

Theme: Relationships
Term: Summer
Year group: 5

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:

- Puberty
- Penis, testicles, sperm, vagina, ovum
- Period and sanitary products
- Wet dreams and erections
- Hygiene
- Belonging
- Included
- Excluded
- Growth mind set
- Fixed mind set

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	To identify the qualities of a good friend	<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 diamond 9 activity to each child. (it may be useful to have this photocopied onto a coloured paper to make end line assessment easier) Explain to the class that they must imagine their ideal friend, explain that on the 9 diamonds there are qualities of friends. Explain that they must order the diamonds from what they consider the most important quality for their friend to have to the least important. Explain that this is unique for each child. All children to complete the diamond nine activities, plotting the most important quality for them to the least important quality. Have the children stick these to a sheet of paper. Keep as baseline assessment evidence 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> Getting to know you Information sharing
	<p>Resources needed:</p> <ul style="list-style-type: none"> PowerPoint Base line assessment template 	<p>Plenary:</p> <ul style="list-style-type: none"> Class to come together and share what they write about a good friend. What did you put first? Why? What was the least important? Why? Did people order the qualities differently? Why? 	<p>Curriculum links:</p> <ul style="list-style-type: none"> Story about friendships Links to story writing
	<p>External resources used:</p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
2	To explore the emotional and physical changes occurring in puberty	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Grow through ground rules with the class. Give each children baseline assessment sheet. Ask the pupils to write a response to Alicia. What does Alicia need to know? Should she feel shy? Should she feel embarrassed? Use as base line assessment Keep as evidence ◦ Introduce the idea of physical and emotional change by briefly discussing the difference between babies and children; i.e. what they can or can't do and what they look like. Use a go-round, asking each child to say their name and complete the following sentence: One change that happens as a baby grows up is... <p>Main:</p> <ul style="list-style-type: none"> ◦ Tell the class that the lesson will be about the changes that occur during puberty. Explain that puberty is a special time of change when children grow and develop into young adults, or teenagers. ◦ Begin to introduce puberty by asking the pupils questions. What is puberty? What age does puberty occur? What happens during puberty? Why do people need to go through puberty? Should people be scared/embarrassed about puberty? Does everyone begin puberty at the same time? What are some of the changes that happen to women during puberty? What are some of the changes that happen to men during puberty? Record all responses on large sheet of flip chart paper. Keep as evidence ◦ In pairs ask children to discuss the question: What physical and emotional changes do you think happen during puberty? Share ideas and record them on the board. Organise into lists for changes that happen to males, females and both. For help with this activity refer to the Puberty Changes Teacher Guide ◦ Using the Pictures of male and female reproductive organs display the external body pictures of the adult male and female. Ask the class if they think the male/female have gone through puberty – how can they tell? (E.g. body shape, pubic hair, breasts, chest hair, size of penis and testicles etc.). Display the pictures of the reproductive organs and label key parts (womb/uterus, ovaries, vagina and penis, testicles, scrotum). Explain what happens to them in puberty (i.e. that the female starts to produce eggs in the ovaries and the male starts to produce sperm in the testicles). ◦ In groups, give pupils copies of the external and/or internal pictures and ask them to label the body parts and/or the changes which occur during puberty. Encourage pupils to use the scientific words to help them remember the new vocabulary. Sum up the activity by reminding pupils that since everyone is different, no two bodies look exactly the same and during puberty everyone will change at a different <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Ask the pupils to complete the Anonymous Questions template: After the lesson I wanted to know... This can be used as a needs assessment and can inform future lessons. Explain that the children's questions, where relevant, will be answered during the next two lessons. ◦ In pairs, discuss what they have learned in this lesson and use a go-round to close e.g. One thing I learnt today was ... 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ My opinions ◦ Brilliant Ben
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ Baseline assessment ◦ PowerPoint ◦ Flip chart paper ◦ Puberty changes guide ◦ Group worksheet ◦ Question template 		<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
3	<p>To understand male and female puberty changes in more detail</p> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ Puberty Changes Teacher Guide ◦ Menstrual cycle animation ◦ Puberty Card Game ◦ Puberty Card Game answer sheet ◦ Puberty Card ◦ PowerPoint ◦ Selection of sanitary wear (tampons, sanitary towels, panty liners) ◦ Question template from lesson 1 <p>External resources used:</p> <ul style="list-style-type: none"> ◦ Christopher Wintour 3rd Edition 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ In a circle, remind the class of the ground rules from the last lesson. Ask the pupils what they remember from the first session, reminding them that both physical and emotional changes happen during puberty. ◦ Use the Pictures of male and female reproductive organs to recap on the main body parts. <p>Main:</p> <ul style="list-style-type: none"> ◦ Explain that in this session we will be looking at some of the main puberty changes that happen to males and females in more detail. ◦ Ask questions to establish what the class understands about menstruation (periods) so far What is a period? Who gets a period? Why? Use the whiteboard to show an animation of the menstrual cycle which can be found at: http://www.kidshealth.org/teen/your_body/body_basics/female_repro.html Pause the animation after each section, ensuring that the class understands what has happened. ◦ Discuss the changing visuals and explain the commentary if necessary. ◦ Discuss how the menstrual cycle impacts on a woman's feelings and explain that just before, and during a period women can feel physical pain and discomfort and also feel tense or moody. At your discretion show different types of sanitary wear (tampons and pads) and explain how they work. ◦ Discuss some of the key changes that happen to boys during puberty, such as sperm production, testicles 'dropping', erections and wet dreams. Support this by referring to the Male Pictures and use the Puberty Changes Teachers Guide to help with explanations. Discuss how these changes might impact on a boy's feelings and moods and reinforce that they are a normal part of growing up. ◦ In small single sex groups, hand out copies of the Puberty Card Game. Ask the children 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. Circulate and support the groups to achieve the task. Take photographs as evidence <p>Plenary:</p> <ul style="list-style-type: none"> ◦ With the whole class, go through the statements, use answer sheet to categorise the statements. Use key points from the Puberty Card Game answer sheet to reassure the class about puberty changes and discuss how these might be managed. ◦ Refer to the anonymous questions and explain which ones have been covered in this lesson. Address any outstanding issues and remaining questions. ◦ In pairs, discuss what has been covered in the lesson. Finish with a closing round: One thing I have learnt about puberty today is ... 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Oranges and lemons ◦ Finish the sentence <p>Curriculum links: KS2 Science curriculum</p>

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4	To explore the impact of puberty on the body and the importance of physical hygiene	<p>Introduction:</p> <ul style="list-style-type: none"> In a circle, remind the class of the ground rules from the last lesson. Ask the class what they remember from last week. Explain that in this session we are going to focus on how young people can take care of themselves during puberty. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> Balancing your partner Send a ripple
	<p>Resources needed:</p> <ul style="list-style-type: none"> Kim's Game items including: spot cream, bra, comb, deodorant, make up, shaving foam, sanitary towels, tampons, panty liners, diary, teenage magazine, mobile phone, cloth to cover items Kim's Game Teacher Guide Year 5 Puberty Problem Page and cut-outs and guide PowerPoint Assessment sheet from lesson 4 	<p>Main:</p> <ul style="list-style-type: none"> Tell the class that they are going to play a memory game and show them the bag of objects. Explain that all the objects inside the bag have something to do with puberty and growing up. Ensure that the objects relate to both physical and emotional changes. Take the objects out of the bag one by one, asking the class if they know what each one is. Name the objects and place them in the centre of the circle; Ask the class to briefly look at the objects and try to remember as many of them as possible; Cover the objects with a cloth and remove one of them without the class seeing what it is; Ask the children to identify which object is missing; Once the children have identified a number of the objects, discuss what some of them have to do with puberty. Ask questions such as: What is this for? Who uses it? Why might someone going through puberty use this? Use the discussion to explore how people can look after their bodies and feelings during puberty. Ask the class which objects they think are really essential and which objects people might choose to use. Reinforce that soap and sanitary wear are essential, whereas we can choose whether to use make up or hair products and also choose which types we use. Consider gender stereotypes and social pressures to look or be a certain way. Encourage the class to think about making informed, healthy choices. For help with this activity refer to the Kim's Game Teacher Guide Display the Puberty Problem Page on the whiteboard and focus on one problem to read out. Ask the whole class what advice they would give to this person. In groups of four or five, give one problem from the Year 5 Puberty Problem Page cut-outs to each group and ask them to discuss what advice they would give. Ask one person from each group to read out the problem to the whole class. Then ask the group to share the advice they would give. Use the advice to discuss with the class how to manage puberty and reinforce the fact that strong feelings and emotions are a normal part of growing up. Repeat for each group and use the discussion to generate ideas about who to go to for advice and support. For help with this activity read the Problem Page 	<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 	<p>Plenary:</p> <ul style="list-style-type: none"> Use a go-round using the sentence stem: One way to get help and support during puberty is ... Hand out assessment sheet from lesson 4 (do not let children look at original assessment yet) Ask the pupils to write a response to Alicia. Teacher to compare response from lesson 4 to lesson 6 to assess learning. Keep as end assessment evidence 	

Lesson:	Learning Objective:		Ideas for further development/circle time
5	<p>To understand the difference between religion and culture</p> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Video link ◦ Picture cards <p>PLEASE NOTE: 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>External resources used:</p> <ul style="list-style-type: none"> ◦ Norbury Primary Schools ◦ FGM resources 	<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"> ◦ Ask the pupils what do you know about rights? Why is it important to know our rights? ◦ As a class watch https://www.youtube.com/watch?v=pRGhrYmUjU4 ◦ Explain that there are some practices that are cultural not religious that don't honour the MY BODY MY RULES rule or The Rights of the Child but first let's try to understand the difference between religion and culture. ◦ Hand out picture cards and ask the children in groups, to divide the cards in to two columns that represent either religion or culture. Bring the class back together and explain that this task will be revisited after giving the definition of culture and religion. Allow the pupils their own contribution. ◦ Ask the pupils what is religion? Explain that sometimes, the teachings of one religion can be very similar to those of others. What is interesting is that there is what we call 'a golden rule' which is found in many religions. Doesn't matter where you are or what year it is, it always applies. ◦ Read out the Golden rule from the 6 largest religions in the world. What does do the golden rule teach us? What is similar about religions? Why is it important to see the similarities between religions? ◦ Then ask what is culture? Ask the class to give examples of styles of dress or foods from different cultures. How are cultures different? Why is it important to know our own culture? Why is it important to recognise the culture of others? <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Refer back to the card sorting activity –which pictures represent culture or religion. Support answers with explanations of each picture. ◦ Ask the pupils which pictures represent culture? Which pictures represent religion? What is the difference? How can we tell the difference? Why is it important to know the difference? 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ My opinions ◦ Brilliant Ben <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ KS2 Science curriculum ◦ Making posters ◦ Making information leaflets ◦ Speeches

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6	<p>To know I have the right to say no.</p> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Post its notes <p>PLEASE NOTE: 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>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 learning from last week's lesson. What is the difference between religion and culture? ◦ Explain to the class that there is one practice we are going to discuss that doesn't adhere to MY Body My Rules is a practice called FGM ◦ Ask the pupils 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 (to cut or change) ◦ FGM is the cutting or changing of girls private parts. ◦ 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. <p>Main:</p> <ul style="list-style-type: none"> ◦ Explain to the class 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 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 thing. ◦ 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. ◦ 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. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Explain that 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 that live in the UK so it is important that we are aware. ◦ 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? ◦ 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. ◦ 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 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ My opinions ◦ Brilliant Ben <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ KS2 Science curriculum ◦ Making posters ◦ Making information leaflets ◦ Speeches

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7	To develop a sense of belonging.	<p>Introduction:</p> <ul style="list-style-type: none"> Have the children sit in a circle. Talk a little about families and how we belong with them. How do we feel like we belong to our family? Who makes up our family? Explain that you and the class are going to talk about belonging together as a class. First, invite the children to imagine what it would be like if there was no school. Ask everyone in the circle to complete the sentence stem, 'If there was no school...' Ask the children to imagine what it would be like if you visited them all individually in their homes to teach them. Help them to identify what they would miss if school didn't exist. It is likely that the social aspect of school will be discussed. At the end, talk with them about how difficult it would be to teach lessons individually to all children and explain how time consuming it would be. Explain that even if they were all taught by e-learning they would only see words and would not be able to interpret the sense through body language, tone of voice and facial expression. There would be no physical interaction with their friends. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> My views about school Be a leaf
	<p>Resources needed:</p> <ul style="list-style-type: none"> PowerPoint A5 paper 	<p>Main:</p> <ul style="list-style-type: none"> Ask the children to think about a time they really felt they belonged to their class. Use prompts such as: <ul style="list-style-type: none"> When you really felt they belonged with the class; When you felt very happy to be in the class; When they felt that they were included, valued and highly thought of; When they felt that they made a positive contribution to the class. Explain to the class that feeling you belong is very important. Ask the children to share some of their ideas of times where they felt they belonged to the class with the rest of the class. Then explain to the children that they are going to be given a sheet of A5 paper. On this paper they are to draw a picture of a time when they felt they belonged to the class. Model doing this for the children and discuss what sorts of pictures they could draw. Allow the children 10 minutes to complete their drawings. Encourage the children to discuss what they are drawing with their partners. 	<p>Curriculum links:</p> <ul style="list-style-type: none"> Stories about belonging
	<p>External resources used:</p> <p>NA</p>	<p>Plenary:</p> <ul style="list-style-type: none"> As a class come back together and discuss what they have drawn. Why is belonging important? Do friends make you feel like you belong? Why does a good friend make you feel like you belong? Then create a class 'Belonging Tapestry' by joining all the smaller pictures together for display in the classroom. Keep as evidence 	

Lesson:	Learning Objective:		Ideas for further development/circle time
8	<p>To develop a sense of belonging.</p> <hr/> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Mind map template <hr/> <p>External resources used:</p> <p>NA</p>	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Recap previous learning with the class. ◦ Recap belonging to the class. What does it mean to belong? Ask the children to think of words they associate with belonging e.g. happy safe. They write these words down in a mind map format. Keep as evidence ◦ Explain to the children that today we are going to look at feeling we belong to places outside of school. Ask the children to think of ideas e.g. home, Granny's house, church, mosque, sports club etc. Where else do you feel you belong? Why? ◦ As a class discuss the different places we feel we belong. <p>Main:</p> <ul style="list-style-type: none"> ◦ Explain to the class that everyone is going to create a list of places they feel they belong. ◦ Give each child the mind map resource. ◦ Display an example of this resource on the IWB. Ask the children to complete the mind map of places they feel they belong outside of school. ◦ Once children have completed the mind- map invite them to share their ideas with the class. Discuss similarities and differences in the places the children have named. ◦ As a class discuss what makes them feel like they belong to that particular place. ◦ Discuss how belonging to that place makes them feel. ◦ Discuss with the children why it is important to feel like they belong somewhere. ◦ Where do you feel like you belong? What makes you belong here? Who else is part of this group? Why do there belong there? What else do you have in common with these people? How does it feel to belong in these places? Why is belonging important? <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Provide each child with a post-it. ◦ Ask the children to think about one place outside of school where they feel that they belong. Ask them to write this place on the post-it note. Then ask the children to think of the emotion they feel the most when they are in this place, ask them to write this on the post-it also. ◦ Invite the children to share what they have written with the rest of the class. Stick the post-its around the tapestry from last week's lesson. Keep as evidence 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ UFO <hr/> <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Stories about belonging ◦ Stories which explore similarities and differences

Lesson:	Learning Objective:		Ideas for further development/circle time
9	To develop a sense of belonging.	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Recap the previous lessons with the class. ◦ Discuss the places the children feel they belong and how they feel in these places. Where do you feel like you belong? What makes you belong here? Why do there belong there? What else do you have in common with these people? How does it feel to belong in these places? Why is belonging important? ◦ Ask the children to think about people who don't feel they belong anywhere. Ask the children how these people might feel. Discuss as a class. How would they feel? Why might they feel like they don't belong? ◦ Ask the children what they could do to make everyone feel like they belong. Jot down answers for display in the classroom. Keep as evidence ◦ Again discuss as a class why it is important to feel a sense of belonging and why everyone needs to have a sense of belonging. What would you do if a friend didn't make you feel like you belonged? Is this a true friend? Why do good friends make you feel like you belong? 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Problems ◦ You're good at
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Badge template 	<p>Main:</p> <ul style="list-style-type: none"> ◦ Explain to the class that we are going to be designing 'Belonging Badges.' ◦ Explain to the class they everyone will design their own badge drawing pictures of where they feel they belong to and of how they feel in these places. E.g. – church, happy, safe, home. ◦ Have the children brainstorm examples of what they could draw in their badge. ◦ Show the children an example of a badge on PP. ◦ Then give each child a badge template and ask them to complete their badge with pictures of them in the places they feel they belong. 	<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Stories about people who have overcome adversity ◦ Stories about people who demonstrated resilience
	<p>External resources used:</p>	<p>Plenary:</p> <ul style="list-style-type: none"> ◦ Invite the children to share their badges with the rest of the class. What did you draw? Why? Why do you feel like you belong here? Did anyone else feel like they belong here? ◦ At all times reinforce how it is important to have a sense of belonging and how we can make everyone feel that they belong. 	

Lesson:	Learning Objective:		Ideas for further development/circle time
10	To understand benefits of a growth mind-set.	<p>Introduction:</p> <ul style="list-style-type: none"> Ask the children to think back to the learning they did in Year 4 based on having a growth mind-set. Ask the children to discuss in talk partners what a growth mind-set is and how it helps us learn. What is a growth mind set? Why is it important? How do we use a growth mind set? Why is it important to surround ourselves with people with a growth mind set? Ask the children to think about the differences between having a growth mind-set and a fixed mind-set. Again take feedback from the class. What are the differences? Why is it important to know the differences? <p>Main:</p> <ul style="list-style-type: none"> Explain to the class that growth mind-set is very important to have in many parts of life: School, Work, Sports, and Friendships. Why do we need a growth mind set in these places? Why would happen if we had a fixed mind set? Explain that by having a growth mind-set we can overcome challenges and become resilient in our lives. Display picture on PP. explain to the class that this is a German Footballer after they lost to Japan in the 2011 Women’s World Cup. Explain to the class that this was the first time in a dozen years; the German women’s football team weren’t playing in the World Cup semi-finals. Ask the children to think about how they woman was feeling? What would she have been saying to herself? Discuss as a class. Then split the class in half. Explain that one half will be looking at this picture with a growth mind-set attitude and the other half will be looking at the picture with a fixed mind-set. Provide the children with sheets of paper to record what they would be saying with this mind-set. E.g. fixed – you weren’t good enough, you’ll never be good enough Growth – you can do it next time, today just wasn’t your day. Allow the children 10 minutes to come up with phrases that could be said in this picture associated with a fixed and growth mind-set. Keep as evidence <p>Plenary:</p> <ul style="list-style-type: none"> Have the children return to the carpet and share their ideas with the rest of the class. Ask the children to think of the benefits in this situation to having a fixed or a growth mind-set. Display next picture to the class and explain that in the next Women’s World Cup 2015, Germany reached the Semi Finals. Discuss what sort of a mind-set would have led them to bouncing back and being resilient. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> I felt lonely when Parachute games
	<p>Resources needed:</p> <ul style="list-style-type: none"> PowerPoint Lesson 4 template 	<p>Curriculum links:</p> <ul style="list-style-type: none"> Stories about people who have overcome adversity Stories about people who demonstrated resilience 	
	<p>External resources used:</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
11	<p>To understand benefits of a growth mind-set.</p> <hr/> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Pictures ◦ Speech bubbles <hr/> <p>External resources used:</p> <p>NA</p>	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Recap the work done last week and having a fixed or a growth mind-set. ◦ Remind the children of the German football team, who were knocked out of the world cup before the semi-finals for the first time in 12 years. ◦ Ask the children to think about how this team bounced back (went to the semi-finals the next year) what mind-set would they have needed to do this? ◦ Explain to the class that today we are going to be practising growth mind-set thoughts. <p>Main:</p> <ul style="list-style-type: none"> ◦ Show the children the pictures on the PowerPoint. ◦ Explain that all these people have recently had a knock back. Ask the children to discuss what this knock back might have been. Feedback as a class. ◦ Explain that these people now have a choice – to let the knock back define them and to not try again or to learn from the knock back, take the best from it and strive to move forward. ◦ Split the class into pairs and ask them pairs to pick one picture. ◦ Give them speech bubbles and have them write things these people could say to themselves with a growth mind-set. Keep as evidence ◦ Allow children 10 minutes to write growth mind-set messages for their chosen picture. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Share growth mind-set messages as a class. ◦ Why do these people need to have a growth mind set? What would happen if they didn't have a growth mind set? How could we use this growth mind set technique in our own lives? ◦ Discuss how these messages would help the person and what effect they would have on the person. ◦ Display these around the classroom. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Spider's web ◦ Well done <hr/> <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Stories about people who have overcome adversity ◦ Stories about people who demonstrated resilience

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 - Helps us belong - Helps keep us safe - Is kind - Is proud of us ◦ 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 put diamond 9 sheet (do not let children look at original diamond 9 yet) Ask the children to think about what they have learned over the last few weeks and ask the pupils to order these friendship qualities from most important to least important. Have the pupils stick these to sheet of paper. ◦ Then hand the pupils their diamond 9 from lesson 1. Ask the pupils to compare both sheets. Did you order the qualities differently? Why do you think this is? Did anything stay the same? Why do you think this is? Is your diamond 9 similar/different to others? Why do you think this is? ◦ 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"> ◦ You're good at ◦ Word game
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Diamond 9 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 5.

Lesson:	Learning Objective:		Ideas for further development/circle time
5	<p>To understand what dementia is and how it is related to memory.</p> <p>Resources needed:</p> <ul style="list-style-type: none"> PowerPoint Worksheet 1 and 2 <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"> Start with a tray/table of eight objects covered up. Explain to the learners that you are going to show them the objects for one minute and then you will ask them to close their eyes. You will take one object away and ask learners to identify which object is missing. How did you do this? Did you have any good strategies to help you remember the objects? What was difficult? If you did this again would you do it differently? How did this make you feel? What does our memory do? How does it work? How does our memory help us in our lives? After sharing strategies to help learners remember, repeat the activity but this time, consider: Taking away an object and moving the others around, taking away two objects or increasing the number of objects. <p>Main:</p> <ul style="list-style-type: none"> What is memory? How can you improve your memory? What strategies help you to remember? What games can you play to help you remember better? What happens to your memory when you get worried? Introduce the idea that there are different parts of the brain, and each part has a different function. Divide the class into groups and give them the diagram with the brain in the centre worksheet 1. Discuss the fact that the brain has different areas responsible for different jobs. Give each group the worksheet 2 and ask learners to write down functions the brain controls in the boxes linked to the different areas of the brain. Prompt learners to think of all the times they have used their brain since they woke up this morning, for example: memory, physical skills, thinking, sight, balance, communication, recognising, hearing, movement. Explain that dementia affects how the brain functions. Keep as evidence Looking at the list the learners have come up with, ask them to suggest things that someone with dementia might struggle to do and write these below the boxes. For example, hearing – heard parent's instructions for eating breakfast (people with dementia might find it difficult to hear instructions given by a member of the family and remember them). Movement – putting on clothes in the morning (people with dementia might struggle to put on items of clothing). Point out that not everyone with dementia will show the same symptoms as a different part of their brain might be affected. <p>Plenary:</p> <ul style="list-style-type: none"> In pairs, ask learners to talk about the last holiday they went on, or the last day out they had. Tell them to focus on how they felt, for example: excited, happy etc. What did you do on the second afternoon of your holiday? If you couldn't remember the details of the holiday, do you think you would still remember it as being fun? Point out that people with dementia might not be able to remember what they did, but feelings and emotions can stay with them. If you know someone with dementia, it doesn't matter that they can't remember your visit – they may still feel happy when you are there and this may help their overall feelings. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> My opinions Brilliant Ben <p>Curriculum links:</p> <ul style="list-style-type: none"> Making posters Making information leaflets Speeches

Lesson:	Learning Objective:		Ideas for further development/circle time
6	<p>To understand what dementia is and how it is related to memory.</p> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Video link <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 of the memory game from Lesson 1 or play the alphabet shopping list game. ◦ Ask the class to sit in a circle. Start with the first learner and ask them to say: 'I am going shopping and I am going to buy...' ◦ Each learner should give an item beginning with the next letter of the alphabet ◦ As you go around the circle, each learner must repeat the phrase as well as each item (in alphabetical order); they must then add their item to the end of the list. ◦ Why is it difficult to remember everything? Are some items more difficult to remember than others? Why? How might someone with dementia struggle with simple tasks such as shopping for food? <p>Main:</p> <ul style="list-style-type: none"> ◦ Watch the video: 'Jennifer and Trevor's story - My granddads dementia' https://www.youtube.com/watch?v=cJPnge5olWM ◦ How has dementia affected Trevor's family? What difficulties might a family face when someone is diagnosed with dementia? What support did the family provide? What other support is available for someone living with dementia? ◦ Remind the class that dementia can affect the whole family, not just the person that has been diagnosed. ◦ Introduce the idea of a carer: 'A carer is anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support. Anyone can become a carer; carers come from all walks of life, all cultures and can be of any age.' ◦ What family member might a carer need to care for? What sort of jobs might be involved? Do you do any jobs around the home? What is the difference between doing jobs around the home and being a young carer? What would a carer say is the best part of being a carer and what would be the challenges? How might a family's life change if someone in their family is diagnosed with dementia? <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Remind the class: living with dementia can be frightening and lonely. However, with the right support and understanding, people with dementia can live well. ◦ Do you think people in society know enough about dementia? ◦ How can you help to educate others in school on dementia ◦ How can you help others (for example: your family) understand dementia better? ◦ Log on to the Alzheimer's Society website and explain that this charity helps to support families of people with dementia. ◦ Remind learners that they can also visit the Alzheimer's Society website for more information or that they can talk to members of staff if they are concerned about any of the issues raised during the lesson. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ My opinions ◦ Brilliant Ben <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Making posters ◦ Making information leaflets ◦ Speeches