

Session 1

LO: To explore different types of relationships



What is privacy?



Stimulus: Image



Question: When something is yours, it is private. True or false? Why?

Do you have the right to privacy?

Always? Why?

Class discussion - TA support



What do all of these groups of people have in common?



Emily's mum and dad got divorced and then her mum remarried Ellen. They all live in the same town.



Mason's parents are both in the army. Normally, they go away at different times but sometimes he goes to stay with his aunt if they are deployed simultaneously.



Nadine has a brother and a sister who don't share a parent with her. Her sister is adopted and her brother was born to her step-mum before she knew them.



Sarah and Edward live with their grandparents.



Tom and Mary both have special educational needs. Their baby doesn't have any.



Do any of these look like your family or the family of anyone you know?



Aiden looks after his son on his own after his girlfriend died.

Priyareeca and Izzy both have the same parents. People often say how different they look.



Katie lives with her Aunt, Uncle and cousins as her parents were no longer able to look after her safely.



Families all look a particular way.



Everyone's family looks a little different - that's something that makes our world such an interesting place to live.



CT support to model

We are going to draw our family tree. I'll show you mine first.

My parents are divorced - how can I show that?

I'm not sure who one of my parents is - how can I show that?

Can I include my aunts, uncles and cousins?

How do families make us feel?



CT support to model

Loved
I belong somewhere



The Healthy Relationship Triangle



This animation explores the healthy relationship triangle and how we can use it to check the healthiness of our relationships.



In another colour, let's show the impact this has on you? Is it positive or negative? How does it affect you?

Let's have a look at this family scenario. What do you notice? What impact do you think it is having on Mia?

Natalie is a 9-year-old girl who lives with her mum, dad and older brother, Julian. Every day after school, Natalie comes home hoping to talk about her day but something always gets in the way.

At dinner, Natalie's dad is often on his phone, barely looking up. Her mom usually seems tired or frustrated and often snaps at small things, like spilled milk or a forgotten chore. Jake, who is 13, spends most of his time in his room and doesn't like to talk much.

When Natalie tries to share something exciting from school, like getting a gold star on her project, no one really listens. Sometimes, if she keeps talking, her dad sighs loudly and says, "Not now, Natalie," and her mum might say, "Can't you see we're busy?"

Sometimes, Mum and Dad argue—loudly. The house feels noisy, not from laughter, but from raised voices and slamming doors. When this happens, Natalie often hides in her room with her stuffed bunny, Mr. Fluff, hugging him tight and wishing everyone would just be calm.

I want you to think about the role that the people in your family have. Complete a job description for yourself and two other members of your family.

Family member:	
Key job roles:	<ul style="list-style-type: none">•••

Do any of the family share the same job role?

What type of job roles might we list? Let's come up with some examples together.

Family member:	Mum
Key job roles:	<ul style="list-style-type: none"> • cooks our tea for us • cleans my bedroom • washes our clothes

Did anyone include anything like this in their job descriptions?

Family member:	Dad
Key job roles:	<ul style="list-style-type: none"> • goes away to work • takes me to football • tells us off if we do something wrong

What is the particular problem with this part, especially as you get older?

Has anyone heard the phrase stereotypical gender roles? What does it mean?

In your opinion, is there anything wrong with this?

Do you think that you would like your relationship to be similar?

Family member:	Parents
Key job roles:	<ul style="list-style-type: none"> • My parents seem to think it's their job to <u>snoop</u> on my phone, checking it even though it's <u>my</u> private property.

Why do your parents look at your phone?



Do you think parents have the right to look at your devices?

We are going to hold a class court.



Why do parents want to look at your devices?



What could they prevent from looking at your devices regularly?

What are the benefits of your parents keeping 'tabs' on your devices?

These are statements from children ages 11-13. Let's discuss them - do you feel the same or different? What would you like your parents to do?



"We want our parents/carers to help us feel empowered to manage our online world."

"Ask about what I am doing"

"By being interested and checking on me"

"Tell you how serious it is every now and again, remind me to tell people if anything happens"

"By being honest and open with me and talking regularly"

"By talking 2 me evry day & trusting me [sic]"

"Being open, so that I can talk openly"

"Being always ready to listen to my experiences and my feelings and discussing them with me"

"By trusting me to do the right thing by talking to them and being open"

"Tell me what not to do and how to avoid these situations"

"By talking with me about the dangers"

"By talking to me about how to protect myself from strangers online"

"Help me to know what's good and bad"

"Tell me what to be careful of"

"Tell me what is ok and what isn't so I know what to do"

"Let me know what I should do about it."

"Talk to me about things that could happen"

Family member:	Parents
Key job roles:	<ul style="list-style-type: none"> My parents seem to think it's their job to <u>snoop</u> on my phone, checking it even though it's <u>my</u> private property.

Why do your parents look at your phone?



Do you think parents have the right to look at your devices?



Tell me your conclusion.



I know that you all understand how important friends are to our lives. Whenever I ask you to tell me what makes a good friendship, you create an absolute snowstorm of answers.

So, that's what we're going to create today! On your small pieces of paper, write one attribute that you believe your friends should have.



kindness

loyalty

funny



Create a snowball and throw! I will record our ideas and take photos.

Sometimes, it can be difficult to keep our friendships strong even though we really like the other person. Sometimes, this is because we aren't treating someone else how they should be treated.



Ensure clarity of language

Let's open up the snowballs and share them back out. You are going to model **you** showing this **attribute** to other people.

Let's record some of the actions and words we use.

kindness

funny

loyalty



However strong our friendship is, sometimes we will have arguments. Help me sort these into conflicts which need resolving and conflicts which shouldn't exist.



Class discussion

I was using a pencil and then, when I put it down to use a purple pen, someone snatched it away from me.

They kept looking at me in the classroom. It made me laugh but then I got in trouble. That's totally their fault.

Someone keeps pushing me in the cloakroom and I don't know if it's an accident or not. It hurts, though!

They're not my friend anymore. They used unkind language online and made me feel unsafe.

In each of these situations, how could we resolve it? Is it a substantive or emotional problem?

So many things can cause a conflict - things which have nothing to do with the other person.

On your table, you have a set of cards with the reason someone has caused a conflict. Turn them over and write a piece of advice to help that person fix the other problem... and therefore fix the conflict.

Adversity: this means hardships we have to face. (e.g. someone we love dying or a physical injury like breaking a leg.)

Limited resources

We will gather these together and discuss the most effective solutions.

Health

(e.g. suffering with mental health such as anxiety, having a heart condition, an allergy to something)

Poor communication

Group

We've thought about relationships which are close to us. What about our world relationships?



It's important that we learn to be **active citizens**. What social actions can we take - big or small?



Class work



Democracy - vote in elections and vote fairly

Ensure that elections are fair and just

Be polite and kind to everyone - ask people if they are ok!

Protest Be a kind friend to people

Stop being litter bugs

Stand up for what you think/ know is right

Go outside!

Walk instead of drive a car - good for our health and the health of our planet

Campaign - write a letter, sign a petition

Give to charity



People in other countries protest because their countries need help.



How many fundamental human rights do you think you have as children?



Why do you think it's important that everyone around the world has the same rights?



United Nations Convention on the Rights of the Child

dualfrequency.co.uk



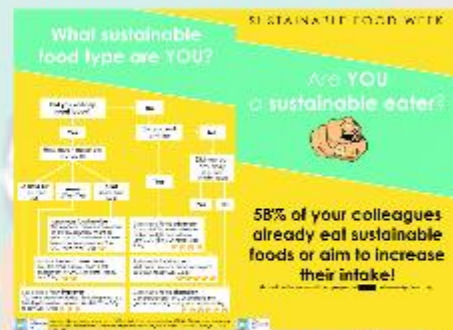
Unfortunately, even though every child in the world has these rights, not every child is given them. We are going to think about how we can provide support for people like us who don't have the rights we have.



A letter writing campaign to our MP, Leo Docherty



A poster campaign to raise awareness



An information campaign, including interactive quizzes



An assembly led by you

Which one will you prepare?

Session 2

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



Question: What is the most important thing to remember when online?



Class discussion



What advice would you give someone who was going online for the first time?

Is being online important to your friendships?

Can you get help if you're unhappy with something that's happened online?

Sometimes other children can make us feel unsafe whether this is online or in person. This can happen in many different ways and is known as child-on-child abuse. It is important we are aware of this and talk to a safe adult so that you protect yourself and others.

Definition of child-on-child abuse

Inappropriate behaviours between children that are abusive in nature including **physical**, **sexual**, or **emotional** abuse, **exploitation**, **sexual harassment**, all forms of **bullying**, coercive control, hazing/initiation rituals between children and young people, both on and offline (including that which is within intimate personal relationships).

It is important that you are also aware so that you do not participate in child-on-child crimes.

Remember: The legal age for criminal responsibility is 10 years old.

What type of situations would the police need to get involved in?

Why do you think these are child-on-child crimes?

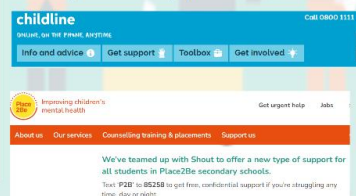


Have any of you ever witnessed one of these crimes?

Have any of you ever committed one of these crimes?



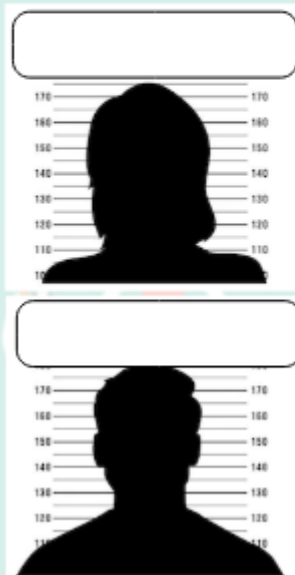
If you've experienced one of them, how can you get help and support?



Ensure clarity of message



When children are online, sometimes they think their behaviour can change because they are anonymous. What **child-on-child** crimes might happen online?



I want you to write two crimes. Then, we are going to discuss how we would deal with the different situations.

A large, white speech bubble with a black outline. Inside the bubble are five horizontal lines, providing space for writing two crimes and a discussion plan.

If you commit a crime, what price might there be to pay?

When we commit a child-on-child crime, the cost might not be so obvious. What might happen in Friendship Court if we behave inappropriately?



discussion

Sharing sexual images
over WhatsApp



This is a crime that is sometimes committed
by children to children online.



Why is this unacceptable?

If you **receive** an inappropriate image, **it is not your fault**. If someone sends an inappropriate image of you, **it is not your fault**.

The adults in school (and from external places) are here to help and support you.



Ensure
clarity of
message

Online, you may come across information, memes, videos or pictures that spread gender stereotypes and create a culture of hate towards women or men.



Misogyny is, in simple words, the hate against women and girls. It also includes prejudice and promotes harmful gender stereotypes. Online, it is found in different communities through social media, video games and other spaces.

Who has come across gender stereotype content online? Is it ever used to be respectful or cause harm or upset to others? Let's discuss.

Family member:	Parents
Key job roles:	<ul style="list-style-type: none"> My parents seem to think it's their job to <u>snoop</u> on my phone, checking it even though it's <u>my</u> private property.

Do you remember when we talked about this in our last lesson?



Class discussion



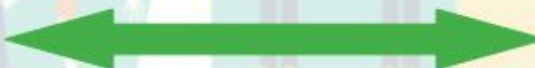
Do you think parents have the right to look at your devices?

Given everything that we've talked about today, why do you think it is so important for your parents and carers to look at your devices?

Which human right is more important? Go to the side of the room to show your answer.



Freedom



Privacy

We know that some images we see online are not true or don't reflect reality.



What about videos? Do they have to be real or reflections of reality?



This video was posted as a joke but what about videos which we believe represent the way we should behave or how we are expected to respond to certain situations?

Safe

In the Magic Mirror that you've been given, draw an image of yourself or write words which reflect who you are when you're happiest.



Sometimes, people try to gain power or control over you. What signs might you see that this is happening?



What is Coercion?

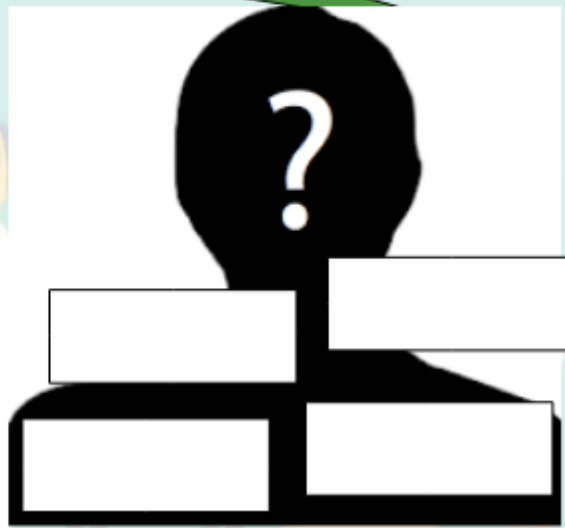
It is the use of pressure, intimidation, threats or force to persuade someone to do something they are unwilling to do.



@vsdurhamregion

Who do you think is likely to use coercive control on someone?

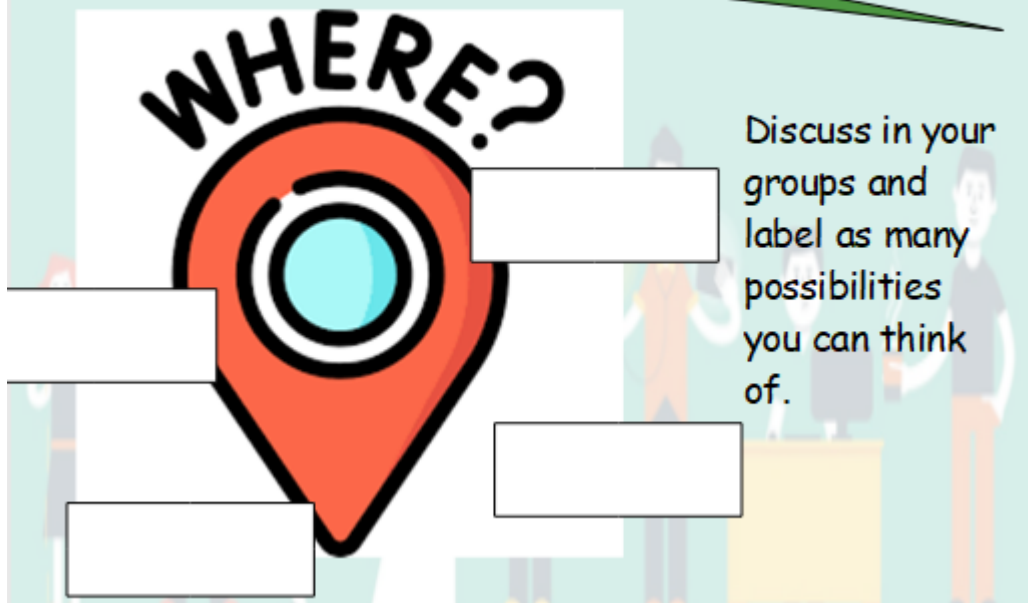
Discuss in your groups and label the figure with as many possibilities you can think of.



Where do you think coercive control takes place?

WHERE?

Discuss in your groups and label as many possibilities you can think of.



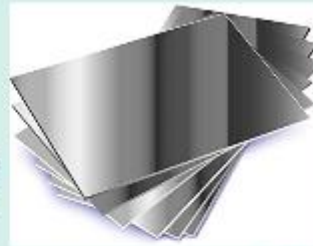
Imagine, that someone is trying to control the way that you behave or convince you to do certain things.

I want you to think about the ways that people may behave or the things that they might say to convince you.



Write these ideas down on the strips of paper that you've been given.

I want you to look in the mirrors. This is tricky because we might feel silly but I want you to look at yourself and really try to image that someone has been controlling you. What changes about your expression?



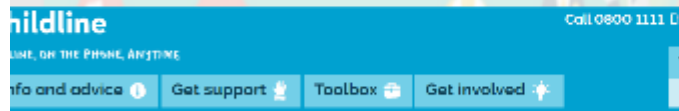
Now, I want you to look at the second (bottom) Magic Mirror that you've been given.

Imagine that someone was controlling the things you said and did. Draw an image of yourself to represent how you would feel or write the words to reflect your emotions.

What if you did say no but someone else didn't listen?

Remember: if someone else needs help, that is **not your burden to carry**. What does that mean?

The most important thing to remember is that you can always ask for help. If you are nervous about telling a parent/ carer or a teacher, who else could you talk to?



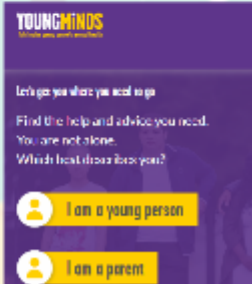
Place2Be
Improving children's
mental health

Get urgent help Jobs

About us Our services Counselling training & placements Support us

We've teamed up with Shout to offer a new type of support for all students in Place2Be secondary schools.

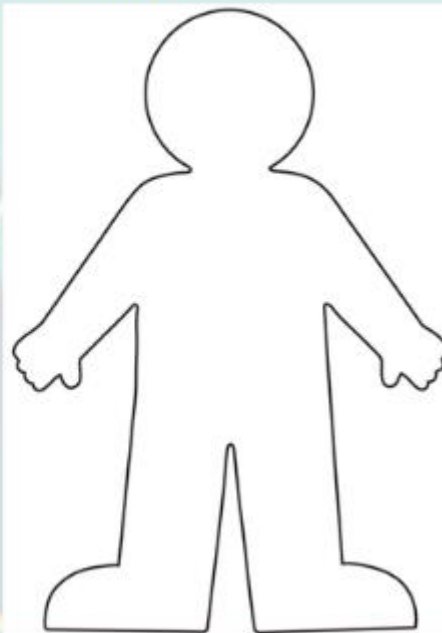
Text 'P2B' to 85268 to get free, confidential support if you're struggling now.



What impact might this type of behaviour have on your mental health?



How might it impact your wider life?



Session 3

Class

LO: To explore the physical and emotional changes in puberty



Stimulus: Image

Question: Should we talk about our mental health?



Do you feel comfortable talking about your mental health?

Do you feel comfortable talking about other peoples' mental health?

Do you recognise any parts of the human life cycle?



Can you help me label any of these parts of the life cycle?



Which part of it are you in now?

Do you know anyone in any of the other sections?

Which do you think is the best part? Why?

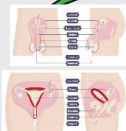
Class discussion

Where is puberty in this lifecycle?

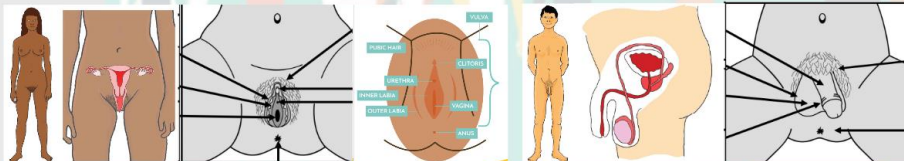
What do you know about puberty?



We have to use the correct language.
Do you recognise any other these words?



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



vagina
womb
uterus
ovaries
vulva
penis
testicles
scrotum
urethra
anus



Lots of changes happen to our bodies throughout puberty. They can take years to settle into a routine for us, or may happen very quickly.

Support to identify and understand/ pair work



Help me to fill in what some of these changes may be on the timeline.



Girls and boys react to puberty totally differently.



Pick two primary colours to show which changes happen to males and females. Use a secondary colour to show changes that happen to both genders.



What is a hormone?

During puberty, women's eggs develop in their ovaries. It also is where the hormones are generated.

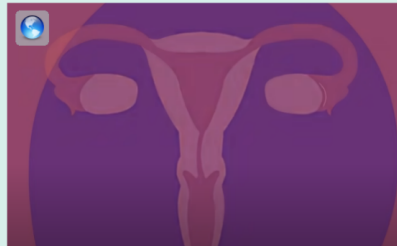
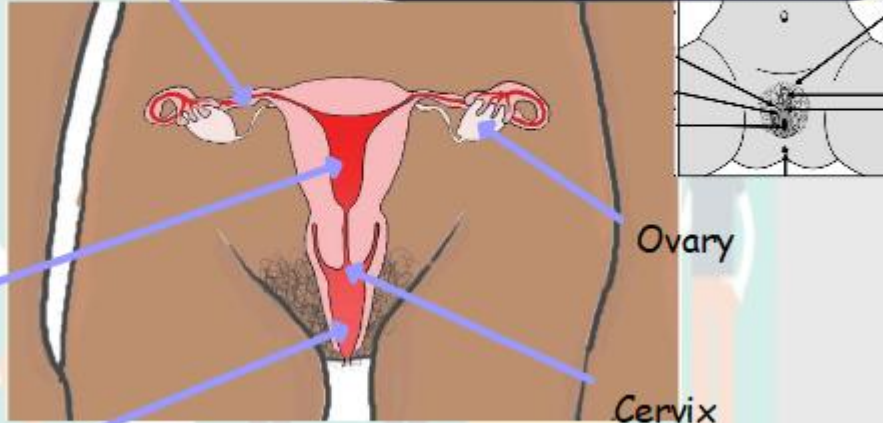
Fallopian Tube

Uterus/
Womb

Vagina

Ovary

Cervix



Let's watch this video about menstruation. Afterwards, let's explore some common questions from our worry boxes.

Class discussion

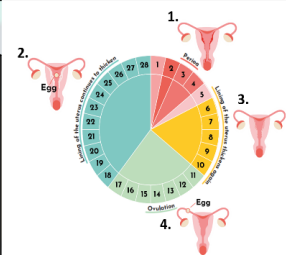
My friends have started their periods and I haven't. Does that mean there's something wrong with me?

I'm the only one to have started my period. Is there something wrong with me?

I don't want to tell my parents I've started my period. Where can I get pads or tampons from?

My first period lasted for ages - way longer than it says they should - and then I haven't had another one. Is that normal?

I'm worried that I will bleed too much and it will come through the pad.





Group work

What if I start my period? Where can I get hold of menstrual products?



- Parents
- Shop
- School



If you decide to get your own menstrual products, it can be a bit bewildering.



Let's explore how they all work and see if we have a preference. We will also talk about how they are used.



Pads

Pads are pieces of absorbent material that attach to the inside of underwear.

Some pads have extra material on the sides (called "wings") that fold over the edges of your underwear and help hold the pad in place and prevent leaks.

Pads need to be changed every 3–4 hours and disposable pads should be disposed of in a bin, NEVER flushed.

Disposable Pads



Reusable Pads



Tampons



Unlike a pad, which catches menstrual blood after it leaves the body, a tampon absorbs blood from *inside* the vagina.

A tampon is made from absorbent material and is compressed into a tubular shape.

Like pads, tampons come in different sizes for heavier and lighter periods. You must change a tampon every 4–8 hours and tampons should be disposed of in a bin, NEVER flushed.

Applicator Tampon



Digital Tampon



Reusable Applicator



Menstrual Cups



Like a tampon, a menstrual cup is inserted into the vagina.

Instead of absorbing blood, though, the cup catches it before it flows out of the vagina.

Menstrual cups are made of flexible materials, like rubber or silicone. They are reusable and can be used for approximately 10 years, depending on the brand.

Period Pants




Period pants are essentially leakproof knickers, so you won't need to wear a pad, a tampon or menstrual cup if you wear them during your period.

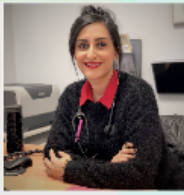
A standard thickness for a pair of period pants is around 3mm, and they usually hold around two standard tampons' worth of menstrual blood, lasting up to 12 hours.

You can now buy period pants in a large range of styles, colours and patterns. You can even buy period swimwear. They are reusable and can be used for approximately 2 years, depending on the brand.

Let's explore the pros and cons of the different products and what might be the most appealing for you and the environment.

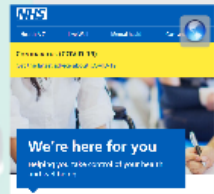
Menstrual products: the choices  RETHINK PERIODS									
	Which materials is it made from?	What level of flow is it suitable for? How often do I need to change it?	What does it cost? (guidance only)	How long will the product last?	Where can I buy it?	What do I do with it after use?			
Worn internally: tampons & cups	Non-applicator tampons	• Cotton or rayon with a thin cover of polyester or polyethylene • Plastic wrapper	• Suitable for a range of flows • Change every 4-8 hours						
	Applicator tampons	• Cotton or rayon with a thin cover of polyester or polyethylene • Cardboard or plastic applicator	• Suitable for a range of flows • Change every 4-8 hours						
	Organic tampons	• Organic, unbleached cotton • Bioplastic or plastic wrapper • Some have cardboard or bioplastic applicator	• Suitable for a range of flows • Change every 4-8 hours						
	Reusable applicator	• Applicator - medical grade • Antibacterial materials • Used with tampons	• Tampons suitable for a range of flows • Change every 4-8 hours						
	Menstrual cups	• Medical grade silicon, latex or TPE	• Suitable for a range of flows • Change every 4-12 hours						
Worn externally: pads & pants	Disposable pad	• Synthetic fibres, plastic • Organic cellulose • Synthetic fragrances	• Suitable for a range of flows • Change every 3-4 hours	10p per pad	Single-use	• Supermarkets • Chemists • Online • Machines in public toilets	• Fold and dispose of in the bin • NEVER flush		
	Organic disposable pad	• Organic cotton • Wood pulp • Bioplastic	• Suitable for a range of flows • Change every 3-4 hours	25p per pad	Single-use	• Some supermarkets • Chemists • Online	• Fold and dispose of in the bin or home compost • NEVER flush		
	Reusable pad	• Cotton • Bamboo • Synthetic materials	• Suitable for a range of flows • Change every 3-4 hours	• £4.50 per pad (10p per use over product lifetime) • 2 or 3 pads needed to allow for washing and drying	Up to 5 years, if well cared for	• Online • Make your own (instructions online) • In some supermarkets • Health food shops	• Hand or machine wash without fabric softener and hang dry • Rinse with cold water and store in a wet bag if changed away from home		
	Pants	• Cotton • Synthetic materials	• Suitable for a range of flows (hold between 1-4 regular tampons worth of blood) • Change every 4-12 hours	• £10 - £20 per pair (40p - 80p per use over product lifetime) • 2 or 3 pairs needed to allow for washing and drying	Up to 3 years, if well cared for	• Online • Health food shops	• Hand or machine wash without fabric softener and hang dry • Store in a wet bag if changed away from home		

Class discussion



Most of the time, even if you feel something is unusual, it's actually completely normal.

If you do feel like you need to see a doctor, you have the right to ask for a woman if it makes you feel more comfortable. You can also ask for a chaperone.



Pain so severe it affects your daily life

Pain when going to the bathroom

Unusual discharge

Heavy periods which worry or affect you

Severe PMS

A horrible smell

Bleeding from your bottom

Irregular periods - once they've settled into a rhythm



Girls get all of these symptoms and periods are really scary.



It is absolutely normal to experience a really wide and changing array of emotions when you start your periods.



Class discussion

What emotions might we feel and why?

However, it is a completely normal thing which happens to people's bodies.

What will help us to feel better? Think about the physical and emotional help we might need.





Ensure clarity
of language

Sperm
duct

Bladder

During puberty,
boys will begin to
produce sperm in their
testicles.

The hormones are also
produced here too.

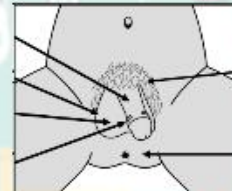
Urethra

Penis

Foreskin

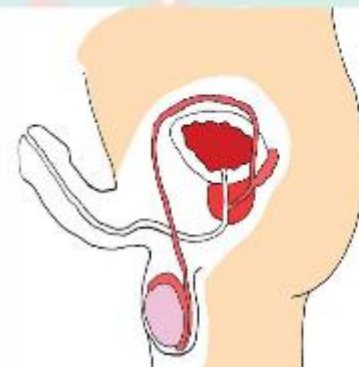
Testicle

Scrotum



Erections can happen quite frequently from a young age onwards, especially during puberty. It can be embarrassing. However, it is natural for every man and very common.

Ejaculation happens when a man has an erection. This is when the penis becomes hard (instead of soft) and is pushed away from the body. It occurs when the blood rushes to the tissues and the muscles tighten.

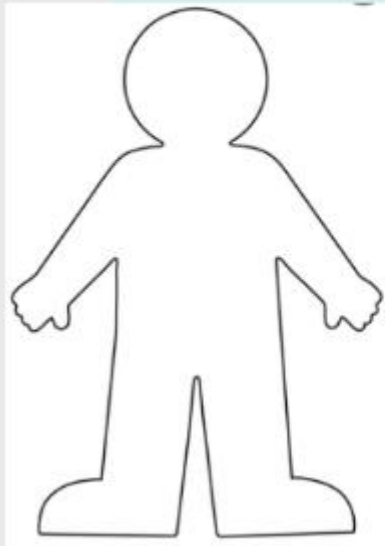


Ejaculation can happen during puberty when it is not expected. This sometimes happens at night and people call this having 'wet dreams'.

These can happen for women too but
why might they not realise?



For both boys and girls, it is important to be aware of the increased need for hygiene during puberty.



What actions can we take for different parts of our body to ensure that they are clean and healthy?

You have all been given a genderless body outline. Think about your own needs when completing this task.

Which products will you use and where?

Talk through important areas to wash



Group work

Sometimes, when people start going through puberty, they think they need to behave in certain ways. What **gender stereotypes** might people think they have to adhere to?



Let's create a **huge list** of things we would like to do in life and fill in our rainbow of dreams.





Session 4

Class discussion

LO: To explore the link between physical and mental health in puberty



Stimulus: Mental health article

Question: Does everyone have mental health?

10 Famous Athletes Who Struggle With Depression

by Claire Gillespie Health Writer

What do we mean by mental health, in your opinion?

How can we support ourselves and each other when we feel our mental health isn't as strong as we want it to be?

How is resilience important to our mental health?

Today, we are going to explore the way that physical health can impact our mental health. Can you think of any benefits?

CI



What positive impact can healthy relationships have on your mental health?



We are going to create a piece of abstract artwork to represent our mental health.

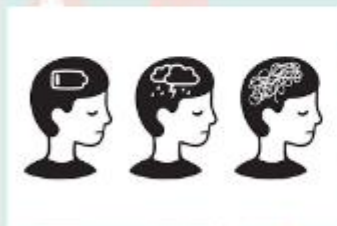
Create a piece to represent how your most positive friendships make you feel.

One key element of being an artist is explaining your work. I'm going to be asking you to describe what is represented, how and why.



Mental health is something to be hidden away.

Here are some examples:



MELTING MELTING MELTING

We are going to try a breathing exercise called melting.

Controlled breathing can cause physiological changes that include:

- lowered blood pressure and heart rate
- reduced levels of stress hormones in the blood
- reduced lactic acid build-up in muscle tissue
- balanced levels of oxygen and carbon dioxide in the blood
- improved immune system functioning
- increased physical energy
- increased feelings of calm and wellbeing.

Everyone find a spot to get comfy as we close our eyes and listen to the instructions on the video.



We are going to have a go at the following mindfulness activities so we can use these whenever we feel like we need some self care.



We will get comfy, close our eyes and listen to this piece of music. How does it make you feel? What song would you chose to help you relax?



If you need a snack, have some of these fruit and vegetables.

Keep thinking about other people's mental health too; are you behaving in a way to help them?

BOX BREATHING



Everyone get into a comfy position and we are going to practise this breathing technique.



You can complete a suduko, crossword or wordsearch.

