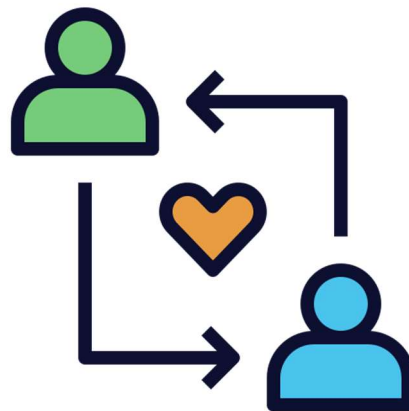


# Personal Health, Relationship and Sex Education (PHRSE)



Year 7



## Term 2: Relationships

Big Question 1: What does it mean to belong?

Big Question 2: How can I manage the challenge of growing up?

Name:

# Personal Health, Relationship and Sex Education (PHRSE) at Houlton School

In PHRSE lessons you will be taught about different topics that help you to develop as a person.

The three key topics in PHRSE are:

- **Health and Wellbeing** (E.g. Healthy living choices, mental health, managing influences, health and puberty.)
- **Relationships:** (E.g. Healthy and respectful relationships, consent, families and intimate relationships.)
- **The Wider World:** (E.g. Staying safe online, managing finances, the law, citizenship, anti-discrimination and careers.)

We will explore these as part of our learning about **Fundamental British Values**. These are:



In Britain, our British values are protected by law through the **Equality Act 2010**. This helps to stop discrimination and ensure everyone is treated equally. There are 9 characteristics that are protected by law. These are:



You will also have the opportunity to develop your LORIC skills through the PHRSE curriculum and use evidence of your learning to complete your PiXL assignments.

**L**eadership, **O**rganisation, **R**esilience, **I**ndependence, **C**ommunication



# Year 7

## Half Term 3 Knowledge Organiser

### Big Question: What does it mean to belong?

Key Word	Definition
Empathy	The ability to understand and share the feelings of others.
Bullying	When a person or group has power over another person and repeatedly hurts them in a verbal, physical or psychological way. It can happen face-to-face or online and is repeated and intentional.
Bystander	A person who sees something happening but is not involved.
Communities	Communities are groups of people who live in the same place or share something in common.
Bridges	Factors that make people feel included in a community.
Barriers	Factors that make it harder for people to feel included.
Bias	Biases are feelings in favour of or against, a person, group, or idea, based on someone's experiences, opinions or beliefs.
Stereotype	An assumption about what someone will be like (e.g., their personal qualities, behaviour, or attributes) based on a group they belong to.

What makes a good friend?	
<b>Good friends make you feel good</b>	Good friends say and do things that make you feel good, giving compliments and congratulations and being happy for you.
<b>Good friends listen</b>	A good friend allows you to talk and doesn't interrupt you. They're interested in what you have to say.
<b>Good friends support each other</b>	If you're feeling down, a good friend will support you. If you need help, a good friend will try to help you out.
<b>Good friends are trustworthy</b>	If you tell a good friend something private, they won't share it. You can trust a good friend not to be judgmental.
<b>Good friends handle conflict respectfully and respect boundaries</b>	A good friend will tell you if you've done something to hurt them. If you tell a good friend they've hurt you, they'll be sorry and won't do it again.
<b>Friends not followers</b>	In the digital world you can feel under pressure to have a lot of friends and followers. Remember that you only need a small circle of friends to be happy.
<b>Good friendships go both ways</b>	

Signs of a Toxic Friendship
<p>Sometimes people who claim to be your friends can show bullying behaviour. This is sometimes called a 'frenemy' but is a type of toxic relationship. You can spot them by:</p> <ul style="list-style-type: none"> <li>• They might say "brutally honest" things to you which are unkind or hurtful</li> <li>• Put pressure on you to do things you don't want to do</li> <li>• Be manipulative (e.g. 'If you were my friend you would...')</li> <li>• Put you down</li> <li>• Laugh at you, or encourage others to laugh at you</li> <li>• Talk about you behind your back</li> <li>• Deliberately exclude you from group chat and activities</li> <li>• Take the "banter" too far</li> <li>• Share things about you online</li> <li>• Make you feel bad about yourself</li> </ul>
What to do if you are in a toxic friendship
<ul style="list-style-type: none"> <li>• <b>Remember: the problem isn't you:</b> Hold on to that thought. Their behaviour might make you feel bad, but they need to change, not you.</li> <li>• <b>Talk to them about how their behaviour makes you feel:</b> Explain calmly and without accusation. Be specific, Tell them what you'd like to happen moving forward. Their response will tell you a lot, sometimes our behaviour hurts others without us realising.</li> <li>• <b>If they apologise, give them another chance:</b> If they mean it, they'll change their behaviour and stop making you feel bad. However, sometimes frenemies might apologise insincerely, and their behaviour afterwards won't change. If they're still making you feel bad despite what you've told them, it's time to move on.</li> <li>• <b>Make new friends:</b> Moving on can be scary, but you deserve people in your life who support you and make you feel good about yourself. See our guide to making new friends for help.</li> <li>• <b>Don't retaliate:</b> It can be tempting to encourage others to exclude your former frenemy, or to put them down behind their back. Don't do this: you're only showing the same behaviour you found difficult in them.</li> </ul>

### **Sources of Support**

- Childline, [www.childline.org.uk](http://www.childline.org.uk) 0800 1111
- Kidscape, [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Anna Freud, [www.annafreud.org/on-my-mind](http://www.annafreud.org/on-my-mind)

Date: \_\_\_\_\_

**Lesson 1: How can I be a good friend?**

**Bell Task**

Explain the features of a positive friendship.

How can people get to know each other and become friends?

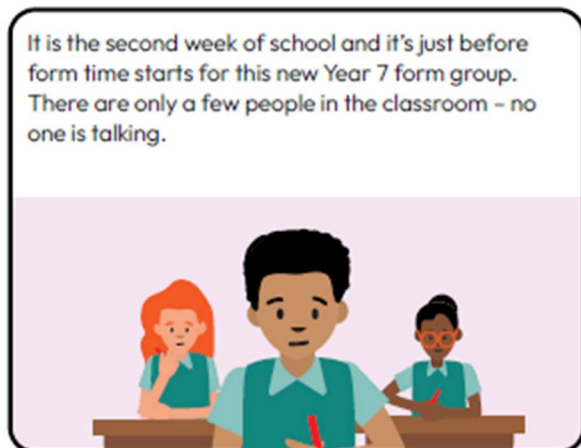
**Positive friendships**

How can friends maintain their friendship?

How might friends deal with any issues or challenges in their friendship?

## Task 1: Making Friends

In pairs, discuss the scenarios below. Which strategies could the pupils use to make friends?




### Strategies for making positive friendships:

<b>Starting conversations</b>	With people they know: 'Hi, have you watched...?' With people they do not know, 'Hi, I'm Lorna, I saw you at art club...'
<b>Using questions to get to know someone</b>	'What kind of music are you into?' 'Do you watch this show?' 'Have you ever played this online game?'
<b>Including others</b>	'Have you heard about the new anime drawing club? Do you want to try it out with me?'
<b>Picking up on social cues</b>	Body language, facial expressions, pitch and tone of voice give signals about whether someone is open to communicating. For example, are they smiling, making eye contact, do they have open body language?
<b>Asking questions about what someone has said</b>	'Who is your favourite character in the game?' 'Who do you think will win (TV, reality, sporting contest)?'
<b>Something else</b>	Can you think of some other ways to make positive friendships?

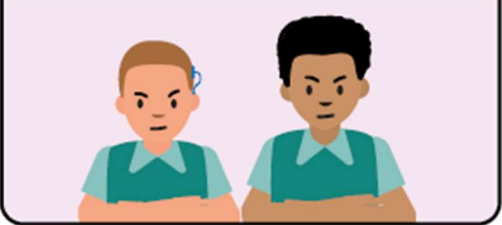
**Task 2:** Which strategies could be used to maintain friendships?

**Maintaining friendships**


Nic and TJ have been best friends for a long time. Recently TJ has been hanging out with Jude and Nic is feeling a bit left out.



Drew is finding Remi is being really quiet at the moment. He's normally such a laugh, so Drew thinks he must have done something to upset him. Drew ends up shouting at Remi, 'Why are you being so moody! What is your problem?' and storms off.



Gina is finding Louisa frustrating at the moment. She talks about herself loads and they just do what Louisa wants to do. She doesn't seem interested in what Gina has to say. Gina hasn't said anything about it because she doesn't see any point.



### Strategies for maintaining positive friendships:

<b>Connecting with others</b>	Asking someone how they are. Celebrating strengths and supporting challenges. Being interested in their life/interests/concerns.
<b>Communicating clearly</b>	Talking and listening. Talking about how they are feeling/what they are thinking.
<b>Taking turns and sharing</b>	Not only important for children! Could be choosing something to watch or do at the weekend. Could be playing a game or when taking part in an activity. Sharing their favourite books, music recommendations or games.
<b>Empathising</b>	Someone considering how they might feel if this happened to them. They don't have to fix the problem but should think about how the other person might feel. Involving each other, not excluding people.
<b>Managing aggression</b>	The aggression needing to be managed could be physical, in the form of words, or through excluding others. People can have strong emotions (anger, hurt, jealousy) but need to find healthy outlets for these. Strategies could be to use words to describe how they feel or withdraw from a situation to cool off, scream into a pillow, listen to music that matches their mood.
<b>Apologising if they have hurt a friend's feelings</b>	Mistakes are a part of life and people can take responsibility and apologise for these so they can move on.
<b>Learning when to trust</b>	Some people can be trusted if they do lots of the things listed here to maintain friendships. Sometimes, people may find that others break their trust or do not support their wellbeing and sometimes the right thing to do is walk away.
<b>Advocating for themselves</b>	Recognising when friends don't have their best interests at heart. Standing up for themselves and saying how they think they deserve to be treated.
<b>Something else</b>	Can you think of some other ways to maintain positive friendships?

### Task 3: Bobby's Story

Bobby has had a rush packing her school bag, eating breakfast and flying out of the house, before she catches up with her friends, Chloe and Aaron to walk to school. When Bobby gets to them, they are already talking about a game they were playing online last night. Bobby tries to ask about the game but doesn't play it so can't really join in with the chat.

In form time, Bobby sits next to Zara who makes her laugh and they get on well. They both go to art together and are working on a printing project, which is fun to do. Bobby is pleased with the work and tells Zara hers looks really good too. While they are working, Zara tells Bobby that one of her friends is ignoring her, but she doesn't know why. "She's being really moody and just keeps saying she doesn't want to talk about it," Zara says. Bobby thinks Zara should tell her mate how she feels, as she might not be meaning to be moody.

At break, Bobby meets up with Chloe and Aaron and people are talking about the same game again. Bobby gets a bit annoyed because she is sick of everyone going on about it.

At lunch, Mr Matthews invites Bobby, Chloe and Aaron to a sports club. Chloe and Aaron end up on one team and Bobby is on the other.

Zara joins them when they are walking home from school. Chloe and Aaron are talking about Danisha's birthday party - it's this weekend but Bobby hasn't been invited as Danisha's only allowed two friends. Bobby is quiet for most of the walk but ends up shouting at Chloe and Aaron, "Stop going on about it, who even cares about the stupid party anyway?" and storms off.

When Bobby gets home, Zara messages her: "Are you Ok Bobby? I'd have felt a bit left out about the party too - would you like to meet up at the weekend instead?"



1. What are some of Bobby's strengths in terms of maintaining friendships?
2. What emotions has Bobby felt today? Pick one of these and explain why Bobby felt it?
3. How could Bobby have reacted differently to not being invited to the party?
4. Who showed empathy towards Bobby? Explain how you can tell this is empathy?
5. What effect do you think this had on Bobby?

**Task 4: Role Play!**

**Reflection:**

Think of a time recently when someone showed empathy towards you, or you showed empathy towards someone else.

Explain how you know this was empathy and what effect it had on you and the other person.

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Date: \_\_\_\_\_

**Lesson 2: What role does a bystander play in bullying?**

Use the knowledge organiser to answer the following questions:

1. Name one strategy for making friends.
2. Name one strategy for maintaining (keeping) friendships.

Bell Task

<b>What is bullying?</b>	<b>What impact can bullying have?</b>
<b>What are bystanders and how can they prevent or respond to bullying?</b>	<b>What support is there for people affected by bullying in any way?</b>

**Task 1: In pairs, discuss the scenarios below and record your thoughts.**

Scenario	Is it bullying? How did you decide?
1. At break, Cam goes to chat to a group of girls in her year; when she says, 'Hi', they look at her for a moment and one of the girls laughs before they all turn away. This has happened a few times.	
2. Mark asks Reuban if he wants to meet up at the weekend to hang out. Reuban says no and when Mark asks why, he just blanks him. Reuban's usually a real joker but recently he's been practically ignoring Mark and just sits quietly at break. Mark is feeling upset about how Reuban is behaving and wonders whether Reuban still wants to be mates because he's not acting like it.	
3. At lunch, Lucas goes to sit down at a table. Lara shouts at him, calling him a name and telling him to get away. The other people at the table don't say anything and Lucas walks away. Lara laughs and another girl joins in. Lara shouts names at Lucas in the corridor quite a lot too.	
4. MJ is playing football at lunch with a few other Year 7s. MJ misses a goal and Callum shouts at him, saying that if he misses again, he's going to get it. He shoves MJ and he falls to the ground. The other players either ignore it or laugh and carry on playing. MJ goes inside – he finds an empty bench and sits alone for the rest of lunch. He is sick of this happening.	
5. Daniella walks into her form room and a group of other students start laughing – they are looking at a phone and she hears them saying, 'Look at her here!' and they start laughing, pointing at her. Later, at break time, some older students who Daniella doesn't know seem to be looking at her and laughing.	
6. Alina is finding Cheryl so moody today. They normally have a laugh but recently she has been really angry and keeps snapping. When they were queuing for lunch, Alina bumped into Cheryl and she turned around and glared at her. Alina doesn't know why but is worried she might have done something to annoy Cheryl.	
7. Oscar enjoys playing an online game and one evening he gets on the next level but one of the other gamers says he's cheated. Then he starts to get loads of messages from other gamers and doesn't know who they all are but they are all saying he has cheated and some of the messages are very upsetting. This happened last time Oscar moved up a level and some of the same names are showing up.	
8. Jessie and Tina have been friends for about six months. Recently, Jessie has found herself getting into trouble at school but Tina gets away with it. When Jessie tried to say this to Tina, she denied even being involved and said that Jessie was massively over-reacting. Tina was quite scary so now Jessie is being much more careful, so she can keep on the right side of her.	



Date: \_\_\_\_\_

### **Lesson 3: Why is community important?**

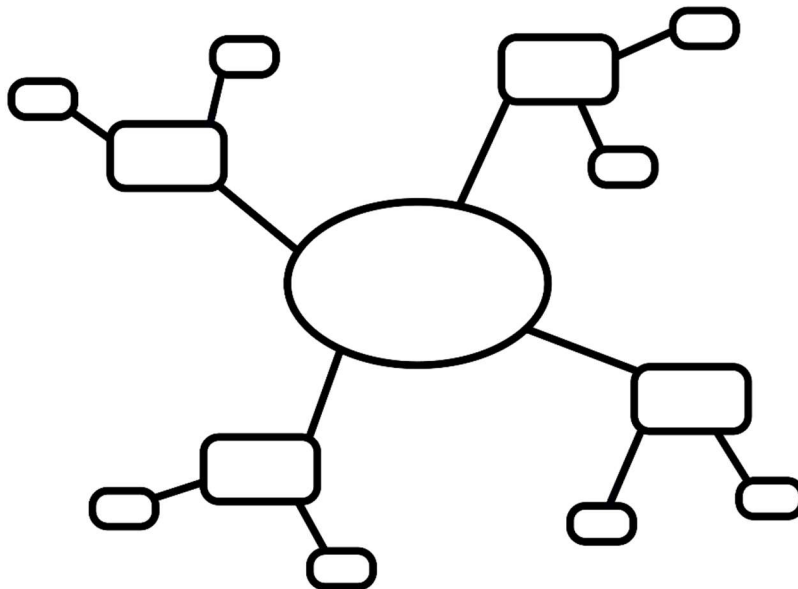
Absent Last Lesson? Complete the 'While You Were Out' Task below.

Use the knowledge organiser to answer the following questions:

1. What are bystanders?
2. How can bullying impact others?

### **Bell Task**

Complete the mind map using the prompts on the board.



### **Task 1; Exploring Identities**

People in communities have things in common with each other and things that make them different to one another.

In their pairs, identify two similarities and one difference each character has to other members of the community. These similarities and differences might be from just one or two members, or it may be something shared with all members of the community or makes the character unique within their community.

The table below can help you:

<b>Find two characters who...</b>	<b>Characters</b>
<b>enjoy sports</b>	
<b>have family from places outside of Millersfield</b>	
<b>both like history</b>	
<b>have a faith or religion</b>	
<b>are different ages to each other</b>	
<b>live with different family members</b>	
<b>are supporting other people</b>	

**Amadu** is a history teacher at the school and has worked there for twenty years. He enjoys badminton and tennis and used to be captain of his university hockey team.

He helps to facilitate the student voice group and he would like to set up a multi-faith prayer room for students and staff, as the student voice meetings raised this as an issue. Amadu practises Islam but wants people of all faiths to feel that they have a space to pray or reflect.



**Anna** lives with her daughter **Kizzy**, who is in Year 8. Anna has just become a parent governor at the school, which means she gets to help with some of the big decisions that the school leaders have to make.

She was a bit disappointed that Kizzy didn't learn much about the work and contributions of Caribbean people in the UK at primary school, and that Kizzy didn't really see anyone who looked like her in the stories they read. Anna wants everyone to feel included in the school's curriculum, and extra-curricular opportunities.



**Kavya** loves being in PE lessons, especially when she gets to play football and tennis as these are the sports she's best at. She's also on the sixth-form girls' football team.

Kavya is an aspiring filmmaker who has been writing a script for her drama group that includes students from all year groups.

Kavya also mentors Year 7 and 8 students who are finding particular subjects tricky.



**Rowan** is in Year 10. He really enjoys science and drama at school. He recently started going out with a boy from another school and was worried about how his friends would react when they found out. He felt reassured after speaking to his best friend **Kyle** who said he thought everyone would be fine with it, but that he'd always stick up for Rowan if there were ever a problem.

Rowan has known some people in the school for a long time, as their parents are friends and went to Millersfield College together.



**Ifan** has joined the school in Year 7 and is finding the transition challenging. He went to a Catholic primary school and found starting the day with a hymn and prayer settling.

Ifan is trying to make some new friends as he has recently moved to Millersfield from a different town with his mum and dad. Ifan finds busy communal areas like the dining hall overwhelming. He enjoys handball and is thinking about joining the school club to meet friends there.



**Natalija** is in Year 11 and has become a buddy to new students in the school through the school's buddy system, to help them feel welcome.

She speaks several languages, including Polish which she speaks at home with her Grandad. Natalija's family moved to Millersfield because her Grandad got a new job.

Natalija joined the film club after school where they show a variety of films from different places in the world, she really likes ones that are set in the past as she loves history.



## **Task 2: Bridges or Barriers?**

Which characters identify a bridge (factors that make people feel included in a community) and which characters face a barrier (factors that make it harder for people to feel included.)

<p><b>Amadu:</b> “When I was at school, I found it hard to find somewhere to pray during the school day. It felt like my needs weren’t understood. So now, I want to make sure all students can pray or reflect if they want to.”</p>	<p><b>Kavya:</b> “When I joined Millersfield College they didn’t have a girls’ football team, which was really upsetting for me because I love it but wasn’t allowed to join the boys’ team.”</p>
<p><b>Ifan:</b> “In my old school a lot of my friends played handball at a club, but because I lived further away, I couldn’t go. Not being able to play with them after school made me feel lonely.”</p>	<p><b>Anna:</b> “I spoke to the school about making sure students feel they belong. The headteacher listened and asked questions about how we could work together to help.”</p>
<p><b>Kizzy:</b> “The school council ran a survey to ask what we all needed. I have a disability that can make me tired, and I can’t stand up for very long. I asked for more benches outside. They thought it was a good idea and I can hang out with friends in the playground now.”</p>	<p><b>Rowan:</b> “Kyle coming to meet me on the first day back at school was really helpful. I’d felt nervous but it reminded me that my friends care about me.”</p>
<p><b>Kyle:</b> “I didn’t always go to Millersfield College. I moved here because at my old school there were people who called me names because of how I look.”</p>	<p><b>Natalija:</b> “When I first joined the school, I was worried about being lonely - my English wasn’t as good as it is now. But there was a buddy system, which really helped because they introduced me to other people as I settled in.”</p>

## **Task 3: Addressing Barriers**

In pairs, make a list of how a community could...

- make sure people feel heard
- make them feel included
- reduce harmful experiences



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**Reflection**

**Write three top tips for creating a feeling of community in school.**

- 1.
  
- 2.
  
- 3.

## **Lesson 4: Bias and stereotypes**

Absent Last Lesson? Complete the 'While You Were Out' Task below.

Use the knowledge organiser to answer the following questions:

1. Why is community important?
2. What are bridges and barriers?

### **Bell Task**

I think people in the community can be unfair, and it must be intentional because people always know when their actions hurt someone else.

I think people get things wrong about others sometimes, like when people make assumptions about others it's usually unfair.

I know that some people might treat others differently, but I think that's fine because people's "gut feelings" about another person are almost always right.

How far do you agree with the statements?

### **Task 1: Scenarios**

Using your whiteboards, say whether the scenarios on the board are examples of explicit bias, implicit bias or confirmation bias. Use the definitions below to help you.

**Explicit bias** is a biased belief about something, that a person is aware of. A person might make conscious decisions based on these attitudes.

**Implicit bias** is when feelings and stereotypes affect someone's beliefs about something. They may be unaware that this is affecting their thinking.

**Confirmation bias** is when someone seeks, or only pays attention to, information or opinions that match or agree with their existing beliefs and attitudes.

### **Task 2: Tip Tips**

In pairs, read Resource 2 then, use the experiences you have read about to write a list of 'top tips' for challenging stereotypes and bias.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

### **Review**



Review your thoughts on the statements from the beginning of the lesson. Is there anything you would change or add?

My friend was making comments about people that made me feel really uncomfortable. It's like they thought everyone who was part of the same group would be the same person. So, when they made a comment like that, I just asked them how they knew that. After a while they started thinking it through a bit more before they made an assumption about someone.

I saw a video online saying really horrible stuff about women and girls. I wanted to tell them they were wrong, but I think they were baiting people who were watching it into arguing.

I knew more comments would mean that the video would get even more views, even if the comment was saying the video is bad. So, I took a screenshot of some of the stuff on the video and took it to my form tutor who helped me report it to the social media platform.

Someone made a really horrible comment about me and my friend because of where we grew up. I was very upset, but someone else had overheard and they told the person to back off. We went to our head of year about the person who made the comment, and they dealt with it for us. I'm so grateful someone stepped in to help with the situation.

"I once made an unfair comment about someone based on how they looked. My friend asked me how I'd feel if someone made a judgement like that about me. I was a bit shocked that they said that and started to argue, but actually they were right.

I've tried to think a bit more about how my words might affect others since."

Once I reshared a video because it had loads of stereotypes in, and I pointed out all the biased things the person was saying. Some people responded really positively to me calling the person out, but actually loads more people watched the original video, which wasn't what I wanted at all. I took my video down and just reported the original video.

I was in this group that kept making jokes about me because of my accent. I went along with it for a bit, but actually some of the things they said just weren't right and I started getting really annoyed.

I got angry one day and shouted at them about why they were wrong, and they just laughed at me. I realised I'd just played into what they wanted, and it was like a game for them. I got help from a friend in a different group and we spoke to my dad about it, but I wish I'd done something earlier rather than pretending it was fine for so long.

"People I don't know had been leaving comments on videos I share online. I'm a boy and I started a channel about fashion - sometimes I like to wear clothes that people think are quite feminine. The people commenting kept sending these homophobic and transphobic insults, even though I'm not gay or trans!

Someone from my tutor group messaged me privately to ask if I was okay. I was surprised they'd messaged me at first, but it felt like someone finally noticed how much the words must hurt. It made me feel like I wasn't alone."





## FEMALE PUBERTY

Puberty is a time of change and development — you are growing up! Puberty begins around 9–14 years of age. Changes happen in the body caused by chemicals called hormones. It's important to remember everyone is different and not to compare your journey to adulthood with others. However, there are common changes that happen during puberty.

**BODY SIZE**  
Arms, legs, feet, and hands grow at a faster rate than other body parts.

**EMOTIONS**  
Fear, frustration, anger, sadness, mood swings and so much more are all feelings you may encounter during puberty. It's a great change physically and emotionally.

**BREASTS**  
Breasts grow larger and develop. Sometimes one is larger than the other - that's natural and will balance out. They develop and a bra may be needed for support.

**SWEATING**  
Body odour can develop, so regular hygiene practices are needed.

**BODY SHAPE**  
Breasts will continue to grow, hips will widen and the waists get smaller.

**SKIN**  
Skin sometimes becomes oily and spots and/or acne may appear.

**HAIR**  
Hair will start to grow on the pubic regions, underarms and legs.

**MENSTRUATION**  
Menstruations usually starts between the ages of 9–14. A layer of blood and tissue builds up in the uterus and is discharged monthly. The flow varies from person to person.

## MALE PUBERTY

The changes that happen in the body are caused by chemicals called hormones. Puberty for boys usually starts between ages 10–16. It is a time of great change and can be a confusing and emotional time. Puberty is the beginning of your journey from a boy into a man. While it can be challenging, it is also one of the most natural things in the world. It is important to keep talking about how you feel to a trusted adult, like a parent, guardian or another person.

**BODY SIZE**  
Arms, legs, feet, and hands grow at a faster rate than other body parts.

**EMOTIONS**  
Puberty will affect your mental health. Feelings of fear, anger, excitement and embarrassment become more common.

**BODY SHAPE**  
Arms, legs and feet will grow faster than the rest of your body. Your shoulders broaden and muscles and weight are gained.

**HAIR**  
Hair begins to grow on your underarms, above the penis, arms, face and sometimes the chest.

**GROWTH SPURT**  
You will experience a growth spurt in puberty, which typically ends around the age of 16.

**ERECTIONS**  
Erections are completely normal and happen due to increased hormones.

**VOICE**  
Your voice will change and become deeper. This usually occurs just after a big growth spurt.

**PENIS**  
Your penis will grow longer and thicker and the testicles will grow larger too.

**SKIN**  
Your skin may become oily, and you will sweat more, meaning a development of acne or spots on your back and/or face.

**SPERM**  
Sperm begin to be produced by your body. During an erection, you may experience ejaculation which is natural and normal.

## STARTING YOUR PERIOD

### LET'S TALK ABOUT IT!

Your period, also known as the menstrual cycle, will begin during puberty. Periods are something we should all talk openly about. They are a natural part of life for girls.

**WHEN WILL I GET MY PERIOD?**  
It's perfectly natural and normal to get your period anywhere from 8 to 16 years old. While 11 to 15 is a fairly typical age for girls to start, remember that everyone's body is different and YOUR period will start when YOUR body is ready.

**HOW WILL I KNOW IT'S COMING?**  
During puberty, your breasts will grow, pubic and underarm hair will develop, and a discharge (fluid) from your vagina will start. Before having your period, you may feel cramping in your lower tummy area — this is normal and nothing to be afraid of.

**WHAT IF IT COMES SUDDENLY, AND I'M NOT WEARING A PAD?**  
First, don't panic. This is a natural stage of life, and everyone feels the same at some point. Just ask to go to the bathroom, there will usually be sanitary pads and tampons in there. If you feel unwell, tell the teacher you've got your period, and they should understand.

**Discharge**  
Having vaginal fluid? Your period might be close.

**Cramping**  
You might be lucky and not feel cramps, but you may experience some pain.

**Mood changes**  
Some girls experience mood changes or feel sad before a period starts, this is perfectly normal and is because your hormones are kicking in.

**Cravings**  
Around this time, you might crave certain foods like chocolate or other things.

**Tender breasts**  
You might feel tenderness around your breasts.

**Bleeding**  
Your tummy might feel heavier a few days before and during your period — it's perfectly normal.

**HEARD OF PMS?**  
PMS is short for Premenstrual Syndrome — this is the time before your period when you might feel emotional, bloated, or have other symptoms below. You might have some or none of these symptoms.

**LET'S TALK SCIENCE!**  
Millions of tiny eggs are produced in your ovaries, and when you get to a certain age, at least one of those eggs gets released every month. If it's not fertilised by male sperm through sexual intercourse, it's shed in the form of bleeding — that's your period.

**BE PREPARED**  
Make sure you are stocked up before you begin your period. Here's a look at some of the things that might help you when the day comes!  
-Pain relief (e.g. Paracetamol) — An adult should always give this when needed.  
-Sanitary products — choose from pads, tampons, period pants, or menstrual cups; choose what works best for you!  
It's important to find what works for you. Some girls like to exercise, while others relax curled up on the couch. Find what helps you through your period, and remember to be kind to yourself!

**UNDERSTANDING PERIOD BLOOD COLOURS**

<b>Red</b> Healthy period and flow	<b>Brown</b> Beginning/end of period or early sign of pregnancy	<b>Black</b> Beginning/end of period or vaginal discharge
<b>Grey</b> Possible sign of infection or miscarriage	<b>Orange</b> Period blood mixed with cervical fluid, possible infection	<b>Pink</b> Signs of nutrient deficiency, or anovulation

**LITTLE THINGS CAN MAKE A BIG DIFFERENCE**  
Drinking lots of water and eating healthy foods help your body cope with hormonal changes.  
Talk to your friend and/or family about your feelings and concerns and ask them any questions you might have.  
You could keep a period tracker to know when your next period might be due. Remember that periods can often be irregular in the beginning, so it's not always easy to predict when they will come next.

Key Word	Definition
Puberty	Puberty is the stage in someone's life when they develop from a child into an adult because of changes in their body that make them able to have children. These physical changes are accompanied by changes that can affect emotions as hormones change and people's identities develop.
Menstrual Cycle	The monthly cycle of hormone changes a body goes through each month to prepare for possible pregnancy. If a pregnancy does not occur the uterus sheds its lining, this is known as a period.
Menstrual Products	These are products that soak up or collect the blood released during a period. The most common are: tampons, pads, period pants, menstrual cups/discs

## Lesson 5: Puberty and Emotional Change

### Bell Task

1. I'm really worried that everyone is starting to talk about periods and voice changes and I'm not experiencing any of this. Am I normal?

2. I've suddenly started arguing with my family all the time and it's getting me down. Why can't we get on like we used to?

3. One of my older brother's friends keeps suggesting we spend some time alone together at his place. I really fancy him but something doesn't feel right. What should I do?

4. My auntie keeps forwarding messages and posts about how women should behave before marriage and within relationships. It's making me uncomfortable, and I'm worried I'm supposed to behave in ways that don't feel right. What should I do?

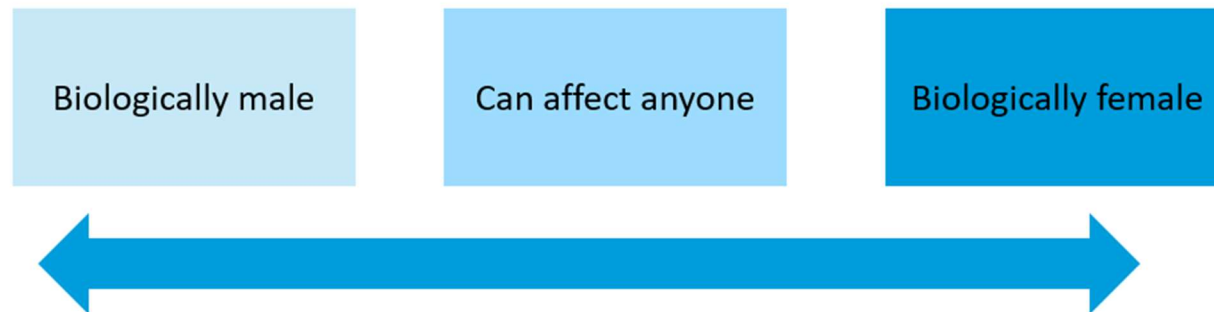
### Task 1: Card Sort



Cut out the cards about changes that occur during puberty and place them on the continuum below.

## Changes during puberty

Sort the cards to show the different types of physical changes young people experience during puberty:





## **Task 2: Scenarios**

In your groups, pick a scenario and give advice to the character about what they should do next.

My emotions are all over the place. One moment I feel really happy and over-excited and then the next I feel really down. Often, when I'm sad, there isn't really any reason for it. My mum keeps asking what's wrong, but it's hard to explain it to her. She thinks there must be a reason why I'm sad and when I say "Nothing" she thinks I'm keeping secrets from her.

My parents are so strict. Everyone else is allowed to stay out much later than me, and they all hang out in town together. My parents have so many rules and say I have to be back straight after school so I can do my homework and chores. I wanted to hang out with friends, so I came back late a couple of times last week and now I'm grounded for a month. I hate being a teenager!

I started my period but I'm too embarrassed to tell anyone at home. I have an older sister, but she's a lot older and has been out a lot. Some blood leaked on my bedsheets overnight and I didn't know what to say. I need to buy some period products but I'm not sure what to get and I haven't got that much money.

I've started dating someone at school and I really want to tell my parents. Before, I've always told them everything - we're really close. But I'm worried they'll say I'm too young and should focus on school and getting good grades. I've become anxious about letting them down and they're putting a lot of pressure on me to do well. How will they react if I tell them I've fallen in love?

## **Reflection**

How can young people manage their emotions during puberty?

- 1.
- 2.
- 3.

## **Lesson 6: Menstrual Wellbeing**

**Absent Last Lesson? Complete the ‘While You Were Out’ Task below.**

Use information on the knowledge organisers and the previous pages to answer the following questions:

1. Name three changes that occur in female puberty
2. Name three changes that occur in male puberty

### **Bell Task**

What do you already know about menstruation?



### **Task 1: Menstrual product posters**

Use the information posters to complete the table.

Try to think of pros and cons beyond those mentioned on the posters.

Product	How it's used	Advantages of using the product	Drawbacks of using the product
Tampons			
Towels/pads			
Menstrual cups			
Reusable pads			
Period pants			

1. I can't go to swimming training when I have my period, but I'm too embarrassed to tell my mate or coach.
2. I do get moody on my period and my mates get annoyed with me. One of them is always saying 'she must be on her period' even when I'm not.
3. I just want to stay in bed and eat sugary snacks during my period. I also get really bad cramps.
4. I have to be really careful with how many pads I use as we can't really afford to buy more than one pack a month.
5. I leaked last time during the day and it showed through my clothes. I didn't know what to do, I was so embarrassed! I ended up wearing my big coat around my waist and waiting at school until everyone had gone before going home.
6. I ended up in a loo with no disposal bin, I was fairly sure there was one just outside but I ended up flushing the pad down the loo. I knew I shouldn't but I was too worried someone might see me putting it in the bin.
7. I have only just started my periods a few months ago so they are very irregular. I know that's completely normal but I'm anxious as I'm never quite sure when I'm due to start.
8. I'm so tired during my period and just want to curl up and sleep on the sofa but then at bedtime I'm not tired and feel worse the next day.

### **Task 2: Advice**

Choose two of the worries, what advice would you give?

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### **Task 3: Reflection**

What three things do you think that all young people should know about menstrual wellbeing?

- 1.
- 2.
- 3.

Date: \_\_\_\_\_

### **Lesson 7: How can we recognise healthy and unhealthy relationships?**

**Absent Last Lesson? Complete the 'While You Were Out' Task below.**

Use information on the knowledge organisers and the previous pages to answer the following questions:

1. What is the menstrual cycle?
2. What are menstrual products?

### **Bell Task**

**What are the key features of healthy relationships?**



## **Task 1: Challenging gendered expectations**

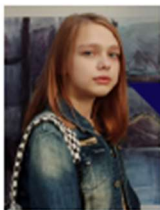
Annotate the statements to:

- share your views about the stereotypes and behaviours mentioned
- explain ways to challenge these behaviours and promote better relationships



I really liked this guy but girls are supposed to wait for guys to ask us out, right? But I got bored of waiting to know if he liked me so I asked him out anyway. Turns out he was interested but he'd been told I wasn't! I think maybe someone was just jealous so lied...

Films always seem to show men as being in charge when it comes to relationships and getting romantic. But I'm sure if I behaved like a movie character –grabbing someone I've just met for a kiss or insisting they date me even when they've said no lots before – I'd end up being slapped or arrested. It's weird that the media show these unhealthy examples of dating as if they're okay.



My parents say our culture has clear ideas about how men and women should be in relationships and what kind of relationships are acceptable. So it's hard to know how to act – do I show respect for my parents or do I do things differently and expect people to respect my ideas on what's okay and not okay?

I'm gay and thought someone I fancied might be gay too but I wasn't sure – I just had to ask and hope for the best! Turns out he's not gay but he really liked the compliment and promised not to say anything to our friends as I'm not quite ready to tell people about my sexuality yet. Sucks when someone you like isn't interested but things are still good between us and I'm proud I was brave enough to ask someone out. That's pretty cool.

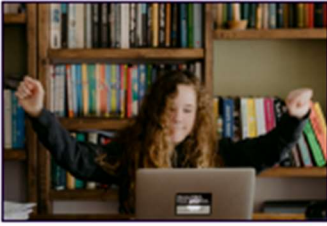


I'm a bit of a geek so I thought people would be put off by that but it turns out there are lots of different people out there who are all into different things. We don't all have to like the same things in relationships either – I don't like sport but I'm going out with a sports captain and we're really into each other.

I really cried when my girlfriend and I split up - it really hurt. One of my mates told me to 'man up' but another was really cool about hanging out with me when I needed a distraction. I think that stuff about boys having to be hard and not show their feelings is just old news and not a good way to be. Being open with friends meant they could help me out and I got over the breakup quicker, I think.



## Task 2: Identifying unhealthy and healthy relationship behaviours



1. Jess left it till the last minute to do her homework, so she urgently needs the computer but her brother is using it with his mates. He doesn't let her use it when she asks so she pulls the wires out to stop their game.



2. When a girl Lee likes spends time with him on a school trip, he wonders whether she might want to date him. His mates say he should whistle at her and tell her she looks sexy. He follows their advice but she just looks really shocked and walks away.



3. Georgie wishes she saw more of her girlfriend but Yana is always so busy. That weekend, Georgie sees Yana in the shopping centre with friends so invites her to grab a milkshake together, but Yana tells Georgie she's busy and will message her some time to hang out.



4. Kev's best friend teases him about a selfie he posted online last night. It really hurt his feelings.



5. Pria's messages online to someone she really likes have been ignored. She tries to speak with them in person but they clearly aren't interested. She's upset but keeps her distance from them and tries to get over her crush by spending time with friends.



6. Drizee's girlfriend Shana keeps borrowing money from him. When Drizee says 'no' one day, she humiliates him in front of their friends and threatens to tell everyone Drizee is a really bad kisser if he says no again.



**Reflection: Add new information to the mind map from the start of your lesson**

**Assessment Preparation**







PHRSE Feedback: Use this booklet and your assessment feedback to fill in the grid below in green pen.

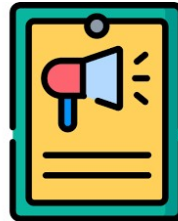
Question	Misconception	Correct Answer

## Optional PHRSE Homework Tasks

You will receive an R2 for each optional task completed.



Create an anti-bullying poster to help people identify bullying behaviours and how to change them.



Debate: 'Good friends never fall out'. How far do you agree with this statement, thinking about how to manage friendships in a positive way.



PHRSE Optional  
Homework Tasks  
Year 7 Half Terms  
3 & 4



Create a resource of your choice that helps young people identify the key features of healthy relationships.



Create a piece of art work that educates people about bias and stereotypes.

**All resources taken and adapted from PSHE Association**