

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

Links to national guidance:

- A1: that families are important for children growing up because they can give love, security and stability.
- A2: the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- A3: that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- A4: that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow
- A5: that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- A6: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- B1: how important friendships are in making us feel happy and secure, and how people choose and make friends.
- B2: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- B3: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- B4: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

Key words:

- Penis
- Vagina
- Emotions
- Rights
- Responsibilities
- Friendship
- Growth mind set
- Fixed mind set
- Positive
- Body change
- Puberty
- Testicles
- Nipple
- Pubic hair
- Breast
- Menstruation
- Period
- Fallopian tube
- Womb
- Egg
- Sanitary products

External links and links to themed weeks:

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

<ul style="list-style-type: none"> ◦ B5: how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. ◦ C1: the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ◦ C2: practical steps they can take in a range of different contexts to improve or support respectful relationships. ◦ C3: the conventions of courtesy and manners. ◦ C5: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ◦ C7: what a stereotype is, and how stereotypes can be unfair, negative or destructive. ◦ C8: the importance of permission-seeking and giving in relationships with friends, ◦ E2: about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ◦ E3: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ◦ E4: how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ◦ E5: how to recognise and report feelings of being unsafe or feeling bad about any adult. ◦ E6: how to ask for advice or help for themselves or others, and to keep trying until they are heard. ◦ E7: how to report concerns or abuse, and the vocabulary and confidence needed to do so. ◦ E8: where to get advice e.g. family, school and/or other sources peers and adults ◦ F2: that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ◦ F3: how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ◦ F4: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ◦ F5: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness 		
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<ul style="list-style-type: none"> ◦ F6: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ◦ F7: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ◦ M1: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ◦ M2: about menstrual wellbeing including the key facts about the menstrual cycle. 		
<p>Links to Ofsted:</p> <p>Intent: Our school’s PSHE planning is ambitious for all pupils and is coherently planned and sequenced to ensure that pupils build on and gain new knowledge and skills as they progress through primary school. Our curriculum is broad and balanced to ensure that pupils leave primary schools with the knowledge and skills to keep themselves physically healthy, mentally healthy and safe. We also aim to equip our pupils with the knowledge, skills and attitudes they will need to be active, respectful and engaged citizens of modern Britain.</p> <p>Implementation: Our PSHE curriculum has a wide range of child-centred activities to ensure the learning is enjoyable for pupils. The scheme of work is based on the learning descriptors laid out in the DfE’s ‘Statutory Relationships, Sex and Health Education guidance’. These learning descriptors are outlined at the beginning of each unit of planning to ensure teachers know the expected standard of learning that pupils should attain at the end of each unit of work. Our scheme of work contains both formative and summative assessment opportunities that support teachers to assess PSHE knowledge, and how these are applied within social and emotional skills development. PSHE is taught as a discrete lesson once a week but also forms an integral part of the values and ethos of our school.</p> <p>Impact: The impact of our PSHE curriculum is measured against the standardised descriptors laid out in the DfE’s ‘Statutory Relationships, Sex and Health Education guidance’. These descriptors are used as benchmarks for progression. The impact of our PSHE curriculum is also seen in the way pupils interact with others, the way in which can keep themselves</p>	<p>Assembly ideas:</p> <ul style="list-style-type: none"> ◦ Positive relationships ◦ Recap of Anti Bullying policy ◦ Being a good friend ◦ Keeping Safe (NSPCC link) ◦ Red Cross assembly ◦ Oxfam link 	

mentally and physically healthy, the respect pupils have for other people and the way in which pupils can keep themselves and people around them safe. The impact of PSHE is not just seen in academic progress within the subject, it is also seen in the way pupils become active, respectful and engaged citizens of modern Britain.

Lesson:	Learning Objective:		Ideas for further development/circle time
1	<p>To identify the qualities of a good friend</p> <p>Links to national guidance:</p> <ul style="list-style-type: none"> - B1, B2, B3, B4, B5 <p>Resources needed:</p> <ul style="list-style-type: none"> ○ PowerPoint ○ Base line assessment template <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 <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 Relationships Education lesson 1	To understand good friendships Links to national guidance: <ul style="list-style-type: none"> - B1, B2, B3, B4, B5 	Introduction: <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 growing and changing. 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. ◦ Explain to the class that we will be exploring friendships in today's lesson. ◦ Ask the pupils, what is a friendship? What does friendship mean? What is a healthy friendship? Take feedback from the class. Main: <ul style="list-style-type: none"> ◦ Explain that we are going to be watching a video about Megan and Jess and their friendship. ◦ Children to watch the video: https://www.bbc.co.uk/teach/class-clips-video/life-stories-friendship-struggles/zbpvcqt ◦ After watching, summarise the video stating: Megan and Jess are friends and enjoy spending time together. At school they try out for the relay team: Jess is the faster runner but she slows down to let her friend win. They are both selected for the school team and during the main race, Jess finally runs her fastest and beats Megan. Jess becomes popular with her classmates, but worries that beating Megan means she will lose her as a friend. Megan meanwhile is unsure about how to handle her friend's popularity, as her mother is always pushing her to be the best. Ask the children if they have anything to add to the summary. ◦ Ask the children to think about how Megan and Jess are feeling during the video clip. Take feedback and record responses. Keep as evidence. Do they have any similar feelings? Do their feelings change? Are they positive or negative feelings? Who could Megan and Jess talk to about their feelings? Ask the class to think about why Jess let Megan win. Was she being a true friend? What did the teacher mean when she said 'Do you think you'd be doing Megan a favour?' Take feedback. ◦ Ask the class to think what a true friend is and sharing what they value in a friend. ◦ Split the class into groups. Give each group a large outline of a person. Children should work together to fill this in with notes describing the qualities to make a good friend. Keep as evidence ◦ Share as a class. What was similar between groups? Was there anything different? What qualities are really important? ◦ Display group work in the classroom Plenary: <ul style="list-style-type: none"> ◦ Ask the class to consider what they would do in this same situation. Have some of the groups role-play the end of the race and explore how each girl could have acted differently. ◦ Is this ending showing a more positive friendship? Why? 	<i>Some of the following may be used for circle time activities:</i> <ul style="list-style-type: none"> ◦ Musical feelings ◦ How are you feeling
	Resources needed: <ul style="list-style-type: none"> ◦ PowerPoint ◦ Video clip ◦ Human outline 		Curriculum links: <ul style="list-style-type: none"> ◦ Stories about friendships
	External resources used: <ul style="list-style-type: none"> ◦ BBC Teach 		

Lesson:	Learning Objective:		Ideas for further development/circle time
3 Relationships Education lesson 2	To identify the people in my family, while recognizing that not all families look like mine To explain where I can get help and support Links to national guidance: <ul style="list-style-type: none"> - A1, A2, A3, A4, A5 	Introduction: <ul style="list-style-type: none"> ◦ Tell the class that you are going to move from looking at families in the past to looking at family life now. Ask them what the word 'Family' makes them think and take some quick responses – these might be a mixture of words and phrases, including family members, which they are going to think about in more detail. ◦ Divide the class into small groups and give each group a large piece of paper and a set of Post-It notes. Ask them to write 'Family members' in the middle of the paper, then on the post-its write down someone who is a member of a family e.g. mum, dad, aunty, stepdad, sister etc to stick around the title. They should write one person per Post-It and try to think of as many different people as possible. Keep as evidence. ◦ Bring the class together and discuss all the family members they've thought of. If groups have missed any, ask them to add the missing names on Post-Its. Show the class images showing a range of different types of family. Ask them for anything they notice about the images. Explain that although many people think of a family as being a mum, dad and children, this is just one type of family: families can come in all shapes and sizes. Main: <ul style="list-style-type: none"> ◦ Using their Post-Its, ask the groups to come up with different combinations of people who could be a family e.g. dad/dad/baby/teenager; mum/granny/daughter; dad/son; mum/stepdad/sister/brother, etc How many different combinations can they come up with? ◦ Bring the class back together and ask each group to share three examples of combinations they've made. Create a class list of these under the heading 'A family is...' Keep as evidence. ◦ Ask pupils to think about what their own family looks like – it might be one of the combinations they have shared or look different again. Emphasise that it's important to show respect towards families that look different from their own. ◦ Either as a class or in their groups, discuss why families are important and special. Then ask pupils to think about all the things that families give us – encourage them to think as widely as possible both emotionally and materially, and to make a list of a minimum of nine aspects e.g. love, care, help, money, clothes, security, etc. Make a list of what the children say. Keep as evidence ◦ In their groups, ask pupils to choose nine things on the list and write each one on a Post-It or piece of card. ◦ Now ask them to create a Diamond 9, (1 at the top, 2 in 2nd row, 3 in 3rd row, 2 in 4th row and 1 in last row, card at top is most important, card at bottom is least important) placing what they think the most important aspect might be at the top and the least important at the bottom, with the other aspects in between. They must discuss each one and agree it as a group before placing, and they can change their 	<i>Some of the following may be used for circle time activities:</i> <ul style="list-style-type: none"> ◦ Body building ◦ If I was a colour I would be
	Resources needed: <ul style="list-style-type: none"> ◦ PowerPoint ◦ Sheets of paper ◦ Post it notes 		Curriculum links: <ul style="list-style-type: none"> ◦ Story writing
	External resources used: First News		

		<p>minds and the order around as they go.</p> <ul style="list-style-type: none"> ◦ Emphasise that there are no right or wrong answers to this activity – what is important is the discussion pupils have about what families can offer us, not the final outcome. Ask groups to think about the reasons for their choices by asking them to justify placements as they are working. ◦ When groups have finished, ask each one for feedback and discuss decisions with the class. ◦ Prompts for discussion could include: <ul style="list-style-type: none"> ◦ why have you placed that one at the top/ bottom? ◦ has anyone placed a different aspect at the top/bottom? Why? ◦ why do you think that aspect is important? ◦ did everyone agree, or did anyone think that aspect should have been placed differently? ◦ if you took away that aspect, which one would take its place? ◦ if they took away all but one aspect, which one would remain? ◦ would any group change their mind about where they've placed certain aspects now they've heard from others? ◦ It is also interesting to see if there are similarities across groups e.g. have all groups placed the same aspect at the top? Are there any extremes e.g. have some groups placed an aspect at the top that others have placed at the bottom? ◦ Afterwards, ask if groups found this an easy or difficult activity. Is it possible to choose one aspect of family life to be more important than any others, or are they all equally important? <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Recap personal safety networks, with the class. Ask the children to hold up their hand, for each finger on one hand, ask them to think of an adult who they can trust, and that they can go to if they need help. Share as a class. 	
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Lesson:	Learning Objective:		Ideas for further development/circle time
4 Relationships Education lesson 3	To understand basic facts about puberty To begin to understand menstruation Links to national guidance: - M1, M2	Introduction: <ul style="list-style-type: none"> ◦ Draw seven lines or boxes on the board or flipchart to demarcate letters from a missing word. Ask the pupils to guess which letters of the alphabet make up the missing word. Give the pupils a set number of tries to guess the word. Spell out the word 'puberty'. Say the word 'puberty' aloud to the class. Ask the class what they think is meant by 'puberty'. Agree on a definition and display it on the whiteboard. Ensure that pupils know that puberty relates to change, growing and maturing from a child to an adult. Main: <ul style="list-style-type: none"> ◦ Place post it notes on each table. Explain to the class if they have any questions during the lesson they should write it on the post it note. Explain if you have not answered the question by the end of the lesson, they can put their post it notes in the ask it basket. Explain you may not be able to answer all their questions. ◦ Organise pupils into small groups and display the following questions. Ask pupils to discuss the answers in their groups. ◦ Does everyone start puberty at the same time? Usually, puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys. This wide range in ages may help to explain why some young people in the same age group are at different physical stages in their development. ◦ Will these changes happen to everyone at the same time? Puberty starts when your body is ready. It's a bit like when you start to lose your milk teeth—it happens to everyone at different times. ◦ Why are these changes happening? Puberty is a time when someone's body begins to develop and change as they mature from being a child to an adult. During puberty, your body will grow faster than at any other time in your life—except for when you were a baby. Puberty is caused by hormones: chemicals which are released into the bloodstream to send messages to different parts of the body. ◦ Take feedback from each group and discuss their responses as a class. Draw out the points above. Correct misconceptions and add further information as required. ◦ Explain that children and adults use lots of different words for parts of the body— some pupils may have special words which they use with their families. Some words are scientifically correct, and some are the common, everyday (slang) words. Some slang words can be confusing and learning the anatomical words will make sure we all understand each other in these lessons. ◦ Display slide 32. Challenge the pupils name the body parts correctly. Ensure that the male and female genitalia are included: penis, testicles, vagina, and vulva, along with the other body parts: mouth, eyes, nipples, feet/legs. Name and discuss each one in turn. ◦ Using slides 33 and 34 explain to the class that as we go through puberty our body changes in many ways. Discuss some of the changes on the PP. explain that these changes can happen at different and in different ways. ◦ Explain that some puberty changes happen to females and males: hair – pubic and body hair; body producing more oil, leading to greasy hair, spots and sweat; grow taller; larynx (voice box) grows and 	<i>Some of the following may be used for circle time activities:</i> <ul style="list-style-type: none"> ◦ Hedgehogs ◦ Musical islands ◦ What am I?
	Resources needed: <ul style="list-style-type: none"> ◦ PowerPoint ◦ Sanitary towels 		Curriculum links: <ul style="list-style-type: none"> ◦ KS2 Science curriculum
	External resources used: - Medway resources		

		<p>voice gets deeper</p> <ul style="list-style-type: none"> ◦ Females only puberty changes include: breasts – growth and nipples darken; waist and hips change shape ◦ Males only puberty changes include muscles increase; penis and testicles grow; changes to the larynx or ‘voice box’ leads to the voice ‘breaking’ (going deeper) — as the larynx grows it tends to protrude from the front of the neck — known as the Adam’s Apple. ◦ Explain to the class that one of the changes that happen to girls only is menstruation starts during puberty – this is also known as girls starting their period. ◦ Explain that a period is monthly bleeding and will start at some time during puberty for girls. Explain this is part of a female body’s monthly cycle. The average is to have a period every 28 days which lasts 3-4 days, but they can be anywhere between 24 and 35 days apart and last 1-7 days ◦ Explain periods in the following way: <ol style="list-style-type: none"> 1. when a girl reaches puberty, she will have lots of hormonal changes (chemical changes) happening in her body. These chemical changes are causing her body to grow and change during puberty 2. These hormones will also cause a girl’s period to start. 3. All girls start their period during puberty, some start sooner than others. 4. These hormones cause an egg to be released from a girls ovary. 5. This egg then travels down your fallopian tube and into your uterus. 6. When the egg reaches the uterus, the uterus lining (the muscular tissue) becomes thicker to protect the egg. 7. When the egg does not need to be protected anymore (usually by day 28 of a girls monthly cycle) the uterus sheds (gets rid) of its lining. 8. this causes a period, or monthly bleed for girls. Explain that the blood lost during a period is not the same as the blood in our veins and arteries, it is waste blood and tissue that our body no longer needs. 9. explain that once a girl has had her period (shed the lining of her uterus, which usually lasts 3-4 days) the cycle begins again. 10. Explain to begin with, this may not happen every month, but eventually the cycle usually becomes regular and will happen every month. 11. Explain that to keep ourselves clean and healthy when we have a period, girls use sanitary towels (pads). Use the PP to explain what a sanitary towel is <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Give the pupils a few minutes to record any questions they have about the previous activity. These should be completed anonymously and put into the ask-it-basket. ◦ Explain that their questions will be responded to as soon as possible (you will need time to read the questions and consider if/how best to respond). 	
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Lesson:	Learning Objective:		Ideas for further development/circle time
5	<p>To understand aspects of discrimination</p> <p>Links to national guidance:</p> <ul style="list-style-type: none"> - C1, C5, C7, E2, E3, E4, E5, E6, E7, E8 <p>Resources needed:</p> <ul style="list-style-type: none"> o PowerPoint o Rights of a right sheet <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"> o Norbury Primary Schools FGM resources 	<p>Introduction:</p> <ul style="list-style-type: none"> o 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. o Introduce the slogan 'My Body My Rules' to the class. o 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. o Ask the pupils 'what does 'My Body My Rules' mean to you?' Have children discuss in talk partners. o 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"> o 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. o 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? o 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? o 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. o 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. o 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. o Explain to the class that someone else who 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 o Feedback on video as a class. Why is the work Malala doing so important? Why is she doing this work? 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> o Musical feelings o How are you feeling <p>Curriculum links:</p> <ul style="list-style-type: none"> o KS2 Science curriculum o Posters o Speeches

		<p>Why is she so resilient?</p> <ul style="list-style-type: none">◦ <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.	
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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>Links to national guidance:</p> <ul style="list-style-type: none"> - C1, C5, C7, E2, E3, E4, E5, E6, E7, E8 <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. ◦ Recap the times when boys and girls are treated unfairly or unequally. Use the rights of a Child resource to reinforce the rights that all children regardless of gender should have. <p>Main</p> <ul style="list-style-type: none"> ◦ Explain that there are many ways girls and boys are treated unequally. Explain that one such way that girls and boys are treated differently is through a practice called 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 notes and they will be answered at the end of the lesson. ◦ 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 (private parts - vagina) M= Mutilation (changing or altering) ◦ FGM is changing a girl's private parts to make them look and work differently. ◦ 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 FGM is illegal. What does illegal mean? ◦ Explain to the children that there are many words used for FG using the PP. explain that regardless of the word that is used, it is always illegal for someone to change or alter a girl's private parts. ◦ If something is illegal, it should not be happening. That is why we teach boys and girls about things that are wrong, so they can stand up like to Suffragettes and like Malala and make a change. <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? ◦ 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. See top tips sheet for support in answering questions. ◦ 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>Links to national guidance:</p> <ul style="list-style-type: none"> - F2, F3, F4, F5, F9 <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? ◦ Remind the children if they are ever worried about their own feelings or the feelings of a friend they should talk to someone they trust, who will be able to help 	<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> <p>Links to national guidance:</p> <ul style="list-style-type: none"> - F2, F3, F4, F6, F9 <p>Resources needed:</p> <ul style="list-style-type: none"> o PowerPoints o Quotes o A3 paper <p>External resources used:</p> <p>NA</p>	<p>Introduction:</p> <ul style="list-style-type: none"> o Recap what growth mind-set means and recap why it is important to have a growth mind-set. o 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? o 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. o Display slide 82 for the children. Explain that this is a growth mind-set quote. o Ask the children to discuss in TPs what this quote means to them i.e. put the quote in their own words. o 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"> o Split the children into pairs and give them a quote each. o 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? o Explain to the children that they should recreate this poster putting the quote in their own words. o Ask the children to think about the message this quote is conveying and why this message is important. o Allow the children 15 minutes to complete this activity. <p>Plenary:</p> <ul style="list-style-type: none"> o Children to feedback to class. What did the quote mean to you? How did you recreate it? What was the message? o 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. o Display these growth mind-set posters around the classroom. Keep as evidence o Remind the children if they are ever worried about their own feelings or the feelings of a friend they should talk to someone they trust, who will be able to help 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> o Something good o I like to have friends because <p>Curriculum links:</p> <ul style="list-style-type: none"> o Story writing linked to growth mind set o Looking at people in history who had a growth mind set

Lesson:	Learning Objective:		Ideas for further development/circle time
9	<p>To understand rights in a friendship.</p> <p>Links to national guidance:</p> <ul style="list-style-type: none"> - B1, B2, B3, B4, B5, C1, C2, C3, C5, C8 	<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. 	<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 	<ul style="list-style-type: none"> ◦ 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>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>	<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? 	

Lesson:	Learning Objective:		Ideas for further development/circle time
10	<p>To understand responsibilities in a friendship</p> <p>Links to national guidance:</p> <ul style="list-style-type: none"> - B1, B2, B3, B4, B5, C1, C2, C3, C5, C8, F7 	<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 ◦ Explain to the class they friendships should never make you feel lonely or isolated. Explain that if they ever feel lonely or isolated they should talk to an adult they trust, <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	<p>To understand rights and responsibilities in a friendship</p> <p>Links to national guidance:</p> <ul style="list-style-type: none"> - B1, B2, B3, B4, B5, C1, C2, C3, C5, C8 <p>Resources needed:</p> <ul style="list-style-type: none"> o PowerPoint o A3 sheets of paper <p>External resources used:</p> <p>NA</p>	<p>Introduction:</p> <ul style="list-style-type: none"> o Explain to the children that we will be finishing our work on rights and responsibilities in a friendship today. o Recap what the rights and responsibilities within a friendship are. o As a class discuss what rights and responsibilities in friendships are important. o Ask the children to discuss how rights link to responsibilities in a friendship. o 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"> o Split the class into pairs. o 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? o 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. o 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"> o As a class come back together and discuss what they have drawn/written. o 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? o 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. o 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"> o I want to improve o Either/or o Sticky backs <p>Curriculum links:</p> <ul style="list-style-type: none"> o Link to UN rights of a child o Stories about rights of a child o Information writing

Lesson:	Learning Objective:		Ideas for further development/circle time
12	<p>To recap what a good friend is.</p> <p>Links to national guidance:</p> <ul style="list-style-type: none"> - B1, B2, B3, B4, B5, C1, C2, C3, C5, C8 	<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><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>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>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. There is also a letter that can be sent to parents prior to delivering these lessons. These lessons are not statutory, and parents can withdraw their children from lesson 5 and 6 if they so wish.

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