









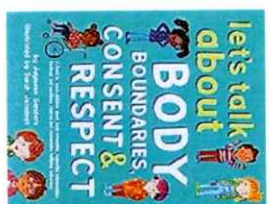
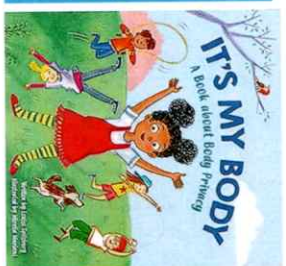
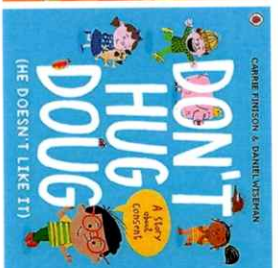
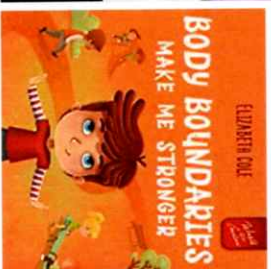


<b>Relationships - Safe Relationships</b>	<b>Relationships - Safe Relationships : Physical contact and feeling safe</b>  PSHE Assoc Programme of Study Refs: R9, R25, R26, R27, R29	<b>Links and resources</b>  <ul style="list-style-type: none"> <li>• Link to <a href="#">class contract</a> - How can we get along with each other?</li> <li>• Link to <a href="#">values (respect/unity) and dispositions (reflective/collaborative)</a>.</li> <li>• Link to <a href="#">science life cycles/changes</a></li> </ul>
<b>Relationships - Safe Relationships</b>	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul> <p>Lesson Sequence:</p> <p><b>PRE-ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Recap the physical changes of puberty and recognise the importance of personal hygiene (Medway)</li> <li>2. Recap the biological changes of puberty and identify emotional changes and know some strategies to cope with them (Medway)</li> <li>3. Know we have the right to decide what happens to our bodies</li> <li>4. Understand the importance of respect and consent</li> </ol> <p><b>POST-ASSESSMENT</b></p>	<p><b>READ FIRST</b></p> <ul style="list-style-type: none"> <li> <a href="#">READ FIRST Teacher Guidance.pdf</a></li> <li> <a href="#">Changing adolescent body/Govt guidelines</a></li> </ul> <p><u>Please note: this is statutory RSE content</u></p> <p> <a href="#">UKS2 Assessment .docx</a></p> <p>Lesson slides and resources</p> <ul style="list-style-type: none"> <li> <a href="#">Lesson 1</a></li> <li> <a href="#">Medway RSE 2022 Year 4-5.pdf</a></li> <li> <a href="#">Lesson 2</a></li> <li> <a href="#">Medway RSE 2022 Year 4-5.pdf</a></li> </ul> <p>Both Medway lessons are 1 hour: <i>timetables will be needed adapted.</i></p> <ul style="list-style-type: none"> <li> <a href="#">Lesson 3</a></li> <li> <a href="#">Lesson 3 resources</a></li> <li> <a href="#">Lesson 4</a></li> </ul>

Books and Stories to Support this Learning





## Personal hygiene

### Y5 Lesson 1

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7

### Ground rules

- How can we make this a safe classroom for our PSHE lesson?
- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

© PSHE Association 2022

8

# PSHE

Personal

Social

Health

Economic

Education

### Ground rules

- How can we make this a safe classroom for our PSHE lesson?
- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

- respectful listening
- no real names
- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room

## WE ARE LEARNING TO:

recognise the importance of personal hygiene during puberty

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recognise the importance of personal hygiene during puberty

I can identify body parts or areas to keep clean during puberty.

I can explain how to keep clean during puberty.

I can describe ways to manage physical changes during puberty, including the use of products to keep clean.

10

11

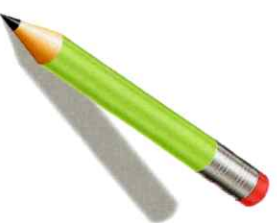
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## What is puberty?

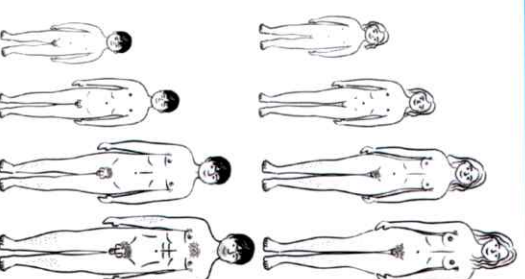
Draw two quick pictures - a male child and a female child the same age as you.

For each, write down the changes that will happen as they develop into a teenager.



## What changes did you remember?

Write down the changes between the bodies before and after puberty, including any others you know about.



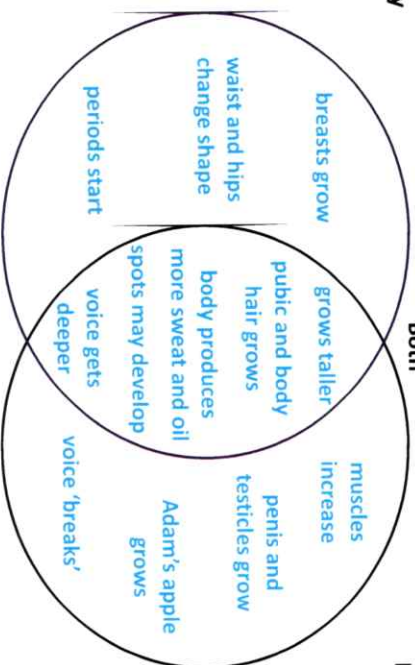


## Body changes: Male and Female Bodies

Female body changes

Both

Male body changes



© Medway Council 2022

## Looking after bodies

Bailey's parents say: "Now that you are getting older Bailey, there are some things you must do to look after your body and keep it clean. It is really important, especially when you start puberty."

"Why?" asks Bailey.

In pairs, write a sentence from the point of view of Bailey's parents, explaining the importance of keeping clean, and what Bailey should do to look after their body.

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## Body outlines

Go back to your body outlines.

Label all the different body parts that they will need to pay special attention to in relation to personal hygiene.



They will need to pay special attention to....

{ feet }

{ armpits }

{ hair }

{ Female genitals (vulva) }

{ Male genitals (penis and testicles) }

## Body outlines

Next to the labels, write down:

- **why** they need to pay attention to the area
- **how** they should keep the area clean and **how often**

## Personal hygiene items

What is the product?

What is it used for?



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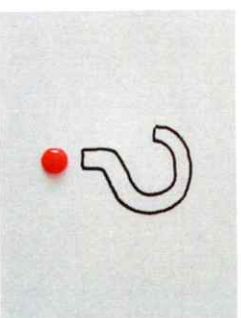


© Medway Council 2022

## Hygiene questions

With your partner, read and write an answer to the question.

Then, swap questions with another pair and add your answer too (you may agree or disagree).



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## Shopping list

What products might Bailey want to buy to prepare for puberty?

In pairs, write a shopping list for Bailey for items to include in their wash bag.



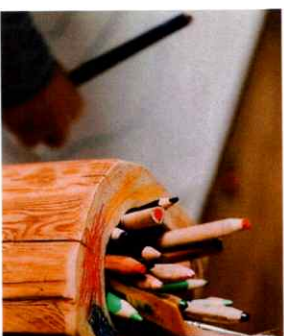
© Medway Council 2022

## What has been learnt?

Go back to the conversation between Bailey and their parents at the beginning of the lesson.

- Make any changes to your ideas if you think necessary.
- Add your new learning from the lesson.

Use a different colour pen or pencil



© Medway Council 2022

## Signposting support

If you have any questions or worries about personal hygiene during puberty, it is important to speak to a trusted adult – a parent/carer or teacher at school.

[www.childline.org.uk](http://www.childline.org.uk) can provide support too (phone 0800 1111 to talk to someone).



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## Signposting Support

Who are your trusted adults? Who can you talk to about the issues raised in this lesson?

There are people both at school and home who you could go to:

**In school** – class teacher, support assistants, playtime/midday supervisors

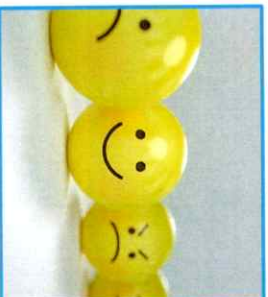
**Home** – trusted adults e.g parent, older sibling, community leaders, club leaders



You can also contact  
Childline on  
0800 1111 or  
[www.childline.org.uk](http://www.childline.org.uk)

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## Emotions and feelings

### Y5 Lesson 2

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7

# PSHE

Personal Social Health Economic

Education

## Ground rules

### • How can we make this a safe classroom for our PSHE lesson?

- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

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6

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### • How can we make this a safe classroom for our PSHE lesson?

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## WE ARE LEARNING TO:

recognise emotional changes during puberty

## WE ARE LEARNING TO:

recognise emotional changes during puberty

I can identify some of the feelings experienced during puberty.

I can describe how and why emotions can change during puberty.

I can explain where to get help and support for managing puberty.

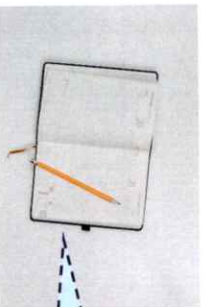
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## What is puberty? Kelly's diary



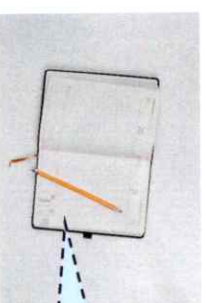
*Last night I was getting ready for bed and I realised I had started my period...*

- What does Kelly mean when she says, "I had started my period"?
- How might Kelly have known it was her period?



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## What is puberty? Leo's diary



*This morning I woke up and I realised I'd had a wet dream in the night....*

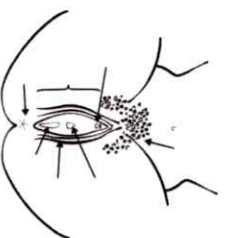
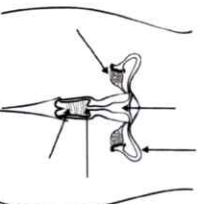
- What has happened to Leo and how might he know he's had a wet dream?



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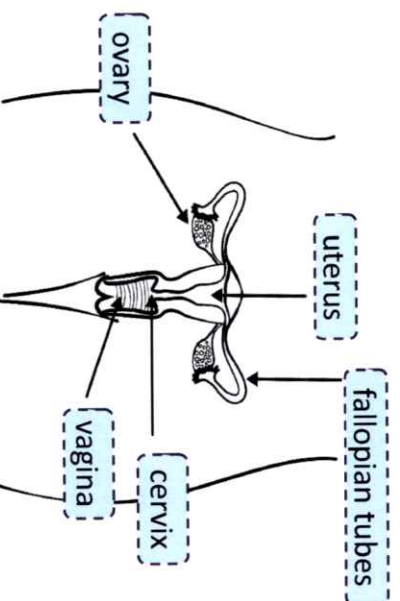
## Female genitalia and reproductive organs

Match the labels to the correct part of the pictures.



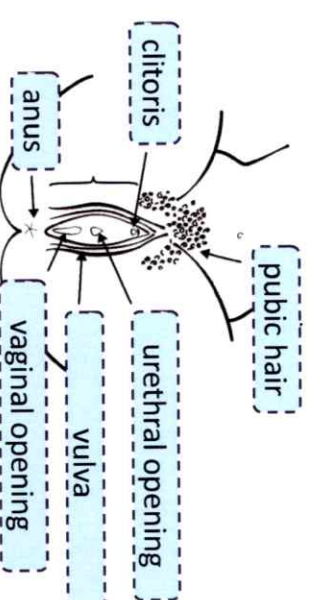
© Medway Council 2022

## Female reproductive organs



© Medway Council 2022

## Female genitalia



© Medway Council 2022

## Menstrual cycle

Watch the video

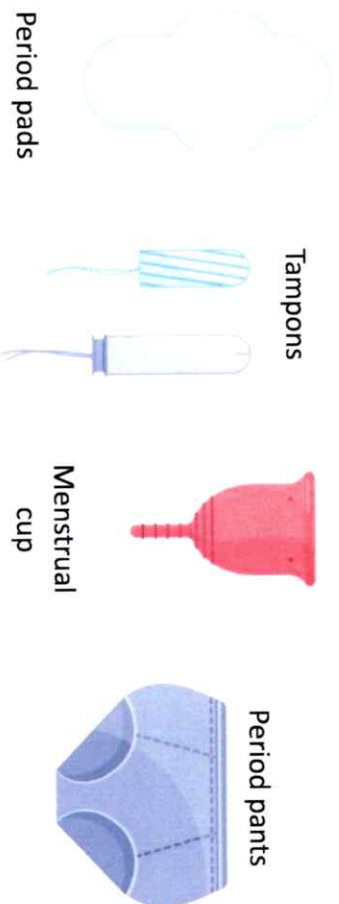


The Menstrual Cycle

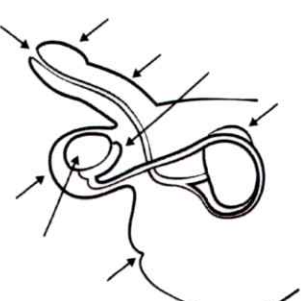
- What happens during the menstrual cycle?
- Why do periods happen?

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## Period products



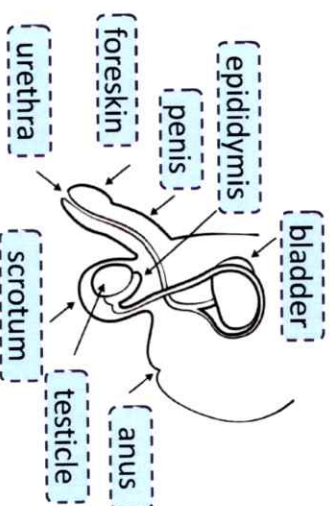
Match the labels to the correct part of the pictures.



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© Medway Council 2022

## Male body parts and wet dreams



## Wet dreams

Watch the video



What is a wet dream?

- What is a wet dream and why do they happen?

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## Feelings

*I used to be a really happy person, but now I sometimes feel really angry or fed up about things. Lately, I've been feeling really up and down. Is this normal?*

Taz, age 12

- What does Taz mean by feeling 'up and down'?
- What might be causing Taz to feel like this?
- What could Taz do that might help?

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## Storyboard: Taz's day



What emotional changes do Taz and Rani experience?

What is causing the changes in Taz and Rani?

© Medway Council 2022

## Feelings rollercoaster



Add your post-it notes to the wavy line either high up on top of a wave, low down at the bottom, or halfway between – depending on whether the feeling would make someone feel 'up' or 'down'.

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## Corners of support

If someone needs help with their feelings, where could they get help and support?

Now, listen to the sentence and move to the label that you think would best support the young person.



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## Romantic feelings

Someone going through puberty may notice a change in the way they feel about others. These feelings can be about being attracted to someone, 'fancying' them or having a 'crush'.



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## Signposting Support

Who are your trusted adults? Who can you talk to about the issues raised in this lesson?

There are people both at **school** and **home** who you could go to:

**In school** – class teacher, support assistants, playtime/midday supervisors

**Home** – trusted adults e.g parent, older sibling, community leaders, club leaders

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## Signposting support

If you have any questions or worries about emotional changes, or any other topic covered in the lessons about puberty, it is important to speak to a trusted adult – a parent/carer or teacher at school.

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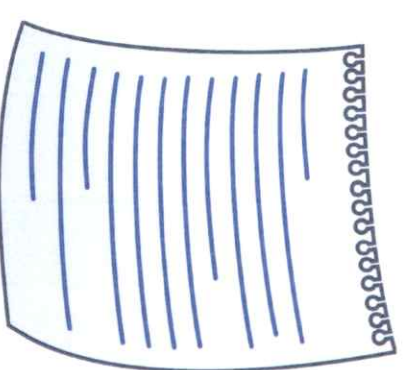
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## More activities

### Puberty toolkit

Make a puberty advice sheet for other pupils to use. Include ideas to cope with puberty and growing up. For example:

- Ways to help someone with physical changes
- Ways to help someone with emotional changes



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# My Body Is Mine



## Ground rules

### • How can we make this a safe classroom for our PSHE lesson?

- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

# PSHE

Personal

Social

Health

Economic

Education

## Ground rules

### • How can we make this a safe classroom for our PSHE lesson?

(safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

- respectful listening
- no real names
- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room



## WE ARE LEARNING TO:

know we have the right to decide what happens to our bodies




## WE ARE LEARNING TO:

know we have the right to decide what happens to our bodies

- I know my rights for wanted and unwanted contact.
- I know ways to deal with a range of issues and how to get help.
- I understand what other people's rights are for their bodies.

### What Do You Have Control Over?



When do you think this will change?

The amount of control you get over your life gradually changes as you get older but important ages are 16 and 18. Do you know why?

At 16 you can join the army, give consent to medical treatment.	At 18 you can vote, get married, buy cigarettes, buy alcohol and go to jail.
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## My Rights: True, False & Depends



You have the right to be safe, protected and be free from harm. This is based on the Unicef 'Rights of a Child'. Here's one that relates to our bodies.

### article 19 (protection from violence, abuse and neglect)

"Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them."

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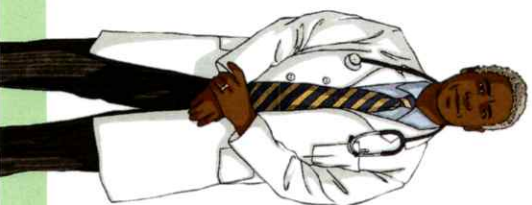
## Is There Anyone Who Can Do What They Want Even If I Say 'No'?



There are only a few situations when someone else will decide what happens to your body.

Doctors have the duty to keep you alive. In emergencies, they will decide what is best for you.

If you are harming someone else, you may be restrained and harmed in the process of the other person being protected.



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## Freedom to Choose



### What is unwanted touch?

Unwanted touch is touch we do not like, do not want to happen or feel pressured into. Someone might ask you to keep it a secret. If you don't like it, tell!

Your body is yours and you have the right to privacy. If you want to undress alone or not be touched, that is your right. If anyone is pressing on or taking away your rights, you need to seek help.

It's a horrible situation to be in and it's important to remind yourself that you've not done anything wrong. You are a child and the other person has done wrong.



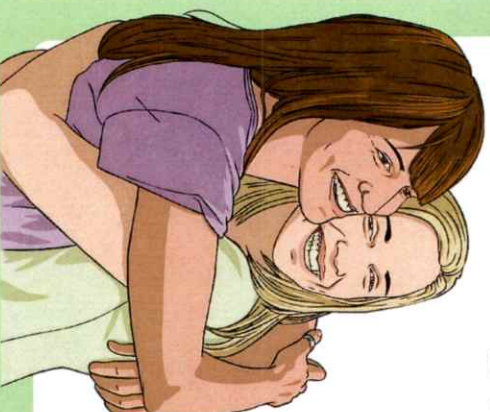
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## Is There Anyone Who Can Do What They Want Even If I Say 'No'?



The person I fancy and I are cuddling. I decide to touch them more. They don't like it and hit me. I think they have done wrong. They say I have. Have they committed a crime?

**Answer**



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## Let's share ideas...

What can you say to someone who is getting too close to your body and you don't like it?

What should you do if you need to get close to someone else's body as you move to your own chair or place in the line?

Before you celebrate a victory or special event with a team hug, what should you say to the people you want to hug?



It is important to say **no**. It is important to respect other people when they say **no**.

## Let's share ideas...

Your body is your body      Their body is their body

It is important to ask permission and to know how to give/not give consent.

### Respect and Consent: Giving Consent Activity

Read through the scenario cards below. The cards ask whether you would give your consent (your permission) in certain scenarios.

Cut them out and sort them into two piles: one pile for situations where you would find it easy to decide whether or not to give your consent and one pile for situations where you would find it more difficult to know what to do.

When you have finished, look through each pile.

#### Can you talk to your partner about:

- what made certain decisions easy - how did you know what to do?
- what made certain decisions more tricky?





## I'm Scared to Tell



I know it was wrong but I'm really scared to tell. My stepdad will be mad as he said it was a secret. My friends will fall out with me and no one will believe me. Help!

Bad secrets should not be kept, even if you are told bad things will happen if you tell. This makes it more upsetting and difficult. It's important you tell so that the situation can be stopped and so that you can get the help you need. You have the right to be safe and free from harm.

If it's serious – tell.

Even if you're scared.



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## Who to Ask for Help



Many situations can be resolved if we give them time, or speak up and ask for help.

If it's serious, get help.

Tell.

Tell a safe adult (parent, carer, family, teacher, doctor, police, nurse).

Tell your teacher or someone else at school.

Call Childline on 0800 1111.



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## I'm Scared to Tell



A friend could tell you a serious problem and ask you to keep a secret. It's important you tell an adult. This will help your friend to be safe.

If it's serious – tell.

Even if you're scared.



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## Who to Ask for Help



Who would you ask for help? Tell your partner three people you could tell if you needed help.



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# Calling Childline For Help

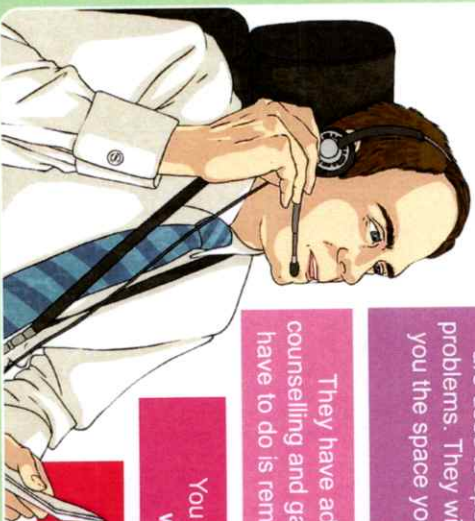


Childline is a national help centre in the UK. They are used to speaking to children about their problems. They will be kind and friendly and give you the space you need as well as helping you get support.

They have advice sections, videos, free counselling and games online. It is free so all you have to do is remember the number or website.

You can contact them online:  
[www.childline.org.uk](http://www.childline.org.uk)

You can contact them by phone by calling 0800 1111.



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## Remember



My body is mine.  
I decide.

I respect your  
rights and I protect  
my own.

If it's serious,  
I will tell.



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## Remember



Discuss in small groups.

What are the most important things to remember?



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What do you have  
control over and  
what do you not  
have control over?

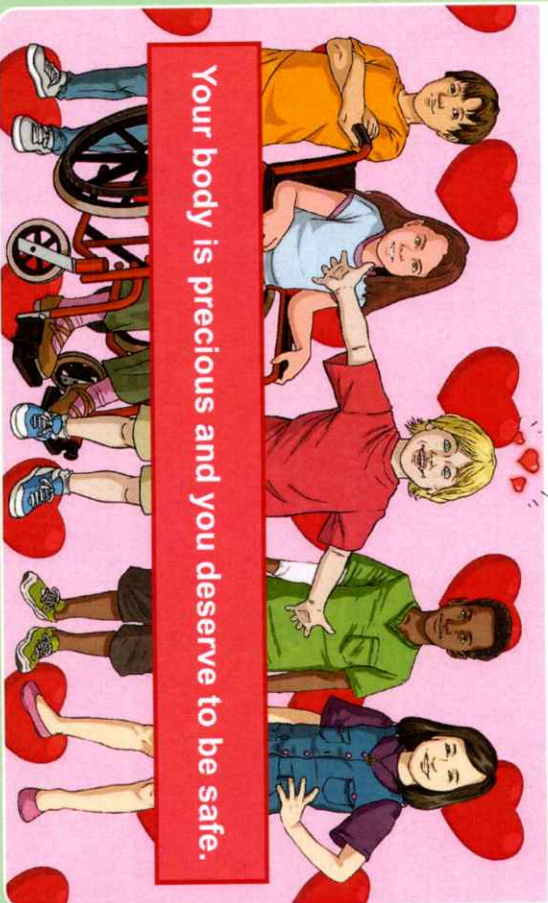
What are my rights?  
What are other  
people's rights?



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## Remember



## Signposting support

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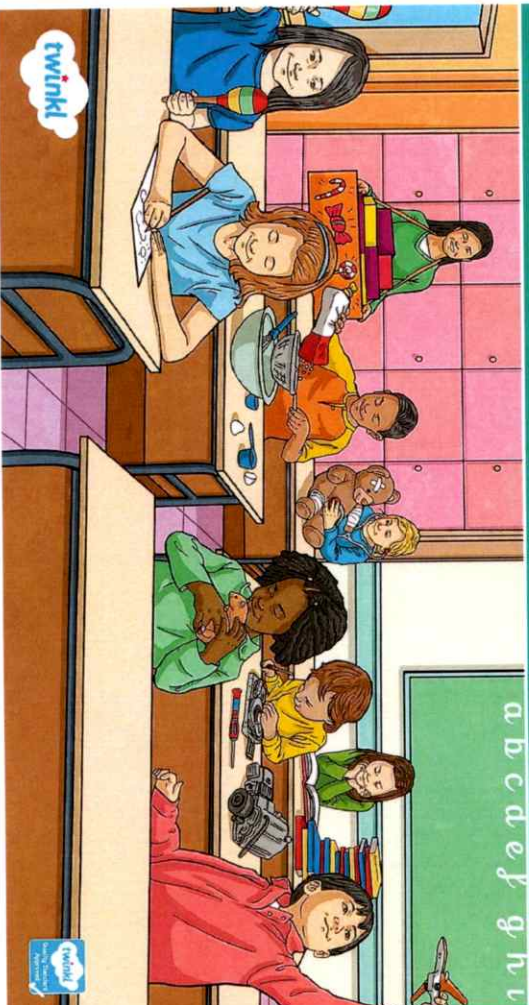
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## My Body Is Mine





# Respect and Consent Quiz



## Ground rules

### • How can we make this a safe classroom for our PSHE lesson?

- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

**P S H E**

**Personal Social Health Economic**

**Education**

## Ground rules

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- support each other
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## WE ARE LEARNING TO:

understand the importance of respect and consent

### Respect and Consent

This quiz is all about respect and consent.

**Respect** means to treat other people in a positive way that recognises their value and importance.

**Consent** means to give permission for something to happen or an agreement to do something.

When we think about how we treat ourselves and how we treat others, it is very important to consider respect and consent. Our body is our own and we are the ones who can make decisions about what physical contact we receive. Everybody has this right and we must respect the boundaries of others.

We all have the right to be looked after and feel safe.

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## Recap: freedom to Choose



What is unwanted touch?

Unwanted touch is touch we do not like, do not want to happen or feel pressured into. Someone might ask you to keep it a secret. If you don't like it, tell!

Your body is yours and you have the right to privacy. If you want to undress alone or not be touched, that is your right. If anyone is pressing on or taking away your rights, you need to seek help.

It's a horrible situation to be in and it's important to remind yourself that you've not done anything wrong. You are a child and the other person has done wrong.



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### Respect and Consent

Think carefully about each question and choose the answer you think is correct.

Who chooses and decides what can happen to my body?

a

Parents and carers

b

Any adult

c

Friend might mean who can hold your hand, touch you or where they can touch you.

d

Me



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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

Deciding what touch and physical contact we are comfortable with on different parts of our body is an individual's choice. Does everybody feel the same about different types of physical contact?



a Yes

b No

Everybody is individual. Part of this means that we all have different ideas about physical contact and are comfortable with different things.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

Who can we talk to if we feel uncomfortable about anything?



a Parents or carers

b

All these answers are correct. We should talk to an adult we trust if we are uncomfortable with anything at all. It is very important to speak to someone we trust and get help. Our bodies are special and should be treated with respect. No one has the right to make us feel uncomfortable.

c

d

e Childline

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

The area covered by our underwear is private. Who has the right to touch us here?



a

The area covered by our underwear is private. No one has the right to touch you here. If you have a medical issue, a doctor or nurse may need to examine you. They should always ask for consent from you and your parent or carer, and should examine you when a parent or carer is with you.

c

Only me

d

Doctors

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

If you are in a relationship with someone, you can touch or kiss them whenever you want to. Is this:



a

True?

b

False?

It is our right to decide what physical contact we feel comfortable with. This may change at different times. It is important to find out what physical contact people want by asking for consent and respecting their answer.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

My friend has set up an online chat account and used my picture for their account. Is this OK?

a Yes

b No

Asking consent is important online just like it is in person. If it is a picture of you that you have taken, consent should have been asked.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

I took a funny photo of a friend in the park. I want to post it on social media without showing my friend or asking them. Is this OK?

a Yes

b No

It is important to respect people's consent and privacy online as well as in person.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

I like having my hand held. This means when I want to, I can hold anyone's hand I choose. Is this right?

a Yes

b No

As we all feel differently about physical contact, we will all be comfortable with different levels of touch. It is important to ask before we touch someone else's body.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

Someone wants to hug me but I don't want to. What can I do?

a Agree to it to be polite

b Push level of physical contact they are comfortable with should be respected.

c Explain politely but firmly you don't want a hug.

d Avoid them.



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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

You and a friend often play-fight but today, you don't want to. What should you do?

- a Play anyway - you might enjoy it when you start.
- b Politely but firmly explain you don't want to play today.  
It is important to listen to our own feelings about physical contact and only do what we are comfortable with. Talking to the friend should help them to understand and respect this.
- d Avoid talking to them and play something else.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

Your friend uses a wheelchair and your class has been asked to go to the school playground. What should you do?

- a Ask if your friend would like you to push their chair.  
By asking for consent, we can find out if people are comfortable with physical contact.
- c Walk away - they will get there themselves.
- d Ask the teacher if you should push their chair.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

You are at a friend's house and they suggest playing an online game. Neither of you have an account but you know another friend's login details. What should you do?

- a Login with their details and plan to not tell them.
- b Use their login details for online accounts are personal information. This should be kept private. If you know anyone else's details, suggest you should treat them with respect by keeping it private and not using it.
- d Remember that account details are private and you should respect your friend's privacy by not using the account.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

Someone has asked to hug you and you have politely said no. They ask again and begin to make you feel pressured. What should you do?

- a Hug them because they are insisting.
  - b Run to a trusted adult.  
Firmly explain you don't want to (shout if you feel you need to).
- If you have explained you don't want physical contact and someone hasn't listened, it is OK and important to be even more firm, get away and get help straight away.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

Your friend says they don't feel safe when they visit their uncle's house because he likes to pick them up and hug them without asking. Your friend has asked you to keep this a secret. What should you do?



- a Keep the secret happening, we need to get help. By speaking to someone and getting help, you are being a good, caring friend. You can also suggest that your friend speaks to a trusted adult as well but it is important you do what you need to to get help.
- b Tell a trusted adult.
- c Advise them to tell a trusted adult.
- d Tell a trusted adult.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

Your auntie often comes to your house. When you read stories, she hugs you really close and you don't feel comfortable. What should you do?



- a Tell her you don't like stories anymore.
- b By explaining you are not comfortable with that physical contact, she should understand and respect this.
- c Speak to her and tell her politely you are not comfortable with this.
- d Do nothing because she might be upset.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

Whenever you line up, the same child comes in the line behind you and pushes you again and again. They say if you tell anyone, they'll hurt you. What should you do?



- a Tell a trusted adult.
- b If anyone is touching us in a way we don't like, it is important to speak to a trusted adult. This way, they can help and stop the problem.
- c Tell your friend.
- d Do nothing because they might hurt you more.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

Your best friend has started being a little bit bossy. They expect you to hang up their coat and collect their water bottle all the time. What should you do?



- a Play with someone else instead.
- b In healthy friendships, people treat each other equally and with respect. By speaking to the friend, they will understand how you feel.
- c Speak to them and tell them politely you are not comfortable with this.
- d Do nothing because they might be upset.


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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

You and your friend often play tag. Today, they have said they don't want to play tag. What should you do?




- a Run off and play with someone else instead.
- b Start playing tag with them anyway, they might enjoy it when *they start*.
- c Tell th  
have confidence in you to understand.
- d Respect their wishes and ask if they would like to play something else together.

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## Respect and Consent

Think carefully about each question and choose the answer you think is correct.

A family friend has taken you shopping for some new clothes. You go to try some on and they ask you to keep the cubicle door open so they can see the clothes on you. You don't feel comfortable being watched. What should you do?



- a Agree to it so that you don't upset your family friend.
- b Explain politely that you'd rather the door was closed while you change.
- d Respecting other people's privacy is important. We should feel confident that we can explain how we feel. Say you don't want to try the clothes on anyway.

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## Respect and Consent

How did you do?

All the questions focused on respect and consent. It is important we respect our own bodies and understand what physical contact we are comfortable with. If anyone does or asks to do anything we are not comfortable with, we can explain that this is not OK.



**This should be respected.**

We need to respect other people's boundaries about physical contact as well.

It is important everyone feels comfortable and knows their body is respected.

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## Respect and Consent

We should always speak to a trusted adult and get help if:

something makes us feel uncomfortable;

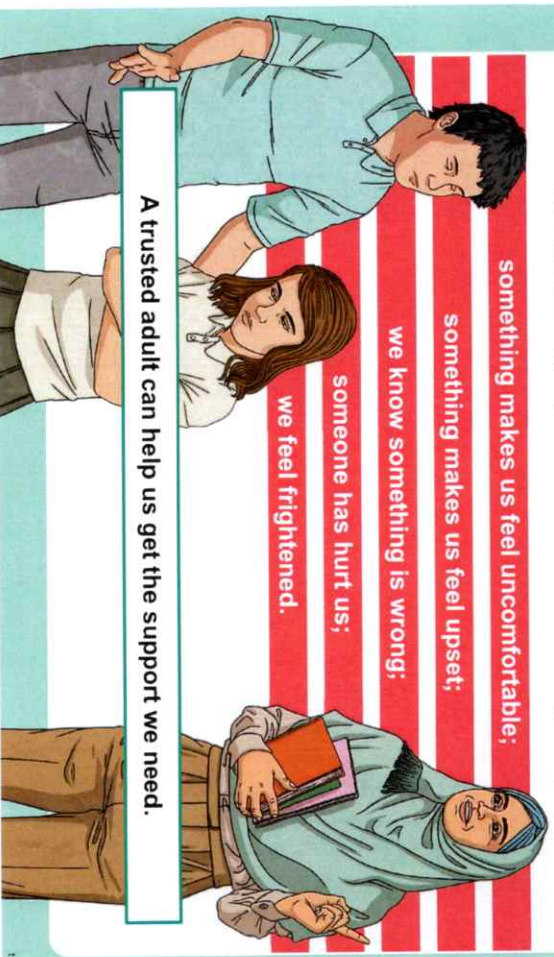
something makes us feel upset;

we know something is wrong;

someone has hurt us;

we feel frightened.

A trusted adult can help us get the support we need.



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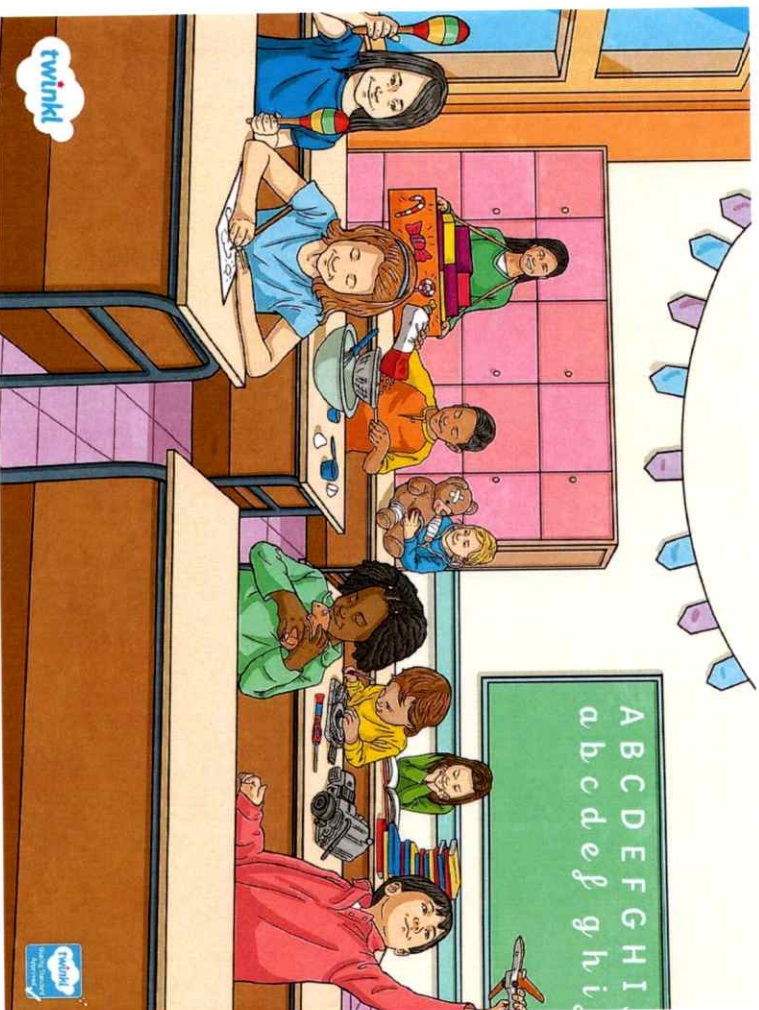
## Signposting support

If you have any questions or worries about physical contact, or any other topic covered in these lessons about puberty, it is important to speak to a trusted adult – a parent/carer or teacher at school.



[www.childline.org.uk](http://www.childline.org.uk) can provide support too (phone 0800 1111 to talk to someone).

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## Signposting Support

Who are your trusted adults?  
Who can you talk to about the issues raised in this lesson?

There are people both at **school** and **home** who you could go to:

**In school** – class teacher, support assistants, playtime/midday supervisors

**Home** – trusted adults e.g parent, older sibling, community leaders, club leaders



You can also contact  
Childline on  
0800 1111 or  
[www.childline.org.uk](http://www.childline.org.uk)

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