



Summer 1 – How will I change?

British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills	Key Vocabulary	Context
1	<p>LO: What is FGM?</p> <p>Prior to this lesson, it is assumed that students have a basic understanding of human rights, cultural diversity, and the importance of personal safety. They may also have some existing knowledge of FGM, though it is important to ensure that any misconceptions are addressed during the lesson.</p> <p>To assess prior knowledge, ask students open-ended questions related to the following:</p> <ul style="list-style-type: none"> <li>• Have you heard about female genital mutilation before?</li> <li>• What do you know about FGM?</li> <li>• Do you know what the law says about FGM in the UK?</li> <li>• Who would you tell if you thought someone you knew might be at risk of FGM?</li> </ul> <p><b>Starter:</b> Begin the lesson by asking students to define the term 'female genital mutilation' (FGM). Write their responses on the board. Show an age-appropriate video or use visual aids to provide an overview of FGM, emphasising its harmful effects.</p> <p><b>Input:</b></p>	<p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>	<p>FGM</p> <p>Female Genital Mutilation</p>	<p>The government statutory guidance on Relationships and Sex Education (RSE), makes it compulsory for secondary schools to teach pupils about Female Genital Mutilation (FGM) and other harmful practices, including forced marriage and honour-based abuse.</p>



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Introduce the concept that FGM is against British law and explain why it is important to protect individuals from this practice. Provide a brief overview of the Female Genital Mutilation Act 2003 and its key provisions. Discuss the reasons why FGM is considered harmful, including the physical, emotional, and psychological consequences. Showcase testimonies from survivors or case studies that highlight the impact of FGM on individuals. Show images or diagrams that demonstrate the different types of FGM, ensuring sensitivity and discretion.

**Activity:**

Divide the class into small groups and distribute a case study scenario related to FGM to each group. In their groups, students should read and discuss the scenario, identifying the signs and symptoms of possible FGM and the appropriate actions to take. Provide different scenarios to cater to a range of abilities and ensure differentiation. After the groups have had time to discuss and analyse the scenarios, bring the class together for a whole-group discussion. Allow each group to share their findings and recommendations.



**Plenary: Marvellous Me 'Activity'**

Conduct a class discussion on the main learning points from the lesson. Use open-ended questions to encourage students to reflect on their understanding of FGM, the law, and the actions they can take to



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	<p>protect themselves and others. Summarise the key learning objectives and concepts discussed during the lesson.          Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
2	<p>LO: How can I respect similarities and differences between people?</p> <p>Begin the lesson by gauging students' prior knowledge and understanding of similarities and differences. You can ask questions like:</p> <ol style="list-style-type: none"> <li>1. What does it mean when we say two things are similar?</li> <li>2. What does it mean when we say two things are different?</li> <li>3. Give an example of something that is similar to you and your friend.</li> <li>4. Give an example of something that is different between you and your friend.</li> </ol> <p><b>Starter:</b> Show students a picture or display pictures of various individuals from different cultures, races, appearances, etc. Ask students to discuss with a partner what they observe about the people in the pictures. Guide the discussion by asking open-ended questions such as:</p>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p>	<p>Similarities Differences</p>	<p>Noticing differences between people helps children construct their own social identity. Talking about differences is an effective way to decrease biases and racism. Research shows that taking a “color-blind” approach, or pretending that differences do not exist, is not effective.</p> <p>Useful link:  <a href="#">Talking to Children About Differences and</a></p>



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- What similarities and differences do you notice among the people in the pictures?
- How do people's appearances, cultures, or backgrounds differ?
- What emotions or personality traits can you infer from their expressions?
- Do you think people who look different can still have things in common?

**Input:**

Explain to students that respect for similarities and differences is an important value. Discuss the definitions of "similarities" and "differences."

- Similarities: Things that are alike or have something in common.
- Differences: Things that are not the same or have distinct characteristics.

Next, highlight the significance of respecting similarities and differences among people. Emphasise that although individuals may appear different, they often share commonalities. Encourage students to consider physical attributes, personality traits, or background when identifying commonalities with others.

Use visual aids, videos, or real-life examples to support the discussion. Reinforce the idea that recognising and appreciating similarities and differences can lead to a more inclusive and harmonious society.

[Similarities | ECLKC \(hhs.gov\)](#)



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<p><b>Activity:</b> Divide the class into small groups. Provide each group with a set of cards. On each card, write a specific attribute (e.g., eye color, hair type, favorite hobby, birthplace, favorite food, etc.). In their groups, students take turns drawing a card and sharing something about themselves that matches the attribute on the card. Encourage open and respectful discussion by asking guiding questions, such as:</p> <ul style="list-style-type: none"><li>○ Who has a similarity with the person who drew the card? How do you share that similarity?</li><li>○ Who has a difference from the person who drew the card? How do you appreciate that difference?</li><li>○ Can you think of a way in which the similarity or difference might positively impact the group?</li></ul> <p>Rotate the opportunity to draw a card until each student has had a chance to share their similarity or difference.</p> <p>Gather the students together and lead a class discussion. Ask the following questions to encourage reflection and consolidate learning:</p> <ul style="list-style-type: none"><li>○ Why is it important to respect the similarities and differences between people?</li><li>○ How did it feel to share your similarities and differences during the activity?</li><li>○ What did you learn about your classmates that surprised you?</li><li>○ Can you think of a time when you appreciated someone else's similarity or difference?</li></ul>			
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	<ul style="list-style-type: none"> <li>○ What can you do to make sure you show respect for the similarities and differences of others?</li> </ul> <p>Use the students' responses to reinforce the main points of the lesson and highlight the importance of recognising and respecting similarities and differences in everyday life.</p>  <p><b>Plenary: Marvellous Me 'Activity'</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
3	<p>LO: How can I be respectful?</p> <p>To evaluate prior knowledge, begin the lesson by asking the students the following questions:</p> <ol style="list-style-type: none"> <li>1. Why is it important to listen to others?</li> <li>2. Have you ever encountered someone with different beliefs or traditions? How did you respond?</li> <li>3. What do you think it means to respond respectfully to someone?</li> </ol> <p><b>Starter:</b> Display images of people from various cultural backgrounds on the interactive whiteboard. The students will be asked to silently observe the images and write down any initial thoughts or assumptions they have about each person based on their appearance. After a few minutes, facilitate a class discussion, where students will share their</p>	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	Respect Tradition Lifestyle	<p>Walsall has an estimated population of 286,700 (ONS 2020 Mid-Year Estimates), comprised of approximately 21.7% children 0-15 (62,300), 60.8% working-aged 16-64 (174,300), and 17.5% 65 years &amp; over (50,100), giving a dependency ratio of 0.64 dependents to every 1 working age adult.</p> <p>81.6% people are white, 11.7% people are Asian,</p>



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<p>initial thoughts and assumptions. Guide the discussion towards the importance of not judging or making assumptions based on appearances.</p> <p><b>Input:</b> Introduce the concept of listening and responding respectfully to others by explaining why it is an essential skill. Provide examples of different traditions, beliefs, and lifestyles that people may have. Emphasise the importance of empathy and understanding when encountering differences.</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>o Respect: treating others with consideration, kindness, and understanding.</li> <li>o Tradition: a custom, belief, or way of doing something that is passed down from generation to generation.</li> <li>o Lifestyle: the way a person or a group of people live, including their habits, values, and choices.</li> </ul> <p>Showcase a short video or read a story that depicts individuals from diverse backgrounds and their experiences.</p> <p><b>Activity:</b> Divide the class into small groups and provide each group with a scenario card. Each scenario card will describe a situation where the students will encounter someone with different beliefs, traditions, or lifestyles. The groups will discuss and brainstorm ideas for how they</p>			<p>3.0% people are black. 48.3% are Christian, 34.1% have no religion, 7.3% are Muslim.</p> <p>Census Data: <a href="https://www.plumplot.co.uk/walsall-census-2021">Walsall Census 2021.</a> (<a href="https://www.plumplot.co.uk">plumplot.co.uk</a>)</p>
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<p>would respond respectfully in each scenario. After the discussions, the groups will present their ideas to the rest of the class.</p> <p>Encourage critical thinking by asking probing questions:</p> <ul style="list-style-type: none"><li>○ How did your group come up with ideas for responding respectfully?</li><li>○ What challenges might arise when trying to respond respectfully to someone with different beliefs or traditions?</li></ul> <p>Lead a final class discussion on the importance of listening and responding respectfully. Students will share key takeaways from the activity and discuss how they can apply what they have learned in their everyday lives. Summarise the main points and reinforce the idea that inclusivity and respect for others contribute to positive relationships within society.</p> <p> <b>Plenary: Marvellous Me ‘Activity’</b></p> <p>Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
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<p>4</p>	<p><b>Children need to be divided into biological genders for this lesson</b></p> <p>LO: What physical and emotional changes will I experience?</p> <p>To evaluate students' prior knowledge, engage in a whole class brainstorming activity where they ask students to share what they already know about puberty. Write down their responses on the board and use this as a starting point for discussion.</p> <p><b>Starter:</b> Begin the lesson by providing each student with a small piece of paper and ask them to anonymously write down any questions or concerns they have about puberty. Collect the papers and use them to address common concerns throughout the lesson.</p> <p><b>Input:</b> Introduce the concept of puberty by explaining that it is a natural process of physical and emotional changes that happen as children grow into adults. Discuss the different stages of puberty, highlighting key changes such as the growth of body hair, voice changes, and the development of breasts or testicles. Use diagrams and visual aids to support the explanations and engage students in the learning process.</p>	<p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p>	<p>Menstruation  Menstrual cycle</p>	<p>As your child or young person moves forward with their learning, it is important that their mental, emotional, social and physical wellbeing is developed in a safe, caring, supportive, focused environment. Our society can expect girls and boys to have different responses to feelings. This can be unhealthy for all genders. Find out more about <a href="#">gender balance</a>. This approach encourages relationships that are based on mutual respect. The four aspects of wellbeing are closely attached and are usually taught together.</p>
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<p>Introduce the topic of menstruation and explain that it is a natural process that happens to girls as they mature into women. Define key terms like "menstruation" and "menstrual cycle."</p> <p><b>Activity:</b> Divide the class into small groups and provide each group with a case study scenario related to puberty. Ask students to discuss and analyse the scenario, identifying the physical and emotional changes that the character might be experiencing. Encourage them to consider how these changes might be managed and understood.</p> <p>Bring the class back together for a whole group discussion. Ask each group to share their case study scenario, highlighting the changes they identified and possible strategies for managing them. Address any common concerns from the earlier anonymous questions, providing accurate information and dispelling any misconceptions.</p> <p> <b>Plenary: Marvellous Me 'Activity'</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
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<p>5</p>	<p><b>Children need to be divided into biological genders for this lesson</b></p> <p>LO: How can I maintain good personal hygiene?</p> <p>To assess students' prior knowledge and understanding, ask the following questions at the beginning of the lesson:</p> <ol style="list-style-type: none"> <li>1. What is hygiene?</li> <li>2. Can you name some hygiene practices?</li> <li>3. Do you know what puberty is?</li> <li>4. Have you noticed any changes in your body recently?</li> </ol> <p><b>Starter:</b> Display a set of images depicting different hygiene practices (e.g., brushing teeth, washing hands, taking a shower). Ask students to discuss in pairs or small groups what they think each image represents and why it is important. Provide opportunities for pairs/groups to share their thoughts with the whole class.</p> <p><b>Input:</b> Introduce the concept of puberty, explaining that it is a natural process during which the body goes through physical and emotional changes. Discuss some of the common changes that occur during puberty (e.g., growth spurts, voice changes, development of body hair). Explain that along with these changes, there are also changes in</p>	<p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>	<p>Personal Hygiene</p> <p>Puberty</p> <p>Hygiene</p>	<p>The reason is, that good hygiene habits are key to ensuring the safety of your child and the children they interact with. As the old saying goes, prevention is better than cure. This is especially the case when it comes to young children keeping clean.</p> <p>Useful link: <a href="https://steppingstonesltd.com">The Importance Of Personal Hygiene For Kids   Stepping Stones (steppingstonesltd.com)</a></p>
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hygiene routines and the importance of keeping clean. Display a list of hygiene practices and discuss how they may need to be modified during puberty (e.g., more frequent showering, using deodorant). Highlight the reasons why personal hygiene is important during puberty (e.g., prevention of body odor, maintenance of healthy skin, prevention of infections).

**Activity:**

Provide each student with a personal hygiene routine worksheet. Instruct students to fill in the worksheet, listing the hygiene practices they currently follow and any changes they anticipate making during puberty. Encourage students to think about the challenges they may face in maintaining personal hygiene during puberty and how they can overcome them. Circulate around the classroom to support students and engage in discussions about their responses.



**Plenary: Marvellous Me ‘Activity’**

Floor book expectation: QR codes, pupil voice, videos, and images.



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<p>6</p>	<p><b>Children need to be divided into biological genders for this lesson</b></p> <p>LO: What is human reproduction?</p> <p>To assess the students' prior knowledge, engage them in a class discussion:</p> <ul style="list-style-type: none"> <li>• What do you already know about reproduction and birth?</li> <li>• Have you ever seen a baby being born or know someone who has a baby?</li> <li>• What do you think are the responsibilities in taking care of a baby?</li> </ul> <p><b>Starter:</b> Display images of different stages of pregnancy and childbirth. Ask the students to discuss with a partner what they can observe in the pictures and what they already know about the topic. Conduct a whole-class discussion and ask students to share their observations and prior knowledge.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What can you see in these pictures?</li> <li>• What do these images tell us about the topic?</li> </ul> <p><b>Input:</b></p>	<p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for</p>	<p>Conception Fertilization Pregnancy Birth</p>	<p>Science: Understand the changes that happen during reproduction and birth as part of the life cycle.</p> <p>It's normal for children to be curious about pregnancy and reproduction. At this age, kids should understand that reproduction is a natural part of life, and that all living things reproduce. It's also important for them to see you as a safe resource for learning about this subject.</p> <p>Link: <a href="#">Reproduction - Who Needs to Know More,</a></p>
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<p>Introduce the topic of reproduction and birth by explaining that it is a natural process that allows humans to have babies. Discuss the importance of reproduction for the continuation of our species. Explain that reproduction involves the combination of sperm and egg to form a baby. Use visual aids, diagrams, or animations to illustrate the process of fertilization, pregnancy, and birth. Introduce new vocabulary and their definitions:</p> <ul style="list-style-type: none"> <li>○ Conception: The moment when an egg is fertilized by sperm.</li> <li>○ Fertilization: The joining of an egg and sperm to create a new organism.</li> <li>○ Pregnancy: The time from conception to birth when a baby develops inside the mother.</li> <li>○ Birth: The process of giving rise to offspring, including delivery of the baby from the mother's body.</li> </ul> <p><b>Activity:</b> Divide the class into small groups and provide each group with a set of cards or visuals representing different stages of conception and pregnancy. In their groups, ask the students to arrange the cards in the correct sequence. Circulate among the groups, providing support and asking probing questions to ensure understanding. Once completed, ask each group to present their sequence to the class and explain their reasoning behind the ordering of the cards.</p> <p>Key Questions:</p>			<p><a href="#">Boys or Girls? - Anatomy for Kids</a></p>
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	<ul style="list-style-type: none"> <li>• What happens during conception?</li> <li>• How does the baby develop during pregnancy?</li> </ul> <p>Show the students a short video or presentation about various animal lifecycles, including human reproduction and birth. Ask the students to identify similarities and differences between human reproduction and the lifecycles of other animals. In groups, provide each group with a card that lists different responsibilities related to taking care of a baby. Ask the groups to discuss and categorize the responsibilities into different stages, such as before birth, infancy, and early childhood.</p> <p> <b>Plenary: Marvellous Me 'Activity'</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
<p>7</p> <p>YEAR 5 ONLY</p>	<p><b>Children need to be divided into Year 5 and Year 6 for this lesson</b></p> <p>LO: How can I prepare for my next stage?</p> <p>To evaluate the students' prior knowledge, initiate a class discussion about previous transitions they have experienced, such as moving to a new school, changing classes, or transitioning into a new year group. Encourage students to share their experiences and feelings, allowing them to identify any challenges they encountered during these transitions.</p>	<p>H36. strategies to manage transitions between classes and secondary school.</p>	<p>Year 6</p> <p>Challenges</p> <p>Concerns</p> <p>Coping mechanisms</p>	<p>Transitioning from primary to secondary school is a particularly significant change for children. Learning about change and how to cope with it will help them with this particular transition and prepare them for many other</p>



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<p><b>Starter:</b> Begin by introducing the topic of transitions to Year 6 and explain that transitions can bring about feelings of excitement, curiosity, and sometimes worries or uncertainties. Display a picture of a bridge or a symbol representing transition on the board, and ask the students to brainstorm what words or ideas come to mind when they see the image. Give students one minute to write down their thoughts individually. Then, ask them to share their responses in pairs or small groups. Ask a few students to share their thoughts with the whole class.</p> <p><b>Input:</b> Display key vocabulary terms on the board: transition, Year 6, challenges, concerns, coping mechanisms. Explain the meaning of each vocabulary term using student-friendly language and provide examples or anecdotes to make it relatable. Introduce the concept of transitioning to Year 6, highlighting that it can be an exciting but also challenging time. Discuss common concerns or worries that students might have during this transition, such as making new friends, dealing with increased workload, or adjusting to new responsibilities. Facilitate a class discussion on the different types of coping mechanisms students can use to manage transitions effectively, such as talking to friends or family, seeking</p>			<p>changes and challenges they will face in life.</p> <p>In the beginning they might worry about practical things, like getting lost and having to cope with a locker. This should go in a few days, as they learn the new routine and layout of the school, explain that this will get easier as they become more familiar. They may also worry about the work, or making new friends.</p> <p>Link: <a href="https://www.compass-uk.org">Transition to secondary school - Compass (compass-uk.org)</a></p>
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	<p>support from teachers, or engaging in relaxing activities like reading or drawing.</p> <p><b>Activity:</b>          Divide the students into small groups of 4-5. Provide each group with a large sheet of paper and markers. Instruct the groups to create a mind map or brainstorming chart on the topic of "Transitioning to Year 6." Encourage the students to discuss and share their concerns, as well as ideas for coping mechanisms. Each group should visually represent their ideas on the large sheet of paper, using drawings, symbols, and keywords. After the allocated time, ask each group to present their mind map to the class, explaining their chosen concerns and coping mechanisms.</p> <p>Summarise the main points from the group presentations, emphasising the common concerns and coping mechanisms identified during the activity. Ask the students if they have any additional questions or concerns about the transition to Year 6. Encourage students to share their own ideas for coping mechanisms and discuss why they find them helpful. Provide reassurance and support, reminding students that transitioning to Year 6 is a shared experience and that their teachers are there to help them navigate any challenges.</p>			
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	 <p><b>Plenary: Marvellous Me ‘Activity’</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
<p>7</p> <p>YEAR 6 ONLY</p>	<p>LO: How can I prepare for my next stage?</p> <p>To evaluate students' prior knowledge and understanding of transitioning to secondary school, engage in a class discussion using the following questions:</p> <ol style="list-style-type: none"> <li>1. Can anyone explain what the term "transition" means?</li> <li>2. What are some fears or concerns you have about starting secondary school?</li> <li>3. Has anyone older, like an older sibling or cousin, told you about their experiences transitioning to secondary school?</li> </ol> <p><b>Starter:</b> Begin the lesson by asking students to write down three words that come to mind when they think of starting secondary school. Allow a couple of minutes for independent thinking. Then, ask students to share their words with a partner or in small groups, discussing their reasons for choosing those particular words. As a whole-class activity,</p>			



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<p>invite a few students to share their words and explanations. Write them on the board or a flipchart.</p> <p><b>Input:</b>          Introduce the concept of transition by providing a clear definition: "Transition is the process of moving from one stage or environment to another. It involves adjusting to new routines, expectations, and social dynamics." Discuss the importance of transition in personal development, highlighting that it provides an opportunity for growth and learning. Use visual aids, such as images or diagrams, to illustrate the differences between primary and secondary school environments. Discuss key changes, such as different teachers for different subjects, larger class sizes, and longer school days. Facilitate a whole-class brainstorming session to identify potential challenges and anxieties students may have about transitioning to secondary school. Record their responses on the board or a flipchart. Share personal experiences or anecdotes to help reassure students that their concerns are normal and common.</p> <p><b>Activity:</b>  <b>School Survival Guide</b>          Objective: To compile a class-generated guidebook with tips and advice for transitioning to secondary school.          Instructions:</p>			
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1. Divide the class into groups and assign each group a different aspect of secondary school life, such as timetables, friendships, homework, etc.
2. Ask each group to research and write a short guide on their assigned topic, including tips and advice for Year 6 students transitioning to secondary school.
3. Compile the individual guides into a class survival guidebook.
4. Share the guidebook with younger year groups or include it in the library for future students.



**Plenary: Marvellous Me ‘Activity’**

Floor book expectation: QR codes, pupil voice, videos, and images.