

**Theme:** Relationships

**Term:** Summer

**Year group:** 6

**Whole school launch event:**

- Whole school launch assembly based on being a good friend.
- Discussing what it means to be a good friend and what qualities good friends have.
- Children go back to class and set themselves a goal 'Be the friend you want to have.'
- Children to draw/write about what qualities and skills they will need to be a great friend to someone.
- Create a whole school display.

**Whole school end event:**

- Throughout the unit, celebrate friends and kindness through an appreciation board in classrooms and in staffrooms.
- Have a secret spotter who looks out for people being kind, these people (staff and adults) are celebrated in assembly.
- Whole school to come together at the end of the theme to discuss good friends and good friendships

**Overall objectives**

- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity and equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

**Key words:**

- Qualities
- Puberty
- Reproduction
- Emotional behaviour
- Relationships
- Physical behaviour
- Conception
- Pregnancy
- Positive communication
- Negative communication
- Self-talk
- Positive friendships
- Negative friendships

**External links and links to themed weeks:**

- World Red Cross Day
- Child Safety Week
- Oxfam Water Week

**Outstanding grade descriptors (Solely linked to Personal Development)**

- They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites

**Assembly ideas:**

- Positive relationships
- Recap of Anti Bullying policy
- Being a good friend
- Keeping Safe (NSPCC link)
- Red Cross assembly
- Oxfam link

Lesson:	Learning Objective:		Ideas for further development/circle time
1	To identify the qualities of a good friend	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>After launch assembly all children to return to their class.</li> <li>Teacher to recap message from assembly with the class</li> <li><b>What does it mean to be a good friend? What is a good friend? How can we be a good friend?</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>Ask the children to think about what they look for in a friend. Ask the pupils to imagine they are in high school surrounded by lots of new people, <b>what would they look for in a new friend? What would the need in a friend? How do you want to be remembered in Primary School?</b></li> <li>Explain to the class that in high school, it is important to choose your friends carefully thinking about what you value most in a friendship and what you need from a friend.</li> <li>Hand each child initial assessment template, explain to the class that they must describe their ideal friend using this template. Encourage the children to think about what they know about good friendships and healthy relationships.</li> <li>All children to complete the initial assessment. <b>Keep as baseline assessment evidence</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>Word game</li> <li>If you...</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Initial assessment template</li> </ul>	<p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>Class to come together and share what they write about a good friend.</li> <li><b>What did you list? Why? Did people write different qualities to you? Why?</b></li> </ul>	<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>Story about friendships</li> <li>Links to story writing</li> </ul>
	<p><b>External resources used:</b></p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
2	To consider puberty and reproduction	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Recap the ground rules with the class.</li> <li>Explain that this lesson is about reproduction and that it will re-cap on puberty. Refer to the learning outcomes on the whiteboard.</li> <li>Hand out initial assessment sheet. Ask the pupils to write a response to each of the problems. Explain to the class that they must use their prior knowledge of puberty and changes to answer these problem pages. <b>Use as assessment</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>Ask the pupils to discuss puberty with their partners. <b>What is puberty? What do you remember about puberty? What happens during puberty?</b> Take feedback as a class and record the children responses on flip chart paper. Use puberty teacher guide if unsure about responses and definitions.</li> <li>Explain that the purpose of this exercise is to find out what the group knows about body parts, especially the parts relating to puberty and reproduction. Label four corners in the room: male / female / both / unsure.</li> <li>Using the Puberty Body Parts on PowerPoint, call out the name of one body part and show the corresponding word card. Ask the children to move to the appropriate corner: e.g. uterus belongs in the female corner; nipples belong in both. Reassure the children that it is OK to go to the “unsure corner”. Ask them why they have chosen their corner and briefly discuss what they know about the body part. Call the class back to the centre of the room and go onto the next word, repeating the process.</li> <li>After the game, reinforce learning by going through the cards on the PowerPoint one by one, using both words and pictures. Clarify any misunderstandings.</li> <li>Split the class into pairs and hand out the Reproduction question sheet and ask the children to discuss the answers to the questions. Then hand out the answer cards (cut out and mixed up) to the pairs and ask them to find the correct answer for each question and place it on the sheet. <b>Keep as evidence</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>Ask the children to cover up their own answers. Use the Reproduction whiteboard summary to test their memory and reveal the correct answers. Discuss each answer using the Body Parts pictures for clarification where necessary.</li> <li>In pairs ask the pupils to finish the sentence: One way the body changes in puberty in preparation for reproduction is ...</li> <li>Finish with a quick go-round using their ideas to review the learning from the lesson.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>Sit back and relax</li> <li>If I were</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Initial assessment</li> <li>Flip chart paper</li> <li>Corner labels</li> <li>Puberty guide</li> <li>Reproduction question sheet and answer sheet</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>KS2 Science Curriculum</li> </ul>
	<p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>Christopher Wintour 3<sup>rd</sup> Edition</li> </ul>		

Lesson:	Learning Objective:		Ideas for further development/circle time
3	Consider physical & emotional behaviour in relationships	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Recap ground rules with the class.</li> <li>◦ Refer to the learning outcomes on the whiteboard and discuss what they mean. Ensure the children understand the word relationship and ask for examples of different types of relationships (including friendship).</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Display one of the Relationship pictures on the whiteboard. Ask the class to discuss the pictures. <b>What kind of relationship is shown in the picture? Do you think it is a positive relationship or not? How can you tell? What are the physical signs that these people like each other? What makes a person feel safe in a relationship?</b></li> <li>◦ In small groups, give each group a Relationship picture and ask them to discuss the same questions for their own pictures. As a whole class, ask each group to hold up their picture and give their feedback.</li> <li>◦ Write the word 'Friendship' on the board. In pairs, ask the class to write down three qualities of a good friend on three separate sticky notes <b>Keep as evidence</b>; give a couple of examples e.g. trust, sense of humour, kindness.</li> <li>◦ Ask one child from each pair to stick their three ideas up on the whiteboard. Ask the class to consider whether any of the qualities would also be important in an adult relationship. Use a coloured pen to ring all the ideas that are the same for both friendships and adult relationships; it should emerge that all the qualities are valid for both.</li> <li>◦ Ask the group what is the essential factor that makes an adult relationship different from a friendship – i.e. only an adult relationship can be a sexual relationship.</li> <li>◦ <b>Ask pupils to consider the different ways people touch each other</b> in a friendship or relationship to show how they feel about one another. Call out the list of touches below in turn and ask pupils to put their hand up if they think it is a kind of sexual touching: High Five, Kiss on the lips, Pat on the back, Hugging Stroking the head/hair Arm around the shoulders, Holding hands and Touching private parts</li> <li>◦ <b>Ask the class what other body parts might be considered private apart from the private parts/genitals</b> i.e. bottom, breasts, lips and discuss whether this also constitutes 'sexual touching' and is therefore only appropriate in a sexual relationship between two adults.</li> <li>◦ Reflect that appropriate behaviour can depend on a number of factors e.g. friendship, family relationship, age, previous physical contact with that person, but the most important issue is that each person agrees or consents to the touching and that it feels right. Establish that some sexual touching can lead to sexual intercourse or 'having sex' and that this will be covered in the next lesson.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Ask the pupils to write anonymous questions or worries using the template explain that, where relevant, these questions will be answered in the next lesson.</li> <li>◦ In pairs, ask the children to complete a sentence using a sentence stem: One important thing to have in a relationship is... Finish with a closing round using the same sentence stem.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ If I were</li> <li>◦ Who am I?</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Family pictures</li> <li>◦ Question template</li> <li>◦ Sticky notes</li> </ul>	<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ KS2 Science Curriculum</li> </ul>	
	<p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ Christopher Wintour 3<sup>rd</sup> Edition</li> </ul>		

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4	<p>To explore the process of conception and pregnancy</p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Sorting cards</li> <li>◦ Anonymous Questions from previous lesson</li> </ul> <p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ Christopher Wintour 3<sup>rd</sup> Edition</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Recap the ground rules with the class. Show children the timeline on PowerPoint. Explain that the class is going to create timeline on the board which describes the different stages in a relationship that could lead to having a baby and starting a family.</li> <li>◦ <b>What needs to happen before two people decide to have a baby? What is important in this type of a relationship? What stages would they go through? What would they need to consider?</b></li> <li>◦ As a whole class, share ideas and record the timeline. Ask pupils to suggest the period of time covered by the timeline – i.e. <b>how long would such a relationship take to develop before the couple would be ready to start a family?</b> Acknowledge diversity and difference in adult relationships by accepting a range of ideas; consider that some people might have a baby on their own. Emphasise that different timelines and sequences will be appropriate for different people.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ To introduce this activity, explore briefly how the class might feel about looking at the drawings of bodies and sexual intercourse and discuss strategies to help them manage their feelings during the activity. In small groups, give out the How does a baby start sorting cards; one set per group. Ask the groups to sequence the cards in the correct order.</li> <li>◦ As a whole group discuss and sequence the statements using PowerPoint. Ensure pupils understand the words on each slide. <b>What does ‘touching each other in sexual ways’ mean?</b> Only an adult couple in a relationship should touch each other’s private parts in this way. <b>Why do you think sexual intercourse ‘should feel nice’?</b> Ensure pupils understand the meaning of the word ‘consent’. An adult couple should agree/consent to have sexual intercourse and it should not be painful for the man or the woman. <b>Where does the sperm meet the egg? What is the scientific word for when the sperm gets into the egg? What happens to the fertilized egg as it travels down towards the womb? For how long does the baby usually grow in the womb?</b> Ask the class if sexual intercourse is the only way to become pregnant or to have a family. Briefly discuss other options, such as IVF, sperm donors, fostering and adoption.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Ensure that the anonymous questions written in the previous lesson have been typed up onto separate slips of paper. Give each pair of pupils a typed-up question and ask them to take a couple of minutes to discuss with their partner what the answer might be. Ask each pair to read out their question in turn and share any answer they have come up with; correct any misunderstandings. There may be some questions that you need to answer yourself rather than asking the children. If you decide not to answer certain questions explain that some questions referred to topics that are not part of this group of lessons or have already been covered elsewhere.</li> <li>◦ Sit children in a circle; ask them to finish the sentence one thing I’ve learnt about having a baby is...</li> <li>◦ Hand out question cards and encourage children to write any further questions on these.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ If I were</li> <li>◦ What’s wrong with the world</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ KS2 Science Curriculum</li> </ul>

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5	<p>To understand how beauty is portrayed around the world.</p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>PowerPoint</li> </ul> <p><b>PLEASE NOTE:</b> Please see footnote at the end of lessons in relation to these lessons. Please note it is recommended that these lessons are delivered to boys and girls separately.</p> <p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>Norbury Primary Schools FGM resources</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Introduce ROCK rules to the class. Make sure children know it is a safe environment where any questions can either be asked verbally or written on post it's later in the lesson.</li> <li>Introduce the slogan 'My Body My Rules' to the class.</li> <li>Explain that it is very important that we all understand My Body, My Rules because when we have understood that, we feel strong enough about making our own decisions about our body.</li> <li>Ask the pupils 'what does 'My Body My Rules' mean to you?' Have children discuss in talk partners.</li> <li>Give pairs A3 paper and ask the pupils to write/draw what my body my rules means to them on the A3 paper. Feedback as whole class and display paper around the room.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>Ask the pupils <b>what do you know about rights? Why is it important to know our rights?</b> Take feedback as a class.</li> <li>Ask the pupils to discuss in talk partners <b>What is body image? What is a healthy/negative body image? How would someone feel/look who has a positive self-image?</b> Again take feedback as a class.</li> <li>Explain that body image is the mental picture you have of your Body. It includes attitudes and feelings about how you look &amp; how you think other people see you. People with a healthy body image accept bodies come in different shapes and sizes and are comfortable with their own bodies.</li> <li><b>Where we get our ideas about what is attractive and healthy?</b> Take feedback from each group.</li> <li>Explain that here in the UK, many of us get our examples and ideas from media images. That includes the T.V magazines and even toys. Many people do not realise and some just forget that a lot of media images are airbrushed or changed. We are seeing people with perfect skin, perfect hair and a certain body type. It is important to remember that these images are not real. Show retouched images on PowerPoint. <b>What impact do these pictures have? Why?</b></li> <li>Explain that in some parts of the world where people do not have access to media, you get ideas about what is attractive from adults within the community.</li> <li><b>India</b> – Body Art using Henna is a tradition</li> <li><b>Burma</b> – Women wear brass coils around their neck which push down their shoulder, giving the illusion of a long neck</li> <li><b>New Zealand</b> - Maori tribe consider face tattoos to be beautiful</li> <li><b>Australia</b> – Tanned skin is considered beautiful in Australia and often people will buy products that make their skin darker</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>As a class discuss why it important to understand that the images we are presented are not always a true reflection. Discuss why beauty and beautiful means to the children in the class.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>If I were Who am I?</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>KS2 Science Curriculum</li> <li>Making posters</li> <li>Making information leaflets</li> <li>Speeches</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
6	To know I have the right to say no.	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Recap learning from last week's lesson.</li> <li>Explain to the class that it is important to know about how beauty is portrayed around the world some people believe that they have the right to change our bodies because it has been a tradition within their family and community for a very long time. There is one particular tradition called Female Genital Mutilation. <b>What does FGM stand for?</b> Break it down...</li> <li>F = Female (girls or women) G = Genital (external sexual organ vagina/penis/testicles) M= Mutilation (cutting or changing) FGM is the cutting or changing of girls private parts.</li> <li>Leave a post it not on the tables. Explain to the children that if they have any questions during these lessons, write them on the post its and they will be answered at the end of the lesson.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>Explain to the class that there are many myths surrounding FGM. Hand out myths and facts cards and ask learners to work in groups to sort out statements according to which one's are myths or facts. Clarify Myths and Facts as a class.</li> <li>Explain to the class that the difference between male circumcision and female genital mutilation: Female genital mutilation is illegal in the UK.</li> <li>Male circumcision does not affect the way the penis functions or works. It is when the piece of skin called the foreskin, at the end of the penis is cut away. Some boys/men have this procedure if the foreskin is too tight and is painful to urinate or for religious /cultural reasons according to the recorded words of the Prophet Muhammad or the Bible. On the other hand, female genital mutilation DOES change the way the vagina works and can cause many physical problems. The pain will affect someone throughout their lives, not just when they are cut. That is why it is illegal.</li> <li>Explain that we use modern English words to describe FGM however, there are many other different names for FGM in different languages. If we look at the meaning of these words, they could make us think that FGM is a good or even great things E.g., Thara means to purify or clean, Sunna means a religious tradition but we know that not one holy book mentions that girls should undergo FGM and Bondo means initiation rite, which is when a person reaches a new stage in their life.</li> <li>In the case of FGM, it is preparing you for becoming a woman we know that FGM is not necessary in order for a girl to become a woman.</li> <li>Show map of countries where FGM occurs FGM takes place all over the globe, even in countries where it is illegal. It has also happened and could still happen to girls and women</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>Watch 'Hannah' - <a href="https://www.youtube.com/watch?v=95OXTu4gTZE">https://www.youtube.com/watch?v=95OXTu4gTZE</a></li> <li>Discuss in Groups and feedback: <b>How do you think Hannah is feeling? What advice would you give to Hannah? Why do you think we are discussing this harmful/illegal practice?</b></li> <li>The children may have questions on their post-it notes start looking through the questions, answer questions as the children are working. Please be aware of children whose body language or questions appear unusual or different to the way they normally behave. Be vigilant and share any concerns with your Designated Safeguarding Lead.</li> <li>Remind the children the folder/box will be left in the classroom for children to leave questions. Named questions will be answered directly but questions without names will be answered within the class</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>If I were</li> <li>Who am I?</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>KS2 Science Curriculum</li> <li>Making posters</li> <li>Making information leaflets</li> <li>Speeches</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Worksheet</li> <li>Video link</li> </ul> <p><b>PLEASE NOTE:</b> Please see footnote at the end of lessons in relation to these lessons. Please note it is recommended that these lessons are delivered to boys and girls separately.</p>		
	<p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>Norbury Primary Schools FGM resources</li> </ul>		

Lesson:	Learning Objective:		Ideas for further development/circle time
7	To explore positive and negative ways of communicating in a relationship	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Recap ground rules as a class. Ask the children to recall their learning about relationships from previous lessons, in particular, consider the important qualities in a relationship. Remind them of the timeline activity and how relationships can develop over time.</li> <li>Ask the pupils to think about ways they communicate with others. <b>Do you share everything? Do you share public and private information? What is private information?</b> As a class make a list of private information on flip chart paper. <b>Keep as evidence</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>Ask the class what words we use when someone is having a relationship with someone else, for example we might say two people are ‘going out together’.</li> <li>In pairs, give one of the Relationship Question cards to each pair and ask them to briefly discuss the question on their card. As a whole class, discuss responses to the questions.</li> <li>Refer to the list on the board from introduction and ask pupils at what point in a relationship would they share this information with the other person. Establish that it would not be appropriate to share any private information with someone you met online and ensure pupils understand why this would be risky.</li> <li>Ask pupils to think about the different ways in which two people might communicate with each other. Invite pupils to identify the different technologies used by young people of their age; these might include mobile phone, chat room, Instant Messenger (IM), social network sites (e.g. Facebook), gaming sites and consoles, video hosting sites (e.g. YouTube), email, webcam, virtual learning environments (VLEs).</li> <li>In groups, give a set of Communication Scenario cards to each group and ask pupils to take turns to read out a card. The whole group should then try to reach a consensus on whether the statement is true, false or they don’t know, and place the card in the appropriate pile. As a whole class come back together and discuss answers. Use answer sheet to lead discussion.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>As a class discuss who they would talk to if they were worried about anything in a relationship.</li> <li>Ensure class know who to talk to if they are worried about anything</li> <li>Hand out assessment sheet from lesson 4 (do not let children look at original assessment yet) Ask the pupils to write a responses to the problems, using the knowledge they have gained over the last few weeks. Teacher to compare response from lesson 4 to lesson 7 to assess learning. <b>Keep as end assessment evidence</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>Being assertive</li> <li>Titanic</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>Relationship Question cards</li> <li>Communication Scenario Cards and answers</li> <li>PowerPoint</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>KS2 Science Curriculum</li> </ul>
	<p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>Christopher Wintour 3<sup>rd</sup> Edition</li> </ul>		



Lesson:	Learning Objective:		Ideas for further development/circle time
8	<p>To understand how to develop positive self-talk</p> <hr/> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Worksheet</li> </ul> <hr/> <p><b>External resources used:</b></p> <p>NA</p>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Ask the children to think back to the work they have done a self-talk and growth mind set in previous years. Explain that in this lesson we will be learning about mental health.</li> <li>◦ Ask students to take some toilet roll from the roll – don't specify how many pieces, let them take as many or little pieces as they wish.</li> <li>◦ Once everyone has a piece / pieces of the toilet roll, ask students to think of as many thoughts as they can that they have had (e.g., thoughts such as "I'm going to do well in my maths test today", "I'm such a slow runner, I can't finish this jog" or "I'm going to try my best, my best is all I can do") in their head today, according to the number of pieces of paper they have in their hand. (e.g. three pieces of paper = three thoughts to share)</li> <li>◦ Explain to the class that in this lesson they will be exploring the things that go on in peoples mind which is called "self-talk" – Explain that positive self-talk is the key to developing optimism</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ <b>Ask the children to think about what influences our thinking, our self-talk?</b></li> <li>◦ Have the student think to themselves to begin with, then share with a partner and then take feedback from the whole class.</li> <li>◦ Explain to the class that self-talk can have a really great impact on our self-esteem and confidence. It's worth practicing self-talk as feeling good about yourself is worth the effort. <b>Who can influence our self-talk? How? Why do we need to surround ourselves who positively influence our self-talk?</b></li> <li>◦ Provide each child with worksheet.</li> <li>◦ Show the worksheet on the PowerPoint and share the questions as a class. Explain to the class that having a positive growth mind set is having positive self-talk. Explain that positive self-talk helps us believe we can do it whereas negative self-talk holds us back and prevents us from even trying.</li> <li>◦ Ask the children to fill in the worksheet independently, allow 10 minutes for this. <b>Keep as evidence</b></li> <li>◦ Then ask the children to share their thoughts with a partner.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Once children have shared with a partner, ask the children to feedback to the whole class. Discuss the use of positive self-talk and how it can help us inside and outside the classroom. <b>Why is positive self-talk important? How can it help us? Who influences our self-talk?</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Titanic</li> <li>◦ I felt lonely when</li> </ul> <hr/> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories about self-talk and positive thinking</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
9	<p>To explore friendships</p> <hr/> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Worksheet</li> <li>◦ Large sheets of paper</li> </ul> <hr/> <p><b>External resources used:</b></p> <p>NA</p>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that over the next few weeks we will be exploring friendships. <b>Ask the class to discuss in talk partners what friendship means to them.</b> Take feedback and record responses as a class. <b>Keep as evidence</b></li> <li>◦ <b>Ask the children to think of some of the difficulties that arise with friendships</b> (falling out, changing friends) Again ask them to discuss this with a partner and record responses as a class. <b>Keep as evidence</b></li> <li>◦ Finally, <b>ask the children to think about the qualities that make a good friend.</b> Ask the children to think about what qualities are important to them. Take feedback from the class and record responses as a class. <b>Keep as evidence</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the children that as we grow up, our friendship group often changes. Explain that sometimes people change and the qualities that you valued in a friend sometimes disappear.</li> <li>◦ Explain that this is a difficult time, as the friend you had once valued has changed and is not the same friend.</li> <li>◦ Explain that all people change as they grow up and sometimes we don't have as much in common with people as we once had.</li> <li>◦ Explain that as this happens it is important to remember what qualities you value in a friendship, as you don't want to follow a friend even though they no longer have the qualities you valued (you could link to peer pressure here e.g. a friend starts displaying risky behaviour, do you follow your friend or remember the qualities you value in a friendship).</li> <li>◦ Ask the children to think about the qualities they most value in a friendship. Explain that these are there non-negotiable qualities – things all their friends must have/be.</li> <li>◦ Split in the class. Explain to the class that in their groups they must list the non-negotiables they would list for a friendship. <b>Keep as evidence</b></li> <li>◦ Encourage the children to discuss what they are writing with their partners.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ As a class come back together and discuss what the non-negotiable qualities they came up with are.</li> <li>◦ <b>Discuss as a class why these qualities are so important.</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Faces</li> <li>◦ Listening</li> <li>◦ Chinese whispers</li> </ul> <hr/> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Story writing about friendship and transition.</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
10	To explore positive friendships	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Recap learning from last week with the class. <b>What were our non-negotiables? Why?</b></li> <li>◦ Recap the qualities that are important to them in a friendship.</li> <li>◦ Explain that it is important to remember these qualities as they move to high school and meet lots of new people. Explain that it is important to remember the qualities they value and to keep these in mind when choosing friends. Explain that it can often be overwhelming with so many new people and can seem very difficult to make new friends but there are ways and strategies that can help.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ <b>Ask the children to think about what makes it difficult to make new friends.</b> Take feedback from the class these could include: <ul style="list-style-type: none"> <li>- Being shy</li> <li>- Being nervous</li> <li>- Feeling like you don't fit in</li> <li>- Your friends make new friends but you don't feel the same</li> <li>- Feeling like you don't belong</li> <li>- Being scared of rejection</li> </ul> </li> <li>◦ <b>Ask the children to think about the reasons provided and how they could overcome these difficulties e.g.</b> <ul style="list-style-type: none"> <li>- Having a positive attitude</li> <li>- Remembering the qualities you want in a friend</li> <li>- Showing your great qualities</li> <li>- Joining clubs and teams</li> <li>- Overcoming fear</li> <li>- Developing a sense of belonging</li> <li>- Finding people with similar interests</li> </ul> </li> <li>◦ Ask the children to think back to when they started primary school – they all had to make new friends then. Explain that making friends in high school is not a new skill but something they have already done. Ask the children to think about the advice they would give to someone starting school or moving to a new school about making friends.</li> <li>◦ Split the children into groups and hand each group a worksheet. Explain to the class that in their groups they must write their advice down. (see example on PP) <b>Keep as evidence</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ As a class come back together to share the advice they wrote.</li> <li>◦ <b>Ask the children to think about why they wrote this advice and why it is important.</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Tangles</li> <li>◦ Finish the sentence</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Worksheet</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Story writing about friendship and transition.</li> </ul>
	<p><b>External resources used:</b></p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
11	To explore positive friendships	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Ask the children to think back to the advice they created for making new friends last week.</li> <li>Ask the children to think about how they may need to use this advice.</li> <li><b>Ask the children to think about a scenario where they might feel lonely, like an outsider, rejected. What could they do?</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>Explain to the class that today they are going to do a role play activity.</li> <li>Display picture on PP.</li> <li>As a class discuss what is happening in the picture. <b>What can you see? What do you think is happening? Why? How are the people in this picture feeling? What would you do if you were in this picture? What advice would you give the person in the picture?</b></li> <li>Ask the children to work in small groups to act out a scenario where this person follows the advice from last week's lesson to make new friends.</li> <li>Ask the children to think about the emotions involved and also think about the useful strategies for making friends</li> <li>Allow the children 10 minutes to create their role play.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>Allow the children to perform their dramas to the class. <b>Record performances as evidence</b></li> <li>As a class discuss the strategies used and why these strategies were useful.</li> <li>Discuss how the children could use these strategies themselves.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>Information sharing</li> <li>UFO</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>PowerPoint</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>Story writing about friendship and transition.</li> </ul>
	<p><b>External resources used:</b></p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
12	To recap what a good friend is.	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>After end assembly discuss content of assembly in class.</li> <li><b>What have you learned about being a good friend? What is a good friend? How can you be a good friend? Who would you talk to if you were worried about a friendship?</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>As a class, recap what we have learned about being a good friend. As a class make a list of what makes a good friend.</li> <li>Ask the children to think about friends who demonstrate these things. Share as a class. Use this as an opportunity to celebrate positive friendships and good friends within the class.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>Moving on</li> <li>Parachute games</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Initial assessment from lesson 1</li> </ul>	<p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>Hand out initial assessment sheet from lesson 1. Recap making friends in high school. Ask the children to read back over what they wrote and add any edits or changes in a different colour</li> <li><b>Did you add anything? Why do you think this is? Did anything stay the same? Why do you think this is? Is your description different to others? Why do you think this is?</b></li> <li><b>Keep as end assessment evidence</b></li> </ul>	<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>Stories linked to friendship</li> </ul>
	<p><b>External resources used:</b></p> <p>NA</p>		

## Lesson 5 & 6:

Lesson 5 & 6 are based on FGM. We strongly advise schools to work with parents and staff before delivering these lessons to ensure that everyone is confident with the lesson delivery. In resource pack a top tips for teachers for these lessons is available. If your school decides they are not ready to deliver these sensitive lessons yet, please use alternative lesson in resource pack for Year 6.

Lesson:	Learning Objective:		Ideas for further development/circle time
5	To know the types of difficulties people with dementia may experience	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ <b>What do you remember about dementia and memory from Year 5?</b></li> <li>◦ Explain to the class that we will begin by doing an everyday task in a different way. Ask learners to complete one or more of the activities below: Tie their shoe laces with a blindfold on, draw a house on a piece of paper from its reflection in a mirror, close their eyes and write a sentence, write their name with the hand they do not usually write with.</li> <li>◦ <b>What did you find difficult about this task? Why was this activity more difficult than doing it normally? Why is the brain getting confused? How can you use these activities to explain how someone with dementia might feel?</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Ask the class to suggest ways in which someone with dementia might struggle to do the following and then discuss their ideas: Get dressed, have a shower, get the bus, food shopping, talk to other people, get money out of the bank, make a phone call.</li> <li>◦ <b>Why might someone with dementia struggle to complete everyday tasks? How would you feel if you struggled to do these tasks?</b></li> <li>◦ As a class watch the Video: 'Small changes help make a dementia-friendly community' <a href="http://www.youtube.com/watch?v=Fz8ACEu7Lho">www.youtube.com/watch?v=Fz8ACEu7Lho</a></li> <li>◦ Before watching the video explain to the class what empathy means:</li> <li>◦ <b>Empathy is the ability to understand and share the feelings of another person.</b></li> <li>◦ Ask the class: Can you see how this is different from sympathy?</li> <li>◦ <b>Sympathy is feelings of pity and sorrow for someone else's misfortune.</b></li> <li>◦ As the class watches the video, ask learners to think about how they would feel if they were in this position – to be empathetic to the person with dementia.</li> <li>◦ <b>If you had dementia, how might you feel? (Empathy skills) How did the members of the public treat/act towards someone with dementia which made the person feel more confused and upset? Why do you think this is the case? How did some members of the public help the person with dementia? Do you think members of the general public are willing to help others? Do people know enough about dementia in order to help others in the community?</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Remind the class: living with dementia can be frightening and lonely. However, with the right support and understanding, people with dementia can live well.</li> <li>◦ <b>Do you think people in society know enough about dementia?</b></li> <li>◦ <b>How can you help to educate others in school on dementia?</b></li> <li>◦ <b>How can you help others (for example: your family) understand dementia better?</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ If I were Who am I?</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Making posters</li> <li>◦ Making information leaflets</li> <li>◦ Speeches</li> </ul>
	<p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ Alzheimer's society resources for young people</li> </ul>		

Lesson:	Learning Objective:		Ideas for further development/circle time
6	To explore ways in which communities can support people living with dementia	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Recap learning from last week’s lesson. <b>What is dementia? How does it affect people? What difficulties does it create?</b> Explain to the class that today we will be continuing our work on dementia.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Before starting the main activity it is important to ensure that learners understand that their personal safety is what matters most. Remind the class on ways they can keep themselves safe and to avoid placing themselves in a situation that involves risk. The best way to help an adult they do not know is to involve the support of a responsible adult that they do know.</li> <li>◦ For this role play explain to the class that should this scenario happen, the response made should be alongside that of an adult. Set up the role play so that either learners play the role of an adult reacting to the scenario or the role play includes pairs reacting to the scenario (one child and their parent).</li> <li>◦ Divide the class into small groups give each group a scenario and ask them to prepare a role play.</li> <li>◦ The groups will have to act out their scenario to the rest of the class. Ask each group to end on a freeze-frame and to establish the following: <ul style="list-style-type: none"> <li>◦ <b>How did the person receive help?</b></li> </ul> </li> <li>◦ Tap the characters on the shoulder and ask them to speak aloud to explain how they are feeling at this point.</li> <li>◦ Feedback on role plays as a class.</li> <li>◦ Divide the class into small groups and hand out the true or false statements. Ask learners to cut up the statements, read through them and decide whether they think that the statements are true or false.</li> <li>◦ Then, as a class go through the statements and focus the discussion on any misconceptions they have related to these statements and then explore the following ideas: It’s best not to talk about dementia It’s depressing and makes people uncomfortable.</li> <li>◦ <b>What does the class think? What are the advantages of talking about sensitive topics such as dementia?</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Ask learners what they could do as a class/school to raise awareness of dementia. Select the ideas that would work well for your school and hold a class vote for the one they think can be achieved. The winning idea can be suggested to the School Council or Head teacher.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ If I were Who am I?</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Role play cards</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Making posters</li> <li>◦ Making information leaflets</li> <li>◦ Speeches</li> </ul>
	<p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ Alzheimer's society resources for young people</li> </ul>		