

Celebrating Difference Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Year 5	<p>I understand that cultural differences sometimes cause conflict. I am aware of my own culture.</p> <p>Complete a culture wheel, describing what best represents their culture. Compare with a peer. Discuss situations where differences have led to conflicts (and how this can be linked to differences in culture that may be unfamiliar to them). Discuss how to reframe a conflict through scenario cards (Appendix 1).</p>	<p>I understand what racism is. I am aware of my attitude towards people from different races.</p> <p>Define racism. Using scenario cards, to rank why someone may be at risk of experiencing racism. To discuss what they should do if they suffer or see someone suffer racism.</p>	<p>I understand how rumour-spreading and name-calling can be bullying behaviour. I can tell you a range of strategies to manage my feelings in bullying situations and for problem-solving when I'm part of one.</p> <p>Define bullying and types of bullying (including sexism, racism and homophobia). Explore who can talk to if you are being bullied (including support lines like Childline) and how you can make someone feel better if you witness bullying.</p>	<p>I can explain the difference between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p>To explore direct and indirect bullying and how to prevent bullying or support those being bullied.</p>	<p>I can compare my life with people in the developing world. I appreciate the value of happiness regardless of material wealth.</p> <p>To explore the lives of children in developing words and compare them to their own. To relate back to stereotypes. To discuss the positive aspects of the lives of children in developing worlds (what makes them happy) and compare with themselves.</p>	<p>I understand a different culture from my own. I respect my own and other people's cultures.</p> <p>Complete a culture wheel from a child discussed last week and compare with their own culture wheel. Discuss how differences are okay and should be respected.</p>

Relationships Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Year 5	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self esteem.</p> <p>Define the terms 'characteristic' and 'self-esteem'. Discuss the impact having a positive self-esteem has on a person and explore ways to boost our self-esteem.</p>	<p>I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community feels unsafe or uncomfortable.</p> <p>Discuss and categorise safe and unsafe use of the internet. Explore age limits online and why they are set.</p>	<p>I understand there are rights and responsibilities in an online community or social network. I recognise when an online community is helpful or unhelpful to me.</p> <p>Explore risks, rights and responsibilities on joining an online community. Discuss who to talk to if they feel unsafe or at risk.</p>	<p>I know there are rights and responsibilities when playing a game online. I recognise when an online game is becoming unhelpful or unsafe.</p> <p>Discuss games they play online and why they enjoy playing them. Use a scenario to explore unsafe and unhelpful actions made online and what should be done to stop these happening again. List the negative behaviours which can occur online. Create advice cards on staying safe online.</p>	<p>I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected.</p> <p>Explore if children feel they have too much screen time. Explore the signs to suggest when people do have too much screen time and what the consequences might be. Explore how to balance a healthy amount of screen time with other activities and the benefits of this.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</p> <p>Sort information which is private and should not be shared online. To use a scenario story to explore unsafe behaviours online. To discuss what they need to do in order to stay safe online.</p>

Changing Me Overview

The nurse puberty talks are delivered in the Autumn term of Y5 to all children. The content overview is in appendix 3.

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u> (To be delivered to girls only following on from school nurse talks)	<u>Lesson 2</u> (To be delivered to boys only)	<u>Lesson 3</u>	<u>Lesson 4</u>
Year 5	<p>I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem.</p> <p>Explore the impact of the media on our own self-image. Define airbrushing in the media and how it is unfair to compare ourselves to such images. Discuss how we can turn negative thoughts about our self-image into positive one. Explore the impact of having a negative self-image.</p>	<p>I can explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. I understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p> <p>Recap on the school nurse talk. Discuss and explore menstruation worry cards (Appendix 2)</p>	<p>I understand the importance of good self hygiene. I know ways to help with my self hygiene and how to look after myself physically.</p> <p>Define hygiene - to sort examples of good and bad self hygiene routines. Explore how they keep themselves clean and hygienic.</p> <p>To discuss importance of physically looking after yourself, listing ideas to do this.</p>	<p>I understand what a stereotype is. I understand I should not use words to cause offence to others.</p> <p>Explore gender stereotypes using adverts, toys and clothing as examples to discuss. To discuss why certain words should not be used as a derogatory term (e.g. "That's so gay") and explore how words can be hurtful to others. Explore how to resolve conflicts positively, without using hurtful words.</p>	<p>I can identify what I am looking forward to when I move to my next class. I can think about changes I will make next year and know how to go about this.</p> <p>Explore changes that may occur (at school and personally) and discuss how they feel about these changes and how they will manage these changes.</p>

Appendix 1

1) A child tells another child at lunchtime that their food smells disgusting.

2) A child gets called names for wearing a turban or another religious item.

3) A child tells another child that their religion is wrong.

4) A child makes fun of a new child because they speak a different language.

5) A child says it is not normal to have two mums.

Appendix 2

My Mum has told me what to expect when my periods start, but I'm worried what will happen if they start while I am at school. I won't know who to talk to or how to get the stuff I need, and it could be really embarrassing.

I am a really keen swimmer and I also do a lot of dancing and other sports. It bothers me that when my periods start they'll interfere with all my activities and I won't be able to do what I want when I want.

Help! I've been told that when your periods start they go on until you are in your fifties. Am I really going to be bleeding for all that time?

Some of my friends say they would rather use tampons than pads or towels when their periods start. But I don't like the idea of putting something inside myself - and doesn't it mean that you're not a virgin any more?

I'm scared about my period starting because my big sister gets bad period pains and they make her really grumpy. Is there anything I can do to make sure I don't have the same kind of problems?

I hate the idea of my periods starting because it all sounds so yucky and messy. I think it'll be embarrassing because everyone will know I've got my period.

I think I could cope with having a period at home, but at school... where would I put the used tampons as I don't see any bins in the girls toilets for our year group?

What if I need to change a sanitary pad/towel during a lesson? Won't everyone know that's why I am going to the toilet? I would feel embarrassed.

FOR THE BOYS:

You may notice that you begin to **grow facial hair**. This is due to your hormones and it will grow differently for each boy. **Hair may also grow on your chest**. At this time your **voice will start to sound deeper** due to your larynx in your throat get bigger and your vocal chords longer and thinner. Your appearance will slowly change. You will also notice your **shoulders become broader**. During puberty you will be aware that your **penis grows** in length and width, they all grow at different rates. There are tiny glands on your penis that produce fluid, if you haven't been circumcised this fluid enables the foreskin to move easily over the head of the penis. This fluid is called Smegma. It is very important to clean regularly as if the fluid builds up it can produce and unpleasant smell and crusty substance. To clean properly ensure your hands are clean and you gently pull back the foreskin, using clean water to wash. You have a sac that holds and protects your testicles behind your penis. This is called your **scrotum** and it will drop to keep the testicles cool and you will notice it will darken in colour too. You may sometimes be aware that your **penis becomes erect**. This is called an erection and it will feel hard. This can also happen while you are asleep as well and is called a **Wet Dream**. While you're asleep your mind takes over your body and practices what it need to do. Sperm is produced, it then travels to the gland where it mixes with semen, it comes down your urethra and exits the body. Sperm is what carries your DNA. It is protected by a white liquid called semen. All of these experiences are completely normal.

If you are worried please talk to your parent/ carer, teacher, GP, School Nurses or somebody that you trust.

FOR THE GIRLS:

Your **breasts will begin to develop**. Your nipples may start to feel tender, this is due to hormones being developed. As your breasts grow bigger you will need to get measured for a bra and you may feel more comfortable wearing a crop top, especially when playing sports. You will also notice that your **hips widen**. This is also normal and is your body preparing you potentially for child birth during your life time. Your body holds two small glands in your reproductive system called ovaries. Ovaries contain thousands of eggs, Each month an egg is released into the uterus via the fallopian tube. The uterus is a muscular wall sac. When the egg is released the uterus thickens ready to receive the eggs. These break down and pass through the vagina. This is called a **period or menstruation cycle**. Any age between 9-16 years old this can begin and usually stops approximately 50 years old. It may feel like a lot of blood is coming out although it is often not as much as it looks and it usually lasts between 2-8 days. Each person is different but it is common to come every 28 days. It is important to keep clothes fresh and to wear sanitary protection that can be purchased from pharmacies, supermarkets and your teacher may have some at school if necessary. Sanitary pads should be changed every 4 hours, depending on the flow. After use wrap the sanitary pad up and dispose of in a hygiene bin. You may experience **Period pains** in your lower stomach. Gently exercise or a warm bath can help ease these pains. It is important to shower daily although it is recommended to bath or shower twice daily during your period and to wear to clean underwear daily.

Please discuss anything you are worried about with your parent/ carer, teacher, GP, School Nurses or somebody that you trust.

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