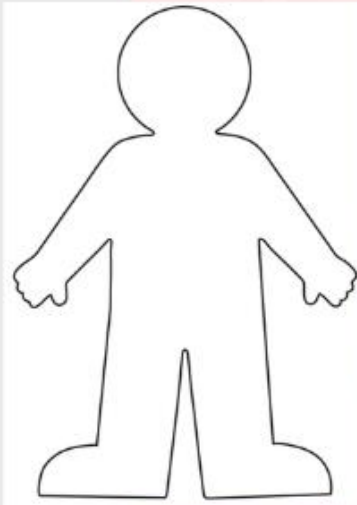


## Session 1

Class discussion

LO: To explore different types of relationships



Let's start by thinking about all of the things that our parents and carers do for the family.

What is a parent?

What type of things should they do?

Do everyone's parents behave in the same way?



**Stimulus:** Role on the wall activity

**Question:** What is a parent's main job?



Does this look like your family?

Class c

What is similar to your family?

What is different to your family?

What type of family events do you have where everyone is showing emotions like this?

It's very unlikely that your family display this emotion all of the time. Do you see any different emotions in your family?

As a class, let's come up with all the emotions that our families experience - and what can cause them.



We've been thinking about the emotions that our families feel. What **qualities** and **attributes** do you think our families should have?



I've suggested three. Do you agree?

Put your ideas into your potion bottles, ready to share in our class cauldron.

up work



Families show all of these all of the time.



What about friendships?

Are there similarities between families and friendships?

Group work



What differences are there?



As children, you have friendships with boys and girls. What language can friends sometimes use that makes you feel uncomfortable at you age?

Boyfriends/  
girlfriends/  
dating/fancy/  
love



Now, we are going to explore our recipe for friendship.

Group work

Use the ingredients that you've been given and tell me what each one should represent.

We will write labels for your ingredients and then compare our choices.

What similarities are there with the attributes we chose for our families?



good sense of  
humour

plays good games

helps me when I'm  
stuck



What differences are there?



We've thought a lot about what **other people** do to make our friendships strong. Now, let's fill up our cupcake cases with **our responsibilities**.



Has anyone got any ideas that they would like to share?

Think about the way that you speak to people.

Think about the way you behave around other people.

re ideas as a class initially

Oh no! Sometimes, we might find it difficult to take the responsibility for being a good friend and, instead, rely on other people.

What might go wrong for us when we are baking a friendship cake?



When thinking about our family and friends, it's important to know what behaviours are appropriate with different people as well as behaviours that are not appropriate at all. I have started some, help me sort them and come up with our own as a class.



**Friends**

**Family**

**Not appropriate**

Holding hands  
Giving compliments  
Playing football  
Kissing each other

We have a responsibility to other people besides our family and friends. We are **world citizens**. What do you think this means?



Pair work

- 1. Greeting**  
In China, Russia, and most of the Arab world, greeting is considered a compliment to the host and a sign that you have been well and enjoyed your visit.
- 2. Wave your hand**  
In most of the Middle East and the East, it is considered an insult to point your finger particularly the index finger as it is considered a vulgar gesture. In many cultures, for example, depending on the country, it is considered an insult to point your finger.
- 3. Bowing your head**  
In many cultures, when you bow your head, it is a sign of respect. In some cultures, it is a sign of respect. In some cultures, it is a sign of respect. In some cultures, it is a sign of respect.
- 4. No Tipping**  
In Japan and Korea, tipping is considered an insult. In some cultures, it is a sign of respect. In some cultures, it is a sign of respect. In some cultures, it is a sign of respect.
- 5. Spreading Your Arms**  
In some cultures, spreading your arms is a sign of respect. In some cultures, it is a sign of respect. In some cultures, it is a sign of respect. In some cultures, it is a sign of respect.
- 6. Touch the Head**  
In many cultures, touching the head is a sign of respect. In some cultures, it is a sign of respect. In some cultures, it is a sign of respect. In some cultures, it is a sign of respect.
- 7. Use of the Hand**  
In many cultures, using the hand is a sign of respect. In some cultures, it is a sign of respect. In some cultures, it is a sign of respect. In some cultures, it is a sign of respect.

People all around the world have different cultures which value different things. Take a look at the list of some differences between cultures.



Do any of them surprise you?

With your partner, model one of these in a **respectful way** and we will see if we can identify which you are showing.

Does your culture have any ways of showing respect that are different to someone else's?



We need to show support to other people around the world. It is being a good **global citizen** to acknowledge ways that we can help.

Climate change



Hunger/ poverty



Pollution/ littering



We can help by:

- 
- 
- 
- 
- 



Education

## Session 2

LO: To understand when relationships are not safe and how to get support

Whole class  
Adult ensure  
understandi

Stimulus: Unit review

Question: "You are as safe as you can be when you're online because no one can touch you." Do you agree or disagree?

Let's think about our Online Safety unit that we completed last term.

What does being safe mean?

What action can you take to keep yourself safe?

Can you be harmed in other ways?



What is an **unhealthy relationship**? With your partner, sort the situations into **healthy** and **unhealthy**.

Pair

- ☐ It makes you feel bad about yourself to spend time with someone.
- ☐ You have had an argument about equipment.
- ☐ Someone makes you laugh but you get in trouble around them.
- ☐ Someone tells you to do things and you think you have no choice but to obey.
- ☐ You find it difficult to share them with other people.
- ☐ You really like the games they play but you get frustrated when they change the rules.
- ☐ You feel nervous when you see them.

Pair Work



Friends push you to do things you don't want to do.

Hang on! Are these situations unhealthy or do we just need help to improve our friendship?

This is a very small selection of situations. Can you create other examples of both healthy and unhealthy situations?



We are going to sort these, and then pick one to act out.

What type of touch comforts you? Why?

What types of touch do you dislike? Why?

How does physical contact make you feel?



Adult support

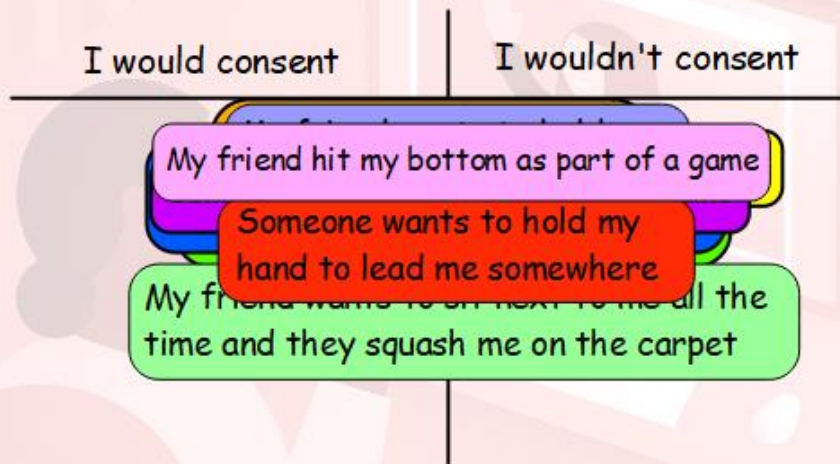
Based on our conversation, let's circle **parts of the body which you are happy for people you trust to touch**, **parts of the body where you're not sure** and **parts where it's not okay**.



Which body parts will be red for all of us?



Consent means that **you say yes** to someone doing something. Let's sort these into things we would and wouldn't consent to.



Will we all feel comfortable enough to consent to the same things? Is it okay to say no to something even if your parents say it is okay?



We are going to have a conversation. Watch and see if you think either of us do anything wrong.

What is personal space?

How might I have known how they felt?

How might my partner have felt?



This is a friendly conversation so how can you tell the person on the left feels uncomfortable with how close they are standing?

Give three ways.

- 1.
- 2.
- 3.



Lots of people need a little bit of help with how to make sure their relationships are as healthy as possible. Each group has been given a different scenario.

Let's be their Friendship Therapists, helping them to understand how to speak to and behave around each other.



Once you've had a few minutes, each group will act out their scenario.



Then, we will support them to understand where they went wrong.



As Friendship Therapists, we know that our friendships going wrong can have a big impact on our mental health. Fill in the speech bubbles for your online mental health check-in.

Verbalise f  
Scribed if  
needed



You have all shown that you have a fantastic understanding of friendship - but what if the problem seems too big? Where can you go for help then?

Class discussion



Can you add any people to this?

Shout

Young Minds



### Session 3

Class discussion

LO: To explore the differences between males and females and name their specific body parts



**Stimulus: Doctor Raj**



**Question: Do you think that only medical doctors should use scientific language?**

What scientific language do you know?

When might we use examples of scientific language?

Which are male and which are female? Can you tell?

What do boys like?

What do girls like?



Always?



Class discuss



Doctor Raj's friends has never used this language before. They always talk around these ideas because they feel like they're being rude.



vagina

penis

womb

testicles

Can you help them to match the vocabulary to the correct body part?

If you visit a doctor, and they need to talk about a private area, are they being rude?

Class discussion





Let's discuss how we know the gender of these babies, using the language we have just learned.

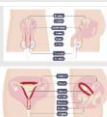


Class discussion



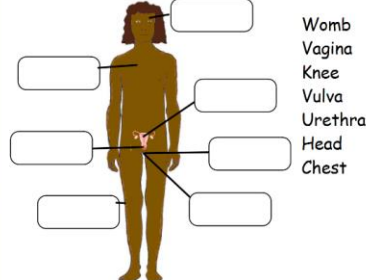
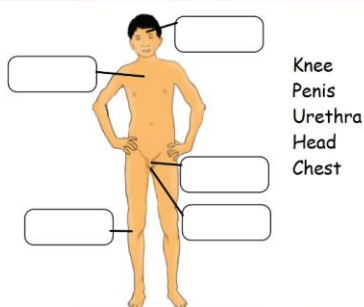
Why do you think that males and females have different body parts?

Which body part can't we identify on the female?



BBC bitesize clear, visual diagrams if needed to explain the urethra is not the vagina.

Let's check we know all of our body parts. Can you fill in the blanks?



Just like our other body parts, these private areas have a job to do.

We will talk about the purpose of each body part so we all feel confident.



Both girls and boys have a urethra - what do we use it for?

Adult support as needed



We've been talking lots about different body parts. We still need to keep them and ourselves safe.



Come up with some places that it is okay to be in the states shown.

Let's share some ideas first.



Does knowing the language we've been using today make it okay to touch other people more?

Adult support as needed

When is it ok to take photos of ourselves and other people?



We should not or let anyone else take a photo of ourselves naked.



In Wreck It Ralph, it shows some of the dangers of the internet. Once it is on the internet - anyone can see it!

What would happen if that photo was shared with other people?

## Session 4

LO: To explore the link between physical and mental health



**Stimulus:** PE coach video

**Question:** Which is more important: your physical or mental health?



How did it make you feel to complete this activity?

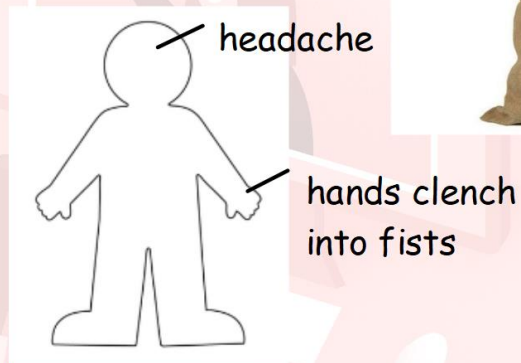
Here, I have a bag and a set of shapes. We are going to label each of these as a worry that we experience. Let's share some ideas as a class.



Now, as a table, create your own worry sack.

What impact do these worries have on us?

On the image of yourself, show me where you feel stress and worries.





We are going to come up with things which worry us. Now, let's shoot them down! As we shoot them down, shout out a way that we can help ourselves feel better about our worries.



What type of things might we shout out? What helps you to feel better?



We are going to blow up more balloons, which we will put up around the classroom, showing the positive thoughts and actions we can take.

Think about your relationships.

We are going to tie string to the bottom, showing the **impact** of these positive thoughts and actions.