

SRE Year 5, Lesson 1. Teacher's notes for 'Differences are okay'

Self-esteem and body image activity

This activity is designed to help pupils recognise that people are different in many ways, including physical differences. These differences make us who we are. Changes in our physical appearance during puberty are natural and part of growing up. Everyone goes through puberty and it nothing to be embarrassed about. This activity will help pupils to identify steps they can take to feel confident and good about themselves.

Teacher notes:

Before facilitating this lesson, you may want to review the following information about self-esteem. These facts can be shared with pupils during your discussions.

- Self-esteem is how you feel about yourself. These feelings can change as things in your life change, such as going to a new school, becoming a brother or sister or during puberty.
- Self-esteem can be positive (you love, respect, and trust yourself) or negative (you feel insecure and helpless).
- Body image is part of self-esteem. It is how you feel about how you look. Body image also includes how you think others see you.
- Having a positive body image means that you:
 - feel comfortable in your body and with the way you look;
 - feel good about the things your body can do;
 - feel empowered to take good care of your physical health.

Activity 1

Ask pupils to list ways people are different from each other. Include physical differences (such as eye colour) and non-physical (such as favourite kinds of music). Make a list on a whiteboard or flipchart. Things on the list might include:

- likes/dislikes
- abilities (some people are good at maths, some at writing, some at art, some at sports, some at music, etc.)
- interests
- height
- weight
- body build (slender, muscular, etc.)
- complexion
- hair colours/type (straight, curly, etc.)
- eye colour

Point out that some things we can change through effort (by studying, practising, learning), some things are out of our power to change (height, race, eye colour), and some will change over time (our natural hair colour, our body shape, our joints and muscles, our experiences).

Activity 2

Ask pupils to list on a piece of paper, three things they like about themselves and three things they are good at. These can be the same things. Ask for volunteers to share examples and write them on a whiteboard or flipchart.

Point out that everyone has strengths and that these strengths are part of what make us unique and special. The fact that we are all different is also part of what makes the world interesting.

Activity 3

Ask if anyone has ever been teased or picked on for something that makes them unique... How did that feel? How did you deal with the situation? How might you deal differently with the situation today? Acknowledge that being made to feel different can hurt. Reinforce positive actions or thoughts that are shared.

Activity 4

Ask pupils to make a list of things they can each do to have a positive self-esteem and body image. Encourage them to be creative; they may come up with surprising and fun suggestions. The list might include:

- Spend time with people who treat you well and help you feel good about yourself.
- Use positive self-talk, such as “I am strong, self-confident, and capable.”
- Celebrate what you like about yourself and work on changing things that you don’t like as much.
- Remind yourself that you are unique, special, valued and important.
- Get out and participate in activities with your family and friends.
- Eat foods that are good for you and make you feel great, such as lots of fruits and vegetables, wholegrains, and healthful fats such as those from nuts, avocados and olive oil.
- Be physically active.
- Talk with a trusted family member or friend if you are feeling low.
- Treat others with the kindness and respect that all unique individuals deserve.

MAIN THEME: Puberty/Growing Up		Year: 5		Time:
KS2 Relationships and Sexuality Education (RSE)		Term:		Lesson 2 of 4
LEARNING OBJECTIVES	LEARNING & TEACHING ACTIVITIES	RESOURCES	PSE SKILLS	PSE RANGE

<p>Lesson 2: Introducing Puberty and Growing up</p> <ul style="list-style-type: none"> • To understand the physical and emotional changes that the body goes through at puberty • To understand which changes happen to males / females / both • To understand why the body changes at puberty 	<ol style="list-style-type: none"> 1. Remind pupils about the ground rules and the anonymous Question box. 2. Ask if pupils have heard of the word 'puberty' and know what it is. Explain it is a special time when a child grows and develops into a young adult; our bodies and feelings change. These changes may start from about the age of 8, but we all develop at different rates. 3. Icebreaker to get over embarrassment about body part names – explain that over the next few lessons, they will be learning about puberty, and this includes talking about the male and female genitals/private parts. Ask pupils to call out the common names they use at home so pupils can get over the giggles. Then explain that those names are fine, but in class you will be using the scientific names. Ask if anyone wants to say the proper names (including vagina, vulva*, penis and testicles. Also mention breasts will be referred to, rather than any common names). 4. Start to think about puberty changes in smaller groups. Give the groups an outline of a 'body' for labelling. Ask them to think about the physical and emotional changes separately. They could use different colour pens or different 'body' outlines. (continued overleaf) 	<p>Ground rules / Class Agreement hung in view to refer back to.</p> <p>Question Box</p> <p>*The vulva is the outer part of the female genitals (that you can see), which people often refer to as the vagina. The vagina is the muscular tube inside the body which allows for childbirth and menstruation (and intercourse). Young people need to be aware of both terms – vulva and vagina.</p> <p>A 'body' outline</p> <p>Coloured pens / pencils</p>	<p>Thinking skills</p> <p>Communication skills</p> <p>Working with others</p>	<p>Active citizenship</p> <p>Health and emotional well being</p>
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LEARNING OBJECTIVES	LEARNING & TEACHING ACTIVITIES	RESOURCES	PSE SKILLS	PSE RANGE
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<p>Lesson 2: Introducing Puberty and Growing up (cont.)</p>	<p>5. <i>Optional – Sense ‘Growing Up and Keeping Safe’ DVD – Section ‘Being Healthy’, Unit ‘Puberty’. Including ‘What is Puberty?’, ‘What happens to boys during puberty?’ and ‘What happens to girls during puberty?’ Show the video clips of the various changes.</i></p> <p><i>Alternative: use cards from Section 15, resource number 12: puberty changes. Fold each card over and ask children to name boy, girl or both for each card. Or use a Venn diagram to do this in groups.</i></p> <p>6. Positives about puberty – ask pupils to discuss positive things about puberty and turning into a teenager. Examples relating to the physical changes could be growing taller, may get more muscly, deeper voice in boys, breasts develop, boys may get facial hair. Others could be – more freedom, may start having girlfriends/boyfriends etc.</p> <p>7. Consolidate and reinforce that we all grow and change at different rates and that is okay.</p>	<p>‘Growing Up’ interactive resource, session 4: puberty changes</p> <p><i>Alternative: ‘Growing up’ Additional documents section, print out ‘Cards Sort - Puberty Changes’</i></p> <p>The Christopher Winter ‘Puberty Changes Teacher Guide’ gives details about changes for males/females/both.</p>		
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<p>MAIN THEME: Introducing Menstruation, plus puberty changes for males KS2 Relationships and Sexuality Education (RSE)</p>		<p>Year: 5</p>	<p>Term:</p>	<p>Lesson 3 of 4</p>
<p>LEARNING OBJECTIVES</p>	<p>LEARNING & TEACHING ACTIVITIES</p>	<p>RESOURCES</p>	<p>PSE SKILLS</p>	<p>PSE RANGE</p>

<p>Lesson 3: Introducing Menstruation, plus puberty changes for males</p> <ul style="list-style-type: none"> • To understand basic information about periods • To understand some of the puberty changes for males • To explore what to do when a girl starts their period (females only) • To explore more details about puberty changes for boys (males only) 	<ol style="list-style-type: none"> 1. Remind pupils about the Ground Rules and anonymous Question box. 2. Brief recap on what the pupils learnt in lesson 2 about changes that happen during puberty. Ask pupils to come up with one or two physical and emotional changes. 3. Introduce periods / menstruation – explain that one of the changes that happens to girls/females during puberty is they start having periods. Ask questions to establish what the class understands about menstruation. <p><u>Teacher notes – points to cover:</u></p> <p>At some point between the ages of 8 and 17, a girl/female will start to have periods. <i>This is also known as Menstruation.</i> The average age to start is 11, and most girls’ periods will have started by age 14. Every month some blood will come out of the vagina (it may not be regularly every month to begin with). A period will usually last for around two to seven days. Girls and women use period (sanitary) pads or tampons to stop the blood leaking onto their underwear or clothes. There are also some reusable options like Period Pants and reusable pads that can be washed and used again.</p> <p>Periods are nothing to be embarrassed about and are a natural part of growing up. Girls are able to get sanitary pads in School.</p> <p style="text-align: right;">(continued overleaf)</p>	<p>Class Agreement / Ground Rules</p> <p>Question Box</p>	<p>Thinking skills</p> <p>Communication skills</p> <p>Working with others</p>	<p>Active citizenship</p> <p>Health and emotional well being</p>
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LEARNING OBJECTIVES	LEARNING & TEACHING ACTIVITIES	RESOURCES	PSE SKILLS	PSE RANGE
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<p>Lesson 3 - Introducing Menstruation and puberty changes for males cont.</p>	<p>4. Changes for boys/males – explain that some changes only happen to boys, including sperm production, testicles dropping, wet dreams and erections. (Details from Gwynedd Growing Up resource):</p> <ul style="list-style-type: none"> • The testicles and penis grow bigger and the testicles start to produce sperm. The penis often becomes hard during puberty/adolescence. The term for this is an erection. The Christopher Winter ‘male pictures’ can be shown. • Blood is pumped around the body, but sometimes more blood goes into the penis and this causes it to harden and stand out from the body. This often happens during puberty, but as boys grow older they are able to control it. • Sometimes boys have an erection and ejaculate whilst asleep, this is called a wet dream. Ejaculation is when semen, which is a mixture of sperm and other bodily fluids, spurts out of the penis. This is normal and a way in which the body prepares for when it is older. <p>5. <i>Optional – if time allows – complete the ‘Embarrassment Scale’ activity. Key point - Puberty changes are a natural part of growing up. Young people should not feel embarrassed about what is happening them.</i></p> <p>6. Explain that as some changes only happen to girls or boys, you are going to split into groups so you can talk about these in more detail. The girls will look more at what to do when they start their period. (Continued overleaf)</p>	<p>Christopher Winter Male Pictures</p> <p><i>Optional - Embarrassment scale activity – teacher’s notes</i></p>		
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<p>MAIN THEME: Personal Hygiene and Healthy Body Image KS2 Relationships and Sexuality Education (RSE)</p>			<p>Year: 5 Term:</p>	<p>Time: Lesson 4 of 4</p>
<p>LEARNING OBJECTIVES</p>	<p>LEARNING & TEACHING ACTIVITIES</p>	<p>RESOURCES & MATERIALS</p>	<p>PSE SKILLS</p>	<p>PSE RANGE</p>

<p>Lesson 4 – Puberty -</p> <p>The importance of personal hygiene and an introduction to healthy body image</p> <ul style="list-style-type: none"> ● To understand how to stay clean during puberty. ● To explore the importance of hygiene for health and for wellbeing and self-esteem. ● To acknowledge that people are different in many ways including physical differences. ● To explore healthy body image and that differences in the way our bodies look make us unique. ● To acknowledge that changes in how we look during puberty are natural and beyond our control. It is important to accept ourselves and others. 	<ol style="list-style-type: none"> 1. Re-cap on previous lesson, ask what pupils remember about physical & emotional changes at puberty. Remind about question box. <p>Personal Hygiene</p> <ol style="list-style-type: none"> 2. Take objects out of bag and one by one ask the class if they know what they are. <i>Optional – this can be done as a Kim’s Game memory game.</i> 3. Discuss what the objects have to do with puberty - use to explore looking after bodies during puberty and the importance of keeping clean. Hygiene is important for our health and for our feeling good about ourselves <p>Note: See Kim’s Game Teacher Guide for discussion points, including which areas particularly need to be washed well. Key points to include: For Females – It is a good idea to avoid perfumed soaps as these affect the healthy balance of bacteria in the vagina and cause irritation. Use plain, unperfumed soaps to wash the area around the vagina (the vulva) gently every day. The vagina will clean itself inside your body with natural vaginal secretions (discharge). Girls should wipe themselves ‘front to back’ after they go to the toilet.</p> <p><i>(Continued overleaf)</i></p>	<p>Class agreement/Ground rules</p> <p>Question box.</p> <p>Collection of objects: Soap/ shower gel, deodorant, bra, tampons, sanitary pads, shampoo, face wash, acne cream, flannel, shaving gel, clean socks, toothpaste and toothbrush.</p> <p>Kim’s Game teacher Guide – Christopher Winter</p> <p>Hygiene Problem Page</p>	<p>Thinking skills</p> <p>Communication skills</p> <p>Working with others</p>	<p>Active Citizenship</p> <p>Health and Emotional Well being</p>
<p>LEARNING OBJECTIVES</p>	<p>LEARNING & TEACHING ACTIVITIES</p>	<p>RESOURCES & MATERIALS</p>	<p>PSE SKILLS</p>	<p>PSE RANGE</p>

	<p>For Males - Gently wash the penis with warm water each day when you're having a shower or bath. If you have a foreskin, pull it back gently and wash underneath. If you don't wash underneath the foreskin correctly, a cheesy-looking substance called smegma may begin to gather.</p> <p>4. Hygiene Problem page - put pupils into groups –give one problem to each group and ask to discuss what advice they would give.</p> <p>5. <i>Extension / homework exercise – ask pupils to design a new deodorant for young people in year 5 and what would you call it? What would it smell like? Design the packaging and write a marketing slogan for the product.</i></p> <p>Healthy Body Image</p> <p>6. ‘Differences are okay’ activities. Use the facilitator notes to enable pupils to consider why differences in people are important.</p> <p>7. Plenary – Ask pupils to name something new they learnt about keeping clean. Also one thing that can help them to have positive self-esteem.</p> <p>Carry out the Year 5 SRE questionnaire with pupils to compare against the questionnaires carried out before lesson 1 and evaluate impact on pupil knowledge.</p>	<p>Paper, pens</p> <p>‘Differences are okay’ teacher’s notes</p> <p>Year 5 SRE questionnaires</p>		
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