

## **Going out, keeping safe**

### **Aim**

To enable children to understand the importance of keeping safe when out with friends.

### **Links**

McCabe Statement

- Ways of keeping safe.

Curriculum for Excellence

- Health and Wellbeing Outcomes,  
HWB 2-45b, 2-16a.

### **Learning Objectives**

Learners should be able to...

- Suggest issues and concerns relating to safety when spending time with friends.
- Explain the importance of calling or texting home regularly.
- Demonstrate other possible ways to ensure they are keeping safe through effective communication.

### **Resources**

- Pupil Sheet 1 – Katie's Story.
- Resource Sheet 1 a-c – Agree/Disagree/Not Sure Cards.
- Resource Sheet 2a-b – Scenario Cards.
- Primary 7 booklet (for reference).
- Pupil Sheet 2 – Pupil Evaluation Sheet.

## Going out, keeping safe

### Activities

1. Children read the story (Pupil Sheet 1) about a child being out late with friends and the parent/carer not being sure where they are. Allow children to work in groups of three or four to consider the questions and make some notes of their thoughts and ideas. Get feedback from each of the groups using the questions with the story.  
(10 mins)
2. Role play activity – organise the children into pairs, 1 as the parent and 1 as the child, to role play a situation which shows an example of a child going out, but being sure they are using effective communication to keep themselves safe. Encourage children to think about the importance of using a mobile phone to call or text regularly to keep parent/carer aware of where they are. When doing their role play ask the children to think about the importance of discussing –  
Who they are going out with?  
Where they are going?  
When they will be back?  
(15 mins)
3. Display the three cards Agree, Disagree and Not Sure (Resource Sheet 1) on the walls around the class. A child selects a scenario card (Resource Sheet 2) reads it out loud and has to put it on one of the walls for Agree, Disagree and Not Sure.  
*Children must explain why they have chosen to put the card in that particular place.*  
(15 mins)
4. As a class, create a list of ways of calling or texting home. For example,  
Using mobile  
Using a pay phone if you have money  
Making a reverse charges call  
Asking if you can use a friend's mobile phone  
Asking if you can use a landline in your friend's house.  
*Highlight that they would never go with someone they don't know to use their mobile phone or landline, as this could be dangerous.*  
Discuss with children the importance of mobile phone safety. Explain to the children you realise they may not have a mobile phone at the moment but they should be aware of these issues.
  - Always keep your mobile phone out of sight when not in use.
  - Don't attract attention to your mobile phone when carrying it or using it in the street.
  - Always use your mobile phone's security lock code.
  - Keep a record of your mobile phone's IMEI number (the unique number that is assigned to each phone). This way, if your mobile phone is stolen and later recovered by the police, it can be returned to you. You can discover your IMEI number by pressing the following keys on your phone: \* # 06 #
  - Properly mark your phone with your postcode and door number to help the police identify it. You can mark your mobile phone by using a UV pen.
  - Report a lost/stolen mobile phone to the police immediately.
  - Inform your service provider if your mobile phone is lost/stolen as soon as possible.
  - Don't leave your mobile phone in an unattended vehicle – if you must, lock it out of sight. Remember, it only takes an experienced thief seconds to smash a window and steal a mobile phoneLink to the website [www.immobilise.com](http://www.immobilise.com). This is a website that registers mobile phones and ensures that they are blocked if stolen. It improves chances of getting your mobile phone back.  
(10 mins)

## Going out, keeping safe

### Key Messages

- It is important to hang out in safe places and to avoid known places of danger
- The key to keeping safe is for your family to know where you are at all times. Use a phone, to help you to do this by calling or texting.

### Reflect and Review

Ask children to work in groups of 3 or 4 and take a few minutes to consider 2 key messages that **they** have taken from the session.

Compare these two "Key Messages" above (don't share the key messages with the children until they have given their ideas on the key messages).

(5 mins)

### Pupil Evaluation of Lesson

Pupil Sheet 2 – Evaluation Wall – get children to add a brick with an evaluative comment about the lesson and they must say why they have written what they did.

(5 mins)

### Follow Up Activities

- Organise a talk from community police re safe/unsafe places around the local area.
- Design a poster to encourage young people to call/text home regularly.
- Website links  
[www.spstation.co.uk](http://www.spstation.co.uk) – children and young peoples' guide to the police. Has links to prevention of mobile phone theft.  
[www.thesafetynet.info](http://www.thesafetynet.info) – has links for all stages of the primary school relating to safety, particularly relevant "Safekids" a quiz and information relating to be safety online.
- Opportunity to organise an input from the community police on mobile phone safety and 'immobilise' website. The community police may also have leaflets and posters with 'immobilise' information.

## **Pupil Sheet 1 – Going out, keeping safe – Katie’s Story**

Katie and her friends were meeting up at the bus stop after dinner. They had organised it earlier that day. Claire was having a birthday party on Saturday and they had to decide what they were going to wear.

Katie asked her mum if it would be ok to go out to meet her friends. Her mum was rushing about as she was just in from work and the baby was crying. She said ‘yes’ Katie could go out and then ran to answer the phone.

In a hurry to meet her friends Katie ran out of the house picking up her keys but not her mobile phone.

When she got to the bus stop it was raining and as they stood chatting Lauren suggested they go to her house to listen to her new CD. All the girls thought that was a great idea.

They were having a great laugh at Lauren’s and when Katie looked at her watch and realised it was after nine. She thought she better rush home right now, as her mum wouldn’t be pleased.

When Katie saw her mum’s face she knew she was going to be in trouble. Her mum had been worried and tried to call her mobile phone and then went out looking for her. Katie argued with her mum that she didn’t know what time she had to be home!



### **Katie**

*How do you think she feels? What could she have done differently?*

### **Katie’s Mum**

*How do you think she feels?*

*Would it be any different if Katie was a boy?*



**Resource Sheet 1a – Going out, keeping safe – Agree Card**

**Agree**

**Resource Sheet 1b – Going out, keeping safe – Disagree Card**

**Disagree**

**Resource Sheet 1c – Going out, keeping safe – Not sure Card**

**Not sure**

**Resource Sheet 2a – Going out, keeping safe – Scenario Cards**

<p>When you are going out with your friends you should leave your mobile phone at home in case it gets stolen.</p>	<p>There is no problem hanging around railways if you are in a big group of friends.</p>
<p>When you are walking home on a dark night you should try and walk with a friend or in a group.</p>	<p>It is important to call or text home every hour to let your family know where you are.</p>
<p>When you go out you should call or text, especially if you are not going to be where you said you would be.</p>	<p>Clubs or youth groups are a safe place for young people to hang out with their friends.</p>
<p>There is no point taking your mobile phone out with you if it doesn't have any credit in it.</p>	<p>An agreed time when you should be home by is a good idea.</p>
<p>If you are going home on a dark night you should cut through the underpass if it is a quicker route.</p>	<p>Phoning parents wastes too much credit on your mobile phone; you should save it to text your friends.</p>

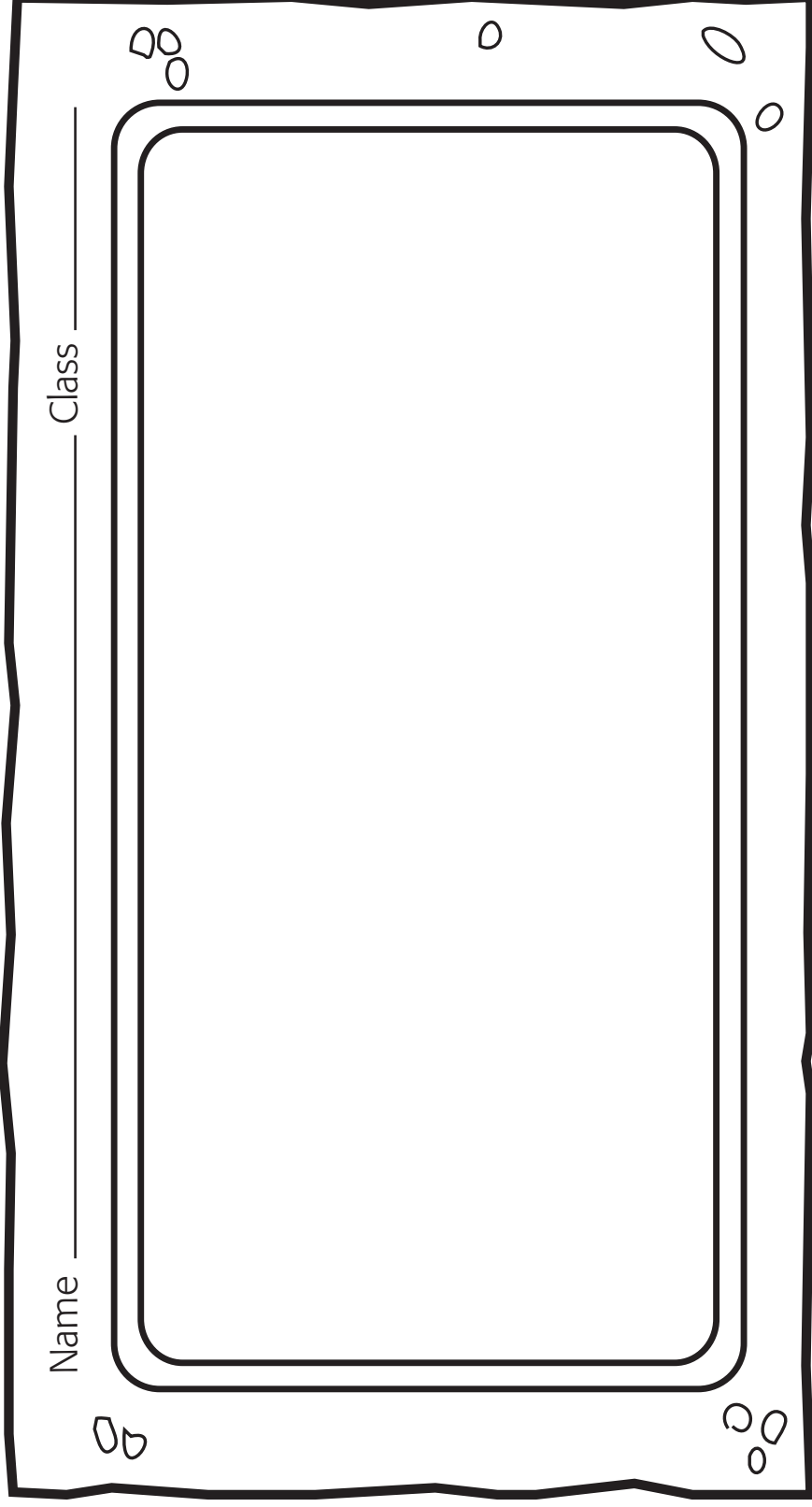
**Resource Sheet 2b – Going out, keeping safe – Scenario Cards**

<p>If you fall out with your friends and you are all out hanging out you should just go home by yourself.</p>	<p>If you are on your way home and a car stops and offers you a lift and tells you that it is dangerous walking home alone you should get into the car.</p>
<p>Old disused buildings are a great place to hangout with your friends.</p>	<p>It is better to hang around well lit busy areas with your friends.</p>
<p>It doesn't matter where you spend time during the summer because it isn't dark so anywhere is safe.</p>	<p>A building site could be dangerous and young people shouldn't hang out there with their friends.</p>
<p>You should tell your family about new friends you meet online, when using chat rooms or emailing.</p>	<p>It is ok to go and have a drink in a café with an older man you don't know but have seen hanging about the local area.</p>
<p>If an adult leader of a club or group asks you spend time alone with them after the club, it's ok because you know them.</p>	<p>You should only give your mobile phone number to people who you know and trust.</p>

**Pupil Sheet 2 – Going out, keeping safe – Pupil Evaluation Sheet – Bricks in the wall**

In the brick below, write a comment on what is the most important thing you have learned in this lesson, and why you wrote it. Cut out the brick and add it to others in the class to make an evaluation wall for this lesson.

Name \_\_\_\_\_ Class \_\_\_\_\_



## **Changing Times, Changing Feelings**

### **Aim**

To enable children to to identify and discuss feelings relating to changing relationships in their lives and be able to articulate why they feel that way.

### **Links**

McCabe Statement

- Recognising and expressing feelings.
- Understanding of own developing sexuality.
- Dealing with sexual feelings.

Curriculum for Excellence

- Health and Wellbeing Outcomes,  
HWB 2-04a, 2-44b.

### **Learning Objectives**

Learners should able to...

- Name feelings relating to change and why they feel that way.
- Suggest practical ways to support themselves and others through times of change.
- Discuss issues surrounding developing sexuality.

### **Resources**

- Resource Sheet 3 – Feelings Tree – enlarge to A3.
- Resource Sheet 4 – Feelings leaves.
- Resource Sheet 5 – Mini Role Play Cards.
- Pupil Sheet 3 – Thought Bubble evaluation sheet.

## **Changing Times, Changing Feelings**

### **Activities**

1. "The A to Z of feelings" – go round the class and in turn children try to think of a feeling starting with the letter of the alphabet they are on. If children can't think of a feeling they can ask someone in the class to help them.  
(5 mins)
2. Display the A3-sized Feelings Tree (Resource Sheet 3). In groups 'quickthink' the Word "Change" and what it is going to mean to children over the next year. Come together again and consider aspects of change (for example new friends, losing friends, starting secondary school, new opportunities and leaving primary school). Children are given two leaves (Resource Sheet 4) to add on to the trees. They write up positive or negative feelings relating to the aspects of change that means something important to them. Invite children to share with the class what they added to the trees and why.  
(15 mins)
3. Children will probably have mentioned changing friendships as part of this activity. This leads into discussing developing sexuality. *Explain that changing feelings and that having strong feelings for another person is part of growing up. That they may get exciting feelings when they think about that person and may think about being close to them or kissing them. They might find that they think about that person all the time.*  
The teacher then leads a discussion with the class on the following questions...
  - "What does it mean to be attracted to another person?"
  - "What other words can we use instead of attraction?"
  - "What kinds of feelings might we feel if we have a crush on someone?"
  - "In what ways is being attracted/fancying someone different from being friends?"
  - "What good things are there about being attracted to someone?"
  - "Are there things that are not so good when you are attracted to someone?"  
(10 mins)
4. In groups create a mini role play using Resource Sheet 5, to respond to the situation and feelings identified on the card. Feelings to be considered:
  - Lonely
  - Jealous
  - Angry
  - Attracted
  - Rejected
  - AnxiousDiscuss each role-play card thinking about how we could help or support people when they have these feelings, through being kind and tolerant of others and not putting them down or making fun of them. Answer how can they turn a difficult situation into a positive one.  
(20 mins)



## **Changing Times, Changing Feelings**

### **Key Messages**

- As situations change you will experience a range of feelings. It is ok to talk to people and tell them why you feel that way.
- As you get older you may have strong feelings towards a person or them to you. It is important to respect individuals' feelings.

### **Reflect and Review**

Think, pair, share – one situation of change, the feelings that surround it and one way you could help or support a person with feelings surrounding the aspect of change.

(5 mins)

### **Pupil Evaluation of Lesson**

Pupil Sheet 3 – Thought Bubble Evaluation sheet. Children complete the sheet individually to consider three evaluation questions.

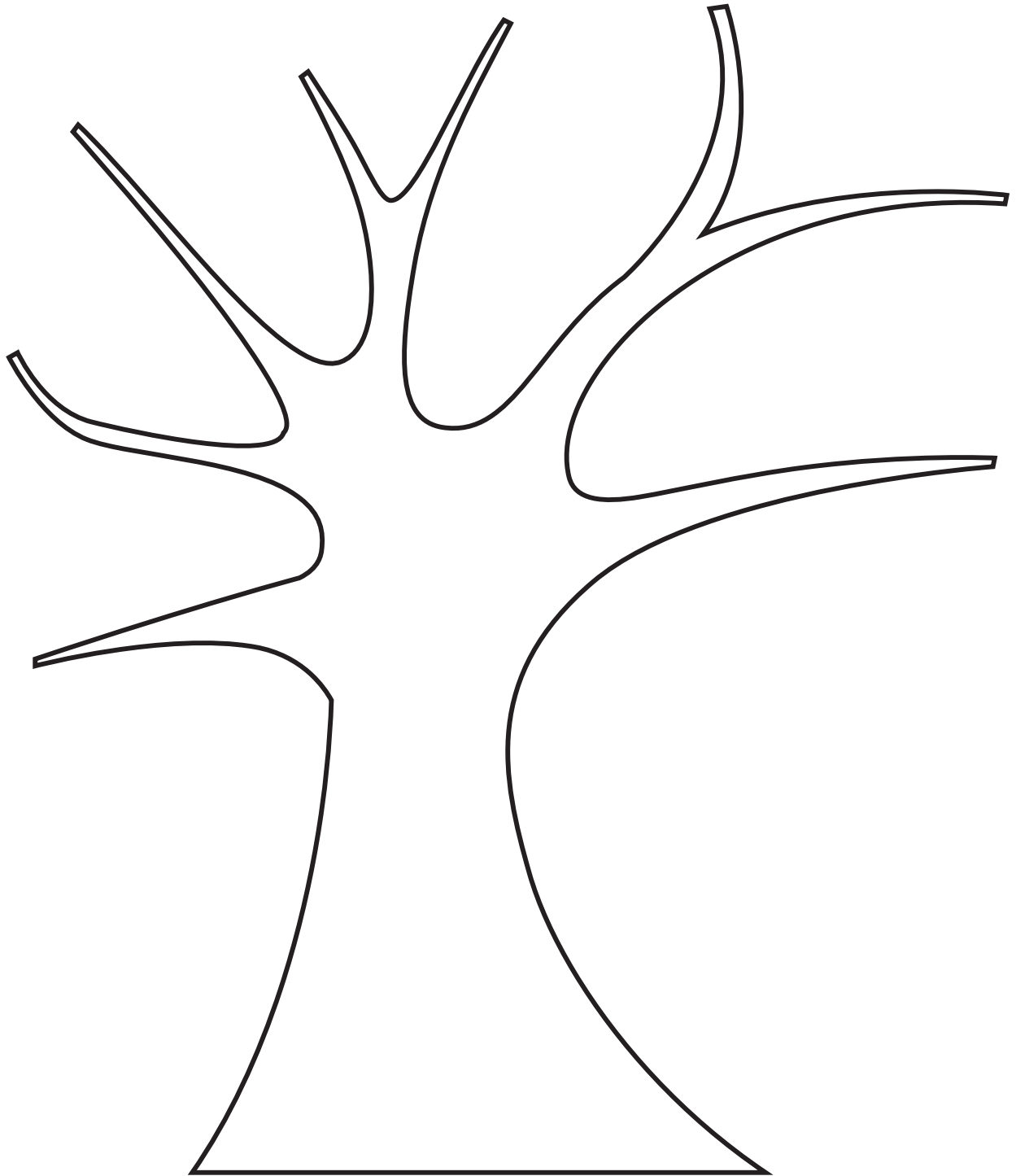
(5 mins)

### **Follow Up Activities**

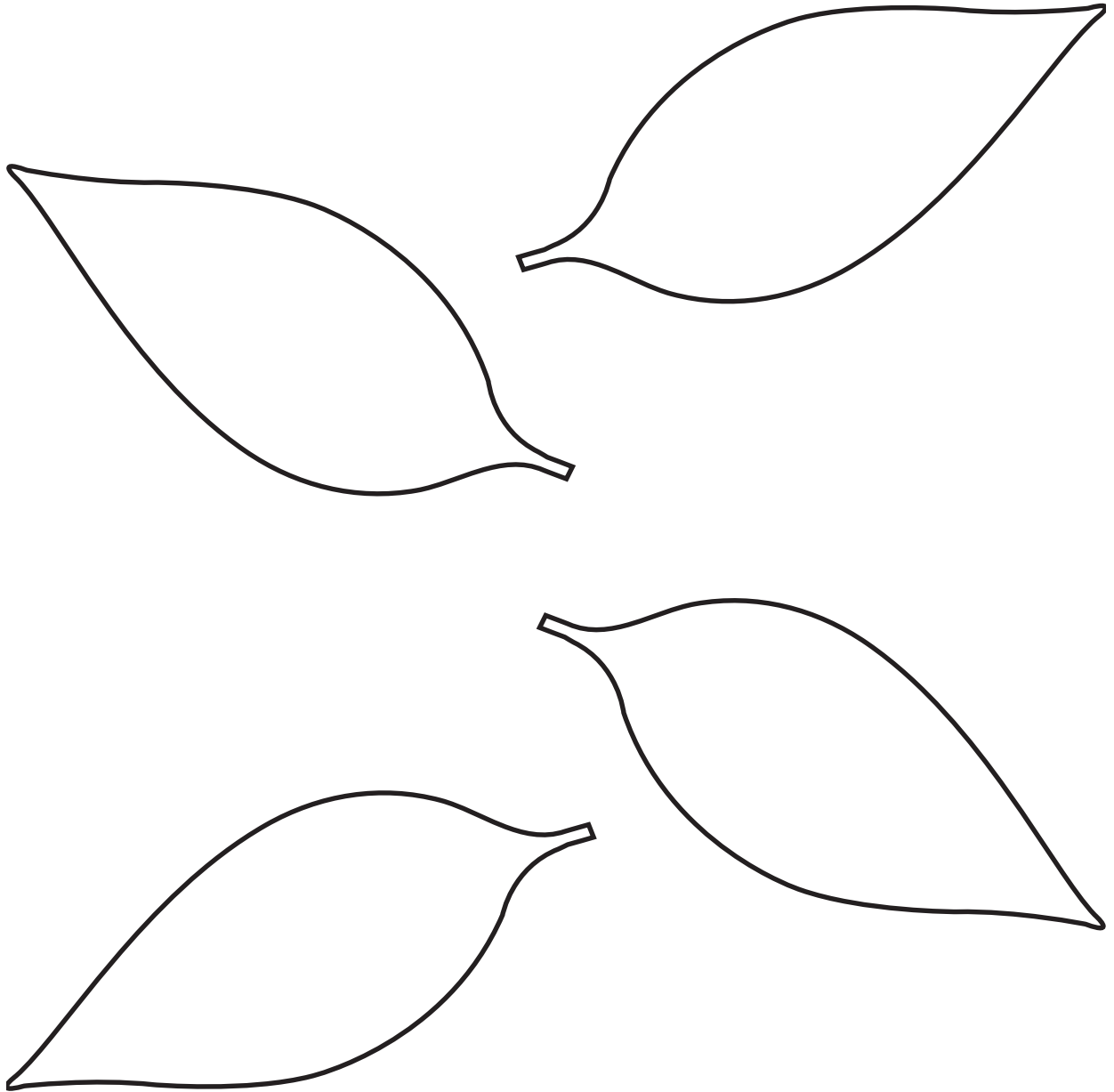
Have a worry box set up within the class.

Read the story 'The Big Bag of Worries' and discuss issues raised by the children.

**Resource Sheet 3 – Changing Times, Changing Feelings – Feelings Tree**



**Resource Sheet 4 – Changing Times, Changing Feelings – Feelings Leaves**



## Resource Sheet 5 – Changing Times, Changing Feelings –

### Mini Role Play Cards

#### Lonely

Craig's two friends are going to a different secondary school from him. He likes the school he is going to but he already feels on his own because his friends are talking about their school all the time.

#### Jealous

Gemma can't help feeling jealous of Fairuza as she has always got gorgeous new clothes and shoes. Her family can't afford to buy her lots of new clothes. But Fairuza is her friend and really nice so Gemma feels bad for thinking unkind thoughts about her friend.

#### Angry

Paul's best mate has started going to drama group without telling him. He is really annoyed that he never said anything and wants to have a go at him but he would actually like to go along to the drama group too.

#### Attracted

Amy has liked Mark for ages, and she thinks he is really funny and kind. She can't stop thinking about him. She doesn't know what to do because she has never felt like this about a boy before.

#### Rejected

Ahmed asked out Claire at the school disco. She said no and told all their classmates. Ahmed is feeling really stupid and embarrassed. All his mates keep laughing at him because they have girlfriends and he doesn't.


#### Anxious

Jing Wei can't sleep at night. She thinks her mum and dad are going to spilt up because they argue all the time. They never mention it in front of her and she is too scared to say anything to them.


**Pupil Sheet 3 – Changing Times, Changing Feelings –**

**Pupil Evaluation Sheet**

Use the bubbles to share your thoughts about today's learning.



Write down two things that you have learnt during today's session.



What have you found most useful from today's session? Please explain why you think it was useful.

## **Growing Up, How do I feel?**

### **Aim**

To enable children to be aware of the emotional changes that puberty may cause in themselves and their peers.

### **Links**

McCabe Statements

- Physical and emotional changes at puberty.

Curriculum for Excellence

- Health and Wellbeing Outcomes,  
HWB 2-48a.

### **Learning Objectives**

Learners should be able to...

- State previous knowledge and understanding in relation to physical changes surrounding puberty.
- Identify emotional changes that children could go through during puberty.

### **Resources**

- Resource Sheet 6 – Teacher information sheet on changes at puberty and taking care of your body.
- Pupil Sheet 4a-b – Pupil sheet with boy and girl outlines (A4 and A3 required) and Smartboard file.
- Resource Sheet 7 – Problem Page.
- Pupil Sheet 5 – Pupil Evaluation Sheet.
- Pupil Sheet 6 – Home Activity Sheet – How did you learn?

## **Growing Up, How do I feel?**

### **Activities**

1. Before beginning to discuss the emotional aspects of change that children may encounter during puberty, it is important to assess their understanding of the physical changes that will take place that they should have covered in P6 – see *attached teacher information sheet* (Resource Sheet 6).

Give children A4 outlines of a boy and a girl (Pupil Sheet 4) and get them to write in all the physical and emotional changes that they can remember from P6. (Teacher can use Resource Sheet 6 for information.)

Complete an A3 diagram as a class to ensure that all the changes have been included. Get the children to add on any changes to their own worksheet that they had missed out.

(10mins)

#### **Further teacher information on emotional changes**

Possible emotional changes they may feel are mood swings, a growing sense of independence, and feelings of confusion and frustration which can lead to conflict with family members as they become more independent from their family, and strong feelings of attraction for another person.

Puberty is also a time when young people start to behave more profoundly along gendered lines. It's a time when they want to behave and act more grown up and often this means trying to behave like stereotypical notions of being female and male. Boys and young men more keenly adopt macho behaviours at this time which can manifest itself in demonstrating physical prowess, employing sexualized language as taunts and in some cases bullying. Girls and young women can start to model their appearance and dress on images of young women from magazines, TV and music videos. This can manifest itself as clothing choices and discussions about relationships geared around pleasing and being appealing for men.

Remind children that they are not on their own; everybody has to go through puberty. All the adults that they know have gone through puberty.

Include a discussion with the children about hygiene at puberty; remind them how important it is to keep their bodies clean through washing and using deodorant to combat the increase in sweat and grease that can cause unpleasant smells.

(10 mins)

2. Problem page activity – get children to work in pairs. They should read the problems and then write a reply for each problem (Resource Sheet 7).

Once they have completed the activity in pairs they should join another pair and compare their responses. Finally share as a class and encourage responses that are positive and supportive.

(10 mins)

## **Growing Up, How do I feel?**

### **Key Messages**

- It is ok to have changing emotions around the time of puberty; it is part of growing up and your body changing.

### **Reflect and Review**

Ask the children to consider one thing from this lesson that may worry them or they might want to know more about. Take questions from the class and remind the children that if they have any issues that they want to speak to you in private about. Alternatively, use a worry box.

(5 mins)

### **Pupil Evaluation of Lesson**

Children complete Evaluation, (Pupil Sheet 5) which gets them to consider the key learning points they have taken from the session. (5 mins)

### **Follow Up Activities**

Have available leaflets from the health board library. (PERL)

Look at puberty section on [www.likeitis.org.uk](http://www.likeitis.org.uk); it has some interesting facts and information for young people.

### **Home Activity Sheet** – How Did You Learn? (Pupil Sheet 6)

Give sheet out to children to do with parents/carers at home.

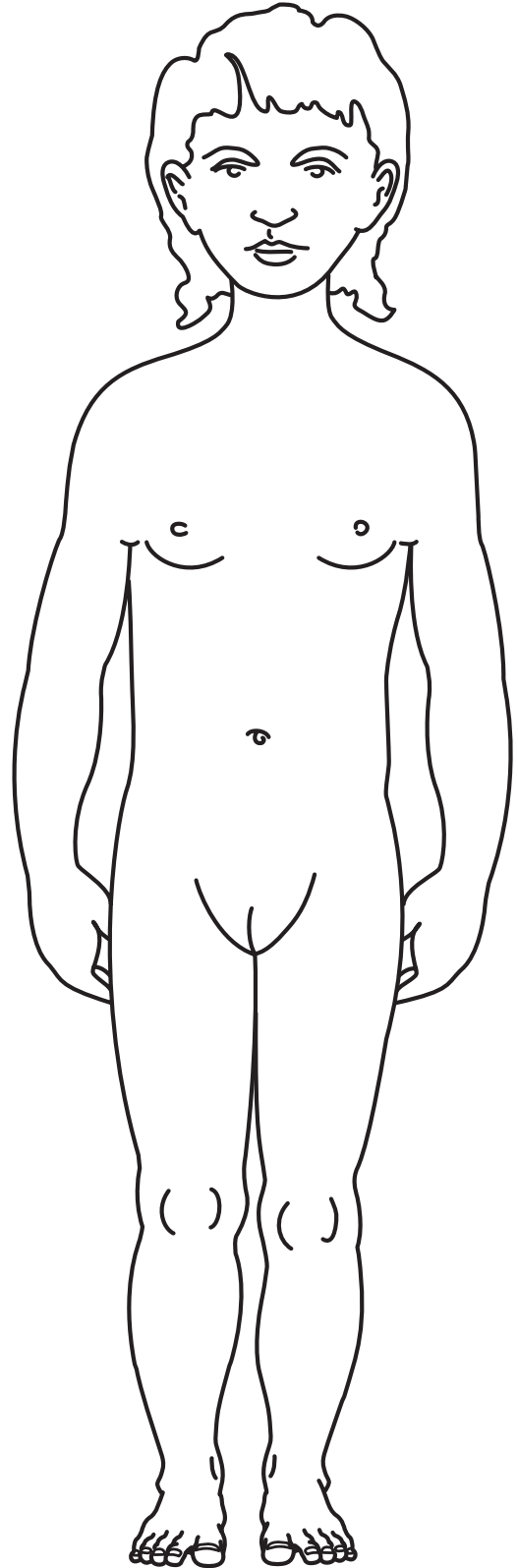
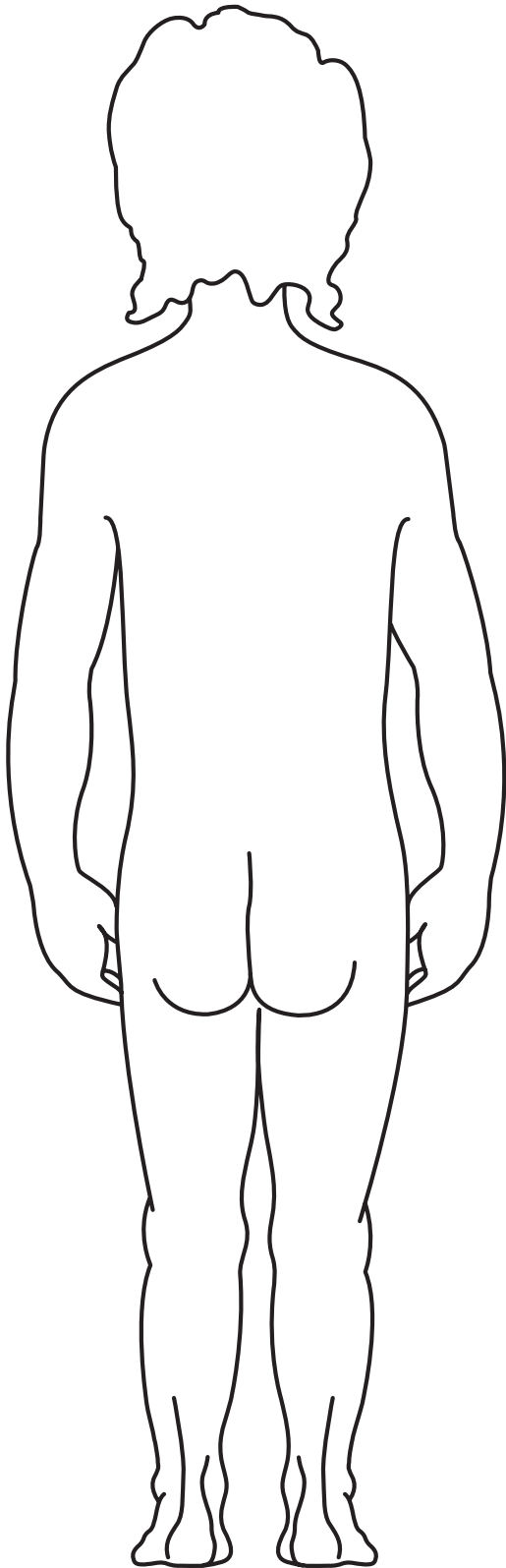


**Resource Sheet 6 – Growing Up, How do I feel?**

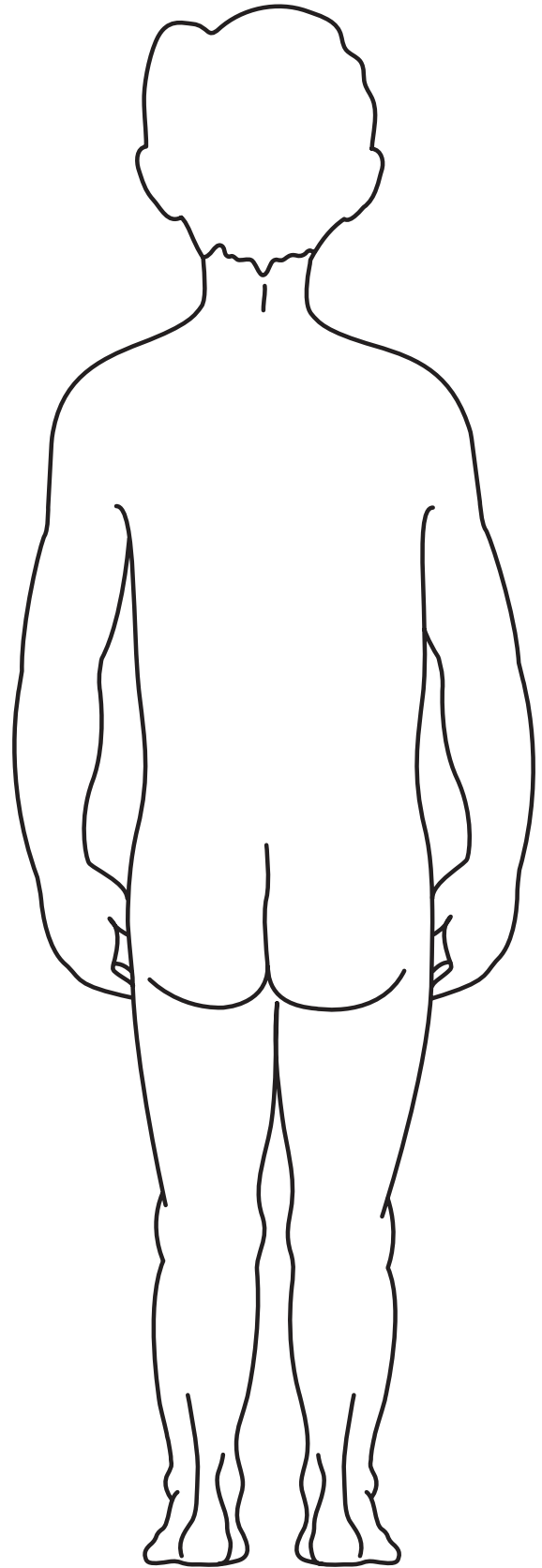
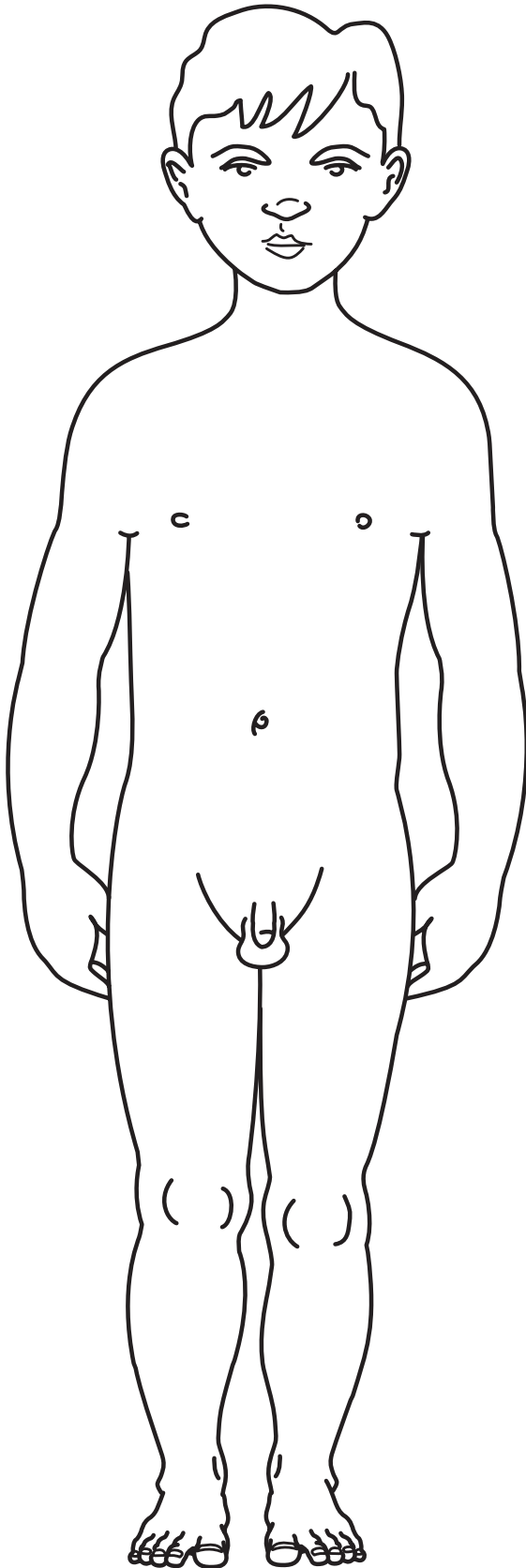
Teacher information Sheet on physical and emotional changes at puberty and taking care of your body.

<b>BOYS</b>	<b>GIRLS</b>	<b>BOTH</b>
production of sperm	production of ova/eggs	
increase in size of penis and testes	periods begin	
experiences of erections and wet dreams		
		increase in size of nipples
	development of breasts	
broadening of shoulders	widening of hips	
increase in muscular development	rounding of hips and thighs	
		increase in sweating and change of smell
		growth of hair around the genitals and armpits and on the body generally
growth of hair on face		
		changes in skin - becomes coarser and possibility of spots and acne
		growth spurt - increase in height and weight
deepening of voice		
		need to wash all over body regularly
		need to use deodorant
		keep hair clean
		mood swings
		growing sense of independence
		feelings of confusion and frustration which can lead to conflict with family members.
		strong feelings of attraction for another person
more keenly developed male stereotypical behaviours		
		boys and girls start to model their appearance and dress on images from the media

**Pupil Sheet 4a – Growing Up, How do I feel? –Girl outline**



**Pupil Sheet 4b – Growing Up, How do I feel? –Boy outline**



## **Resource Sheet 7 – Growing Up, How do I feel? – Problem page**

Here is a selection of problems from teen magazines. The answers have been left out to see if you are able to offer the same advice as the experts!

# *Problem Page*

Dear Problem Page

I am a 13 year old girl. I am having a really hard time at home. I just feel like no one in my family understands me any more. And my little brother is driving me crazy!  
Worried, Kirkintilloch

*Dear Problem Page*

*I need some help. Since I started going through puberty I've got really smelly and I don't know what to do. I am so embarrassed I've started going to training with my pals. Can you help*  
*Peter, 12 Clydebank*

Dear Problem Page

I am having such a hard time since I started my periods. I sometimes feel so moody for no reason! This means I argue with my mum and get grounded. How can I make her see it's not my fault?  
Karly, 13, Edinburgh

*Dear Problem Page*

*I am a 12-year-old girl and I hate all these changes that are happening to me. I am growing hair under my arms and on my legs and I am so embarrassed. I feel ugly and scared I don't know what's happening to me. I am too embarrassed to speak to my mates. Please help!*  
*Fatima. Motherwell*

Dear Problem Page

I am a 12-year-old boy and I have loads of spots. I feel so embarrassed because people have been laughing at me and calling me pizza face. What can I do to make the spots go away?  
Please help?  
Sergei, Twechar

*Dear Problem Page*

*I am so worried – I am really small and everyone makes fun of me – even some of the girls in my class are taller than me. Will I ever be tall like the other boys in my class? I feel so miserable I don't want to go to school anymore.*  
*Ryan, 12, Hamilton*

**Pupil Sheet 5 – Growing Up, How do I feel? – Pupil Evaluation Sheet**

Think about the key messages from this session relating to puberty. Add as many ideas that you have taken from this lesson.



Which of these do you think is the most important and why?

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Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### **Pupil Sheet 6 – Growing Up, How do I feel? – Home Activity Sheet**

#### **How did you learn?**

Ask your parent or carer each of the following questions, and talk together about the answers. The discussion is private, and you don't need to write anything down, but tick each question when you have both finished.

- |   | TICK                     |
|---|--------------------------|
| 1. Did your school teach you about sexual development and relationships? What year were you in?                   | <input type="checkbox"/> |
| 2. Did you think this was too young/too old?  | <input type="checkbox"/> |
| 3. Who did you learn from most: school, parents, friends, or a mixture of these?                                  | <input type="checkbox"/> |
| 4. Were you taught about emotional as well as physical changes?   | <input type="checkbox"/> |
| 5. Did you always get the correct information?  | <input type="checkbox"/> |
| 6. Everyone has attitudes about sexual health and relationships. Where did you learn your attitudes from?         | <input type="checkbox"/> |
| 7. What kinds of attitudes are important in a healthy relationship?   | <input type="checkbox"/> |
| 8. Looking back, would you change anything, about what and how you learned about sexual health and relationships? | <input type="checkbox"/> |

Finally, ask your parent or carer to write in, below, how they felt about doing this home activity with you. Then, bring the sheet back to school.

## **Growing up, body parts**

### **Aim**

To enable children to understand the process of reproduction.

### **Links**

McCabe Statement

- Menstruation, pregnancy and birth.

Curriculum for Excellence

- Health and Wellbeing Outcomes,  
HWB 2-50a.

### **Learning Objectives**

Learners should be able to...

- Show a greater understanding of internal parts of their body, including those relating to reproduction.
- Explain the process of reproduction in relation to work covered on puberty.

### **Resources**

- Interactive Smartboard file – male and female sex organs (CD).
- Pupil Sheet 7a-c – Male and female sex organs diagrams.
- Resource Sheet 8 – Male and female sex organs labels.
- Resource Sheet 9a-e – Male and female sex organs diagrams – teacher version with answers.
- Pupil Sheet 8 – Statement Matching Sheet – reproduction.
- Pupil Sheet 9 – Pupil Evaluation Sheet.
- Pupil Sheet 10 – Home Activity Sheet – New Life.
- Primary 7 booklet (for reference).

## **Growing up, body parts**

### **Activities**

1. In P6 children will have covered the parts of the sexual organs during their learning about physical changes of puberty. Revise all the parts of the internal organs with Smartboard lesson. Class should revise names and functions of sexual organs using the interactive Smartboard. See also Primary 7 booklet. Using the diagrams of the male and female sex organs (Pupil Sheet 7) and the sheet with labels (Resource Sheet 8), pupils write in the correct label for each body part.

(10mins)

2. This leads to an introduction to the process of reproduction. Ask children what they think the word reproduction means. In groups come up with a definition. Ensure the children are clear that reproduction is the process of creating a new life and happens in all living things, plants, animals and people.

(5 mins)

Explain to the children when a couple wishes to start a family the man and the woman will usually have sexual intercourse. The man's penis fits inside the woman's vagina. Semen, which is the fluid that comes from the man's penis, contains sperm. The sperm swims up inside the woman and meets an egg in the fallopian tube. If the sperm fertilises the egg, the now fertilised egg will travel towards the uterus and will grow there. When this happens, pregnancy has begun. (The Primary 7 booklet may be of help for this).

(10 mins)

Get children to complete the Statement Matching worksheet (Pupil Sheet 8) to clarify their understanding of the process of reproduction. They have to read each statement carefully and try to select the correct ending. Get them to cut out and stick the statements together correctly, and put completed statements together in the correct order.

(15 mins)

### **Key Messages**

- Reproduction takes place in all living things. For humans, the man and woman will usually have sexual intercourse to allow this to happen.

### **Reflect and Review**

Work with a partner and consider 3 key points you have taken from today's lesson. Share your points with another pair to see what ideas they have come up with. (5 mins)

### **Pupil Evaluation of Lesson**

Children complete Pupil Evaluation Sheet (Pupil Sheet 9), which allows them to consider the key learning points they have taken from the session.

(5 mins)

### **Follow Up Activities**

- Have available leaflets from the health board library.
- To reinforce learning Channel 4 DVD "Living and Growing" Unit 3 programme 9 – Let's talk about sex might be useful.

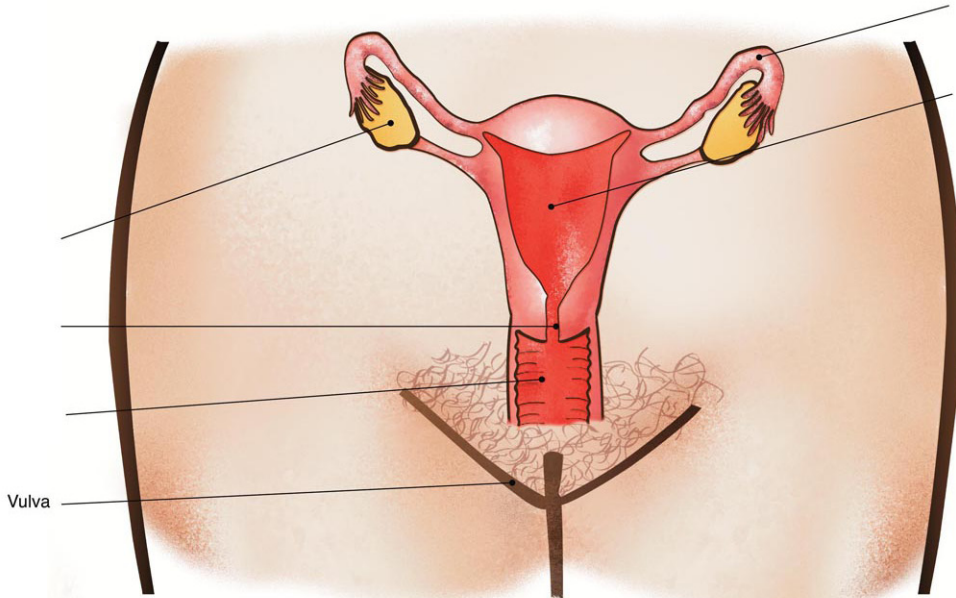
### **Home Activity Sheet – New Life**

- Give Pupil Sheet 10 out to children to do with parents/carers at home.



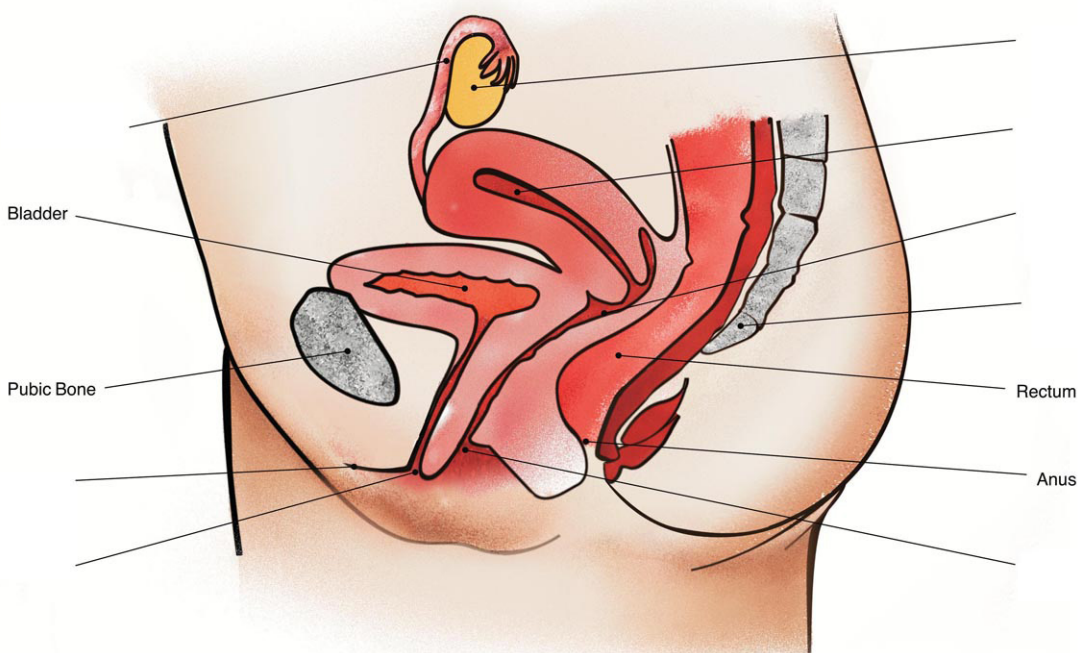
**Pupil Sheet 7a – Growing Up, How do I feel?**

Female sex organs – front view



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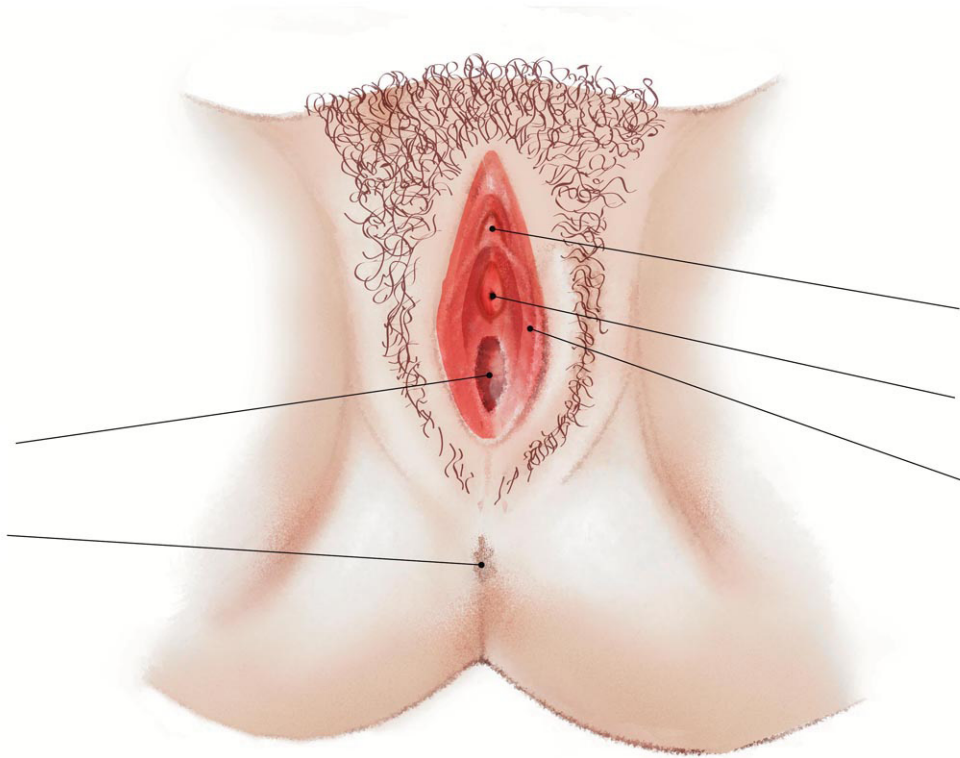
Female sex organs – side view



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**Pupil Sheet 7b – Growing Up, How do I feel?**

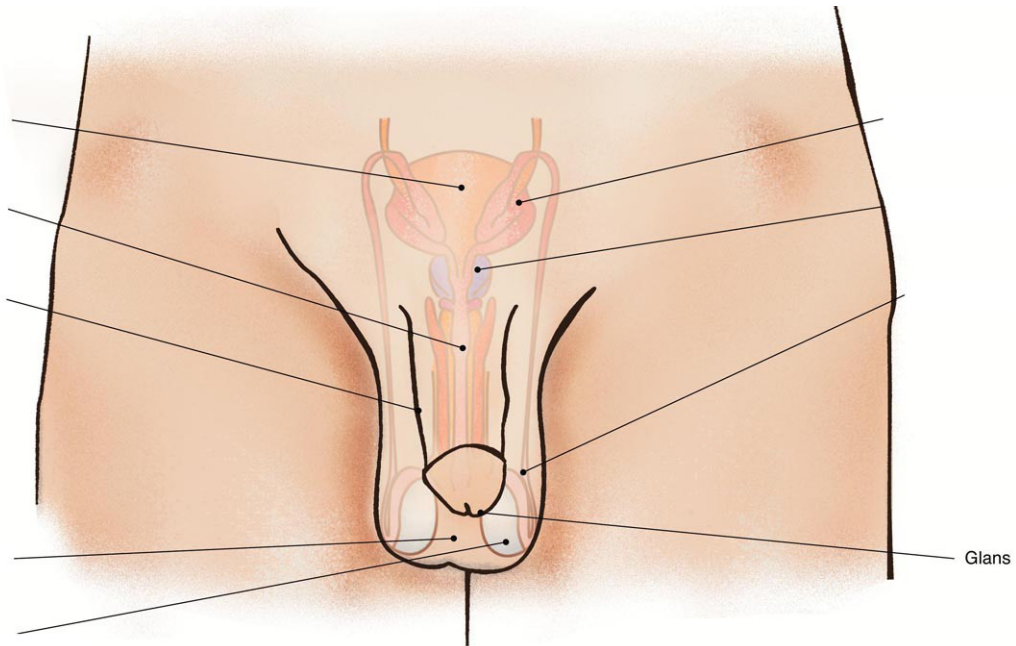
Female sex organs – view from below



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**Pupil Sheet 7c – Growing Up, How do I feel?**

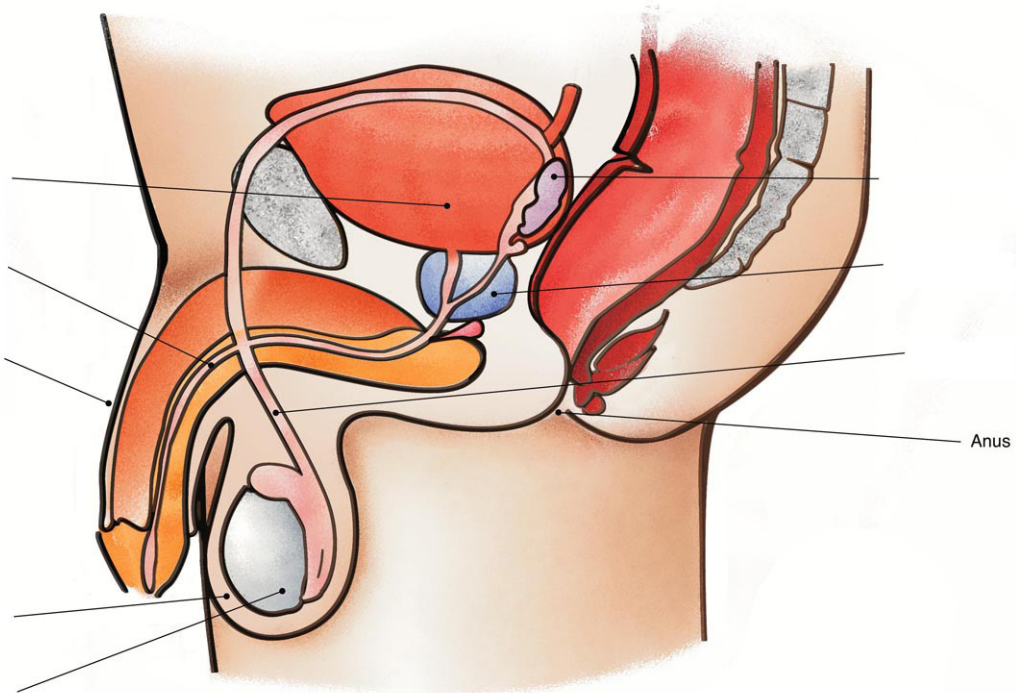
Male sex organs circumcised – front view



**Circumcised male**

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Male sex organs circumcised – side view



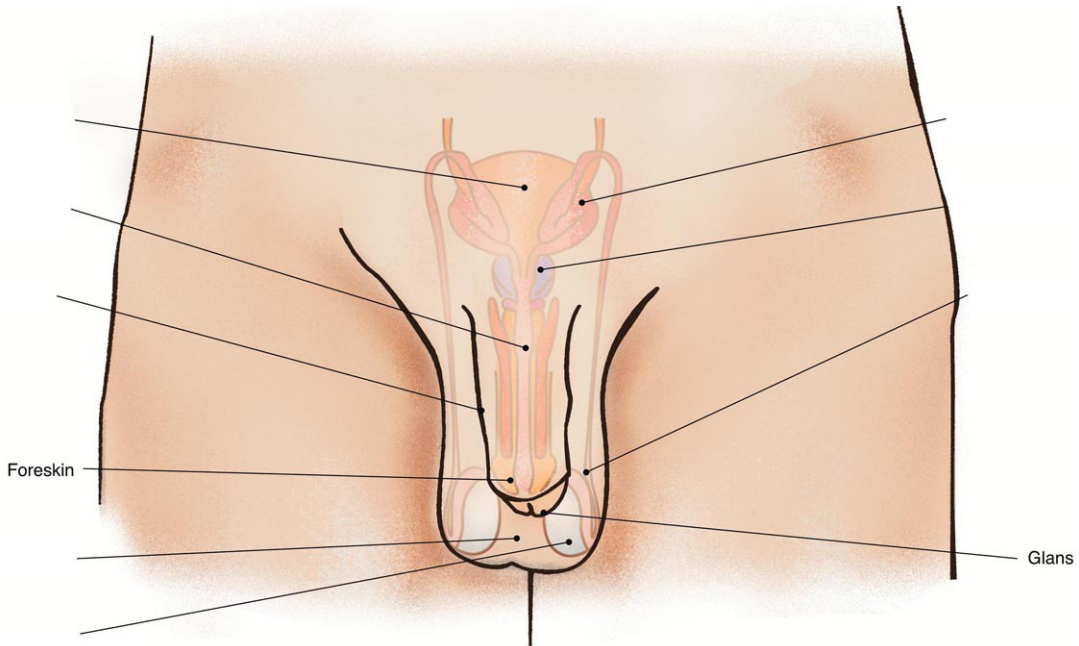
**Circumcised male**

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**Pupil Sheet 7c – Growing Up, How do I feel?**

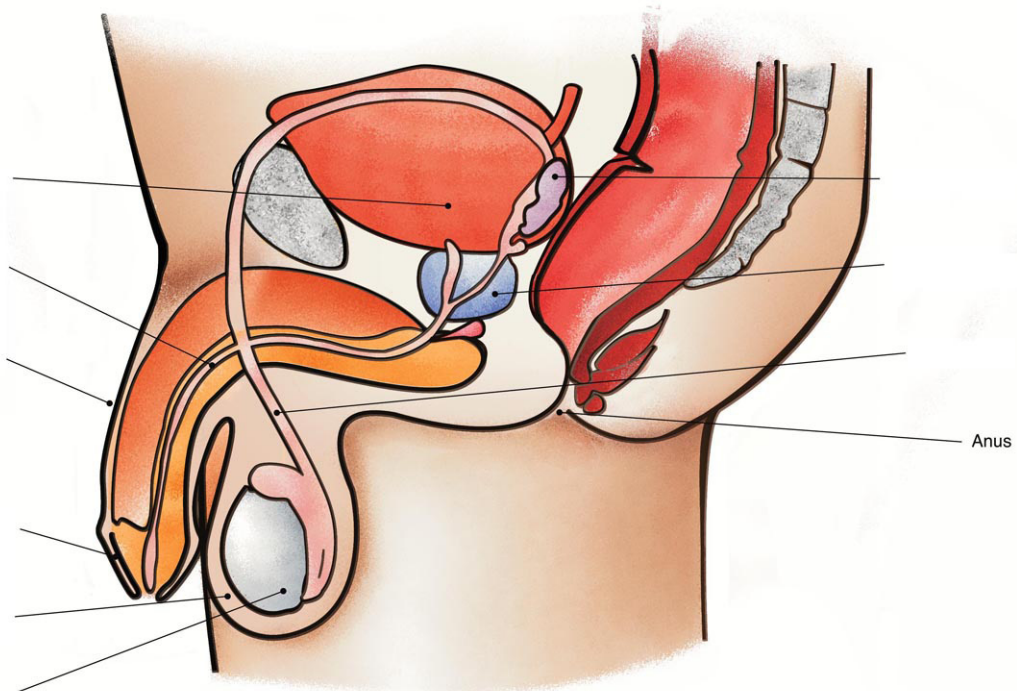
**Male sex organs uncircumcised – front view**



**Non-circumcised male**

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**Male sex organs uncircumcised – side view**



**Non-circumcised male**

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**Resource Sheet 8 – Growing Up, How do I feel?**

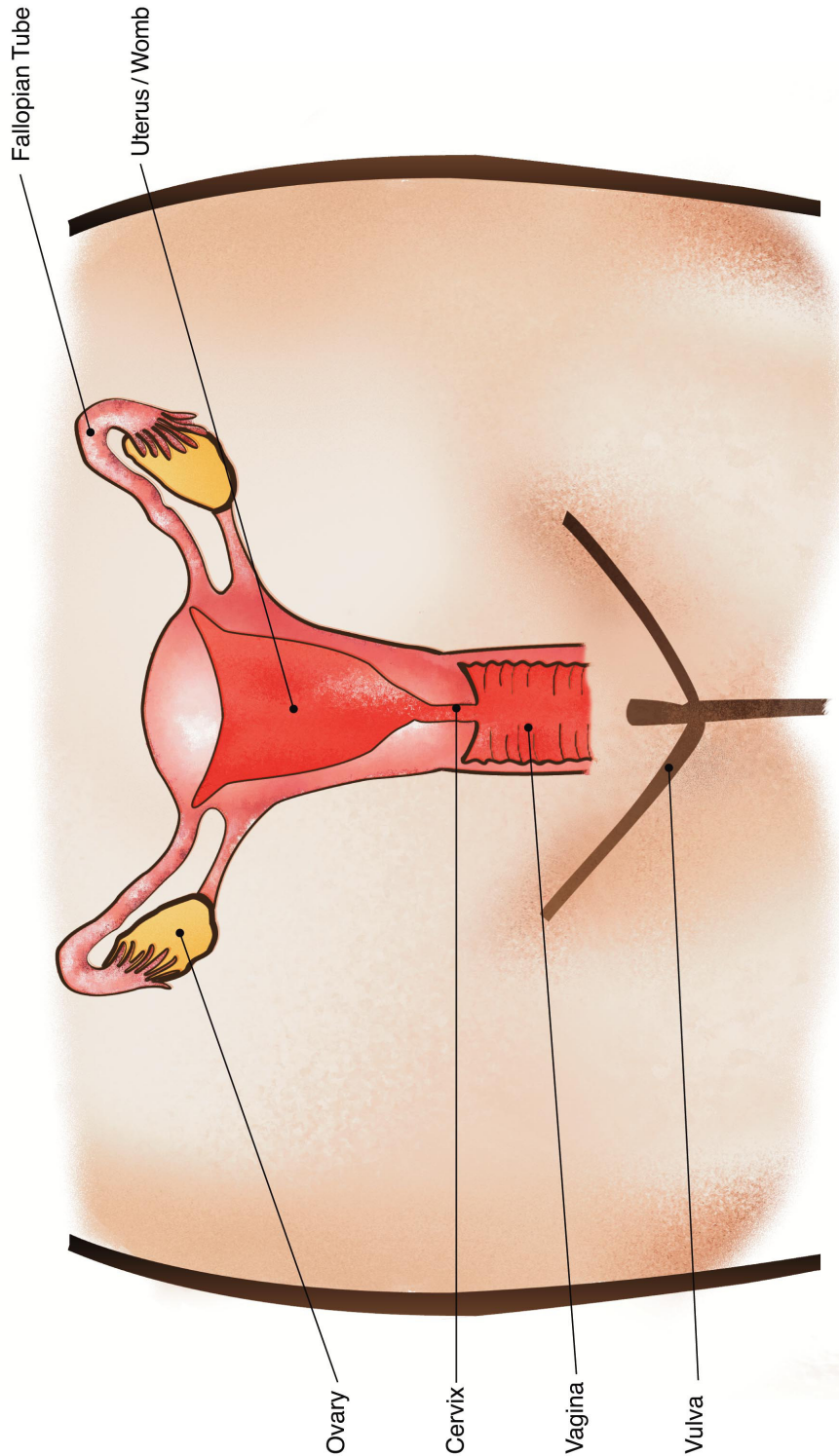
Labels for parts of the body including sex organs

Male		
Bladder	Urethra	Testis or Testicle
Sperm tube	Prostate gland	scrotum
Penis	Seminal vesicles	

Female		
Fallopian tube	Ovary	Uterus or womb
Cervix	Vagina	Clitoris
Labia	urethra	

**Resource Sheet 9a – Growing Up, How do I feel?**

Female sex organs – Teacher Answer Sheet 1 – front view

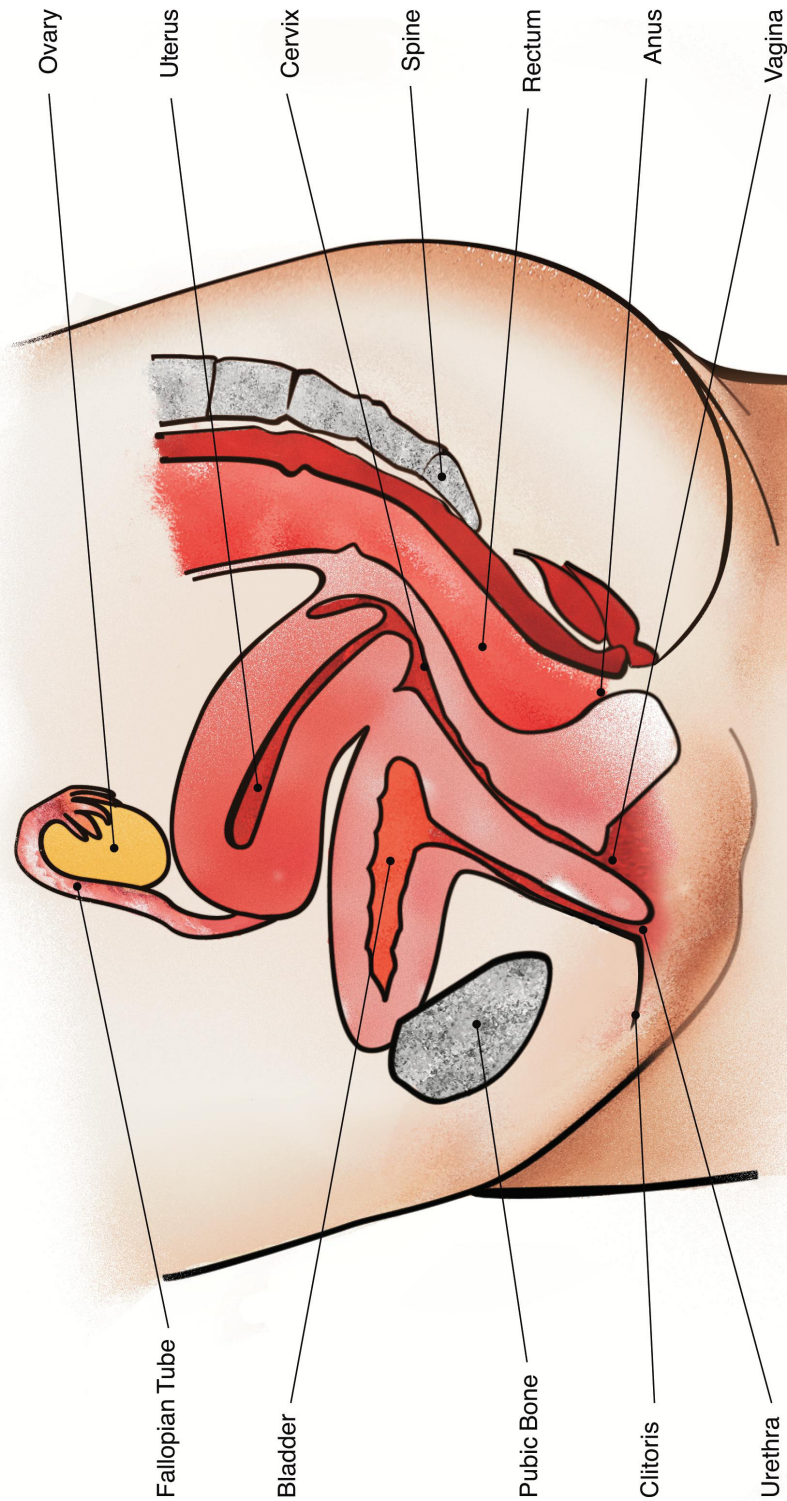


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### Resource Sheet 9b – Growing Up, How do I feel?

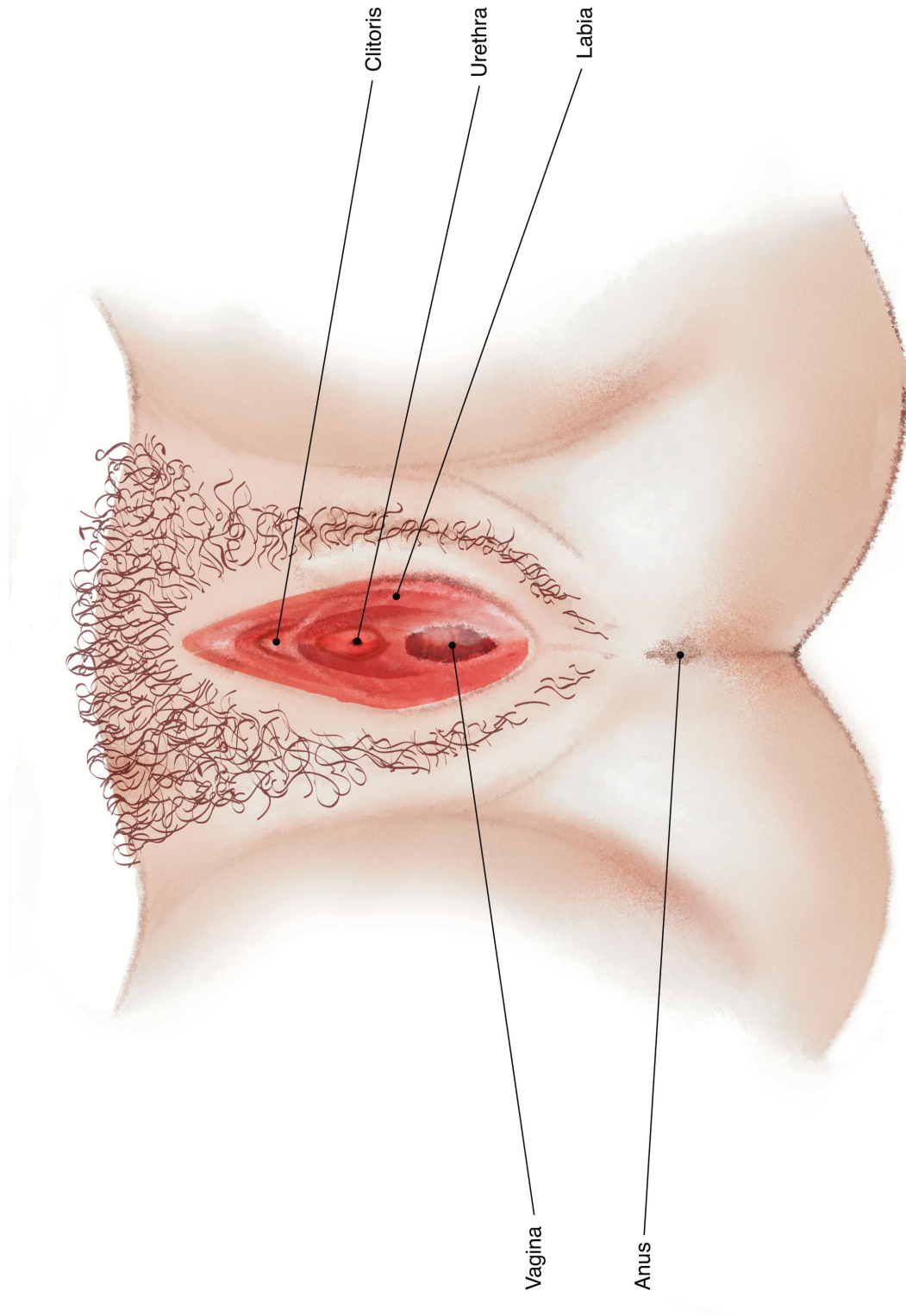
Female sex organs – Teacher Answer Sheet 2 – side view



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**Resource Sheet 9c – Growing Up, How do I feel?**

Female sex organs – Teacher Answer Sheet 3 – view from below

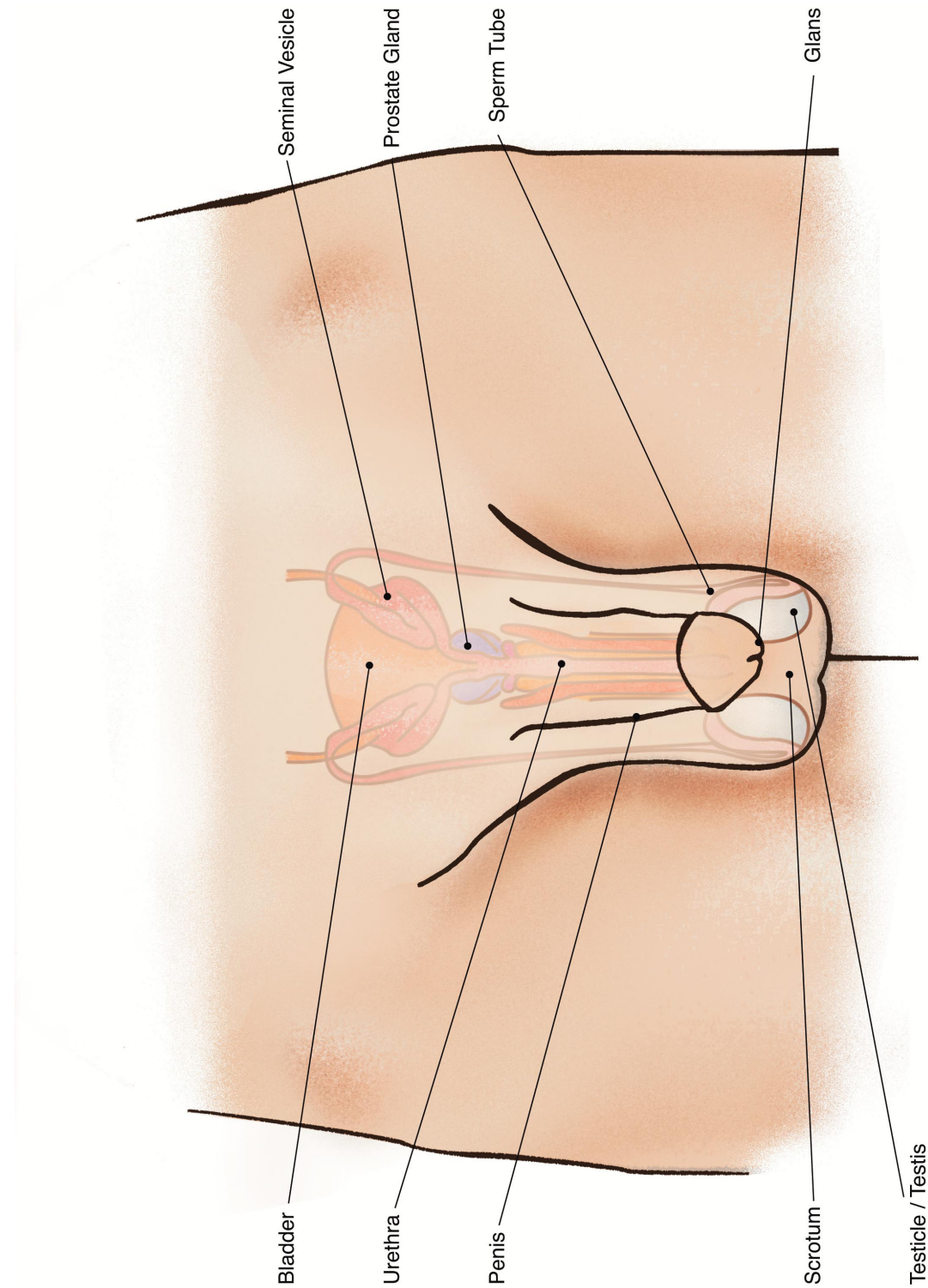


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### Resource Sheet 9d – Growing Up, How do I feel?

#### Male sex organs circumcised – Teacher Answer Sheet 1 – front view

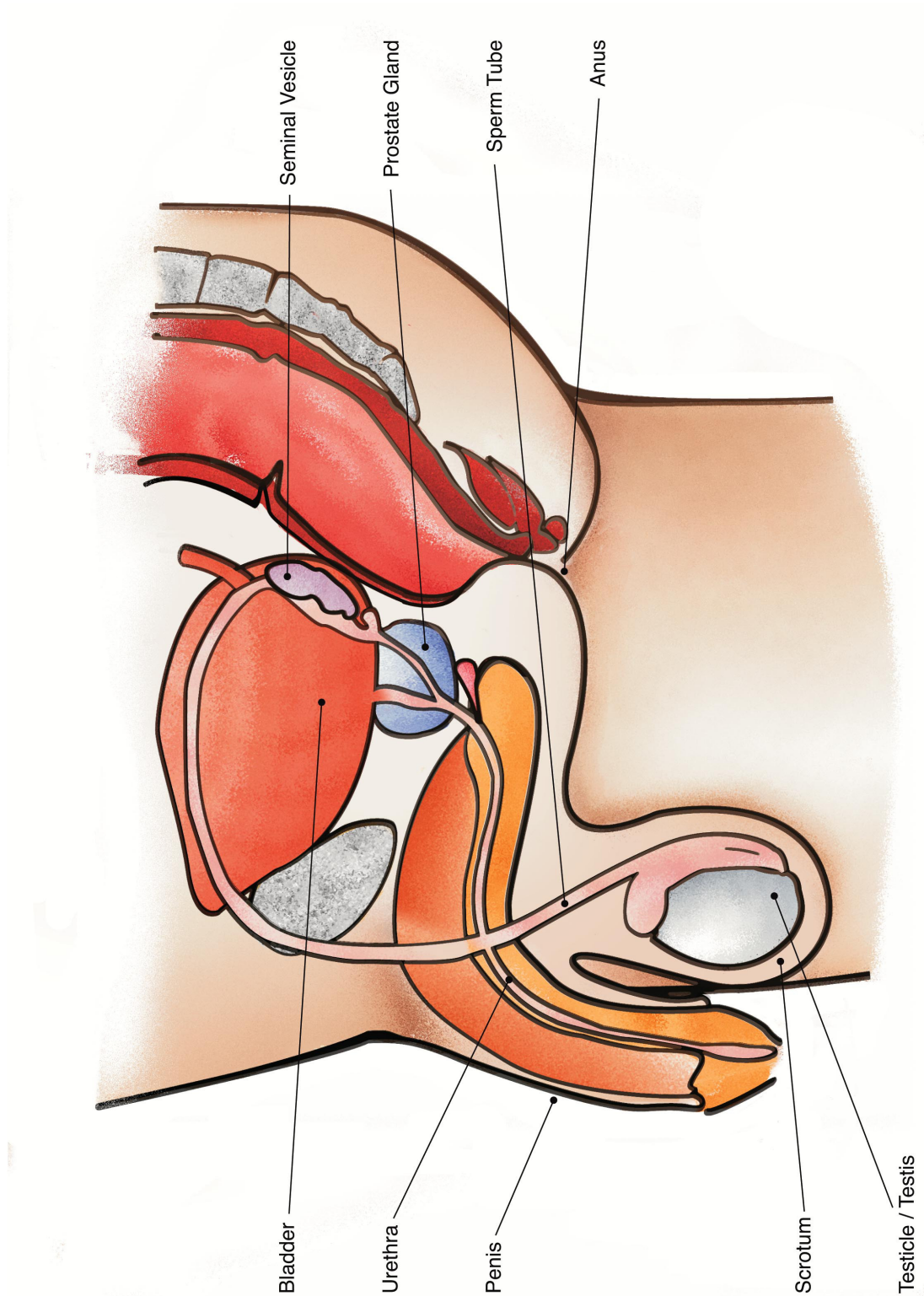


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**Circumcised male**

**Resource Sheet 9e – Growing Up, How do I feel?**

**Male sex organs circumcised – Teacher Answer Sheet 2 – side view**



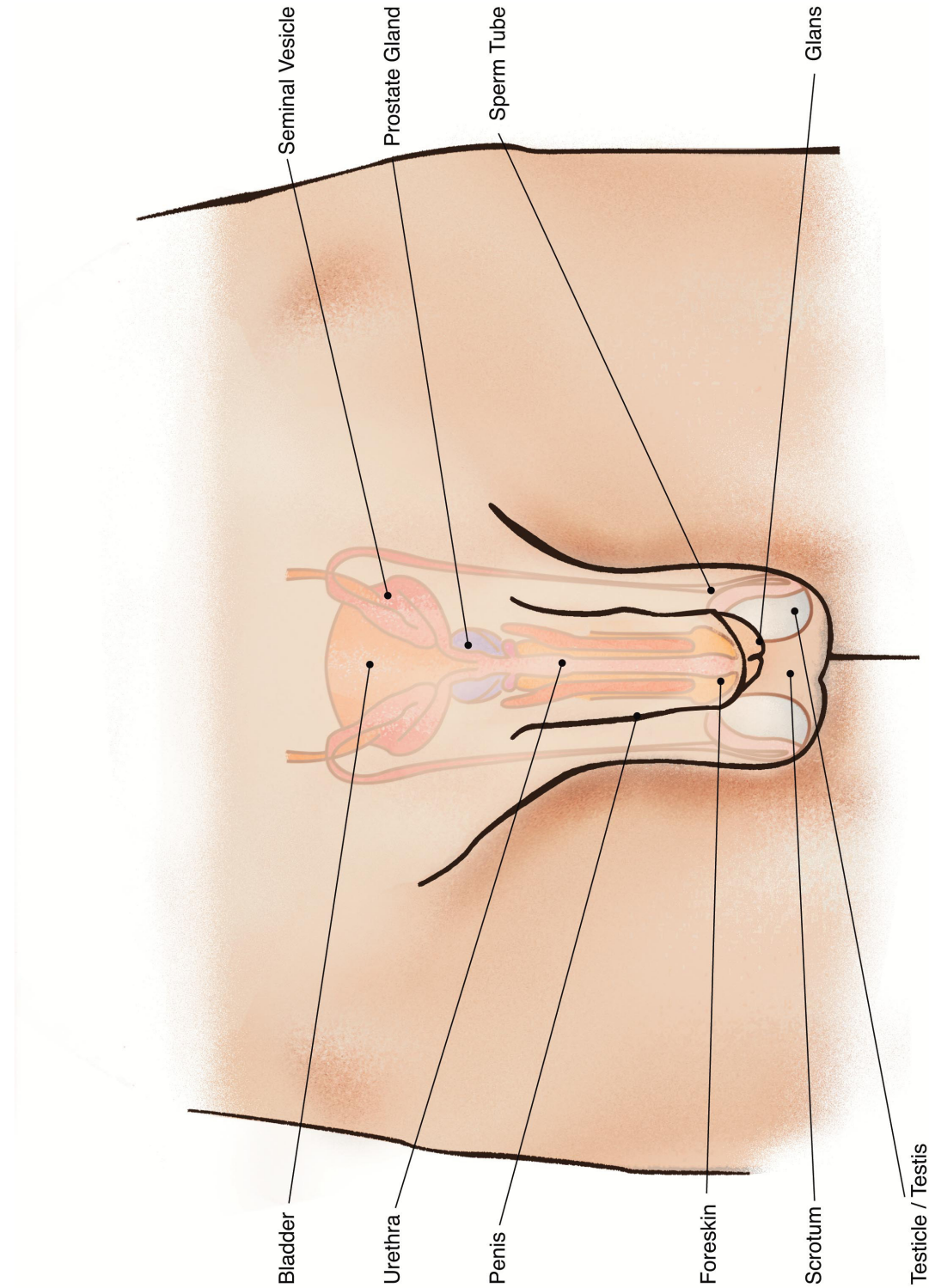
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**Circumcised male**



**Resource Sheet 9d – Growing Up, How do I feel?**

**Male sex organs non-circumcised – Teacher Answer Sheet 1 – front view**

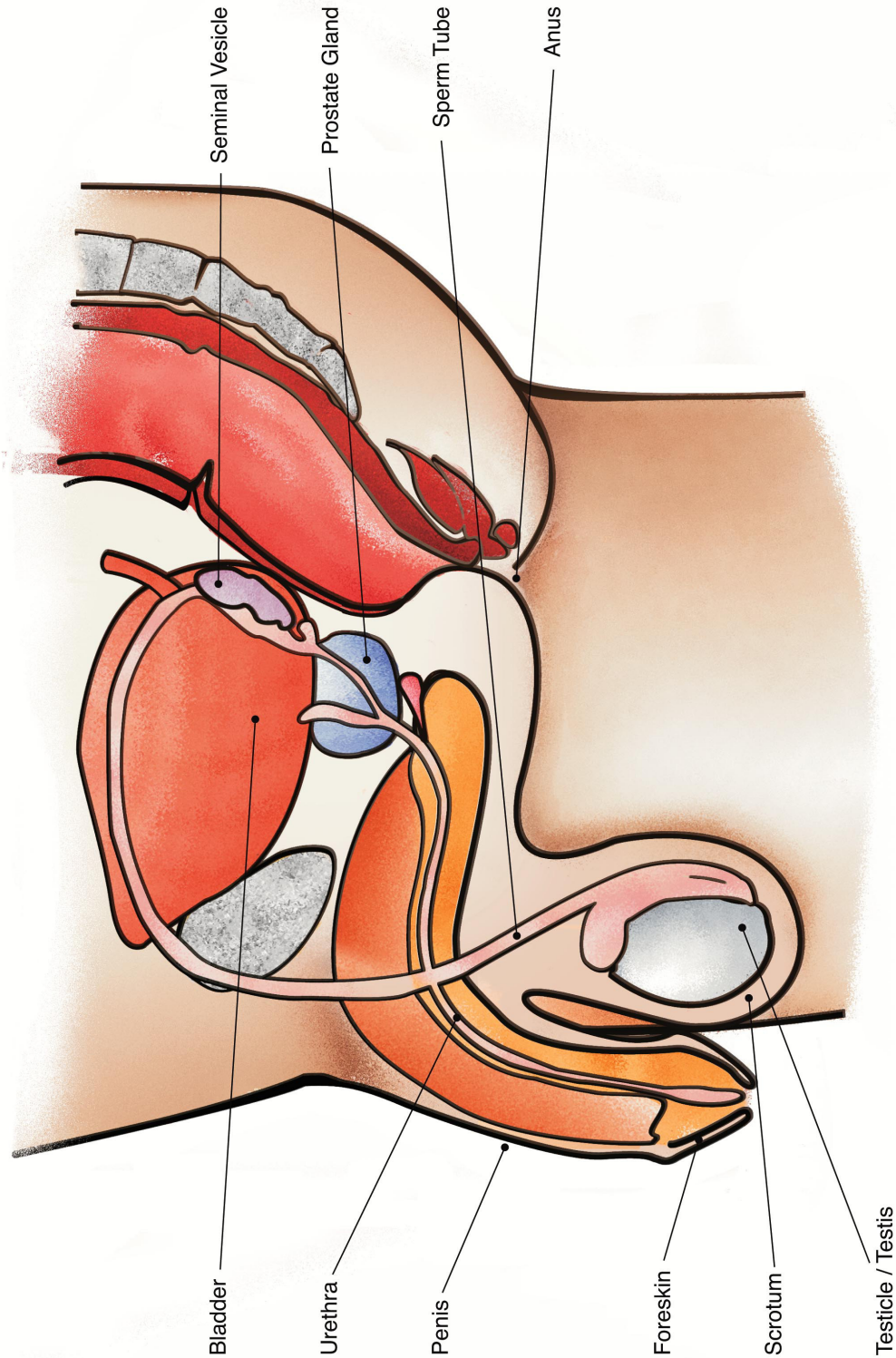


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**Non-circumcised male**

**Resource Sheet 9e – Growing Up, How do I feel?**

**Male sex organs non-circumcised – Teacher Answer Sheet 2 – side view**



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**Non-circumcised male**

**Pupil Sheet 8 – Growing Up, How do I feel?**

**Statement Matching Sheet – Reproduction**

*Cut out and match the beginnings and endings to create statements relating to Reproduction.*

A man's penis fits	towards a uterus.
For reproduction to take place a man and	a man's penis.
A fertilised egg will travel	into a woman's vagina.
Sperm comes from	a woman will have sexual intercourse.
Sperm fertilises	a fertilised egg grows in a uterus.
A pregnancy begins when	an egg.

**Pupil Sheet 9 – Growing Up, How do I feel? – Pupil Evaluation Sheet**

Think about the key messages from this session relating to puberty. Add as many ideas that you have taken from this lesson.



Which of these do you think is the most important and why?

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Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Pupil Sheet 10 – Growing Up, How do I feel? – Home Activity Sheet**

**New Life**

The boxes, below, have 9 statements about how a baby is formed. They are not in the correct order. Read them over with your parent or carer; then write in the correct order in the spaces provided below the boxes. Have a discussion about this with your parent, then ask them to complete the bottom section which is for them.

<p><b>A.</b> When a baby is ready to be born, the mum goes into labour, and baby comes out through the vagina, which stretches to make this happen.</p>	<p><b>B.</b> Sperm are male sex cells and are made in a man's testes</p>	<p><b>C.</b> When two people wish to have a baby, they have sexual intercourse.</p>
<p><b>D.</b> The fertilised ovum will grow and stick to the wall of the uterus, where it will grow into a new baby. This usually takes nine months.</p>	<p><b>E.</b> During sexual intercourse, sperm travels from the testes to the penis, and into the female vagina, and on up to the uterus (womb).</p>	<p><b>F.</b> Women make an ovum each month and this travels down the fallopian tube into the uterus.</p>
<p><b>G.</b> If an ovum is in the fallopian tube at the same time as sperm, one of the sperm may join with it. This is called fertilisation or conception.</p>	<p><b>H.</b> An ovum (egg) is a female sex cell and is made in either ovary.</p>	<p><b>I.</b> An ovum will stay in the fallopian tube for a week or so in the middle of the woman's monthly menstrual cycle. This time is the 'fertile period' and is when the ovum can be fertilised.</p>

CORRECT ORDER

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Finally, ask your parent or carer to write in, below, how they felt about doing this homework with you. Then, bring the sheet back to school.

## **Families, what are they like?**

### **Aim**

Children will have a greater tolerance, respect and understanding of the variety of different families that can and do exist in our society.

### **Links**

McCabe Statement

- Understanding of own developing sexuality.
- Dealing with sexual feelings.

Curriculum for Excellence

- Health and Wellbeing Outcomes,  
HWB 2-44a, 2-08a, 2-09a.

### **Learning Objectives**

Learners should be able to...

- Define their own family situation (or use Storyline approach)\*.
- Suggest what makes a good family.
- State a variety of possible families that they may meet in life as they grow up.
- Recognise that there is no correct situation that makes the ideal family
- Understand what it means to be Lesbian, Gay and Bisexual.

### **Resources**

- Resource Sheet 10 – Photographs of different families.
- Resource Sheet 11 – Labels for matching different families.
- Pupil Sheet 11 – Pupil Evaluation Sheet.
- Pupil Sheet 12 – Home Activity Sheet – Do You Agree?



## **Families, what are they like?**

### **Activities**

1. Ask the children to draw some or all of their family and then present their pictures to the class and introduce their family member/members. Focus on the variety of families within the class and that not everyone in a family may live in the same home, i.e. brothers and sisters may have left home or parents may have split and no longer live together.  
(20 mins)
2. Explain to the children that you are going to show them pictures of different families. Explain to them at this stage that some of the families may have lesbian or gay parents, carers or siblings. (Discuss with the children what it means to be lesbian and gay to ensure children understand the terminology.)  
Show the photographs (Resource Sheet 10) and discuss who the people in each picture might be and the relationships between the people in each of the photographs. Match the photographs to the descriptions on Resource Sheet 11. Highlight the fact that there is more than one idea of what family members are. You cannot simply tell by looking at the photograph.  
(15mins).
3. Discuss with the children that there is no ideal of who makes up a family, it is far more important to think of the qualities that people in a family should have. Split children into groups of 4 or 5 and get them to 'quickthink' the qualities people in a family should have. Come together as a class and discuss these qualities.  
Are any qualities specific to a particular person, e.g. mum or brother, or, are the qualities those that everyone in the family should have?  
The discussion should show that the qualities are interchangeable throughout the family members. The focus is on being respectful, caring for each other, being supportive, and, giving and being able to trust.  
(10 mins).

## **Families, what are they like?**

### **Key Message**

- Families can be made up of a variety of members; there is no one ideal family situation.
- Some people in life will be lesbian or gay which means that they may be sexually attracted to a person of the same sex.
- People may have lesbian or gay people in their families.
- It is important to realise that the personal qualities that a person has are far more important than their sexual orientation.

### **Reflect and Review**

Conclude by reminding children of the qualities that make a good family member - trust, support, respect and care for each other. Remind children that people from the school or people they meet as they grow up may be lesbian or gay and/or may have lesbian or gay brothers, sisters, parents or carers. The important thing about a person are the qualities they have as an individual not their sexual orientation.

(5 mins)

### **Pupil Evaluation of Lesson**

Children complete an evaluation, (Pupil Sheet 11), which allows them to consider some key statements about the learning from the lesson and their feelings and opinions.

(5 mins)

### **Follow Up Activities**

Design a "What makes a good parent" information leaflet for parents by children.

### **Home Activity Sheet – Do You Agree?** (Pupil Sheet 12)

Give sheet out to children to do with parents at home.

## **Families, what are they like?**

### **Guidance Note for Teachers on Diversity Issues**

It is acknowledged that the teaching environment has up till now been inconsistent in dealing with issues relating to sexual diversity. As a teacher you may have felt the national guidance up until the repeal of Section 2A in 2000 was not clear in terms of what schools are able to deliver. However the guidance along with equalities legislation has made the situation unambiguous.

It is important in the context of meeting the needs of young people and their families that sexual diversity is included in the curriculum. It is important that raising issues of sexual diversity is handled confidently and assertively in the class as some children could otherwise use the lesson to reinforce negative messages. There is a parallel with this and anti-racist work, which needed confident management when it was first introduced and is now a routine part of the school approach.

If you are a teacher and are lesbian gay or bisexual you may have specific anxieties that this session could be challenging or intimidating. You may find it useful to discuss your feelings about this with management or other colleagues or alternatively one of the LGBT organizations listed in the appendix (some of the teaching unions have LGBT societies).

### **Glossary**

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**Lesbian** – A women who is attracted to other women.

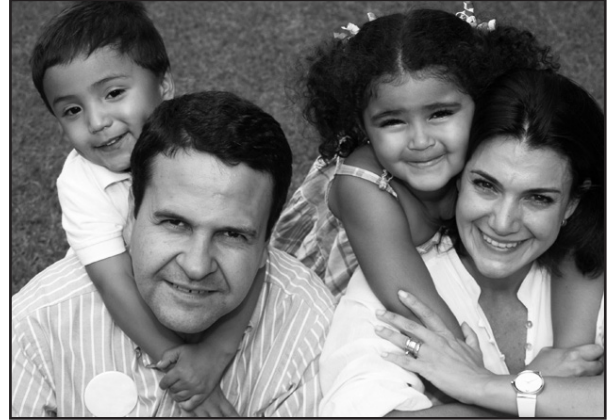
**Gay** – Someone who is attracted to people of the same sex.

**Heterosexual** – Someone who is attracted to people of the opposite sex.

**Bisexual** – Someone who is attracted to people of the same and opposite sex.

**Resource Sheet 10 – Families, what are they like?**

Photographs of different families



**Resource Sheet 11 – Families, what are they like?**

Labels for matching different families

<p>This is Li Ying. She lives in Bishopbriggs with her <i>mum</i> and gran.</p>	<p>Davindar and Indira live with their <i>mum</i> and step-dad.</p>
<p>Paula lives with her <i>mum</i> and her <i>mum's</i> partner Helen.</p>	<p>Imran and Almira live with their <i>mum</i> and dad.</p>
<p>Gary lives with his <i>mum</i>, but he stays with his dad and his dad's partner at weekends.</p>	<p>Jane and Sam live with their <i>mum</i>.</p>
<p>Craig and Donna live with their aunt and uncle and their cousin Lauren.</p>	<p>Jonathan, Lucy and Mukami live with their gran and grandpa.</p>

**Pupil Sheet 11 – Families, what are they like? – Pupil Evaluation Sheet**

Think about the key messages from this session and consider these statements and decide if you agree or don't know.

AGREE      DISAGREE      DON'T KNOW

Every family should have two children.			
Some families may have people in them who are gay or lesbian.			
People in families should care, support, respect and trust each other.			
Families must have a mum and a dad.			
Not all children live with their parents.			
A loving family is not that important.			
There is no ideal situation that makes an ideal family.			
The make up of people's families will change over time.			

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## **Pupil Sheet 12 – Families, what are they like? – Home Activity Sheet**

### **Do you agree?**

Read your parent or carer each of the following statements, and decide together whether each is **true** or **false**. Talk together why you chose this answer. The discussion is private, and you don't need to write anything down, but put **T** or **F** into each box.

- |   | TRUE or FALSE            |
|---|--------------------------|
| 1. Pupil Councils are a good idea.  | <input type="checkbox"/> |
| 2. Boys and girls are good at different things.   | <input type="checkbox"/> |
| 3. Women are better at cooking than men.  | <input type="checkbox"/> |
| 4. Men are just as capable of looking after a baby as women are.  | <input type="checkbox"/> |
| 5. Using violence to control someone else is wrong.   | <input type="checkbox"/> |
| 6. It's OK to hit other people in some situations.  | <input type="checkbox"/> |
| 7. People should always try and respect each other.   | <input type="checkbox"/> |
| 8. In a friendship or relationship it is always important to trust each other.  | <input type="checkbox"/> |
| 9. Children's rights are just as important as adult's rights.   | <input type="checkbox"/> |
| 10. All people should have the same rights. Their age, gender, race, whether or not they are disabled, or their sexual orientation should not matter. | <input type="checkbox"/> |

Finally, ask your parent or carer to write in, below, how they felt about doing this home activity with you. Then, bring the sheet back to school.