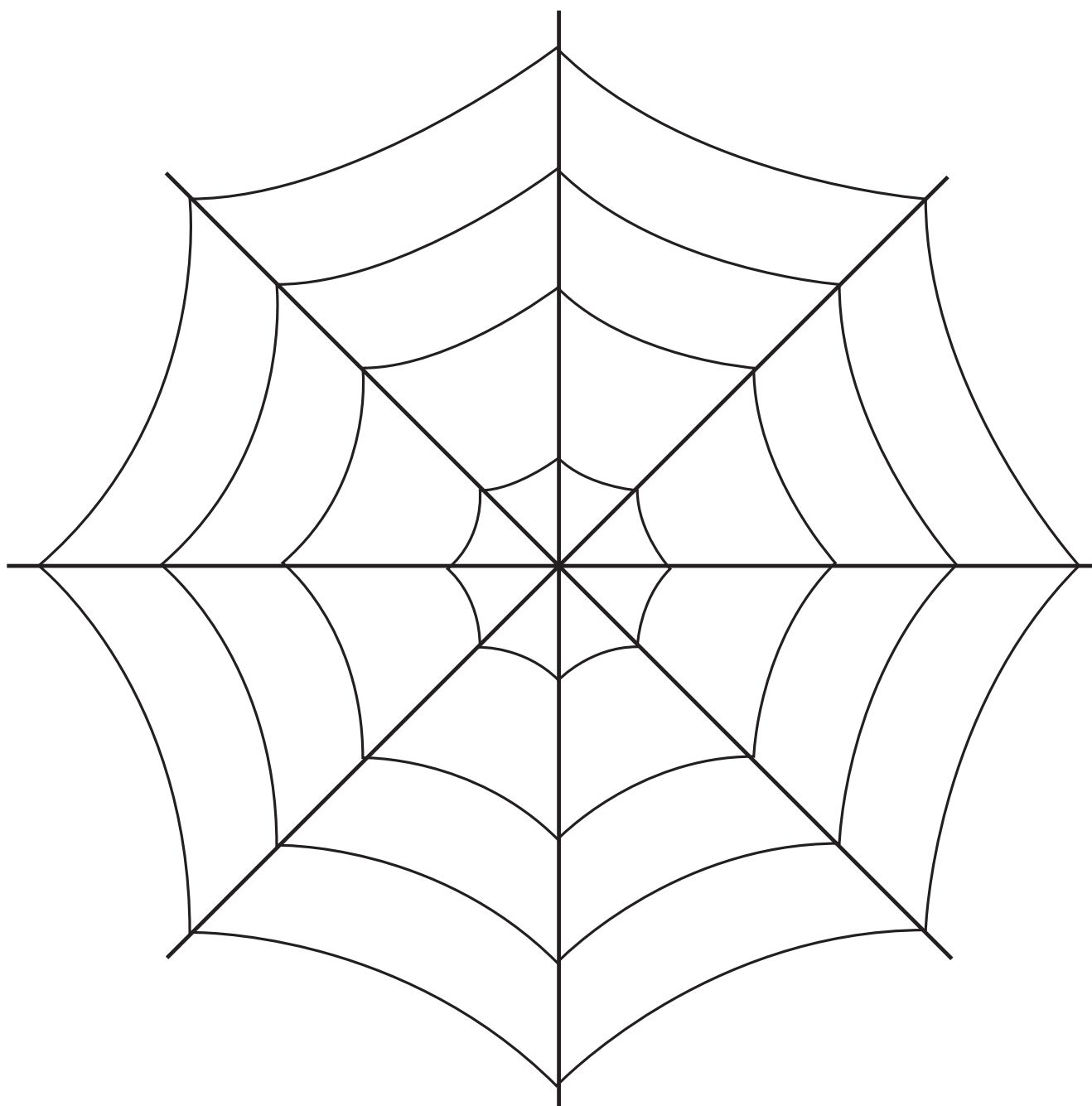
Assessment:

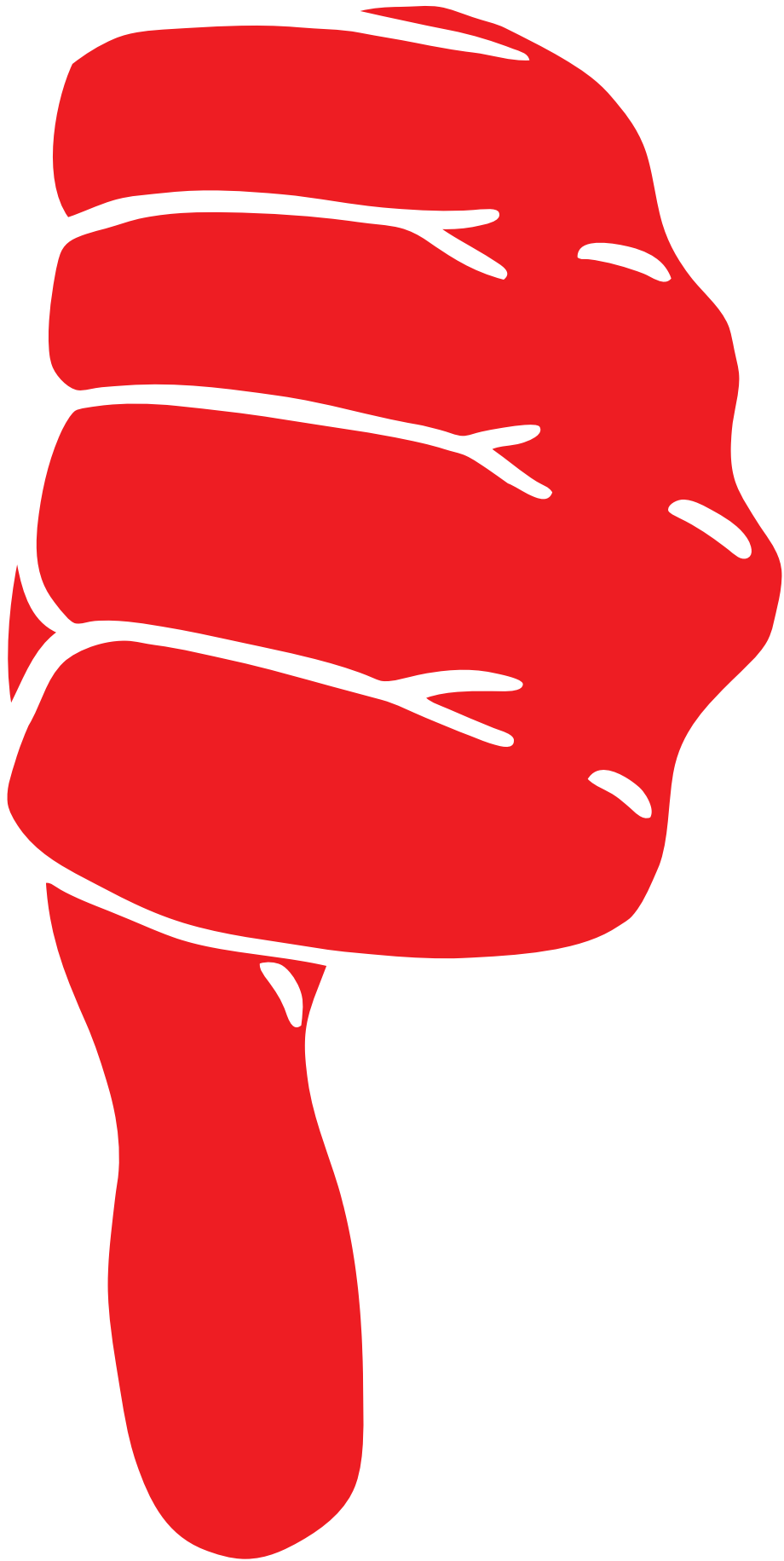
Activity one: Pupils identified the different ways in which they are connected to other members of their class and identified people they are in a relationship with outside of school.

Activity two: Pupils considered different relationship scenarios, identifying healthy and unhealthy relationship behaviours within them.

Activity three: Pupils recognised the different ways in which relationship behaviours can cause someone to think and feel about themselves, including how they may behave towards others.

Evidence of assessment: Relationship web worksheet, balloon models, text message, if extension activity completed.









Lesson four: My beliefs



Lesson aim:

Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.



Learning outcomes:

- I know the terms associated with gender identity and sexual orientation
- I know that using the terms to bully someone is unacceptable
- I have considered ways to respond to identity bullying



Resources required:

- Resource sheet: Matching pairs
- Resource sheet: Who am I?

Key words: gender, sex, intersex, transgender, gay, lesbian

Teacher notes:

Most pupils are likely to be aware of the concepts being taught within this lesson.

A baseline assessment of current knowledge and understanding can be gained by asking pupils: What things help to form a person's identity, now and in the future? Some pupils may be aware of derogatory terms used to describe gender identity and sexual orientation.

These words may be normalised within their family and/or social environments. Pupils may also have heard or used correct terminology being used in a derogatory way. It is important that pupils are informed of the correct terms to describe gender identity and sexual orientation, to know that everyone has different identities and that this is OK. Be aware that there are likely to be pupils within the classroom who are currently questioning their identity or know people who identify as gay, lesbian, bisexual or transgender. Any incidents of known misuse of terms by pupils must be addressed during the lesson using the questioning approach: Do you know what that word means? Do you know what the correct word to use is? If necessary this can be followed with an organisational approach: In our school everyone is welcome and we do not use words like that to be unkind.

Begin the lesson by...

Explaining that in this lesson we will be learning about some elements of identity. Identity is what makes you who you are. This lesson will focus on gender identity (how much you feel like a boy or a girl) and whether people love someone of the same or opposite gender to themselves. Remind pupils that we are all different and have different likes and dislikes to each other. This includes our identities and how we like to express our identity. It is never OK for someone to be unkind to another person because of their identity or who they fall in love with. Remind pupils of the working agreement.



Activity one: Matching pairs

Explain the following terms to pupils. After each explanation, ask pupils if they have any questions. Check their understanding by inviting pupils to raise their hand if they feel confident to define the term back to the class.

- 'Sex' is a term used to describe the 'private parts' that someone is born with. A boy has a penis and testicles. A girl has a vulva and vagina. Some babies are born with some 'private parts' of both a girl and a boy. This is known as 'intersex'.
- 'Gender' is a term used to describe whether someone feels like a girl or a boy. Some people do not feel the same as the sex that they were born. This is known as 'transgender'. For example, a person may be born with the 'private parts' of a boy and feel like a girl or, born with the 'private parts' of a girl and feel like a boy.
- Some people fall in love with people of the opposite gender to them. Some people fall in love with people of the same gender as them and this is known as being 'gay' or 'lesbian'. When two men fall in love they use the term 'gay', when two women fall in love they can use the term 'gay' or 'lesbian'.

Divide the class into small groups. Provide each group with a set of matching pairs. Ask the groups to match the term with the definition like a game of matching pairs.

Answers:

Sex	Being born with the 'private parts' of a boy, or a girl
Girl	Someone born with the 'private parts' of a girl (vagina and vulva)
Boy	Someone born with the 'private parts' of a boy (penis and testicles)
Intersex	Someone born with some of the 'private parts' of both a boy and girl
Transgender	Someone born with the 'private parts' of a boy, who feels like a girl. Someone born with the 'private parts' of a girl, who feels like a boy.
Gay	Two men who love each other or two women who love each other.
Lesbian	Two women who love each other

Check that all pupils have completed the matching pairs correctly.



Activity two: Who am I?

Display the Who am I? answer sheets randomly around the classroom.

Tell pupils that there are eight Who Am I? sheets located around the classroom. Explain that you are going to read an identity description, following which pupils should move to the sheet that has the term they think matches the description.

Someone born with the 'private parts' of a girl (vagina and vulva)	-	Girl
Someone born with the 'private parts' of a boy (penis and testicles)	-	Boy
Someone born with some of the 'private parts' of both a boy and girl	-	Intersex
Someone born with the 'private parts' of a boy, who feels like a girl	-	Transgender
Someone born with the 'private parts' of a girl, who feels like a boy	-	Transgender
Two men who love each other	-	Gay
Two women who love each other	-	Gay
Two women who love each other	-	Lesbian



Activity three: Beating bullying

Tell pupils that using the terms they have learned in today's lesson are the correct words to use when describing gender identity or who someone loves. Acknowledge that pupils may have heard other words to describe these and that they should be careful that these words are not unkind words that could cause upset. Using the correct terms to be unkind to someone is also unacceptable, and is a form of bullying.

Ask pupils to pair, square and share how they would respond to the following bullying situations:

- At lunchtime you hear a boy shouting "you're such a girl" at another boy who is crying.
- Two boys give each other a hug and a girl from the year above them says 'gay boys' as she walks passed.
- Two girls are holding hands on the way to school when they arrive you overhear someone saying 'you look like lesbians'.

Invite the groups to share their responses with the rest of the class. Highlight the most effective responses. Remind pupils that any incidents of people being unkind in these ways should always be reported to a teacher.



Extension:

Divide the class into small groups. Ask pupils to work together to develop what they think would be an effective response if they hear someone using the term 'gay' or 'lesbian' to be unkind. For example, 'Gay – What? Good as you?' or 'Thank you for your kind words'.

Ask each group to share their response with the rest of the class. Once all the responses have been shared, invite the class to vote on the best response and encourage all pupils to be anti-bullying ambassadors, using this response if they hear any homophobic or transphobic bullying in school.

Finish the lesson by:

Providing pupils with the opportunity to ask questions. Ask pupils to tell you some of the new words that they have learned today together with a definition of what it means. Reassure pupils that we are all different and have different likes and dislikes to each other. This includes our identities and how we like to express our identity. Remind pupils that is never OK for someone to be unkind to another person because of their identity or who they fall in love with. 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.



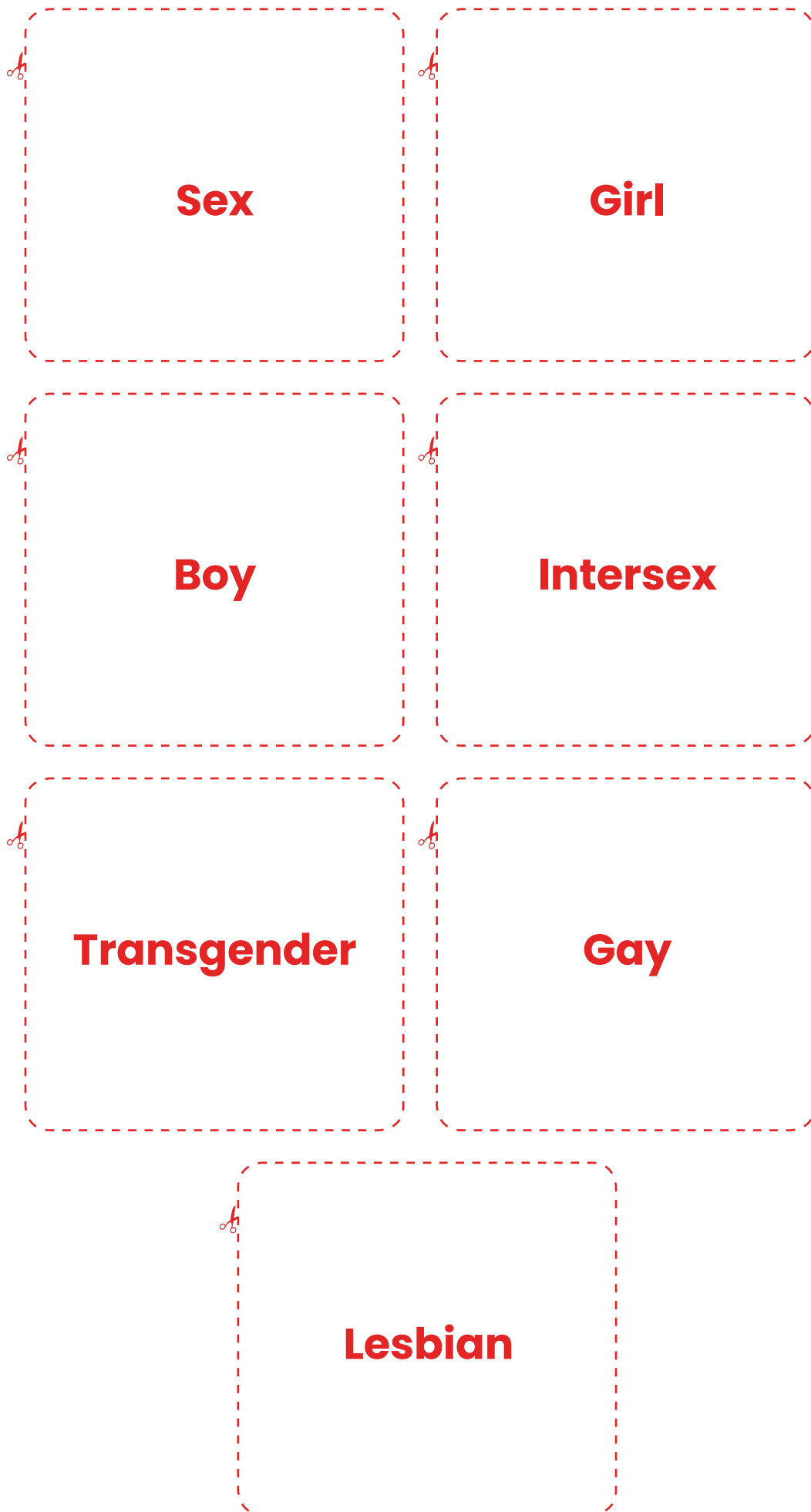
Assessment:

Activity one: Pupils demonstrated an awareness of key terminology associated with sex, gender and sexuality, by correctly matching terms to their definition.

Activity two: Pupils demonstrated an understanding of key terminology associated with sex, gender and sexuality, by correctly identifying the 'who am I?' statements.

Activity three: Pupils showed maturity responding to incidents of homophobic and transphobic bullying appropriate to their age and stage.

Evidence of assessment: Matching pairs, correctly paired.



 Being born with the 'private parts' of a boy, or a girl.	 Someone born with the 'private parts' of a girl (vagina and vulva).
 Someone born with the 'private parts' of a boy (penis and testicles).	 Someone born with some of the 'private parts' of both a boy and girl.
 Someone born with the 'private parts' of a boy, who feels like a girl. Someone born with the 'private parts' of a girl, who feels like a boy.	 Two men who love each other or two women who love each other.
 Two women who love each other	

Girl

Boy

Intersex

Transgender

Gay

Lesbian

Lesson five: My rights and responsibilities



Lesson aim:

Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.



Learning outcomes:

- I can identify personal information that is shared online
- I understand how quickly personal information and photographs can be shared online
- I know I have a responsibility not to share my own or other people's photographs online



Resources required:

- Resource Sheet: Mobile phone templates (printed onto card)
- Paper and pens
- Toothpaste

Key words: personal information

Teacher notes:

This lesson is designed to raise awareness of the very real risk of sharing personal information and images online. It is important to teach this without frightening pupils, causing guilt or unrealistically suggesting pupils should not share any information online. People of all ages like to document their lives online. Children need the skills to do this as safely as possible. The focus of this lesson is to encourage pupils to think about how quickly their information can be shared outside of their control, focusing on the importance of thinking before sharing.

This lesson could lead to disclosures so ensure that pupils know what to do if they want to speak to someone about something that has concerned them online and that you are familiar with the safeguarding policy and procedures.

Begin the lesson by...

Explaining to pupils that the internet is a wonderful, and exciting resource that can be used in lots of different ways. Reassure pupils that this lesson is not to make them feel anxious or scared to use the internet. It is to ensure they know their rights and responsibilities to use it safely, to protect themselves and other people. Be mindful of pupils who do not have any experience of using the internet. Remind pupils of the working agreement, especially not naming other pupils when sharing scenarios and how to talk to someone if they have any concerns.



Activity one: Who uses what?

Ask pupils what online games and social media apps they like to use, if any. Write each one on a separate large sheet of paper.

Lay the sheets out on different tables. Tell pupils to circulate around the class and tick the sheet if the example is something that they use. Ask pupils to write on the sheets what type of information can be shared on the app.

Suggested answers may include: *name, location, photographs, email address, age, videos*

Once pupils have finished circulating ask them to return to their seats. Display the sheets at the front of the class. Discuss the many ways and types of information that the class are sharing about themselves with other people.



How do you know who you are sharing your information with? How do you know if that person shares your information with someone else?



Activity two: What is shared, is always shared

Divide the class into small groups. Provide each group with a tube of toothpaste and lay a sheet of paper in the middle of their table. Ask pupils to take it in turns to give an example of the type of information they have shared about themselves online, squeezing some of the toothpaste out of the tube onto the piece of paper in the middle of the table, to visually represent this information. Remind pupils not to share names or specific examples. It can be phrased as 'I have shared my name and location on...'.

Ask the class to stand up. Tell them to imagine that they have all sent a photograph of themselves to someone else online. Ask 1/3 of the class to sit down. Explain that the pupils that have sat down represent the proportion of photographs that are shared appropriately. Explain that the pupils left standing represents the proportion of photographs that people share, that are then shared further online without their permission, to people that they do not know.

Ask pupils who are sitting down to share how they feel knowing their photograph is safe.

Ask pupils who are standing to share how they feel knowing that their photograph is being looked at by other people, who they do not know.

Give each pupil a copy of the mobile phone template and ask them to draw an image that represents the type of photograph that some people share with each other. Ask 1/3 of the class to draw a red dot on their phone, 1/3 of the class to draw a blue dot on their phone and 1/3 of the class to draw a green dot on their phone.

Tell pupils to circulate around the classroom and when you say, 'share your picture' they must show their picture to the pupil they are stood nearest to. If the pupil has:

Red dot on their phone: they must write the name of the other pupil on the back of their phone.

Blue dot: they must write the name of the pupil and one more name from the back of the other person's phone (if the game has been played long enough for them to have one).

Green dot: they must write the name of the pupil and all the names from the back of the other person's phone onto theirs.

Repeat this process four times.

Explain that:

- Pupils who had a red dot on their phone represented someone who would not share the picture with anyone else.
- Pupils with a blue dot on their phone represented someone who would share the photo with the next person they met.
- Pupils with a green dot on their phone represented someone who would share the photo with everyone.

Tell pupils to return to their seats. Ask the first pupil in the register to stand up and say which four pupils they shared their photo with. Ask these pupils to stand up. Ask every pupil who has the name of the first pupil who stood up to stand up if they also have the first pupils name on the back of their mobile phone. Tell the first pupil to write the number of people who stood up on the back of their mobile. Tell everyone to sit down. Repeat for every pupil in the register



Who had the most shares and how this might make them feel if this had happened in real life? Who had the least shares and how this might make them feel if this had happened in real life?



Activity three: The return of the toothpaste!

Tell pupils to return to the toothpaste activity, in their groups. Reflecting on the type of information they shared, ask them to imagine that they do not want the information that they shared to go any further, so they would like to get it back. Tell pupils to take it in turns to get some of the toothpaste back into the tube.

Explain how in the same way it is not possible to get the toothpaste back into the tube, it is not possible to get back anything that is shared online. Remind pupils that anything can happen to personal information, with or without their permission. That they have a responsibility to think about the information they share, and this includes information that is shared with them about other people.

Tell pupils to pair, square and share something that they could do if:

- Someone shared a photograph of them without their permission
- Someone shared a photograph of another person with them without their permission
- Someone sent them a photograph of someone else without their permission

Summarise key points from the feedback and highlight effective strategies for responding to information. Reassure pupils that it is always the right thing to tell an adult they trust if they are worried about information that someone has asked them to share or information that they have already shared.



Extension:

Ask pupils to think about the type of gadgets they use to access the internet, online games and social media. This could be a computer, mobile phone, tablet etc. Tell pupils to think about a useful accessory for this. This could be a mouse mat; phone cover; tablet protector etc. Tell pupils to design an accessory that promotes the message of being 'share aware' aimed at keeping people of their own age safe when they are enjoying using online games and social media.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you something they could do if someone asked them to share information about themselves, or someone else whilst they are online. Remind pupils that it is important to think before they share. Tell pupils that taking, receiving and sharing a photograph of themselves or someone else's 'private parts' (penis, bottom, vulva, breasts) is illegal, but that this law is designed to protect children and young people. Reassure pupils that it is important to tell someone if they are involved in a situation where anyone asks them to share personal information or photographs of themselves. 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.

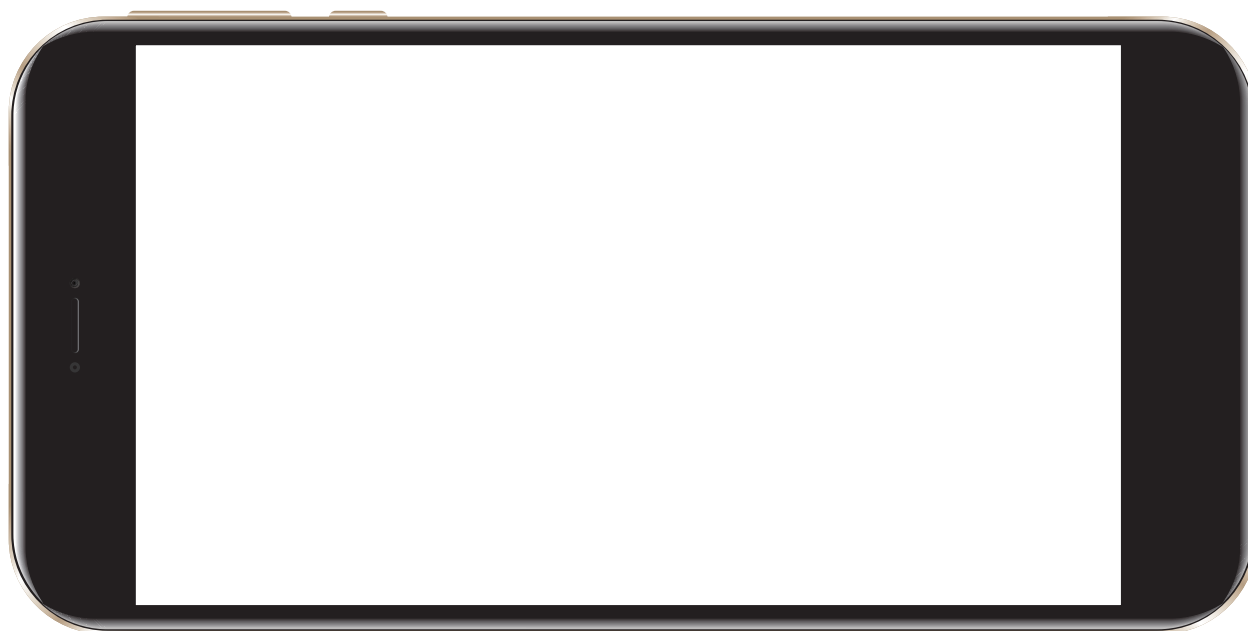
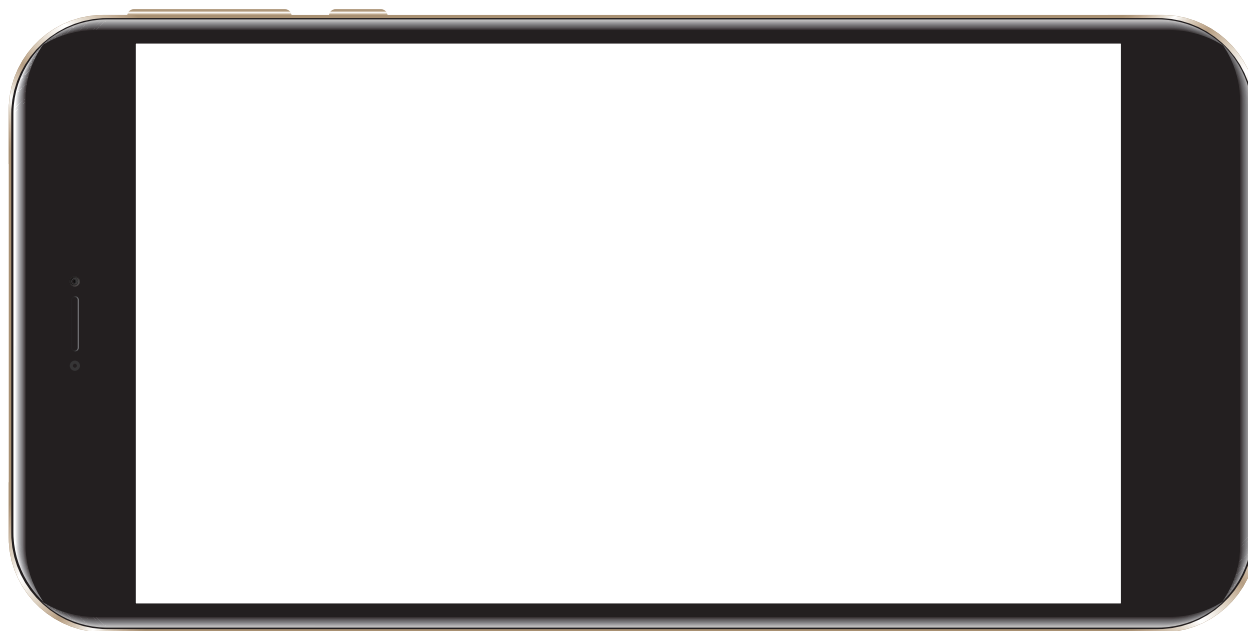


Assessment:

Activity one: Pupils correctly identified a range of media platforms in which they share personal information about themselves, including the types of information that can be shared.

Activity two: Pupils identified how quickly information about them can be shared online through a fictional picture sharing activity and considered how this might make them feel through discussion.

Activity three: Pupils considered the way online sharing can be outside of their control, reflecting on the wide range of ways that this may make them feel, including their responsibility to protect their own and other people's information and images.



Lesson six: Asking for help



Lesson aim:

Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.



Learning outcomes:

- I know that the internet can contain images and information that I find upsetting
- I understand that people can be upset by different things
- I feel confident to talk to a trusted adult about something that I found online that makes me feel upset.



Resources required:

- Paper
- Pens
- Post it notes
- Box
- Resource sheet: Asking for help

Key words: online

Teacher notes:

Pupils may feel uncomfortable to talk about their own online behaviours and experiences. Whilst it is good to help them foster the skills to talk directly about their experiences, it can prove a barrier to engagement in the learning or lead to a disclosure within the classroom setting. This lesson therefore uses a character to incorporate some distancing to encourage a fuller exploration of the themes. Asking pupils to reflect on how the character might feel and respond will encourage them to think about their own feelings and responses. This could prove upsetting for some pupils depending on their personal experiences and it is therefore important to agree a safe space that pupils can go to if they are too uncomfortable to participate.

Begin the lesson by...

Explaining pupils will be looking at situations that might happen online and that if anyone talks about anything they find too upsetting they can go to the agreed safe space and a member of staff will come to talk with them. Remind pupils of the working agreement.



Activity one: What's online?

Tell the class that they are going to work together to create a character that is of a similar age to them. Draw a stick person/basic outline on the whiteboard. Ask the class:

- What type of hair does our character have?
- What colour eyes does our character have?
- Does our character wear glasses?
- What types of clothes does our character like to wear etc.

Draw the suggestions onto the character. Add some facial features and additional accessories as suggested by the class. Ask the class to decide on a name, gender and a fascinating fact about their character.



When during the day or night does your character use the internet?

Suggested answers: *after school, in the morning when everyone else is asleep etc*



Where is the character when they use the internet?

Suggested answers: *alone in the bedroom, at a friend's house, the park with a group of other friends, in the car with their parents/carers etc.*

Write the suggestion on the board.

Give each pupil a post-it note. Ask pupils to write the most upsetting thing they think their character could see when they are online. Tell pupils to fold their post-it notes in half and place inside a box. Reassure pupils that this is completely anonymous. As everyone is putting their ideas into a box, no one will know who has made the suggestions. There may not be time to explore all the suggestions in the lesson, but if there is something specific that anyone wants to talk about after the lesson, they can do that.



Activity two: Online scenario responses

Display the feeling signs around the classroom.

Read out some of the scenarios proposed by the pupils (unless they feel inappropriate). Ask pupils to position themselves in front of the feeling that represents how they think the character might feel about the scenario. Reassure pupils that everyone feels differently about things and so there is no right or wrong answers. Include the scenarios suggested below:

- Finding a parent's online bank account that shows how much money they have.
- Seeing a picture of two naked people touching each other
- A friend showing a film where someone has been injured and there is a lot of blood, which they think is very funny.
- A picture of a dead animal

Discuss the scenarios with the pupils, asking them to share: Why do you think the character is feeling this way? What could the character do to manage the situation?

Suggested answers:

- **Switching the device off** – this would block the image immediately but may still be on there when they switch it back on.
- **Explaining their feelings** – it is helpful to tell others how they are feeling as they may not have realised or there may be other people who feel the same but are not confident enough to say so.
- **Going into a different room** – If they are with a group of people who may laugh at their response, pretending to need the toilet and going to the bathroom means they can remove themselves from the situation without feeling like they will be teased.
- **Telling a parent/carers what they have found** – reassure pupils that most parents/carers will want to know so that they can make sure that this does not happen again by changing the control settings on the internet/device.

Remind pupils that different people will feel and respond differently to the same scenario. Reassure pupils it is important to share how you are feeling, and not to assume that because you find something funny or exciting that other people will. They may feel differently, just as the pupils who moved to different and opposite parts of the room.



Activity three: Asking for help



Who could you ask to help you, if you found something online that upset you?

Write the suggestions on the board.

Ask pupils to think about the scenarios they have explored and reflect on the different ways that the character might be feeling to the scenarios. Tell pupils to create a short (no more than two minute) role-play of the character asking for help. Invite each group to perform this to the class. Discuss the strengths of each approach.

If pupils think the character would find it too hard to say what they are feeling, they could role-play writing a letter or sending a text to someone.

Reflect on each role play and discuss the strengths of each strategy with the class.



Extension:

Divide the class into pairs. Give each pair a piece of paper. Tell pupils that one person in the pair is going to pretend that they are sharing something they have found online that they find funny. The other pupil is going to pretend that they find this upsetting or scary. Using the piece of paper tell pupils to write a script that describes the conversation that could take place between them, taking it in turns to write their comments, folding the paper like a fan so that only the last comment can be seen.

When the pupils have finished, tell them to unfold the paper and read through the whole conversation, reflecting on how effectively they both communicated their views, listened to each other's wishes and offered support etc

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the strategies that they can use if they find something online upsetting. Reassure pupils that sometimes people find things by accident when they are browsing the internet or that sometimes people browse something on purpose because they are curious or excited about it. If they are upset by anything they find online it is always best to tell someone. Remind pupils that what they find funny or exciting to look at, someone else may find upsetting. Reassure pupils that it is always best to talk to an adult they trust if they have found something online that has upset them. Remind pupils of the effective strategies they suggested to support them asking for help from an adult they trust. Signpost pupils to who they can talk to in schools if they have any concerns or questions about what has been taught in the lesson.



Assessment:

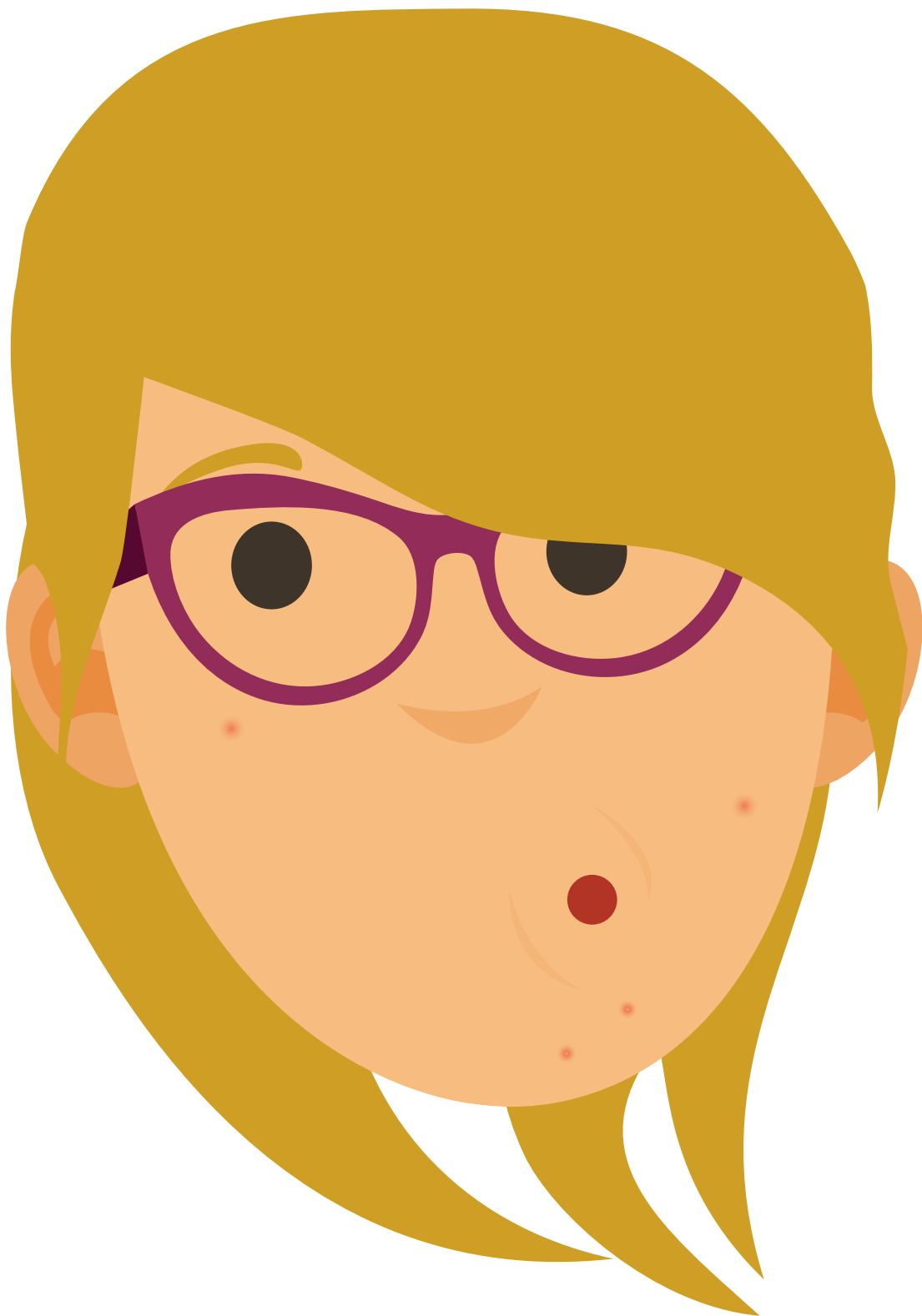
Activity one: Pupils identified a range of different scenarios that may occur online which they, or someone else might find upsetting.

Activity two: Pupils considered differing responses to scenarios, reflecting an understanding that people find different things upsetting.

Activity three: Pupils demonstrated a range of effective strategies for asking for help through role-play.

Evidence of assessment: Conversation fans, if extension activity completed.

Curious



Funny



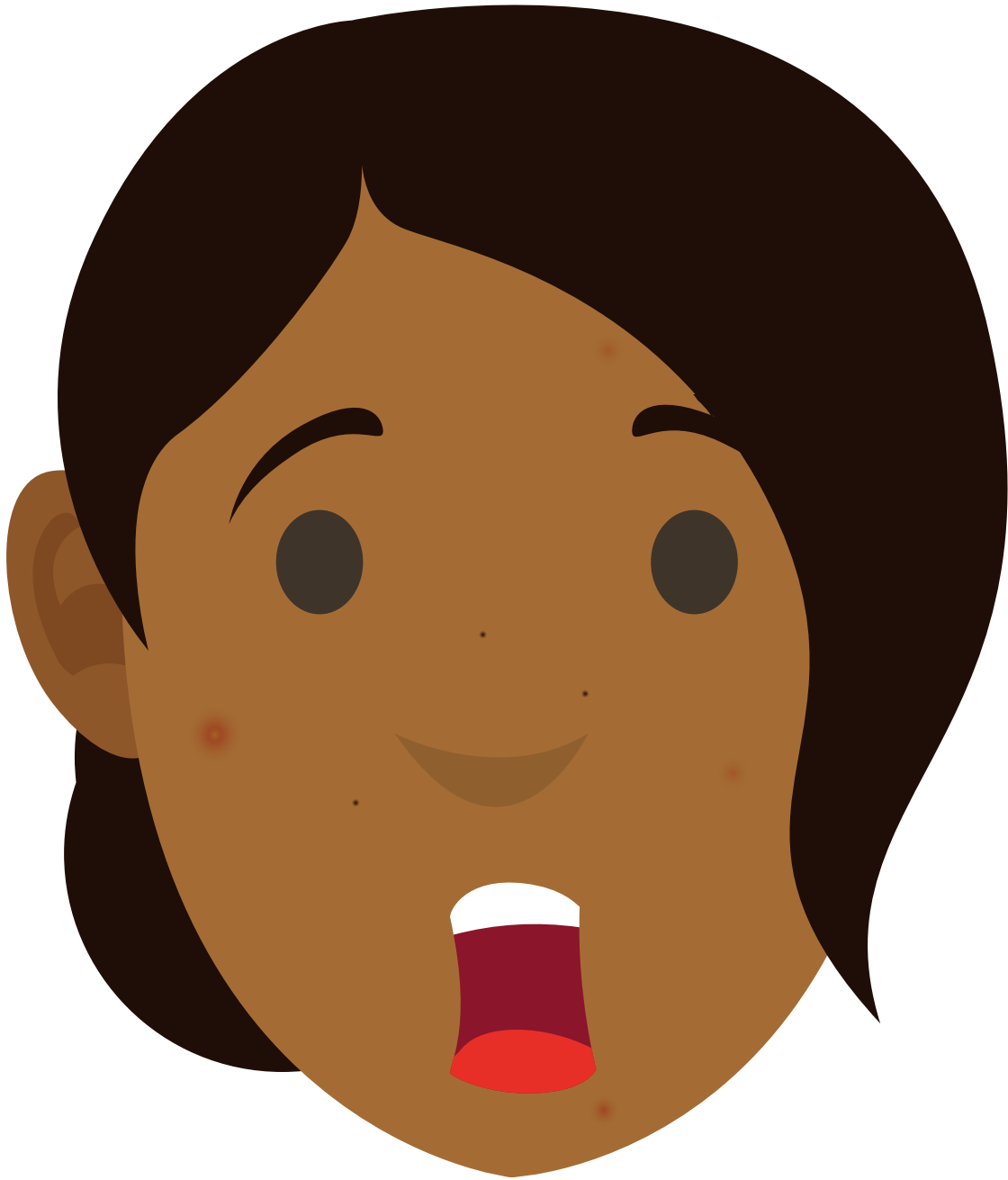
Disgusted



Anxious



Frightened



Excited



Upset



Other

