

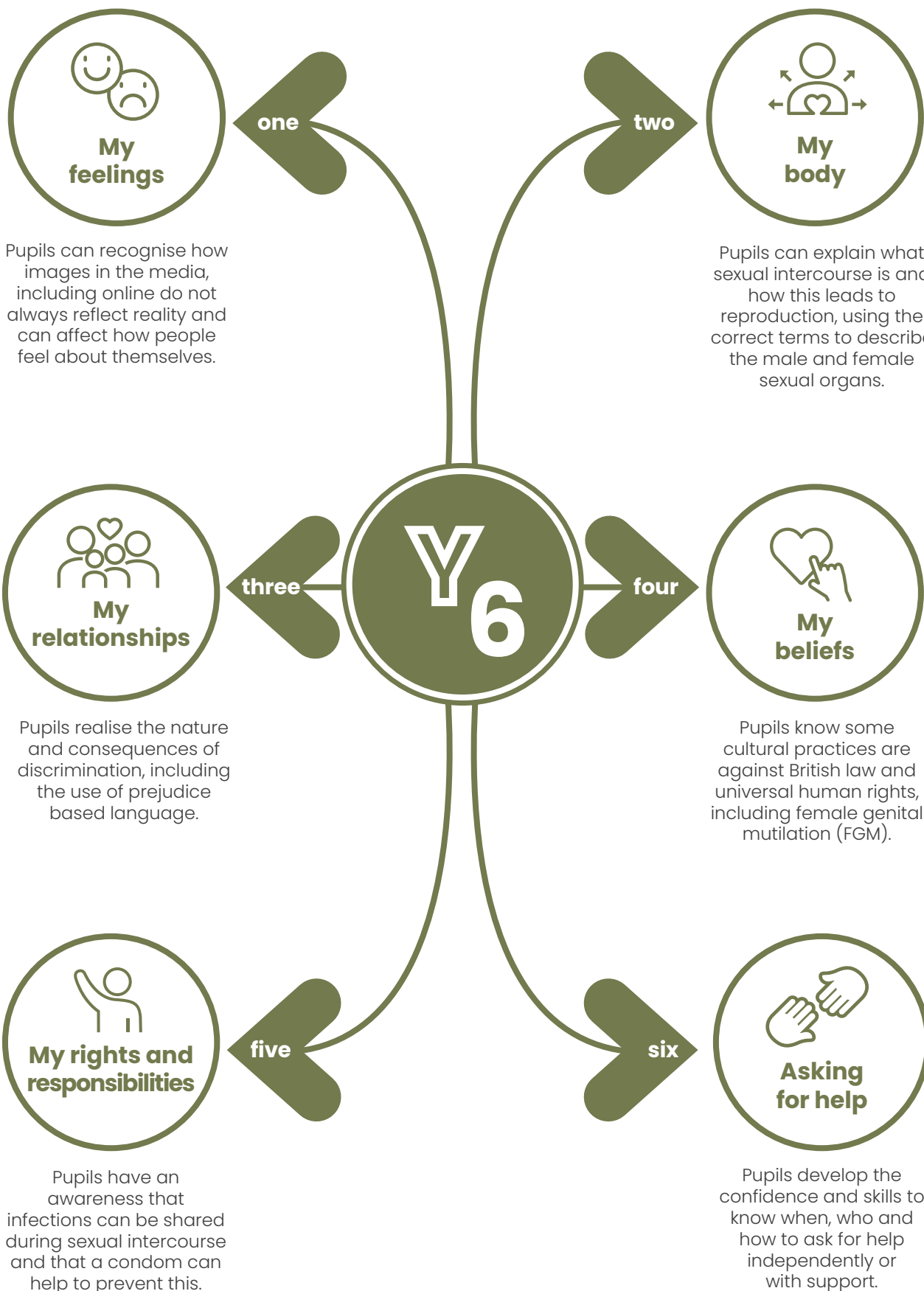
Year six



Contents: Year six

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Lesson one: My feelings



Lesson aim:

Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.



Learning outcomes:

- I can recognise that images in the media, including online do not always reflect reality
- I understand that the unrealistic media images of the body can have a negative impact on how people feel about themselves
- I have considered ways to feel positive about myself and celebrate my body



Resources required:

- Barbie doll and Ken doll, or pictures of them
- Flip chart paper
- Pens
- Mirror

Key words: **body image**

Teacher notes:

When discussing body image, it is useful to use the terminology of 'natural' as opposed to 'normal' and to discuss body shapes and sizes in terms of health. Body fat can be discussed in terms of the functions fat serves including insulation, energy and protecting vital organs. Throughout the lesson be mindful to role model a positive self of body image, and not normalise any negative views or comments linked to how you or another person looks. For example, 'It's when you get to my age/size you have to worry about...'

Begin the lesson by...

Explaining that in this lesson we will be learning about body image. Body image is a term used to describe how you feel about the way you look. Reassure pupils that we are all physically different from one another and that ideas about what is 'perfect' or 'attractive' vary depending on personal likes and dislikes. Emphasise that attraction is not just based on someone's physical appearance. Tell pupils that the media often manipulates images to create a 'perfect' body, but this is not representative of how anyone actually looks and can be used as a marketing technique to trick us into buying something on the belief that it will help us to look and feel more attractive. Remind pupils of the working agreement.



Activity one: Barbie is not real!

Display pictures of a Barbie doll or hand a naked Barbie Doll around the class and ask pupils to tell the class what they notice about it. Repeat for the Ken doll.

Tell pupils that a Barbie doll has some unrealistic body proportions:



Can you look at the Barbie doll and guess what the unrealistic body proportions are?

- **A neck that is twice as long and thinner than an average woman.** Barbie's head would not be held upright as her neck would not be able to support the weight of her own head, therefore her head would roll around!
- **Her wrists are very thin.** Barbie would be physically incapable of lifting anything heavy!
- **She has a child's size 3 foot.** Barbie would have to walk around on all fours because her ankles would snap if she tried to stand up!
- **A waist circumference that is smaller than her head circumference.** Barbie would not be able to function as her body would not have enough space for all of her vital organs.

Tell pupils that many toys, film characters etc. have unrealistic body shapes and sizes. Ask pupils to suggest examples.



What do you think young children learn about their bodies from playing with toys like a Barbie? What impact do you think these unrealistic toys and characters can have on how someone feels about their own body?

Highlight key points and feedback. Reassure pupils that we are all very physically different and this is completely natural.



Activity two: Media messages

Take five large sheets of paper and draw two overlapping circles onto each sheet to fill the paper. In one circle write 'men' in the other write 'women' and in the middle write 'both'. Next, write one of the following titles onto each:

- Music videos
- Magazines
- Fashion adverts
- Computer games
- Social media

Lay each sheet onto a different table with some pens. Tell pupils to circulate around the room writing the ways the different types of media suggest that men and women should ideally look.

Tell pupils to form two equal sized lines facing each other, leaving a gap big enough for you to walk between them. Explain that you are going to hold up the media sheets that they have written on. As you walk between the two lines, ask pupils to say the ways in which the media may make someone feel about themselves. At the end feedback to pupils some of the comments that were made. Repeat this for each sheet.

Discuss with pupils how unrealistic many media messages are and how the media manipulate images to make them look as 'perfect' as possible. Young people also manipulate images of themselves before posting pictures.

Ask pupils to pair, square and share: Why do some young people manipulate images of themselves to make them look 'perfect' before uploading them? What impact does this have on them? What impact does this have on the people who look at them?

Highlight and feedback key points and reflections.



Activity three: Feeling good about your body

Tell pupils that appearance ideals are present in everyday life beyond the media. For example, family and friends may make negative comments about their own appearance or the appearance of others. Tell pupils that having the confidence to speak up when they overhear this will enable them to help themselves, and the people they care about to feel good about themselves. Encourage pupils to be positive about themselves so they can be good role models!

Ask pupils to pair, square and share: What can make someone feel good about themselves?

Answers may include: *laughing; doing the things they enjoy; exercising; being given a compliment; achieving well at school, eating healthily etc.*

Tell pupils that they are going to play a game. Give pupils alternating names of 'reality runner' and 'compliment catcher'. Explain that it is the role of the reality runners to run around the room until they are caught. When they are caught they must freeze and say something that they think a person might say about themselves. Explain that it is the role of the compliment catchers to catch the reality runners by tapping their arm, shoulder or back to make them freeze. Once the reality runner has said what they think someone might say about themselves, the compliment catcher must make a compliment to the reality runner. Once the pair have finished they can unfreeze and continue the game. Halfway through the game, ask pupils to swap their roles, so a reality runner becomes a compliment catcher and vice versa.



What types of comments did reality runners suggest a person may make about themselves? Were the comments mainly positive or negative? How does it feel to give someone a compliment? How does it feel to receive a compliment?

Feedback and reflect on key points. Remind pupils that it is natural to care about how you look. It is important to be positive about the body and how everyone is naturally different.

Finish this activity by passing a mirror around the class. Ask pupils to think of a positive statement about themselves which they can say in their head as they look at their reflection. Encourage any pupils that feel confident enough to share their positive statement out loud with the class.



Why is it important to feel positive about how you look?

Feedback and reflect on key points.



Extension:

Divide the class into small groups. Tell each group that they are a 'self-esteem team' and the teams are going to compete in a friendly class competition. Task each self-esteem team to create a media campaign that will help other people of their age to feel good about themselves. They can create a vlog, blog, poem, advert, song, dance or poster etc. Ask each team to present their campaign to the rest of the class. The winning team is the one that receives the most class votes. Where appropriate these could be displayed within the school or shared during an assembly to promote healthy body image to younger pupils.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some positive statements that a person could think when they are reflecting on their image. Ask pupils to share examples of compliments that someone could give another person. Reassure pupils that images in the media do not always reflect reality and remind pupils that whilst this can cause people to worry about how they look it is important to feel positive about your body and image. 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 the ways in which body image messages can be unrealistic.

Activity two: Pupils explored and discussed how a range of media manipulate images to create unrealistic body proportions, identifying the impact that this can have on a person.

Activity three: Pupils suggested ways that a person can have positive self-talk, paying themselves and others compliments.

Evidence of assessment: Media sheets; self-esteem campaign, if extension activity completed.

Lesson two: My body



Lesson aim:

Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.



Learning outcomes:

- I can name the sexual organs of a man and a woman
- I know how a man and a woman have sexual intercourse
- I understand how sexual intercourse can lead to reproduction



Resources required:

- Resource sheet: Male sexual organs
- Resource sheet: Female sexual organs
- Resource sheet: Sexual intercourse cards
- Resource sheet: Conception cards
- Plasticine

Key words: sexual intercourse, conception

Teacher notes:

Give pupils prior notice of this lesson. It may be helpful to invite pupils to put any questions related to the lesson that they would like to ask in an 'ask-it' basket prior to the lesson. This will provide a useful form of baseline assessment, ensuring the lesson is pitched at a relevant level.

It may be necessary to acknowledge:

- People can have sex in different ways, including two men and two women
- People do not always have sexual intercourse to make a baby but may also enjoy sex for pleasure.
- People can conceive a baby scientifically

If the question of how people of the same gender have sex and your school permits discussion of this, you could say: 'People have sex in different ways. What matters is that both people respect each other and agree to what is happening. No one should ever do anything that they are uncomfortable or unwilling to do'. You could also acknowledge that they are likely to learn more about this in KS3 and KS4.

When talking about the body, especially in Activity three, encourage pupils to use correct scientific terminology to describe sexual intercourse and conception.

Begin the lesson by...

Explaining that in this lesson we will be learning about how the male and female sexual parts of the body work to conceive a baby through sexual intercourse. Sexual intercourse is a physical activity that a man and a woman do to conceive a baby. Reassure pupils that sexual intercourse is a natural activity and that there is nothing for them to feel uncomfortable or embarrassed about when they are discussing the sexual parts of the body, sexual intercourse or conception. Remind pupils of the working agreement.



Activity one: Puberty preparations

Remind pupils that the physical changes of puberty allow for the transition of child to adult, enabling the body to prepare for being able to reproduce. Ask pupils to suggest ways that the body changes during puberty to prepare for this. Suggestions may include:

Girls:

- **Hips grow wider** (this is to allow for child birth)
- **Breasts and nipples gradually grow larger and nipples may darken in colours** (to assist breast feeding)
- **Ovaries slowly grow larger** (this is where the eggs are stored)
- **Menstruation (or periods) start** (this is when an egg is released from the ovaries every month and passes through the womb, leaving the body with the womb lining and blood)

Boys:

- Penis gradually grows larger
- Testicles gradually grow larger and start to make sperm
- The penis may experience erections and ejaculate sperm, sometimes as a wet dream

Divide the class into six groups. Provide each group with a male sexual organs worksheet and set of labels, dividing the labels equally between the pupils. Read out the labels from the worksheet so pupils are aware of the correct pronunciation. Ask the pupil who has the corresponding label to hold it up to check that pupils understand what the labels say.

Tell the pupils to take it in turns to read their label, description and take responsibility for placing their own label where they think it should go on the male sexual organs worksheet. Task the group to work together to check and agree that the placement of all the labels is correct.

Circulate around the classroom to check the answers are correct group by group. This prevents any group from feeling embarrassed by any inaccuracies in their knowledge. Advise the groups to display the correctly labelled diagrams on their tables for reference during the following activities, as it may help them to understand sexual intercourse and conception.

Repeat the above for the female sexual organs worksheet.



Activity two: Sexual intercourse

Ask pupils to remain in the same groups as they did for Activity one. Tell pupils they are now going to learn how a man and a woman have sexual intercourse. Give each group a set of sexual intercourse cards. Tell the groups to order the cards as you read out the process of sexual intercourse:

1. Sexual intercourse begins with a man and a woman touching each other's bodies. They may be naked and they may touch their own and each other's bodies, including their sexual organs (penis/testicles and vulva/vagina). This should feel comfortable and enjoyable.
2. The woman's vagina becomes wet and her clitoris may become hard. The man's penis changes from being soft to being hard, this is called an erection.
3. The man slides his erect penis inside the woman's wet vagina. This should not hurt as the vagina is wet and stretches to accommodate the penis. The man and woman move their bodies so that the penis slides backwards and forwards inside the vagina.
4. After the man and woman have had sexual intercourse for a while, the man's penis ejaculates a white sticky fluid called semen, which contains sperm.

Circulate around the room to check the answers are correct group by group. This prevents any group from feeling embarrassed by any inaccuracies in their knowledge. Tell the class that they have now learned how a man and a woman have sexual intercourse.



Activity three: Conception

Ask pupils to remain in the same groups they did for Activity one and two. Tell pupils they are now going to learn how a sexual intercourse can lead to the conception of a baby. Give each group a set of conception cards. Tell the groups to order the cards, adding to their previous cards, as you read out the process of conception:

5. A woman releases an egg from her ovary every month. It travels down the fallopian tube and into the womb.
6. Sperm is ejaculated from the erect penis into the vagina. The sperm swims from the vagina to the womb.
7. If the sperm reaches an egg, one sperm will fertilise the egg to make a baby.

Check that each group has ordered the additional cards correctly.

Once the pupils have ordered the conception cards correctly, give each group one of the following stages of sexual intercourse and conception:

1. The woman's vagina becomes wet and her clitoris may become hard. The man's penis changes from being soft to being hard, this is called an erection.
2. The man slides his erect penis inside the woman's wet vagina. This should not hurt as the vagina is wet and stretches to accommodate the penis. The man and woman move their bodies so that the penis slides backwards and forwards inside the vagina.
3. After the man and woman have had sexual intercourse for a while, the man's penis ejaculates a white sticky fluid called semen which contains sperm.
4. A woman releases an egg from her ovary every month. It travels down the fallopian tube and into the womb.
5. Sperm is ejaculated from the erect penis into the vagina. The sperm swims from the vagina to the womb.
6. If the sperm reaches an egg, one sperm will fertilise the egg to make a baby.
7. The fertilised egg starts to grow inside the uterus.
8. After approximately nine months the baby is ready to be born. It leaves the body through the vagina, which stretches to allow the baby to pass through.

Provide each group with some plasticine. Tell each group to model their conception card using the plasticine provided. The model can be interactive if this helps to demonstrate their stage in the process of conception. Advise the groups that they will need to use their model to help explain their stage of the process of conception to the rest of the class. Instruct the class to carousel around each of the models in the order listed above, while the appropriate group explains their model to the rest of the class. They can explain this using their own words, reading out from the card or you can read this for them. After each model demonstration, ask pupils if they have any questions and answer accordingly. The models can be used to help illustrate the answer if helpful.



Extension:

Divide the class into small groups and explain that they are going to play a game of 'Sexual Intercourse and Conception Draw'. Tell pupils to shuffle the conception cards so they are in a random order and turn the pile face down. Starting with the next person who will have a birthday, instruct the groups to work clockwise throughout the game.

Tell pupils to take it in turns to select a sexual intercourse or conception card, which they must not show to the other players and draw that stage. Remind pupils that no talking is allowed by the 'artist', and no words can be written down. The other pupils need to guess the stage of conception. Once correctly guessed the card can be turned face up next to the drawing. The winning team is the first to correctly guess all the conception cards.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Congratulate pupils on their positive behaviour throughout the lesson if appropriate. Remind pupils that sexual intercourse should only take place when both people are happy for it to happen. Reassure pupils that they do not need to feel embarrassed or uncomfortable to discuss sexual intercourse or conception, it is a natural activity. Signpost pupils to who they can talk to in school if they have any questions or concerns about what has been taught in the lesson.



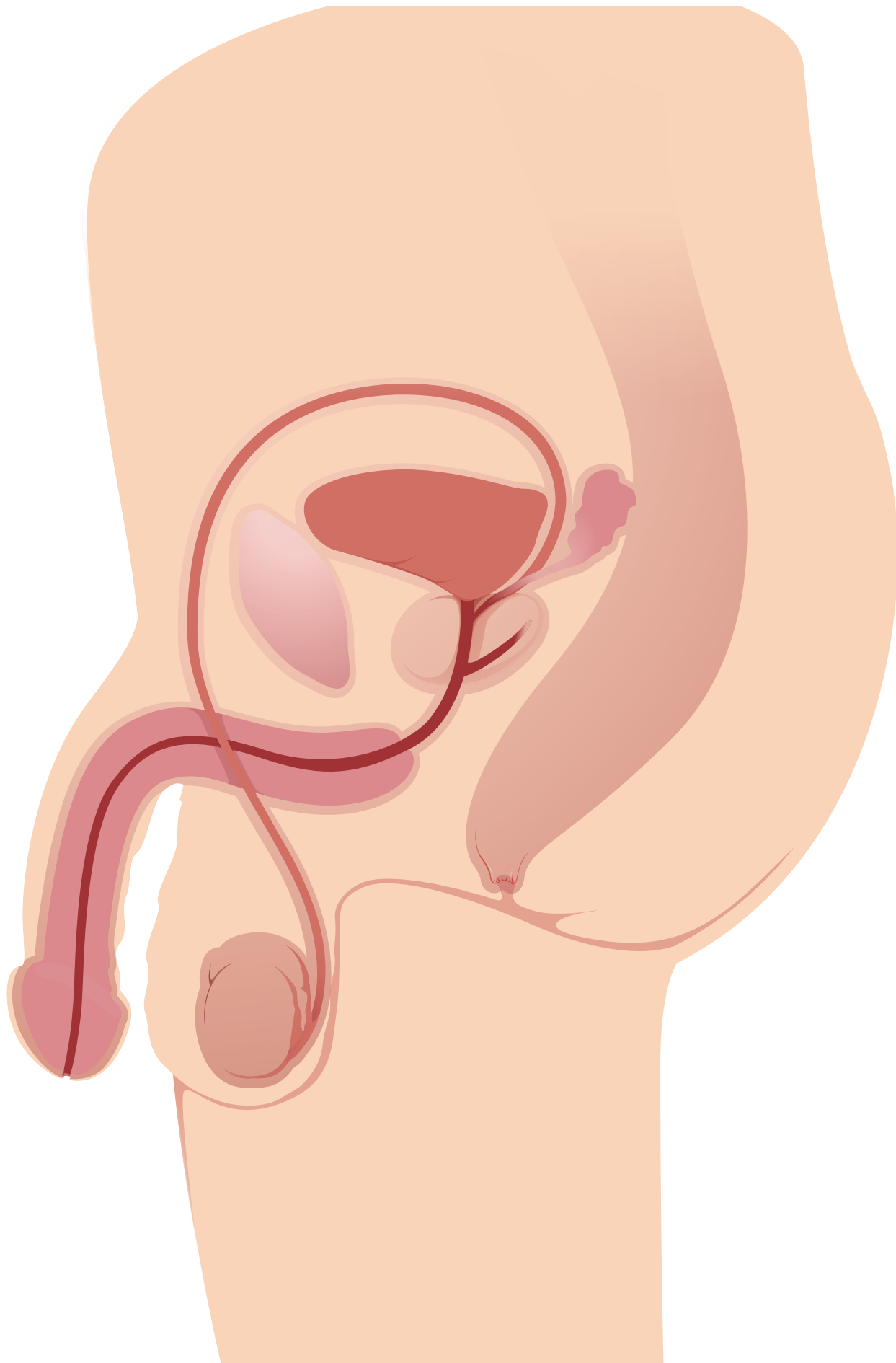
Assessment:

Activity one: Pupils correctly labelled both male and female reproductive diagrams.

Activity two: Pupils correctly ordered stages of sexual intercourse and conception, using diagram and description cards.

Activity three: Pupils created plasticine models of a stage of sexual intercourse or conception and confidently demonstrated their model in small groups to the rest of the class, using the correct terminology.

Evidence of assessment: Labelled reproductive diagrams, conception models.





Penis

The penis is made of soft spongy tissue and hangs down. Sometimes it fills with blood creating an erection. This is where the penis grows longer, wider and sticks out from the body. Sperm is released from the tip of the penis.



Foreskin

Loose skin, covering the tip of the penis. When the penis is erect, the foreskin stretches so the end of the penis is exposed.



Testicles

Two balls, that hang in a bag outside the body, just behind the penis. Sperm is made inside the testicles.



Scrotum

Protective sacks of skin that hold the testicles.



Epididymis

Each testicle is connected to its own epididymis. This is where the sperm that has been made is stored.



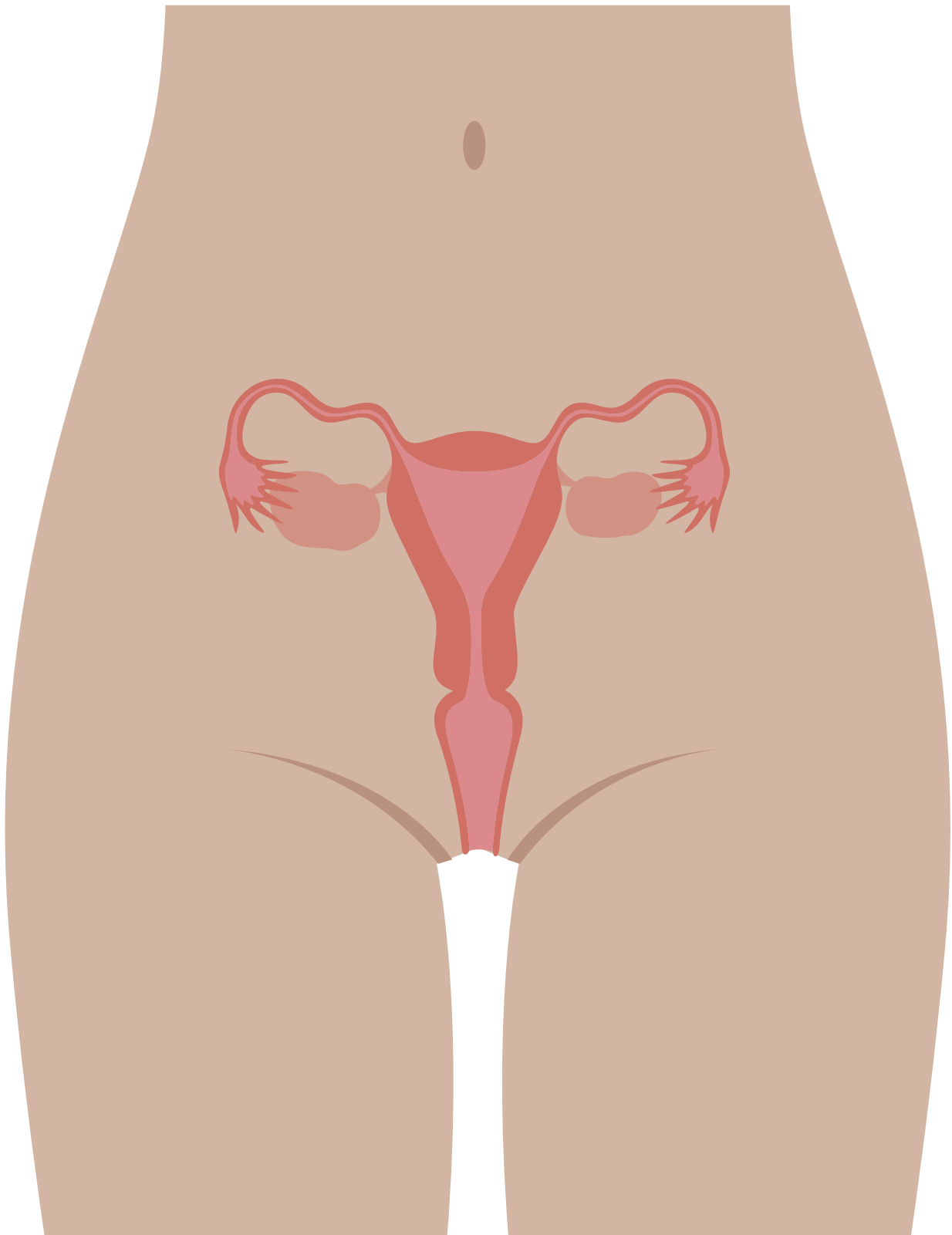
Sperm ducts

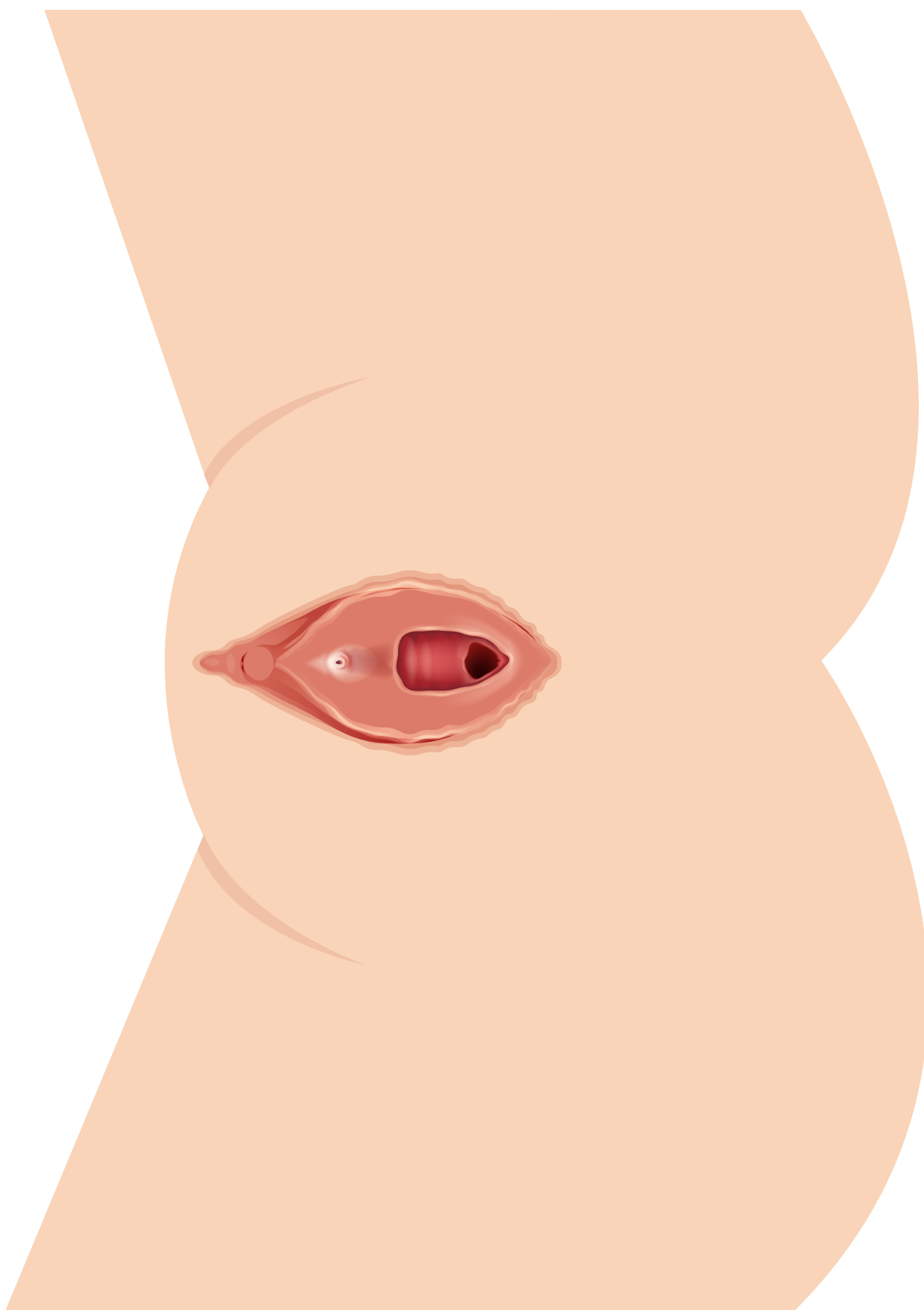
Narrow flexible tubes that take the sperm from the epididymis to the urethra.



Urethra

A thin tube inside the penis that is used for sperm to travel from inside the body to the tip of the penis. This is the same tube that is used for urine to pass from inside the body to the tip of the penis, but it is not possible for the body to mix up the sperm and urine.







Vulva

A word used to describe all of the soft skin (clitoris, labia, opening to vagina).



Labia

Two sets of soft folds of skin (labia is the Latin word for lips) that cover the clitoris and opening to vagina.



Clitoris

A small pea sized lump that can feel sensitive to touch.



Vagina

A stretchy tube-shaped muscle. The penis slides into the vagina during sexual intercourse. A baby is born out of the mother's body, through the vagina.



Ovaries

Two small sacks, inside the body that are roughly the size of a large strawberry. They contain the eggs.



Fallopian tubes

The tubes that lead from the ovaries to the uterus. Once a month when an ovary releases an egg, it travels down the fallopian tube to the uterus.

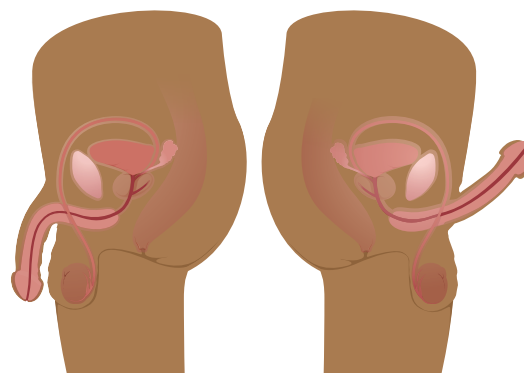


Uterus

The uterus looks like a small, upside down pear. It is made of strong muscles and is hollow inside. The uterus leads to the vagina.



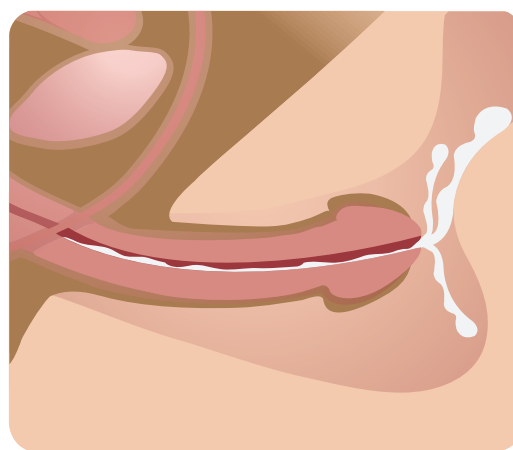
Sexual intercourse begins with a man and a woman touching each other's bodies, they may be naked and they may touch their own and each other's bodies, including their sexual organs (penis/testicles and vulva/vagina). This should feel comfortable and enjoyable.



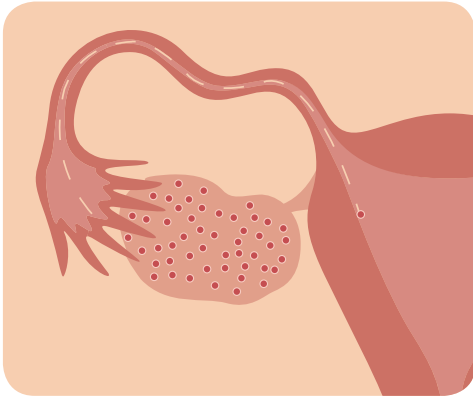
The woman's vagina becomes wet and her clitoris may become hard. The man's penis changes from being soft to being hard, this is called an erection.



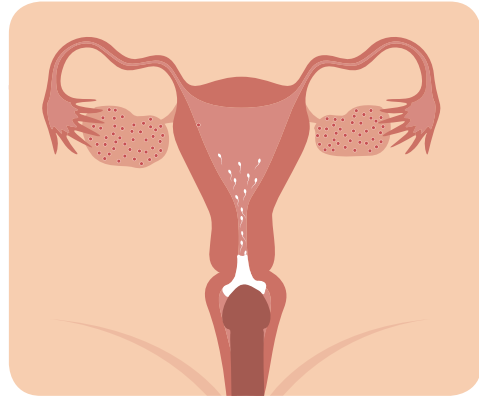
The man slides his erect penis inside the woman's wet vagina. This should not hurt as the vagina is wet and stretches to accommodate the penis. The man and woman move their bodies so that the penis slides backwards and forwards inside the vagina.



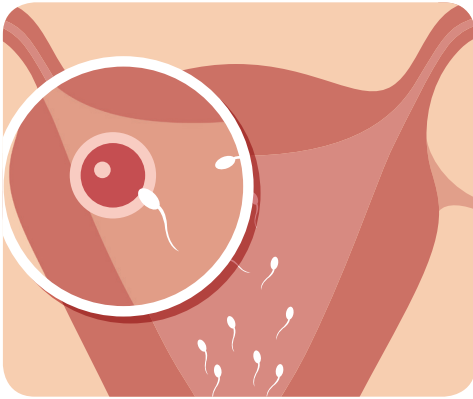
After the man and woman have had sexual intercourse for a while, the man's penis ejaculates a white sticky fluid called semen, which contains sperm.



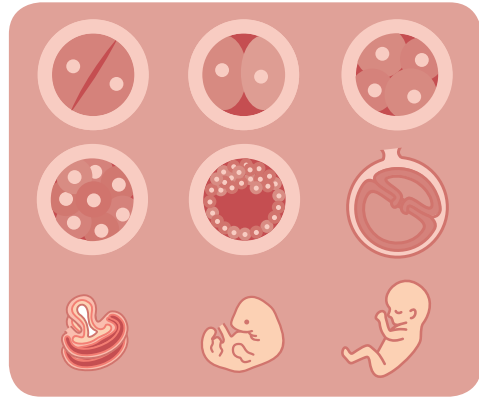
A woman releases an egg from her ovary every month. It travels down the fallopian tube and into the womb.



Sperm is ejaculated from the erect penis, into the vagina. The sperm swims from the vagina to the womb.



If the sperm reaches an egg, one sperm will fertilise the egg to make a baby.



The fertilised egg starts to grow inside the uterus.



After approximately nine months the baby is ready to be born. It leaves the body through the vagina, which stretches to allow for the baby to pass through.

Lesson three: My relationships



Lesson aim:

Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.



Learning outcomes:

- I know the correct terms to describe gender and sexuality
- I know that treating someone as 'wrong' or 'less than' because of their gender and/or sexuality can constitute homophobic, biphobic or transphobic bullying
- I have considered appropriate ways to communicate about gender and sexuality



Resources required:

- Resource sheet: Definition dominoes
- Resource sheet: Gender and sexuality fact sheets
- Resource sheet: Gender and sexuality answer sheets
- Resource sheet: Mobile phone template 2
- Resource sheet: Pictures of different people (inclusive of a range of genders, ages, ethnicities, body shapes and including disabilities)
- Large paper
- Pens

Key words: homophobic, biphobic, transphobic

Teacher notes:

A lack of understanding around terminology to describe gender and sexuality can lead to inappropriate use of terms and can also be a factor in homophobic, biphobic and transphobic bullying. Whilst the focus of this lesson is on understanding gender and sexuality, the subject of same gender sex may arise. If a pupil raises the question of how people of the same gender have sex, you could say: 'People have sex in different ways. What matters is that both people respect each other and agree to what is happening. No one should ever do anything that they are uncomfortable or unwilling to do'. Ensure that any misuse of terminology is corrected gently. It is important not to suggest that the word is wrong. Instead, check the pupil's understanding of the term and suggest the correct term, clarifying its meaning.

Begin the lesson by...

Explaining that we will be learning about the words that are used to describe different genders and different sexualities. Tell pupils that people are romantically attracted to a range of different types of people and that attraction varies from one person to another. Some people are attracted to people of a different gender to them, some people are attracted to people of the same gender as them and some people are attracted to both. What matters is that people feel comfortable and safe to be themselves. Remind pupils it is unacceptable to use words that describe any gender or sexuality as an insult. This is known as homophobic, biphobic or transphobic bullying. Everyone has the right to be respected as individuals. Remind pupils of the working agreement.



Activity one: Definition dominoes

Divide the class into small groups. Provide each group with a large sheet of paper and a blue, black and green pen. Ask pupils to write down all of the words they have heard of to do with sexuality and gender using the black pen. Then instruct pupils to circle the words that they believe to be acceptable words to use with the blue pen.

Explain the following definitions:

Gender	Whether you describe yourself as a boy, or a girl.
Cisgender	Feeling the same gender as the sex you were born: Being born with a penis and feeling like a boy Being born with a vagina and feeling like a girl
Transgender	Feeling a different gender to the sex you were born: Being born with a penis and feeling like a girl Being born with a vagina and feeling like a boy
Pangender	Someone who does not feel like a boy or a girl.
Sex	The sexual organs you were born with: Male (penis and testicles) Female (vulva and vagina)
Intersex	Being born with features of both male and female sexual organs. This can be either internally and/or externally.
Sexuality	Who you are attracted to.
Gay	Being attracted to someone of the same gender as you.
Lesbian	A woman who is attracted to women.
Bisexual	Someone who is attracted to both men and women.

Tell pupils that they are going to play a game of definition dominoes. Give each pupil a domino and ask them to circulate around the room until they find their match. Check the matches as the game progresses to ensure correct understanding of all the definitions.

Return pupils to their original groups. Tell pupils to use a green pen to circle and add any additional words they now know are the correct words to use when talking about sexuality and gender.

Remind pupils it is unacceptable to use words that describe any gender or sexuality as an insult. Everyone has the right to be respected as individuals.

Activity two: Find the fact

Display the gender and sexuality fact sheets around the classroom. Give each pupil an answer sheet. Tell pupils to move around the classroom and read the fact sheets in any order. Instruct pupils to write the answers on their answer sheet and also the letter that is displayed at the bottom of the fact sheet.

1. Many gay people say they first knew that they were gay when they were in **primary** school.
2. It is legal for people to have sex over the age of **16** whoever they are in a relationship with.
3. Judging gay and lesbian people as 'wrong' or 'less than' is known as **homophobia**.
4. Judging bisexual people as 'wrong' or 'less than' is known as **biphobia**.
5. Judging transgender people as 'wrong' or 'less than' is known as **transphobia**.
6. People rarely choose their sexuality. It is a **natural** feeling of attraction they have towards another person.
7. People rarely choose their gender. It is a **natural** feeling of being more like a boy or girl or neither.
8. Same-sex marriage became legal in England, Scotland and Wales in **2014**.
9. **Heteronormativity** is a term used to describe the way in which the world assumes relationships are always with people of the opposite gender.

Tell pupils to look at the letters from the fact sheets and unscramble them to make a word that they have been learning about in this lesson.

Answer: Sexuality



Can you think of any examples of heteronormativity?

Suggested answers may include: adverts, children's story books, wedding cards etc



Activity three: Right responses

Give each pupil a mobile phone template. Tell pupils to imagine that their friend has just sent them a message to tell them that they are gay. Ask pupils to consider how they could respond in a supportive way if their friend told them they are gay, writing down the message that they would send back onto the mobile phone template. If time allows repeat this activity, this time imagining a friend telling them that they are transgender.

Invite any pupils who feel comfortable to share their responses with the rest of the class. Highlight and feedback on any strengths from the suggested responses.



Extension:

Prior to the lesson gather a range of pictures of different people. Put different coloured dots on the back of the pictures at your discretion to pair people together. Reflect a range of relationships including same sex, someone who is single (recently divorced) and someone who is single (intentionally and happy to be).

Invite the class to gather around the people pictures. Ask pupils to suggest who they think could be in a romantic relationship with each other. Ask pupils to group the people according to their suggestions. Once the pupils have finished grouping the people, ask them to explain why they made their choices. Feedback any observations such as if they have been grouped by gender, race, interests, age etc.



Does this represent the full range of relationships?

Invite pupils to turn the characters over to reveal who is in a relationship and if so with who.



Are there any surprises? Why?

Normalise a full range of relationships by discussing with the class that people are romantically attracted to a range of different types of people and that attraction varies from one person to another.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the new terms that they have learned to describe a person's gender or sexuality. Ask pupils to tell you something supportive that they could say if someone told them that they were gay or transgender.

Reassure pupils that people are romantically attracted to a range of different types of people, and that attraction varies from one person to another. What matters is that people feel comfortable and safe to be themselves. Remind pupils it is unacceptable to use words that describe any gender or sexuality as an insult. This is known as homophobic, biphobic or transphobic bullying. Everyone has the right to be respected as individuals. Tell pupils that if they are aware of any homophobic, biphobic or transphobic bullying it is important to report this to an adult they trust in the school. 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 explored a range of terminology used to describe gender and sexuality, identifying the correct terminology.

Activity two: Pupils discovered and discussed facts relating to gender and sexuality, including those related to homophobic, biphobic and transphobic bullying.

Activity three: Pupils considered supportive responses to disclosures about gender identity and sexuality.

Evidence of assessment: Gender and sexuality answer sheets, mobile phone templates.

Gender

Cisgender

Transgender

Pangender

Sex

Intersex

Sexuality

Gay

Lesbian

Bisexual

Whether you describe yourself as a boy, or a girl

Feeling the same gender as the sex you were born:

Being born with a penis and feeling like a boy

Being born with a vagina and feeling like a girl

Feeling a different gender to the sex you were born:

Being born with a penis and feeling like a girl

Being born with a vagina and feeling like a boy

Someone who does not feel like a boy or a girl

The sexual organs you were born with:

Male (penis and testicles)

Female (vulva and vagina)

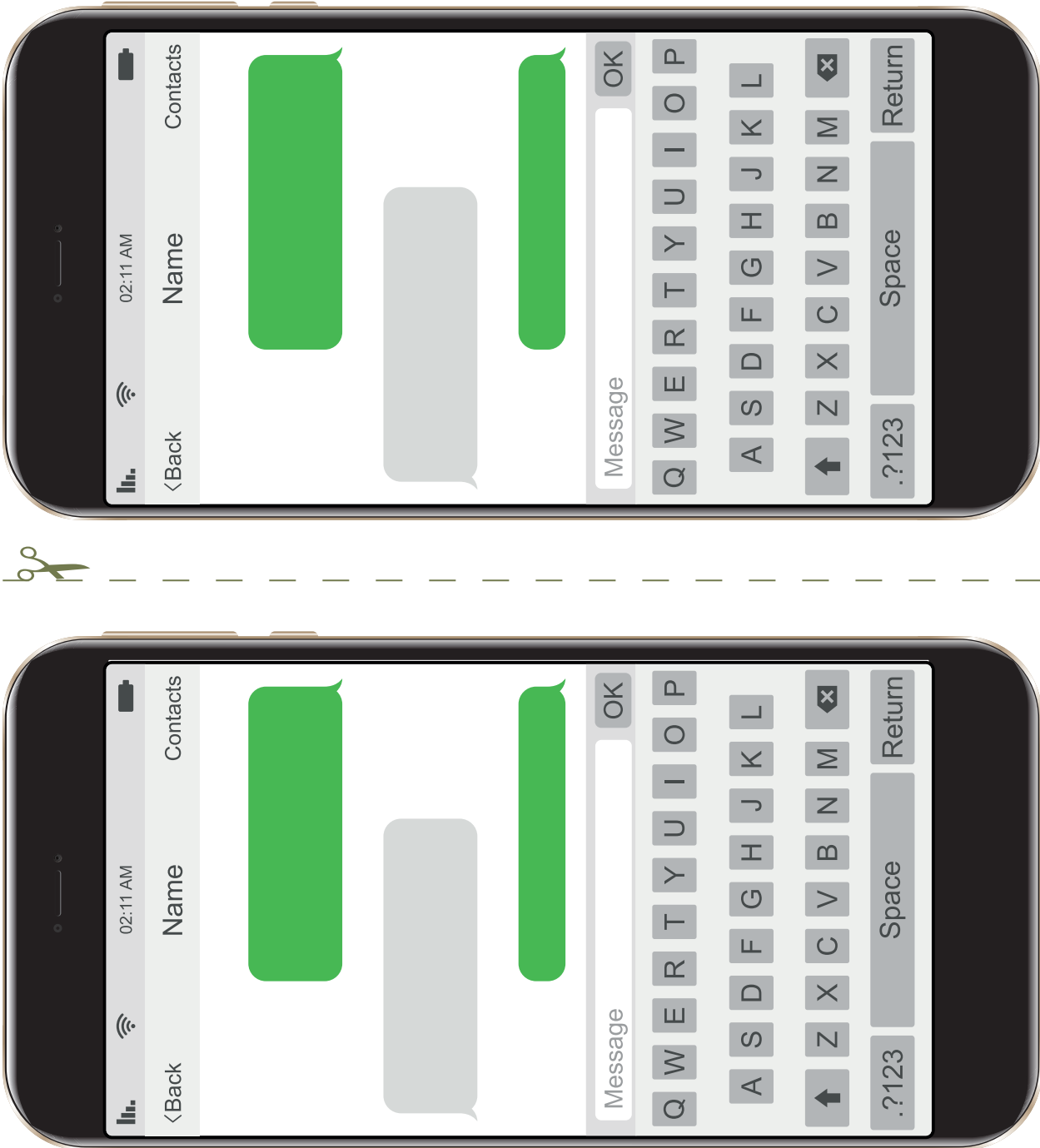
Being born with features of both male and female sexual organs. This can be either internally and/or externally

Who you are attracted to

Being attracted to someone of the same gender as you

A woman who is attracted to women

Someone who is attracted to both men and women



1. Many gay people say they first knew that they were gay when they were in primary school.

S

2. It is legal for people to have sex over the age of **16, whoever they are in a relationship with.**

E

3. Judging gay and lesbian people as 'wrong' or 'less than' is known as homophobia.



4. Judging bisexual people as 'wrong' or 'less than' is known as **biphobia**.



5. Judging transgender people as 'wrong' or 'less than' is known as transphobia.



6. People rarely choose their sexuality. It is a natural feeling of attraction they have towards another person.



7. People rarely choose their gender. It is a **natural feeling of being more like a boy, girl or neither.**



8. Same-sex marriage became legal in England, Scotland and Wales in 2014.



9. Heteronormativity is a term used to describe the way in which the world assumes relationships are always with people of the opposite gender.



1. Many gay people say they first knew that they were gay when they were in _____ school.
2. It is legal for people to have sex over the age of _____, whoever they are in a relationship with.
3. Judging gay and lesbian people as 'wrong' or 'less than' is known as _____.
4. Judging bisexual people as 'wrong' or 'less than' is known as _____.
5. Judging transgender people as 'wrong' or 'less than' is known as _____.
6. People rarely choose their sexuality. It is a _____ feeling of attraction they have towards another person.
7. People rarely choose their gender. It is a _____ feeling of being more like a boy, girl or neither.
8. Same-sex marriage became legal in England, Scotland and Wales in _____.
9. _____ is a term used to describe the way in which the world assumes relationships are always with people of the opposite gender.

Letters: _____



1. Many gay people say they first knew that they were gay when they were in _____ school.
2. It is legal for people to have sex over the age of _____, whoever they are in a relationship with.
3. Judging gay and lesbian people as 'wrong' or 'less than' is known as _____.
4. Judging bisexual people as 'wrong' or 'less than' is known as _____.
5. Judging transgender people as 'wrong' or 'less than' is known as _____.
6. People rarely choose their sexuality. It is a _____ feeling of attraction they have towards another person.
7. People rarely choose their gender. It is a _____ feeling of being more like a boy, girl or neither.
8. Same-sex marriage became legal in England, Scotland and Wales in _____.
9. _____ is a term used to describe the way in which the world assumes relationships are always with people of the opposite gender.

Letters: _____



Lesson four: My beliefs



Lesson aim:

Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).



Learning outcomes:

- I know that the cultural practice of female genital mutilation is against British law
- I know that female genital mutilation constitutes abuse and is a crime
- I know how to support a friend who I am worried might be at risk of female genital mutilation



Resources required:

- Resource sheet: Vulva
- Resource sheet: FGM fact and fiction cards

Key words: vulva, clitoris, circumcision, female genital mutilation

Teacher notes:

Male circumcision is a legal practice in this country and can be necessary for medical reasons. Female genital mutilation (FGM) is an illegal practice in this country and many countries around the world. It is surrounded by cultural sensitivities which need to be addressed. Discussing from a human rights perspective provides a helpful approach. It is important all young people have awareness of FGM so that young people from practising communities and their peers are able to discuss this practice and know how to support each other.

Teach this lesson with full consideration that some pupils may have experienced or know of family and/or friends that have already experienced FGM. The lesson may lead to cultural sensitivity and/or safeguarding disclosures.

Begin the lesson by...

Explaining to pupils that this lesson is going to look at female genital mutilation, sometimes referred to as FGM. FGM breaches a person's human rights and is considered a form of abuse. FGM is illegal in this country and many other countries around the world. FGM can only happen to girls and the process of FGM means that sexual intercourse is unlikely to be enjoyable and pleasurable (as it is meant to be), but could be uncomfortable and painful. Explain to pupils what they can do if they find any aspect of the lesson upsetting and need to leave the classroom. Remind pupils of the working agreement, especially the process for making disclosures.



Activity one: Pleasure ping pong

Divide the class into pairs. Instruct the pairs to face each other. Tell pupils that you are going to give them a category, following which they are to take it in turns to say something that gives them the most pleasure relevant to the topic. The first person to take more than three seconds to respond or who cannot name something loses. Play the game to best of five, using the following topics:

- **Favourite foods** – chocolate, strawberries, sweet and sour chicken, popcorn, chips etc
- **Favourite things to do** – Xbox, cycling, eating chocolate, football, singing, soak in the bath etc
- **Favourite things about school** – art, being with friends, the library, home time, learning new things etc
- **Favourite things to receive as a present** – new clothes, music, fun stationary, bath bombs etc
- **Favourite music** – names of favourite music artists, genres, song names, instruments etc



What would it be like if someone didn't let you have any of the favourite things that you identified in the game?

Explain to pupils that they have a right to enjoy things that give them pleasure, providing this does not cause harm to another person. This can include having pleasurable sexual experiences with the people they love when they are older.

Divide the class into groups of five. Give each pupil within the group a number between one and five. Provide each group with a vulva worksheet and labels. Tell each group to label the part of the vulva that corresponds with the number they have been allocated.

To check the answers are correct, ask pupils to stand up if their number represents the part of the vulva that provides an experience of pleasure. (pupils allocated a 'one' should be standing). Repeat for the remaining numbers.

Explain to pupils that some boys are circumcised which is the surgical removal of some or all of the foreskin (the skin that covers the tip of the penis) and that this is legal. Some girls are circumcised. This is called female genital mutilation (FGM) and is the removal of the clitoris and sometimes the removal of the inner, or the inner and the outer labia. It can also include sewing the vulva together so that only a small hole is left to urinate and menstruate (having a period) through. All types of FGM are illegal.



Activity two: FGM fact or fiction?

Divide the FGM fact and fiction cards between the pupils. Tell pupils who have a card to move to the left of the classroom if they think their card is a fact and the right side of the classroom if they think their card is fiction.

Tell pupils that if they have a blue or a purple card, they should be stood on the right of the classroom. If their card is black or green, they should be stood on the left of the classroom. Tell pupils if they need to correct their position they can swap sides now.

Ask pupils with facts (left side) to take turns in reading their cards out to the class. Reinforce that all of these statements are true.

Myth	Fact
People have FGM for religious reasons.	FGM is not required by any religion.
The clitoris will continue to grow if it is not cut.	The clitoris stops growing after puberty.
The clitoris will harm the man during sexual intercourse.	The clitoris gives the woman sexual pleasure. It does not cause harm to anyone.
Without FGM the woman will smell.	FGM makes the vagina less hygienic. It can be harder for urine and menstruation fluids (period) to pass out of the body.
FGM heals quickly.	FGM can take up to 7 weeks to heal. In some cases it can become infected and never completely heals.
FGM is a matter of personal choice.	FGM is illegal in the UK and many other countries.
FGM has to be done using pain relief.	FGM is conducted without any pain relief. It can be very painful.

Explain to pupils that FGM is a very dangerous procedure that can cause many complications, including death. FGM does not serve a positive function for women. FGM denies girls their rights as a child under the United Convention of the Rights of a Child, Article 19 which states that they have a 'right to be protected from being hurt or mistreated'. FGM can also make sexual activity an uncomfortable and painful experience, instead of a pleasurable activity. It is against the law to have FGM in the UK or to arrange for a child to be sent abroad for FGM and is punishable by a prison sentence.



Activity three: FGM fears

Read the following scenario to the class:

"I am an 11-year-old girl. I have two sisters. They are age three and nine years. I also have a brother who is age seven years. My parents have recently started talking about taking my brother, sisters and I back home for the summer holidays and have said that there will be a special party just for the girls. My sisters are really excited about this and my brother is annoyed that he is being left out. I am feeling anxious and scared as I have heard that sometimes these parties are where FGM happens. I don't want to have FGM done, but I don't want to go against my parents who have told me if I don't have FGM one day then I will never be able to get married as people will think I just want sex all the time. What should I do?"

Ask pupils to pair, square and share how they might feel if they found out that one of their friends was going to have FGM.

Divide the class into pairs. Tell each pair to create a freeze frame that demonstrates someone as the 11-year-old girl from the above scenario, whilst the other is their friend. Ask each pair to consider the body language and what they might say to each other. Move around the room touching the frozen pairs on the shoulder in turn, and ask them to share their response with the class. If they are uncomfortable doing this, allow them to demonstrate this by putting a finger over their lips.

Highlight key points and discuss the strengths of the responses with the class.



Extension:

Tell pupils to create a FGM factsheet. The factsheet should include the health risks of FGM, the law and what to do if someone is worried about FGM.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share some of the FGM facts that they have learned in the lesson. Remind pupils that FGM breaches a person's human rights and is considered a form of abuse. FGM is illegal. Reassure pupils that if they have any concerns they, or someone they know has experienced, or is at risk of FGM they should report it to an adult they trust in the school. 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 developed an awareness of the cultural practice of FGM, including labelling a vulva diagram to understand different types of FGM.

Activity two: Pupils correctly sorted FGM fact and fiction cards, increasing knowledge of cultural myths about FGM.

Activity three: Pupils considered how anticipating FGM might make a person feel and identified appropriate ways to seek support and report this.

Evidence of assessment: FGM factsheets, if extension activity completed.

Vulva

A word used to describe all of the soft skin (clitoris, labia, opening to vagina).



Labia

Two sets of soft folds of skin (labia is the Latin word for lips) that cover the clitoris and opening to vagina.



Clitoris

A small pea sized lump that can feel sensitive to touch.



Vagina

A stretchy tube-shaped muscle. Menstruation fluids (period) leaves the body through the vagina. The penis slides into the vagina during sexual intercourse. A baby is born out of the mother's body, through the vagina.



Urethra

Not part of the female sexual organs.
A tube that urine leaves the body through. The opening to the urethra is a very small hole in between the clitoris and the opening to the vagina.



People have FGM for religious reasons.

The clitoris will continue to grow if it is not cut.

The clitoris will harm the man during sexual intercourse.

Without FGM the woman will smell.

FGM heals quickly.

FGM is a matter of personal choice.

FGM has to be done using pain relief.

FGM is not required by any religion.

The clitoris stops growing after puberty.

The clitoris gives the woman sexual pleasure. It does not cause harm to anyone.

FGM makes the vagina less hygienic. It can be harder for urine and menstruation fluids (period) to pass out of the body.

FGM can take up to 7 weeks to heal. In some cases it can become infected and never completely heal.

FGM is illegal in the UK and many other countries.

FGM is conducted without any pain relief. It can be very painful.

Lesson five: My rights and responsibilities



Lesson aim:

Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.



Learning outcomes:

- I know that infections can be shared during sexual intercourse
- I am aware that infections spread easily, and to lots of people
- I know a condom can help reduce the spread of infections



Resources required:

- Resource sheet: Condom
- Resource sheet: Infection game cards
- Post-it notes
- Plasticine

Key words: infection, sexually transmitted infection, condom

Teacher notes:

When teaching this lesson, it is important not to stigmatise infections by referring to them as being 'dirty'. It is the embarrassment of having something undesirable that can cause some people to hide an infection and fail to access medical treatment as soon as it is required. It may be helpful to explain that condoms can prevent the spread of some infections, but they cannot stop the spread of all infections. It may also be necessary to explain that as condoms work by stopping the sperm from getting inside another person's body. This will prevent pregnancy.

Begin the lesson by...

Explaining that if a person with a cold sneezed in the classroom, they could give the cold to other people as microscopic droplets of moisture carrying the cold virus fly out into the room. The microscopic droplets can enter another person's body and infect them. Similarly, infections that are carried in other bodily fluids such as blood can easily spread. This means that people can share infections when they have sexual intercourse as the vagina becomes wet (which is a bodily fluid) and sperm is released into the vagina. Explain that in this lesson they will be learning about some of these infections and how they be prevented from spreading. Remind pupils of the working agreement.

Activity one: Sharing

Give each pupil a post-it note, laying it face up on their desk. Prior to the lesson mark some of the post-it notes with a dot on the reverse. Tell pupils to move around the room until you shout 'stop'. When they hear you shout stop, they must turn to the person they are standing nearest to and share a high-five with each other before continuing to move around the room. Repeat three more times.

Ask pupils to return to their seats and look at the back of their post-it notes. Tell pupils to stand up if they have a dot on the back of their post-it note. Now ask pupils to stand up if they shared a high-five with any of these pupils that are stood up. Finally, ask pupils to stand up if they shared a high-five with anyone who is now standing up.

Tell pupils to look around the room and highlight how just as the high-fives were easily shared, so infections can be easily shared from one person to another.

Reassure pupils that most infections including those that are transmitted during sexual intercourse, can be treated with antibiotics. However, some infections can be hard to treat and may cause problems if left untreated for a long time, such as leaving someone unable to have a baby. Some infections can also lead to death but this is quite rare.

Ask pupils to pair, square and share what they think someone could do if they thought they might have an infection. Reaffirm to pupils that it is always the right thing to see a doctor if they have any concerns about their body or health. When they are older, this includes infections that are spread through sexual intercourse.



Activity two: Catching condoms



How can we prevent a cold from being shared?

Answers may include: covering their mouth and nose with a hand or tissue to catch the germs and then binning the tissue and washing their hands.

Divide the class into small groups. Explain that when two people have sexual intercourse, semen comes out of the tip of the penis. This can enter the body of the person the man is having sexual intercourse with. If the semen contains an infection, as the infected semen is put inside the other person's body it may cause that person to become infected. This type of infection is known as a sexually transmitted infection or STI for short. Both men and women can carry and spread STI's.

Give each group a copy of the condom sheet as a visual aid. Explain that there is something called a condom. A condom is like a small, stretchy plastic bag that can be rolled onto the penis to catch the semen that comes out of the tip of the penis. This prevents semen from entering another person's body and any bodily fluids from the other person entering the tip of the penis. Some adults use a condom if they want to have sex but do not want to have a baby as it catches the semen, stopping the sperm from being able to swim to the egg.

Divide the class into small groups. Tell each group to create a model from plasticine that demonstrates a condom catching semen from a penis. They can use the condom sheet as a visual aid. When all the groups have finished, invite the class to carousel around the models, looking at each other's models.

Take the best model and invite this group to re-explain how condoms can help to prevent against STI's and pregnancy, if they feel comfortable to. If not, you can re-explain using their model as a visual aid.



Activity three: Going round in circles

Divide the class into groups of eight. Provide each group with an infection game card. (Tell pupils that they are going to play a game). The aim of the game is to correctly answer the questions on their card to create a circle. Starting with Card 1, ask the group that has this to read it out to the rest of the class before deciding if they think the statement is true, or false. The corresponding number to their answer indicates the group that needs to join the circle. This group then reads their card and the game continues as before. If they answer a card incorrectly it will be impossible to form a circle, and they will need to work as a class (with guidance) to repeat the activity until they have formed a circle.

Card 1: STI stands for sexually transmitted infection = True

Card 2: STI's are spread through sexual activity = True

Card 3: An STI might have no symptoms so it might be hard to know you have one = True

Card 4: An STI can always be treated with anti-biotics = False, most can – but not all

Card 5: People only have sex to have a baby = False, people also have sex for pleasure

Card 6: A condom can help to prevent against STI's = True

Card 7: A condom can help to prevent pregnancy = True

Card 8: STI's can only be caught by women = False, both men and women can catch, carry and spread an STI

The correct order of the cards is:

1, 8, 2, 7, 3, 6, 4, 5



Extension:

Ask pupils to write and illustrate three top tips when visiting a doctor about something that might feel awkward or embarrassing.

Suggestions may include:

- Being honest with the doctor that you are feeling awkward or embarrassed
- Knowing the correct names for the parts of the body that you need to discuss
- Not mumbling so the doctor can hear you and you don't have to repeat yourself

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Reassure pupils that infections are very common and many people do share them. Remind pupils that it is always the right thing to see a doctor if a person has any concerns about their body or health including STI's. A doctor can test and often treat an STI but the longer someone has one the harder it can be to treat. 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 know infections can be spread easily, including through sexual intercourse.

Activity two: Pupils know that a condom can help to prevent STI's and pregnancy, creating plasticine models to demonstrate their comprehension of this.

Activity three: Pupils embedded understanding of what an STI is, how it can be spread and prevented through a card matching game, in which pupils correctly completed a circle of cards.

Evidence of assessment: Plasticine models

Card 1

STI stands for sexually transmitted infection.

True → **8**

False → **3**

Card 2

STI's are spread through sexual activity.

True → **2**

False → **8**

Card 3

An STI might have no symptoms so it can be hard to know you have one.

True → **7**

False → **1**

Card 4

An STI can always be treated with anti-biotics.

True → **2**

False → **3**

Card 5

People only have sex to have a baby.

True → 3

False → 6

Card 6

A condom is a type of contraception that can help to prevent against STI's.

True → 4

False → 7

Card 7

A condom is a type of contraception that can help to prevent against pregnancy.

True → 5

False → 1

Card 8

STI's can only be caught by women.

True → 3

False → 1

Lesson six: Asking for help



Lesson aim:

Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.



Learning outcomes:

- I have considered a range of problems that may affect people of my age
- I have identified different sources of help, advice and support for a range of problems
- I feel confident to ask for help and to help other people to ask for help if needed



Resources required:

- Resource sheet: Help game
- Paper
- Pens
- Blue material or paper
- Dice
- Counters

Key words: problems, support, help, trust

Teacher notes:

Whilst all schools do their best to support students, pupils can resist attempts to help them overcome their problems. As pupils reach this stage of development and start to become increasingly independent, physical and psychological maturation is taking place against a backdrop of forming and developing relationships with adults and peers. Teaching adaptive skills of seeking help independently and anonymously are essential to empower pupils to self-advocate and support their peers.

Begin the lesson by...

Explaining that in this lesson we will be learning about how to manage a range of problems. Tell pupils that most people will experience problems at various points in their life. It is often better to share a problem with someone else who you trust, so that they can help to guide you and support you to access the help you need to manage the problem. Remind pupils of the working agreement, including what to do if they have a problem that they would like to talk about.



Activity one: Problems

Give each pupil a piece of A4 paper. Tell pupils to write in large lettering a problem that someone of their age may experience. Reassure pupils that their suggestion does not have to reflect a problem that they have experienced themselves. Tell pupils to screw their piece of paper into a ball.

Suggested answers may include: *online situations, puberty experiences, friendship and family relationships, FGM, questioning gender, questioning sexuality, body image, self-esteem etc.*



Activity two: River of life

Explain to pupils that life is not always smooth sailing and that it is likely that they may experience problems and challenges throughout their lives.

Lay out the blue material or paper on the floor to represent the 'river of life'. Tell pupils to stand either side of the river, facing each other and throw their problem balls into the river. Explain that these represent boulders in the river that can get in the way of the water and change the direction of its flow. Just like problems can get in the way of us enjoying our life and may change its direction if we do not manage the problem appropriately.

Walk down the river stopping at each 'boulder'. Open the ball of paper and read out the problem to the class. Ask pupils to make suggestions about who you could approach to get help to manage this problem. If pupils identify an effective source of support, throw the boulder out of the way. If they cannot identify an effective source of support, leave the opened boulder in place, stepping around it. Repeat until you have progressed to the end of the river, leaving any remaining problems clearly visible in the river. Walk back down the river making suggestions about places that are available to support with the remaining problems. Encourage pupils to consider targeted local support services, as well as generic options such as a teacher and quality assured online support.

To reinforce the message that it is always important to ask for help, ask pupils to imagine a life full of boulders getting in their way!



Activity three: Game of life

Divide the class into groups of up to 6. Give each group a game board, dice and enough counters for one each.

Tell pupils to reflect on the problems identified in Activity 1 and write down what the internal thoughts of a person experiencing some of those problems might be in the speech bubbles on the game board. Instruct pupils to play the game as per the instructions.

Circulate around the classroom to support. Highlight and feedback to the class key points and effective suggestions made by pupils to the rest of the class.



Extension:

Task pupils to create a poster that encourages young people to ask for information, advice and help if they have a problem. The posters can be displayed within the school as appropriate.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest some trusted sources of support for a range of problems explored within the lesson. Reassure pupils that it is important to seek help and support so that problems do not make them unhappy, unsafe, unhealthy or become barriers to them enjoying their lives. Remind pupils that if they don't know where to go for help they can ask someone in school who will help them to find the best place to get information, advice and guidance related to their issue without them having to disclose details of the problem. 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.



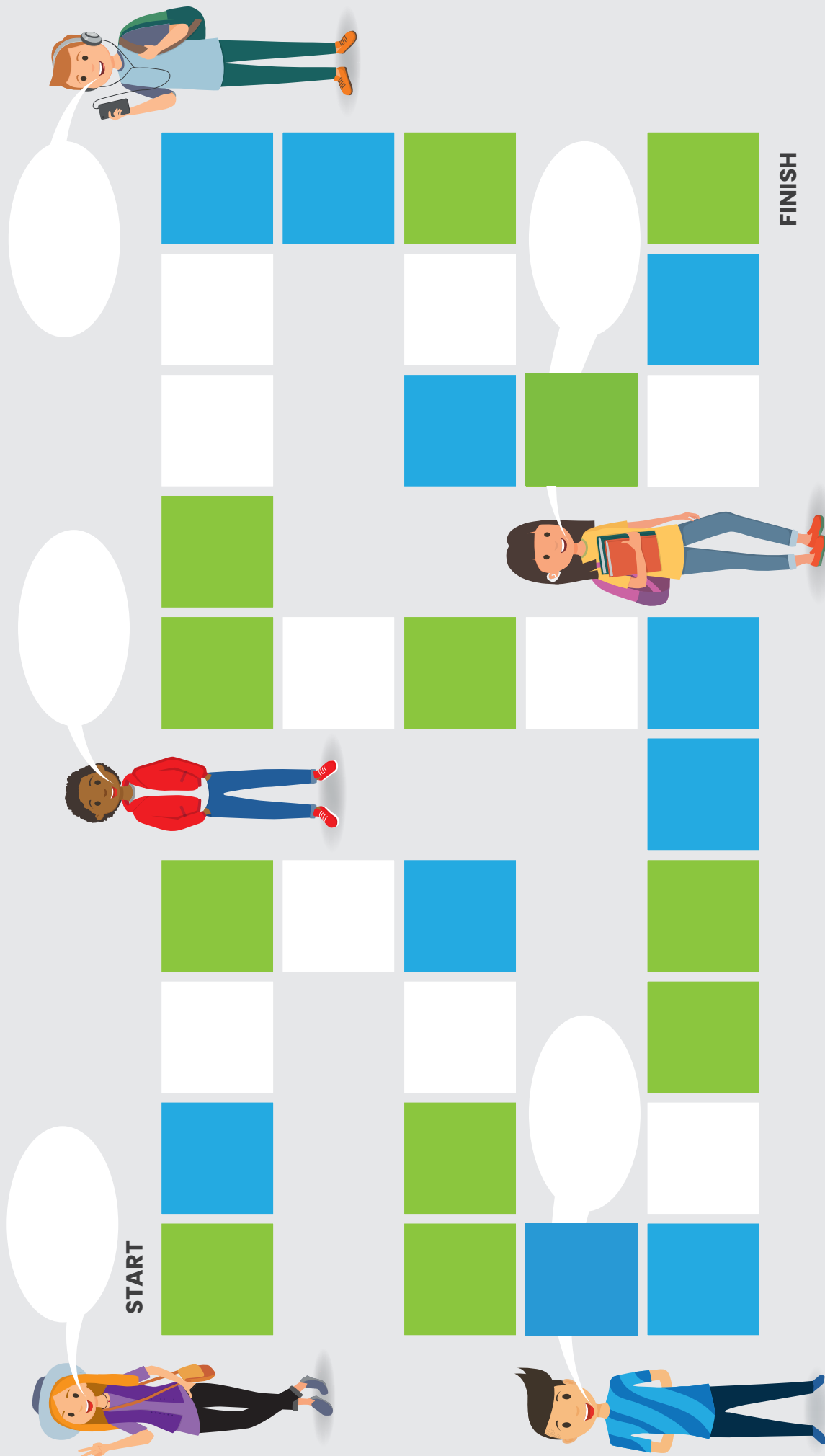
Assessment:

Activity one: Pupils considered a range of different issues that can affect someone of their age.

Activity two: Pupils identified safe places they can access help, support and advice for a range of problems.

Activity three: Pupils played a game of life that showed empathy to how issues may make a person feel as well as consolidating their learning on appropriate sources of help, support and advice, demonstrating a level of confidence to do this.

Evidence of assessment: Paper problem balls, completed game of life boards.



Instructions:

The first player is the person whose birthday is next.

Take it in turns to roll the dice and move your counter along.

If you land on a:

- **Green square** – say a person or organisation you can contact for information, help and advice
- **Blue square** – a problem that is best shared and not kept to yourself
- **White square** – take a breather, sometimes life is OK!

The winner is the first person to reach the end of the game. Congratulations on surviving the challenges of life!

KS2 RSE Solution

This resource is a Relationships and Sex Education (RSE) solution for time pressured teachers, ensuring RSE is relevant to the current needs of children growing, learning and living in the modern world.

Forming a complete schedule of work that utilises evidence-based teaching strategies, the resource meets national legislation and guidance requirements to support schools to teach a spiral curriculum for KS2.

The resource has been written by a national RSE Adviser who has first-hand experience of teaching RSE in a wide range of settings. It is part of a package of training, resources and consultancy to help schools teach RSE effectively.

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