



## PSHE – YEAR 6 - Medium Term Planning – Autumn Term

Week	Lesson
10	<p><b>Learning Objective:</b> How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p><b>Success Criteria:</b> 1) Understand when it is acceptable or unacceptable to send an image of themselves or others 2) Explain what is appropriate and not appropriate to ask for or share 3) Identify ways of managing inappropriate requests</p> <p><b>Starter:</b> Speak to chn at the beginning of the lesson and ask for maturity. It's a serious issue that is being discussed and it is very likely that it will happen to at least one person in the room during their lives. Vocabulary check: request, appropriate and inappropriate and provide a definition from the internet. Recap and discuss what chn learnt about informed choices during Year 3. CT to review Year 3 planning when complete and remind chn of this previous learning. Highlight that learning today links to this topic – chn will need to make sensible and informed choices when managing requests of themselves or others.</p> <p><b>Main:</b> Share LO and SC and discuss with the class. Discuss what children think we are discussing today and share that we will be discussing requests for images of themselves or others. Start by asking whether chn should ever share images of themselves or others and take feedback. Discuss that images of others shouldn't be shared without permission and CT shouldn't say that chn should never share images of themselves because they will have to at some point: driving licences, passports, social media etc. Discuss that there are appropriate times to share images of themselves and inappropriate times – ask chn in the class to provide an example of each e.g. when applying for a passport and sending an image to a stranger on the internet. Have 2 pieces of sugar on each table and give chn 2-3 minutes to record ideas of when it is appropriate to share an image of themselves and feedback to the class. Then swap and given chn 2-3 minutes on their table to discuss when it is inappropriate and feedback to the class. Chn can add to their list as things are shared amongst the class. If sharing images of private parts of the body hasn't been shared, CT to share with the class that this is inappropriate and it is illegal to send or possess these images involving anyone under a certain age. This can and will lead to police action. Some examples will be on a PowerPoint – go through the PowerPoint together as a class after the activity. Did we get them all or was there any that we missed? Did we think of any not on the PowerPoint? <b>CT to make a note of any good examples shared by chn that can be added to the PowerPoint after the lesson ready for next year.</b> Ask chn to record in their books some appropriate times to share images and inappropriate times to share images of themselves. Ask chn to state when and how they should share images of others as well.</p> <p>Once appropriate and inappropriate requests of images have been shared and discussed, ask chn what they can do to manage requests for inappropriate images. Complete this as an entire class through discussion. CT or a child to scribe and map ideas down onto a large piece of paper. Talking to someone is likely to be shared during this discussion. If it isn't, CT to raise and share this point. Discuss different people that chn could talk to: parents, family members, teachers, charity helplines etc. An image of this piece of paper, following discussion, will be stuck into children's foundation books.</p> <p>Main chunk of lesson is discussion-based today. Chn need to record two things into their books: when it is acceptable and unacceptable to share images of themselves and others, and one way of managing inappropriate requests of images of themselves or others. CT will then take a photo of chn working and discussing at tables for books and assess children against LO labels in their books.</p> <p><b>BA:</b> Share some examples of appropriate and inappropriate requests for images of themselves</p>

**MA:** Explain when it may be appropriate to share images of others  
**HA:** Develop a better understanding of how to manage inappropriate requests for images of themselves or others

**Plenary:** Share with chn and explain that they can talk to any staff member at school or to family members or a charity helpline privately if they had any concerns during today’s lesson that they didn’t want to share in front of everyone.

Definitions from the internet:  
 Inappropriate – ADJECTIVE -not suitable or proper in the circumstances.  
 Appropriate – ADJECTIVE -suitable or proper in the circumstances  
**Request** – NOUN -an act of asking politely or formally for something

11 **Learning Objective: Taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact**

**Success Criteria:** 1) Identify ways of taking care of their body 2) Understand that everyone in the UK has the right to body autonomy 3) Identify ways of managing unwanted or inappropriate contact

**Starter:** Share LO and SC and vocabulary check: body autonomy. Take feedback from chn and then share definition from the internet. Recap and discuss what chn learnt about changes in puberty during Year 5. CT to review Year 5 planning when complete and remind chn of this previous learning. Highlight that learning today links to this topic – inappropriate and unwanted contact may be more of a potential issue when they begin puberty.

**Main:** Begin by discussing how to take care of our bodies – this can be through good hygiene, diet, exercise etc. Have one piece of paper on each table and ask chn to spend 2 minutes recording how to take care of their bodies. After 2 minutes, chn swap tables and move to the next table and try to add something new to the piece of paper in front of them. Chn continue swapping tables until they return to their starting position. Share good ideas with the class at this point on how to take care of their bodies (**save these pieces of paper for the next PSHE lesson**). After this, question whether anyone thought to write down how to take care of their bodies and prevent any harm coming to it from other people? Discuss the definition of body autonomy again and share that everyone in the UK has the right to body autonomy – consent needs to be given for tattoos, for blood donation, for organ donation, for others to touch you etc. Share that nobody is allowed to alter or change their bodies without their permission, within reason, and that, in the UK, most permanent changes are illegal until people are above the age of 18 to protect body autonomy e.g. tattoos.

Then display inappropriate contact and unwanted contact on the PowerPoint and discuss what they mean with chn. Unwanted contact will probably be a quick discussion but discuss what inappropriate contact is with chn. Using an image of a body on the PowerPoint discuss as a class where it may be inappropriate for others to make contact, or for them to make contact with others, without consent. Ask for maturity during this activity. Discuss the areas where contact may be inappropriate but share and discuss that contact shouldn’t really be made on any part of the body without consent. Then discuss as a class what chn can do if somebody makes inappropriate or unwanted contact with them. Ensure that severity and response is discussed e.g. an unwanted touch of the shoulder may just require a polite reminder. An unwanted touch in a private area of the body will require an adult to be informed as well.

For their task, chn will list different ways that they can take care of their bodies within their books. Chn will then attempt to define body autonomy, unwanted and inappropriate contact in their books. Once finished, chn can articulate how they may manage or deal with inappropriate and unwanted contact.

**BA:** List ways of caring for their body  
**MA:** In addition to BA task, define body autonomy, inappropriate contact and unwanted contact

**HA:** Explain ways of managing and dealing with unwanted or inappropriate contact

**Plenary:** Ask chn to share with their partners a strategy that they might use to manage or deal with unwanted or inappropriate contact. Some chn may not want to share this with a partner so they could share different ways of caring for their bodies instead.

Key vocabulary: body autonomy, inappropriate/unwanted contact

Definitions from the internet:  
**Bodily Autonomy** Bodily autonomy is defined as the right to self-governance over one’s own body without external influence or coercion. It is generally considered to be a fundamental human right.  
**Bodily autonomy** relates to the concept of affirmative consent

Bodily autonomy means a person has **control over whom or what uses their body, for what, and for how long**. It’s why you can’t be forced to donate blood, tissue, or organs - even if you are dead.

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**Learning Objective: Taking care of their body, understanding that actions such as FGM constitute abuse and are a crime and develop the skills and strategies required to get support if they have fears for themselves or their peers**

**Success Criteria:** 1) Identify ways of taking care of their body 2) Understand that everyone has the right to body autonomy in the UK and that certain actions constitute abuse and are a crime 3) Identify strategies or ways of getting support if they have fears for themselves or their peers

**Starter:** Re-cap learning from previous lesson and discuss different ways of taking care of bodies. Hopefully somebody remembers to mention about taking care of their bodies from others – if not, remind chn of this. Hand out pieces of paper from previous PSHE lesson that were saved and asked chn to read through them for 2 minutes to remind themselves. Then re-cap the term body autonomy again from the previous lesson and discuss what it means and share definition from the internet.

**Main:** Discuss with chn and remind them again from the previous lesson that they have the right to decide what permanent changes happen to their bodies. Vocabulary check the words crime and abuse. Discuss as a class and then share definitions from the internet. Share that within the UK, permanent changes that go against body autonomy, within reason, constitute a crime. Using the definition of abuse, explain to chn that most criminal acts, that constitute abuse, are carried out by people known to them and it’s important that they recognise what is illegal and constitutes a crime. Discuss and share that because these acts are often carried out by people known to them, young people don’t always understand that what is happening is wrong and is a crime.

Explain to chn that making permanent changes to somebody’s body, without their permission, does constitute a crime. Explain to chn that causing harm or preventing harm from happening to anybody under the age of 18 is classified as abuse and constitutes a crime as well. Share that abuse does take many different forms but discuss as a class what chn can do if they are concerned for themselves or others and discuss strategies. Whatever is discussed as a class, CT to emphasise and stress that chn must not keep it to themselves and should share it with somebody.

For their task, chn will record some ways of taking care of their bodies, they will then record a definition of body autonomy, crime and abuse. Chn will then, in their own words, explain some strategies to get support for themselves or for others if they are concerned that abusive or criminal acts are occurring.

**BA:** List some ways of taking care of their bodies and record a definition of body autonomy  
**MA:** In addition to BA task, record a definition of crime and abuse and some strategies for getting support for themselves or others if they are concerned that abusive or criminal acts are occurring

**HA:** In addition to MA task, chn can attempt to articulate what constitutes a criminal or abusive act and why some people don't always recognise abusive or criminal acts (e.g. often carried out by someone known to them)

**Plenary:** Share the video of FGM on the PowerPoint for chn to watch. Explain to chn that if anyone has any questions or concerns from the lesson, that they didn't want to raise or share in front of everyone, that they can privately discuss them with any staff member at the school, a family member of a charity helpline for advice and support.

Key vocabulary: body autonomy, crime, abuse

Definition from the internet:

Crime: an action or omission which constitutes an offence and is punishable by law.

Child abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Abuse can be physical, emotional or sexual.

**Bodily Autonomy** **Bodily autonomy** is defined as the right to self-governance over one's own body without external influence or coercion. It is generally considered to be a fundamental human right.

**Bodily autonomy** relates to the concept of affirmative consent

Bodily autonomy means a person has **control over whom or what uses their body, for what, and for how long**. It's why you can't be forced to donate blood, tissue, or organs. Even if you are dead. Even if you'd save or improve 20 lives.