

Theme: Relationships

Term: Summer

Year group: 4

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:

- Ovum
- Sperm
- Penis
- Vagina
- Nipples
- Puberty
- Emotions
- Rights
- Responsibilities
- Friendship
- Growth mind set
- Fixed mind set
- Positive

External links and links to themed weeks:

- World Red Cross Day
- Child Safety Week
- Oxfam Water Week
- Diversity role models deliver LGBT workshops

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	<p>To identify the qualities of a good friend</p> <hr/> <p>Resources needed:</p> <ul style="list-style-type: none"> ○ PowerPoint ○ Base line assessment template <hr/> <p>External resources used:</p> <p>NA</p>	<p>Introduction:</p> <ul style="list-style-type: none"> ○ After launch assembly all children to return to their class. ○ Teacher to recap message from assembly with the class ○ What does it mean to be a good friend? What is a good friend? How can we be a good friend? <p>Main:</p> <ul style="list-style-type: none"> ○ Hand the baseline assessment template to each child. ○ Explain to the class that you would like them to think about what they look for in a friend. What friendship means to them? What do you look for in a friendship? Why is friendship important? What makes a good friendship? ○ What does a good friend say? What does a good friend do? What do you look for in a friend? ○ All children to complete the mind-map in one colour. Keep as baseline assessment evidence <p>Plenary:</p> <ul style="list-style-type: none"> ○ Class to come together and share what they write about a good friend. ○ Have you written the same things on your mind map as others? Why do you think this? Is there anything that is different? Why do you think this is? 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ○ Finish the sentence ○ Body building <hr/> <p>Curriculum links:</p> <ul style="list-style-type: none"> ○ Story about friendships ○ Links to story writing

Lesson:	Learning Objective:		Ideas for further development/circle time
2	<p>To explore the human lifecycle</p> <hr/> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Lifecycle ◦ What has changed? worksheet ◦ Lifecycle Quiz answers ◦ Green and red cards <hr/> <p>External resources used:</p> <ul style="list-style-type: none"> ◦ Christopher Wintour 3rd Edition. 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Hand each child initial assessment sheet. Explain to the class that over the next few weeks we will be learning about the differences between males and females. Explain that they must fill in what they already know show this, what they think about this topic and what they would like to know. Use this as initial assessment. ◦ Go through ground rules with the class to begin with. <p>Main:</p> <ul style="list-style-type: none"> ◦ Explain that these lessons are going to be about growing and changing, in particular how babies grow into children and children into adults. Ask the children if they know what a lifecycle is; i.e. the stages of life, including reproduction, that a living thing goes through. Ask the class whether they have learned about any lifecycles in school, for example the lifecycle of a butterfly or frog. Explain that they are going to look at the stages in the human lifecycle. ◦ Display a set of Lifecycle pictures and Lifecycle word cards on PowerPoint. Ask the class to work in pairs to sequence the pictures into the right order to show the stages of life a human goes through and label each picture using the lifecycle word cards. ◦ Ask at what stage in the lifecycle do humans reproduce? Do all humans grow and change at the same rate? In which stages of the lifecycle does the body change the most? Emphasise that in the 'teenager' stage a person experiences a lot of changes as they develop from a child to an adult. ◦ Display the picture of the baby from the Lifecycle pictures and ask the class: what can the baby do without any help? Emphasize that there are not many things that a baby can do independently. In five groups at tables, assign each group a different stage in the lifecycle, from toddler to elder. ◦ Give each table the corresponding what has changed worksheet ask the groups to find three answers for each of the two questions, which they can then present to the rest of the class. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ In pairs, give each pupil a pair of coloured cards: green for true and red for false. Play the role of the quiz show host, using the Lifecycle Quiz slides to go through each statement and ask pupils to vote whether they think the statement is true or false by holding up the corresponding card. Encourage children to think about their reason(s) for deciding on true or false and check their understanding of the correct answer. Refer to the Lifecycle Quiz answers for support with answering questions. ◦ Sit the children in a circle and do a go-round. Each child must finish the sentence: One way a person changes as they get older is... 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Musical feelings ◦ How are you feeling <hr/> <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ KS2 Science curriculum

Lesson:	Learning Objective:		Ideas for further development/circle time
3	To identify some basic facts about puberty	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Recap ground rules with the class ◦ Introduce the learning outcomes for this lesson. Check whether the pupils know what puberty is; explain that this is a special time when a child gradually grows and develops into a young adult and both their bodies and feelings change a great deal. Tell the children it can start as young as 8 and carries on during the teenage years. <p>Main:</p> <ul style="list-style-type: none"> ◦ Split the class into single sex pairs. Explain that each pair will receive a Bingo card with illustrations of parts of the human body, including the private parts. There are four different cards so they can have a different one from the pair sitting next to them. Discuss how the children can manage their feelings while looking at the pictures. ◦ Select and show the Bingo flash cards one at a time, naming and discussing each one. What is this body part? Do males and females have this body part? As the children identify that the body part is on their bingo card they can tick it off; continue until someone shouts Bingo! ◦ Lead a discussion with the class, asking questions such as: Which are female body parts? Which are male? Which parts are both male and female? Which body parts will change during puberty? How will they change? Correct any misunderstandings. ◦ Explain that males and females need their different private parts so that when they are adults they can have a baby if they choose to. ◦ Display the Body Changes pictures on the PowerPoint. Explain that the pictures show some of the ways that the body changes during puberty. Pair and share observations about what physical changes they can see in the pictures. Feedback as a whole group, highlighting changes that have not been discussed previously. Remind them to use the agreed words for the male and female body parts, which they learned in the previous activity. Try to focus the discussion on what changes they can see in the pictures, (i.e. body hair, spots on face, body shape, breasts, and private parts) rather than other changes they might know about. What changes do you notice? Is this a male or female change? <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Individually ask the children to complete the Our Bodies worksheet. Feedback answers with the whole class, correcting any misunderstandings. ◦ Review learning with a closing round. Have the children to finish the sentence: One way the body changes during puberty is ... 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Body building ◦ If I was a colour I would be
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ Body Part Bingo cards ◦ Bingo Flash cards ◦ Body Changes pictures ◦ Our Bodies worksheet ◦ PowerPoint 		<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ KS2 Science curriculum
	<p>External resources used:</p> <ul style="list-style-type: none"> ◦ Christopher Wintour 3rd Edition 		

Lesson:	Learning Objective:		Ideas for further development/circle time
4	<p>To explore how puberty is linked to reproduction</p> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ Hair in Funny places book ◦ PowerPoint ◦ End line assessment ◦ Story Bag containing spot cream, deodorant, bottle marked 'Puberty potion', girl's knickers, boy's pants, love heart ◦ Worksheet <p>External resources used:</p> <ul style="list-style-type: none"> ◦ Christopher Wintour 3rd Edition 	<p>Introduction:</p> <p>Remind pupils of ground rule. Also remind pupils that puberty can happen at any time between the age of 8 and 16 and that it starts and ends at different times for everybody. Explain that in this lesson the class will learn about two more important changes, which happen inside the body and enable humans to reproduce.</p> <p>Main:</p> <ul style="list-style-type: none"> ◦ Use a Story bag to introduce the topics covered in the story 'Hair in funny places. Play some music and pass the bag round the circle until the music is stopped; ask the pupil holding the bag to take out an item and see if they can guess what the item is and what it represents. Repeat until all the items have been removed from the bag. Read Hair in Funny Places. As a whole class, list the physical changes that happened to the two parents. Ask the children to reflect on how the female character's feelings changed as her body changed and her concern that she was not developing at the same rate as her friends. ◦ Remind the class that boys could have similar feelings and concerns. Explain what hormones are and that they are activated at different times for different people. Explore how the two parents felt about each other and explain that puberty can include emotional changes such as being attracted to other people. ◦ Explain that one of the most important differences to start inside the body during puberty is that males produce a seed, called sperm, and females produce a special kind of egg, called an ovum; a male and female need these to make a baby. Ask the class what particular thing happened to the girl and the boy in the story which meant that one day they could become a mum or a dad. Explain that the 'drop of blood' means the girl is able to produce eggs and the 'sticky stuff' means the boy is able to produce sperm. ◦ When they become adults and decide to have a baby together, as in the story, the egg and the sperm join together inside the woman's body to help make a baby. You do not need to explain at this age how the sperm gets from the man's body into the woman's body to join with the egg; if pupils are interested, you could tell them they will learn more about this in Year 6. In pairs at tables, give out the Body Changes worksheet. Ask the pairs to tick the male, female or both columns for each of the body changes. Display the worksheet on the whiteboard and take feedback from the groups, correcting any misunderstandings where necessary. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Discuss with the class why puberty can be an exciting time and that there is a lot to look forward to. On the whiteboard, make a list of positive and exciting aspects of entering puberty and growing up, e.g. being given more responsibility, staying out later, getting taller. ◦ Discuss: When does puberty happen? Why do these changes happen? Can we choose whether these changes happen or not? Finish with a go-round: One good thing about getting older is ... ◦ Revisit initial assessment from lesson 4. Ask the children to now complete the end line assessment on the topic. Use as assessment 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Hedgehogs ◦ Musical islands ◦ What am I? <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ KS2 Science curriculum

Lesson:	Learning Objective:		Ideas for further development/circle time
5	To understand aspects of discrimination	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ 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. ◦ Introduce the slogan 'My Body My Rules' to the class. ◦ 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. ◦ Ask the pupils 'what does 'My Body My Rules' mean to you?' Have children discuss in talk partners. ◦ 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. <p>Main:</p> <ul style="list-style-type: none"> ◦ Explain to the class that Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what the best is for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights. ◦ Refer to the United Nations Convention on the Rights of the Child. Tell the boys that Article 31 does not apply to them for the rest of the year and after the lesson they will not be allowed to have their play time. However, the girls will be able to go out and have their play time for the rest of the year. Ask the boys what they think about this and how it makes them feel? ◦ Ask the boys to stand up, tuck their chairs in and sit on the floor because only girls are allowed to sit on chairs in the classroom. Does the whole class think that this is fair? ◦ Explain to the class that girls and boys, women and men are treated differently in societies the world over including in the UK. In the past women were not allowed to vote in the UK. Today this would be seen as a type of discrimination. Define discrimination to the whole class: Unfairly treating a person or group of people differently from other people or groups of people. ◦ Explain that we make lots of choices everyday on our own but voting involves making a group decision. Voting gives everyone a fair chance to speak up and be heard. For example, every 4 years, adults aged 18 and over vote for who they want to run the country. ◦ Explain to the class that the reason women were given the right to vote in 1918 is because in 1903, a lady called Emmeline Pankhurst set up a group called the Suffragettes. The word Suffrage means the right to vote and this is what women wanted. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Explain to the class that the suffragettes fought a long time for women's rights and in the end the work done by women during the First World War gave women the chance to prove themselves by doing the jobs and other things that men used to do. The government finally agreed with the suffragettes that women deserved to have the right to vote. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Musical feelings ◦ How are you feeling
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Rights of a right sheet <p>PLEASE NOTE: Please see footnote at the end of lessons in relation to these lessons.</p>		<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ KS2 Science curriculum ◦ Posters ◦ Speeches
	<p>External resources used:</p> <ul style="list-style-type: none"> ◦ Norbury Primary Schools FGM resources 		

Lesson:	Learning Objective:		Ideas for further development/circle time
6	<p>To understand that every individual no matter what their gender should be treated with equal respect and opportunities</p> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Video link ◦ He named me Malala <p>PLEASE NOTE: Please see footnote at the end of lessons in relation to these lessons.</p> <p>External resources used:</p> <ul style="list-style-type: none"> ◦ Norbury Primary Schools FGM resources 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Recap work done from last week’s lesson. What is voting? What is discrimination? Who were the Suffragettes? Why are they so important? ◦ Explain to the class that despite the huge efforts of the suffragettes here in the UK and other groups or individuals all over the world that, there is still some discrimination against women and girls. ◦ Explain that one such practice that discriminates against women and girls is FGM. FGM only happens to girls and FGM does not respect ‘My Body My Rules’ ◦ Leave post its on each table. Explain to the class that if they have any questions throughout the lesson to write them on the post it note and they will be answered at the end of the lesson. <p>Main:</p> <ul style="list-style-type: none"> ◦ As a class watch FGM “let’s talk Pants” animation - https://www.youtube.com/watch?v=FNue7K7FdTQ ◦ What does FGM stand for? Ask pupils to define what each letter stands for in the acronym FGM and sum up: F = Female (girls or women) G = Genital (Vagina/penis/testicles) M= Mutilation (cutting or changing) ◦ FGM is the cutting or changing of girls private parts. ◦ Explain to the class that FGM will end one day but that like the Suffragettes, we have to be brave and stand up for our rights because the United Nations Convention on the Rights of the Child are there for the protection of all children whether you are a boy or a girl. ◦ Explain to the class that the difference between male circumcision and female genital mutilation: Female genital mutilation is illegal in the UK. 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. ◦ Explain to the class that one person who is already doing this and is trying to end discrimination against girls and women is a teenager called Malala Yousafzai. As a class watch video link He Named Me Malala trailer: https://www.youtube.com/watch?v=XLrVqzWWlsc Feedback on video as a class. Why is the work Malala doing so important? Why is she doing this work? Why is she so resilient? <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Why do you think we are discussing this harmful and illegal practice? ◦ This is happening to some girls in the UK, it is important that you are aware you know what to do if it’s happening to a friend/ you /or if you are worried. Who can you talk to about this? ◦ It is important to know that the people who love girls the most are the people that agree to this practice. This can include. Parents, grandparents, aunties, uncles, close family friends and other adults that you may trust. They believe that it prepares a girl for marriage and they even say that they do it because of their religion. But there is not one single holy book that tells us to put girls through FGM. Today we are teaching you about the facts so that you have the right information to be able to say NO to FGM and we must do exactly the same with adults that believe FGM is the right thing. We will show them proof or facts to help us change their minds. ◦ The children will have questions on their post-it notes stuck on the tables they are working on. 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. 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. ◦ Remind the class if they have worries or extra questions, they can speak to you or safeguarding lead 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Musical feelings ◦ How are you feeling <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ KS2 Science curriculum ◦ Posters ◦ Speeches

Lesson:	Learning Objective:		Ideas for further development/circle time
7	<p>To understand a growth mind-set.</p> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Sorting resources ◦ Statements <p>External resources used:</p> <p>NA</p>	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Explain to the class that over the next few weeks we are going to look at how positive thinking can help our learning and help us enjoy being in the classroom. ◦ Introduce the concepts of having a growth mind-set or a fixed mind-set. ◦ Use PP explain that having a growth mind-set means you have the skills to overcome difficulties, you embrace challenges and keep going even when things are difficult. Explain that having a fixed mind-set means you give up easily you, you avoid challenges and you don't try to overcome difficulties. <p>Main:</p> <ul style="list-style-type: none"> ◦ Display slide 74 for the children. Explain to the children that the sentences are demonstrate how you can change a fixed mind set to a growth mind set ◦ Then split the class into groups of three. Give them sorting resources. Explain that on the sheet there are statements which are of a growth mind-set and statements which are of a fixed mind-set. Explain they must sort the statements correctly and explain how they know which statement belongs to which mind-set. What is a fixed mind set? What is a growth mind set? Take pictures as evidence ◦ Take feedback as a class. ◦ Explain to the class that you are going to give them fixed mind-set sentences. Explain that they must work together in groups to change this to a growth mind-set sentence. ◦ Ask the children why they think it is important to be able to change a fixed mind-set thought to a growth mind-set thought. ◦ Reinforce the fact that when we are learning, a fixed mind-set will prevent us from doing our best, whereas a growth mind-set will help us progress and help us overcome difficulties. ◦ Split the children into groups and give them a fixed mind-set statement. Keep as evidence Again take feedback as a class. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Sit children in a circle. ◦ Discuss why a growth mind set is important. Would you like a friend to have a growth mind set? Why? How would a friend mind set help you? How could you help a friend if you had a growth mind set? 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Glad you're here ◦ You're ok ◦ Guess who <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Stories about positive thinking ◦ Links to Science curriculum ◦ Looking at people in history who had growth mind sets

Lesson:	Learning Objective:		Ideas for further development/circle time
8	<p>To understand a growth mind-set.</p> <hr/> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoints ◦ Quotes ◦ A3 paper <hr/> <p>External resources used:</p> <p>NA</p>	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Recap what growth mind-set means and recap why it is important to have a growth mind-set. ◦ As a class discuss why a growth mind-set is important in the classroom. How can it help us? How can it make us better learners? How can it make us better friends? ◦ Explain to the class that they are going to be given growth mind-set quotes and they must write what these quotes mean to them. ◦ Display slide 82 for the children. Explain that this is a growth mind-set quote. ◦ Ask the children to discuss in TPs what this quote means to them i.e. put the quote in their own words. ◦ Allow the children time to talk in their partners and then feedback as a class. What does this quote mean? How could this quote help us? What does it mean to you? <p>Main:</p> <ul style="list-style-type: none"> ◦ Split the children into pairs and give them a quote each. ◦ Explain to the class that they must identify what this quote means to them or write the quote in their own words. What is the meaning behind this quote? What does it mean to you? How could you write it in your own words? How would you recreate your poster? ◦ Explain to the children that they should recreate this poster putting the quote in their own words. ◦ Ask the children to think about the message this quote is conveying and why this message is important. ◦ Allow the children 15 minutes to complete this activity. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Children to feedback to class. What did the quote mean to you? How did you recreate it? What was the message? ◦ Children to share what the message in their poster was and why this message is important. Ask the children to share what the message meant to them and how they put it in their own words. ◦ Display these growth mind-set posters around the classroom. Keep as evidence 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Something good ◦ I like to have friends because <hr/> <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Story writing linked to growth mind set ◦ Looking at people in history who had a growth mind set

Lesson:	Learning Objective:		Ideas for further development/circle time
9	To understand rights in a friendship.	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Explain to the class that over the next few lessons we will be focusing on rights and responsibilities. ◦ Have the word 'Rights', the PP, ready for when the children come into class. As the class come in, randomly give out rewards, points or stickers. ◦ If children question why some are getting rewards – your reason is: you felt like it. ◦ Ask different children: <ul style="list-style-type: none"> - How did it feel? - What were your thoughts? - Do you think it was fair? Why? / Why not? <p>Main:</p> <ul style="list-style-type: none"> ◦ Ask: What is a right? ◦ Draw out discussion around this until a reasonable definition is reached. Use their experiences from the starter to build discussion. ◦ Show the dictionary definition of right on PP and ask the children to share some examples. ◦ Ask the children to think about what they're rights are. ◦ Ask the children to think about what rights they have in a friendship? Why do you have rights in a friendship? Does everyone have rights in a friendship? Why is it important to have rights in a friendship? ◦ In groups of six, ask children to map all the rights they think they have in friendship on to the bubble map template. Keep as evidence ◦ Ask each group to share the rights they have come up with. Did everyone come up with the same rights in a friendship? What was the same? What was different? <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Ask the children to explain why they feel these rights are important. ◦ Ask the children to think about what a friendship would be like if children did not have these rights. Ask the class to think about whether friendship gets these rights. Do you think all relationships should have these rights? Why? Would there ever be a time when someone in a friendship shouldn't have these rights? 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Something good ◦ In the country ◦ Saying no
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Bubble map 		<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Link to UN rights of a child ◦ Stories about rights of a child
	<p>External resources used:</p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
10	To understand responsibilities in a friendship	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Explain to the class that we will be continuing our work on rights and responsibilities. ◦ Recap what a right is and what a right is in a friendship. Have the children give examples of these. ◦ Recap why rights are important in a friendship and whether every child gets these rights. ◦ Explain to the class that with rights in a friendship come responsibilities. ◦ Display the word responsibility on the PP and ask the children to discuss in pairs what this word means. What does responsibility mean? Why is it important to have responsibilities as well as rights? <p>Main:</p> <ul style="list-style-type: none"> ◦ Draw out discussion around what a responsibility is this until a reasonable definition is reached. ◦ Ask the children to discuss in TPs how rights link to responsibilities. ◦ What responsibilities do you have in a friendship? Why is it important to remember our responsibilities as well as our rights? Does everyone in a friendship have responsibilities? Do people in different types of relationships have responsibilities as well as rights? ◦ Split the class into groups of three. ◦ Have each group chooses a right from last week's lesson ◦ Explain that each group must then draw a poster showing their responsibilities in a friendship linked to that right. ◦ Allow the children 10 – 15 minutes to complete this poster. Keep as evidence ◦ Teacher to monitor to ensure the children are on task and to discuss what they are drawing. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ As a class come back together and discuss what they have drawn. What responsibilities were linked to the different rights? What would you do is someone was not following their responsibilities in a relationship? ◦ Allow the children to feedback on all posters and as a class discuss what responsibilities we have in relation to each right in a friendship. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Someone I like ◦ Up and down ◦ I want to improve
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Rights from last week's lesson ◦ A3 sheets of paper 	<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Link to UN rights of a child ◦ Stories about rights of a child 	
	<p>External resources used:</p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
11	To understand rights and responsibilities in a friendship	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Explain to the children that we will be finishing our work on rights and responsibilities in a friendship today. ◦ Recap what the rights and responsibilities within a friendship are. ◦ As a class discuss what rights and responsibilities in friendships are important. ◦ Ask the children to discuss how rights link to responsibilities in a friendship. ◦ Explain to the class that today they are going to create a class rights and responsibilities in friendship poster. <p>Main:</p> <ul style="list-style-type: none"> ◦ Split the class into pairs. ◦ Explain to the class that they must create a poster outlining the rights and responsibilities that everyone has in a friendship. What are the most important rights and responsibilities? Do these just link to friendship or do they apply to other relationships? How will you create your poster? What will you include? ◦ Allow the children 10 – 15 minutes to complete the poster, encourage the pairs to talk to one another to discuss what they are writing/drawing. ◦ Teacher to monitor to ensure the children are on task and to discuss what they are drawing/writing. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ As a class come back together and discuss what they have drawn/written. ◦ What rights and responsibilities did people include? Were they all the same? Why do you think this was? How can we share this information with others? Who would you talk to if you were worried about your rights in a friendship or in a relationship? ◦ Allow the children to feedback on all posters and as a class discuss what rights and responsibilities we all have within friendships; explain why it is important to remember these rights and responsibilities. ◦ Display in the classroom. Keep as evidence 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ I want to improve ◦ Either/or ◦ Sticky backs
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ A3 sheets of paper 	<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Link to UN rights of a child ◦ Stories about rights of a child ◦ Information writing 	
	<p>External resources used:</p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
12	To recap what a good friend is.	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ After end assembly discuss content of assembly in class. ◦ 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? <p>Main:</p> <ul style="list-style-type: none"> ◦ As a class, recap what we have learned about being a good friend <ul style="list-style-type: none"> - Has a growth mind set - Knows the rights in a friendship - Know the responsibilities in a friendship ◦ 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. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Hand the children their initial assessment sheet from lesson 1. ◦ Explain to the class that you would them to add to their 'What they are looking for in a friendship'. Is there anything you will add? Why? Is there anything you will remove? Why? ◦ Keep as end assessment evidence 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Sit back and relax ◦ New friends ◦ Something good
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Assessment template from lesson 1 	<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Stories linked to friendship 	
	<p>External resources used:</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 4.

Lesson:	Learning Objective:		Ideas for further development/circle time
5	To explore how dementia affects the whole family	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ What do you remember about dementia from Year 3? Record on flip chart paper. Keep as evidence. ◦ Use a percussion instrument or clap a simple pattern for your class to repeat back to you. Gradually make the pattern more challenging. ◦ Then ask the class: What have you used to remember the pattern? ◦ Discuss that they used their memory to be able to recall the pattern. Then remind learners that dementia can affect memory, as well as other things that our brains control. In groups, challenge pupils to use their learnings from Year 3 to list everyday tasks that can be affected by dementia as the brain gets confused and muddles things up e.g. getting dressed, brushing teeth. ◦ Take feedback from the class and record on flipchart paper. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Musical feelings ◦ How are you feeling
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Flipchart paper ◦ Percussion instrument ◦ Story ◦ Memory boxes 	<p>Main:</p> <ul style="list-style-type: none"> ◦ Read the 'Memory Box Story' which concludes with the little boy ready to go and collect items to create a memory box for his Grandma who is living with dementia. ◦ Discuss how Jack would have felt at different stages of the story, particularly drawing out how Jack would have felt better after talking to his parents about it and that talking about it is the correct thing to do. ◦ Give pairs a couple of minutes to think about what things Jack and his Grandma enjoyed doing together. Share these ideas as a class. ◦ Task learners to create a memory box for Jack's Grandma using 'Memory Boxes' (Activity Sheet 2). To develop the activity, task learners with decorating a shoe box and adding items that would help his Grandma remember the special times. ◦ If shoe boxes aren't available, learners could stick or draw pictures on a large piece of paper. The items could be drawn by the learner or they could find pictures on computers or in magazines. Pictures could include swings, parks, cupcakes, story books, etc. Keep as evidence 	<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ English writing
	<p>External resources used:</p> <ul style="list-style-type: none"> ◦ Alzheimer's society resources for young people 	<p>Plenary:</p> <ul style="list-style-type: none"> ◦ What did you put in the box? Why? Why is it important to keep things that remind us? Do you think doing this helped Jack feel better? Why? 	

Lesson:	Learning Objective:		Ideas for further development/circle time
6	<p>To explore how assistive technologies can help people living with dementia</p> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Flipchart paper ◦ Percussion instrument ◦ Story ◦ Memory boxes <p>External resources used:</p> <ul style="list-style-type: none"> ◦ Alzheimer's society resources for young people 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Recap learning from last week's lesson. Ask pupils to share their memory boxes and explain the reasons they chose the items that they picked and how they think it would help the Grandma in the story. ◦ They can also discuss how Grandma may feel when she sees the box and the items in the memory box. (These boxes could be used as a display to show to parents and help to raise awareness throughout the community.) <p>Main:</p> <ul style="list-style-type: none"> ◦ Explain to the class, as we have discussed before, many people can live with dementia successfully however they may need extra help. ◦ Explain to the class that assistive technologies are things that help someone do a task that they struggle to do or that they can't do on their own. ◦ Explain to the class that these assistive technologies can be simple such as electronic clocks / calendars or more complex devices such as an automatic pill dispenser. ◦ Explain to the class that some people with dementia may wear things that can be used to show where they are so that they can be found easily if they get lost. ◦ After you have discussed assistive technologies with your class, split the class into small groups ◦ Explain to the class that would like to group to work together to design an assistive device for someone with dementia. Explain that they must explain why this would be useful for people living with dementia. ◦ Allow the children 15 minutes to design their device. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Come together as a class and share designs. ◦ What design do you like? Why? Would it be useful? How? 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Musical feelings ◦ How are you feeling <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ English writing