

Title: Introduction to Heart Smart

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Introduction to HeartSmart Year 4	Leader Boss Reputation	Session 1 Watch video Remind the children that many decisions we make can help or hurt our hearts. In small groups ask the children to discuss what they think this means. Bring the children back together to share their ideas (this could help form your baseline assessment for this unit). What ways could they show love to someone today?
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - of some ways that I can care for my heart. - of some ways that I can care for other people's hearts. - that being bossy is about trying to control others. - some qualities of a good leader. - some qualities of the heart reputation I would like to have. - of some ways to know what I should and shouldn't watch. - some things I should avoid watching. - how another person has supported or encouraged me and how that made me feel. - how to express gratitude to someone. - some ways to help myself sleep well. - some benefits of sleeping well. - some ways that I can protect my own and other's hearts.		Session 2 'Are bossy people powerful?' Allow the children to share their ideas. Show them the slides and ask them what they notice. Ask the children what the boss and leader are doing in the pictures. Ask them which person they think is more powerful. Ask the children which team they would prefer to be on. Children to complete worksheet Being bossy isn't HeartSmart as it is a way to try and control others. Explain that on a good day, the only person we can control is ourselves! Explain that being HeartSmart, and a good leader, means considering the person as well as the task.
Resources	- Get HS video (lesson 1) - Slides/worksheet (lesson 2) - Slides (lesson 3) computers - Worksheet (lesson 4) - Paper/envelopes https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-sleep		Session 3 Usin g the internet, ask the children to work in pairs or small groups to find out 3 facts about King Richard 1st. Ask the children to feedback their findings to the rest of the class. Notice if any of the children mention King Richard as 'Richard the Lionheart'. Ask the children if anyone found out why he was called 'Lionheart' Explain that Richard's reputation was based upon his heart. People celebrated what was in his heart and how that affected and led him. Explain that we all gain a good or bad reputation based upon what's in our heart Session 4 Explain to the children their hearts are so precious they need to be protected. Ask them how they think they can protect their heart. Expl ain that everything we see is recorded in the brain and can effect our behaviour and attitude. When we watch something positive and encouraging the effect can be good, but when we watch something negative and violent, the effect can be not so good. Something seen can never be unseen. Being

			HeartSmart means we are careful about what we see and what we watch. Ask the children what are some examples of things that they shouldn't watch? Complete worksheet: Design a watch that they would like to wear (maybe one that syncs up with their SMART HEART - like a smartphone). Ask them to design an app that alerts them every time they watch or see something that isn't 'good' for them. Session 5 Explain to the children that being HeartSmart means recognising and being grateful for the people around us who cheer us on and encourage us. Children to think of someone who does that for them in their home or family, school staff, Scout leader, etc. Children that you would like them to write a letter to thank that person for always being there for them and for all their support and encouragement. Session 6 Show video. Children to recap the benefits of a good night's sleep. Explain that lack of sleep may lead to finding it difficult to concentrate, forgetfulness, making mistakes and feeling stressed or anxious. Children to guess how much sleep they think a child their age should have. Recommendations 9 - 11 hours sleep. Place a large sheet of paper on 4 different tables. Write one of the questions below on each sheet. What can you do before bed to help yourself sleep well? What might be some distractions that stop you from sleeping well? How do you feel after a good night's sleep? How do you feel after a bad night's sleep?
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Medium Term Plan – Heart Smart – Year 5 Autumn 2:

Title: Don't forget to let love in

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Don't forget to let love in Year 4	Peer pressure Purpose	Session 1 What is love?

Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - ways that people show me love through kind words or actions. - how to describe myself in a positive way consistently. - that I have value and purpose. - how the words I listen to about myself can make me feel. - some lies that I believe/listen to. - how to use opposing truths to counter lies. - how listening to and believing lies makes me feel. - how listening to and believing truth makes me feel. - understand and demonstrate different ways I can respond to pressured scenarios. - a significant event and person in my life. - someone I can go to when I need help. - of a way I have ‘Let Love in’ this week.	Love Budget Allocate Abuse	What is love? What did Boris say? What types of love are there? Children to think about the way we use the word love and explore the different contexts that it is used in. What are the different ways people can show love to one another? List the children’s ideas on the board. Remind the children that when other people use kind words or actions to show us they love us, we need to remember to ‘Let Love in’ and allow it to strengthen our hearts.
Resources	- Don’t forget video (lesson 1) - Slides (lesson 2) computers - Slides (lesson 3) - Scenario cards - Worksheet (lesson 5) - Scenarios sheet (lessons 6)		Session 2 We all have purpose. Show the children the slide of ‘Gunner’ the stray dog war hero. Challenge the children to search online to find out about Gunner - who he was and what he did. Can they find 5 facts? In pairs, ask them to find the connection between Gunner’s story and Don’t Forget to Let Love in! (Although it seemed that he wasn’t valuable - just a stray dog, he saved many lives and was a treasure to many.)
			Session 3 The words we listen to can affect the way we feel. Using the slide provided, ask the children to choose one of the lies that they sometimes listen to. How does listening to that lie makes you feel? What might you end up doing as a result of listening to that lie? Think of 2 or 3 truths they could say to themselves that show the lie up as a lie! How do those truths make you feel? What might you end up doing as a result of listening to the truth? Remind children that listening to the truth is HeartSmart and it changes us for the better whilst choosing to listen and believe the lies has the reverse effect.
			Session 4 Pressures we face and how we can respond to them Explain that we can all find ourselves in situations where people are doing something that we know is wrong, but we feel pressured to join in. Explain that this can sometimes happen with people we don’t know, it can sometimes be through expectations on social media but often it is with people within our friendship group.

		Split the children into small groups and give them a scenario card. Select a child to be the person under pressure, a true friend and a not true friend. Act out the scenario, asking the children to think about how their character would respond. Select a couple of the groups to show one of their scenarios to the rest of the class. Talk about the different ways the characters responded: How does a person who is not a true friend respond? (Makes fun, laughs, is mean, etc.) How does a true friend behave in those scenarios? (Understanding, supportive, friendly, listens, etc.) How can a person under pressure respond? (Walk away, say no, find or suggest something else to do, etc.) Being HeartSmart is about learning how to be a powerful person and be in control of what you say and do.
		Session 5 Our resources and choices affect others Explain to the children that as they get older, they will have to make decisions about the way they spend their money. Explain that leaders in schools, business, councils and government have to make big decisions about how to spend money. Tell the children that they are going to have a go at being in charge of the council budget and must decide how to allocate the money in their community. In pairs, give the children 9 counters and the list of 10 areas in need of funding. Ask the children to decide how they would spend the budget by allocating the counters next to the areas they think require the most funding. Ask the children to explain their decisions. Talk about how easy or difficult it was to decide who gets the most money and who gets less (or none!). Being HeartSmart means knowing that the choices we make affect those around us. Time, money, decisions, actions
		Session 6 When and where to go for help Remind the children that we all have times in our lives when we need support and advice from someone else.

		It is important that we learn to love and look after ourselves and part of this is knowing when we need to ask for help or to put it another way knowing we need to let love in! Who would be the best person to go to for help or advice? Why? Would you go to the same person every time? Is there more than one person who could help? Talk to the class about the importance of keeping going to get help or advice when needed. Explain that if an adult they have gone to isn't listening to try someone else they trust. In some situations they can call Childline or the NSPCC. Share the slides with their contact details on. Be sure to tell children that calls to these organisations are free and do not show up on phone bills.
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Medium Term Plan – Heart Smart – Year 5 Spring 1:

Title: Too much Selfie isn't healthy

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Too much selfie isn't healthy Year 4	Courageous advocacy Charities Social media Honour Awareness	Session 1 What practical way can I show love to others? Watch the video Giving is a way of showing love to others. Giving is not just gifts though. Can the children think of times in school when we have done things to show love to others?
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - there are many different ways to show love for others. - many ways to demonstrate ways to love others. - someone to go to if I feel lonely. - things to do to avoid feeling lonely. - some skills needed to listen to others well. - ways I can demonstrate honour. - purpose and role of groups eg charities, raising awareness. - what I should and shouldn't share online. - ways that I have shown love for others. - how caring for others makes people feel.		Session 2 What we can do and who can help us when we are lonely. (social media) Ask the children to look at the image on the screen. Ask them how many penguins they think are on the photo. Explain that penguins live in large colonies with thousands of other penguins. The largest colonies on record have 180,000 200,000 penguins! Discuss the following with the children: Is it possible to be surrounded by people but feel lonely? Where can we be surrounded by people but feel lonely? Why might we feel lonely when we are with others?

		Who can you go to if you feel lonely? What can we do to help us not feel lonely? Sometimes people who feel lonely go online to search for friendship. It is easy to quickly attract hundreds of 'followers' or 'friends' on social media and people sometimes mistakenly think this proves how popular they are. But it is important to remember one real life friend is worth a thousand followers you don't really know. It has also been found that people who spend more than 2 hours a day on social media are twice as likely to feel lonely as those who spend less than half an hour a day. We feel less connected with people on social media, so our friendships are not as dear or rewarding.
Resources	• Too much selfie video (lesson 1) • Slides (lesson 2) • Word cards (lesson 3) • Worksheet (lesson 6) • https://www.youtube.com/watch?v=z1n9Jly3CQ8	Session 3 How to be good listeners. (respect) Tell the children that they are going to play a game from a popular TV show called 'Read My Lips'. Ask for a volunteer to play and for a volunteer to say the words. Another person to put ear defenders on. Give the second volunteer the HeartSmart word cards and see how many the first volunteer can guess correctly in 60 seconds by reading their friend's lips. Ask the children to have a go in pairs by covering their ears and trying to guess what their friend is saying. No cheating! Explain that listening to what others are saying requires lots of skills not just our ears. Ask the children to discuss in their pairs what else they need to be a good listener? Session 4 Who and how should we honour? (respect) Ask the children what they think it means to honour someone else. Explain that honouring others means to give great value to that person, highly respect them or treat them as special. Generate ideas on the whiteboard of who the children think they should honour. . Ask the children to work in pairs and complete the worksheet by listing ways that they can show honour to some of the people or groups of people they suggested. Ideas could include: Following the rules/laws they have set, thanking them, speaking well of them, doing more than is expected, look at them when they are talking Session 5 The purpose and role of different charity groups. (courageous advocacy) Show the children the slide. Do they recognise any of the groups logos?

			In pairs, give the children a group to investigate online. Ask them to find out: What the purpose of the group is? What does the group do? (helps, fundraise, research, raises awareness, etc.) When was the group set up, by who and why? How can people support the group? Talk about how the groups were started by one or two people seeing a need and doing something about it. Remind the children of the importance of looking out for other people and doing what they can to help. Session 6 What we should and shouldn't share online. https://www.youtube.com/watch?v=z1n9Jly3CQ8 Ask the children if they would display large pictures of themselves outside their homes or would they hand out photos of themselves to strangers on the street. Make the point that if they wouldn't want to share images of themselves in that way in real life, then they shouldn't do it online. Watch this video from NSPCC about how quickly photos can be shared online. Explain the importance of thinking before clicking. Ask questions such as: Will I be embarrassed by what I post? Is what I'm saying true and kind? Am I giving away any personal information in my post? Have I checked my privacy settings? Do my friends know I am posting a photo of them? Would I want my Gran to see what I've posted? Ask the children to cut out a large foot shape (or use the worksheet) and use it to design a poster to remind children about the importance of thinking before they share anything online.
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Medium Term Plan – Heart Smart – Year 5 Spring 2:

Title: Don't hold on to what is wrong

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Don't hold on to what is wrong Year 4	Racism Reconciliation	Session 1 Watch video. Children to discuss what forgiveness is and ways we can show it.

Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - and describe what forgiveness actually is. - why forgiveness keeps my heart healthy. - some practical steps I could take to resolve conflict. - how different emotions feel. - why emotions are important. - some healthy ways to respond to my mistakes. - what bullying behaviours are. - ways to deal with bullying. - different types of negative emotion. - when I am experiencing negative emotion. - ways that will help me when I am experiencing negative emotion.	Restoration Shame	Session 2 Restoring relationships (forgiveness and reconciliation) Show the children the slides and ask them what is the first thing they see in each picture. Ask the children why some people can see some things whilst others see something else. Explain how this is often the same when two people fall out or argue; they are looking at the same situation but seeing things very differently. This is where the expression ‘two sides to every story’ comes from. How they could use this knowledge to help resolve arguments in the future (they need to listen to both sides of the story). In groups of three, give the children the worksheet and ask them to practise resolving the conflict scenario described using the suggested restorative chat questions.
Resources	- Don’t hold on video (lesson 1) - Worksheet, slides (lesson 2) - Slide (lesson 3) https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs - Slide (lesson 4) - Worksheet (lesson 6)		Session 3 Life of Nelson Mandela (forgiveness/respect) Show the children the slide of Nelson Mandela and ask them if they know who he is or why he is famous. https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs Here are two things Nelson Mandela said: “As I walked out the door toward the gate that would lead to my freedom, I knew if I didn’t leave my bitterness and hatred behind, I’d still be in prison.” “No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.” Ask the children: What do these quotes teach us about forgiveness and not ‘holding on to what’s wrong?’ What do you think would have happened in South Africa if Nelson Mandela had come out of prison and started a war? What do you think Nelson Mandela’s life teaches us about forgiveness? Session 4 Our emotions and how to deal with them. Tell the children they are going to think about how different emotions feel. Ask the children, without making any sounds, to walk around the classroom or hall demonstrating the following different emotions: Anger Sadness Joy Fear Excitement

		Bring the children together. Ask them to think of an example from the last few weeks of a time when they felt each of these emotions. Explain that we all feel different emotions at different times and that even the same event can cause us to feel differently Show the children the slide or share this quote with them: “Emotions are important for the journey...But I don’t let them drive the car!” Dondi Scumaci Ask the children what they think it means. Explain that emotions are important to express how we are feeling but they shouldn’t be allowed to, or used as an excuse to, direct our actions and words.
		Session 5 How to deal with mistakes. (perseverance) Sometimes the person who gives us the hardest time is ourselves. When we get things wrong it’s good to reflect and think about what we could have done better. Being self-aware in this way is a good thing. But sometimes we can go too far and hold on to what’s wrong for ourselves. Explain that whilst we need to reflect when we’ve made mistakes, holding on to what’s wrong and rubbing it in only makes it worse. You could discuss the danger of shame and how it subtly moves us from thinking phrases like, ‘I made a mistake’ to ‘I am a mistake’. Ask the children to rephrase the sentences to let go of what’s wrong: I am a failure (I failed a test) I am a loser (I lost the game) I am an embarrassment (I feel embarrassed) I’m ashamed (That was a shame) Remind the children that no matter what they have done, there is always a way through.
		Session 6 Recognising bullying and what to do about it Ask the children what they understand by the term ‘Bullying’. Explain that bullying is any behaviour that repeatedly hurts another person on the inside or outside. It is never accidental but is always carried out on purpose. Ask the children if they know the different types of bullying: Verbal, Physical, Social, Cyber Complete worksheet

			Discuss what the children should do if they are being bullied or know someone else who is: Tell a grown up Get out of the situation as quickly as possible Practise positive body language, even when you don't feel it - don't let the bullies see they are upsetting you Keep a diary of who, when and what has happened Practise saying 'No' and 'Leave me alone' Never blame yourself Assure the children that any reports of bullying will always be taken seriously.
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Medium Term Plan – Heart Smart – Year 5 Summer 1:

Title: Fake is a mistake

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Fake is a mistake Year 4	Alcohol Body shaming Air brushing Suppress Vulnerability Growing feedback Cirrhosis	Session 1 Identity Watch video What was wrong with what happened on the video with Boris? Discuss Explain that being fake about anything is a mistake. We need to see things for what they are whether that is things, situations or people. Each of you need to be who you really are.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) • 5 great things about myself. • how unrealistic images can make me feel. • some things I can do when I feel like I need to hide how I really feel. • a simple description of what vulnerability is. • qualities that build trust for vulnerability. • why growing feedback is important. • the difference between 'No Entry' and 'Welcome' responses to feedback. • some risks associated with alcohol use in young people. • some advice against drinking alcohol. • why 'Fake is a Mistake'.		Session 2 Online images are often not always real (body image) Show the children the slide of Ken and Barbie. Ask the children what they notice about their appearance https://www.youtube.com/watch?v=EI7y2W-i-EQ Ask the children: How does Lammily doll compare to Barbie/other dolls? Why did Nickolay make these dolls? Which do you prefer and why? What changes did Barbie make following Nickolay's new type of doll?

		Ask the children which doll they prefer and why. Talk about how the Boy Lammily doll is actually created to be like an average 19 year old boy in his body shape - based on real data. Show some pictures of photo shopped celebrities
Resources	• Fake is a mistake video (lesson 1) • https://www.youtube.com/watch?v=EI7y2W-i-EQ slides • Slides (lesson 3) • https://www.youtube.com/watch?v=IQyopA3JoWo • Slides (lesson 5) • https://www.youtube.com/watch?v=aucAFuZJuC4	Session 3 What to do when we think we should hide our emotions Play the Boris reveal game. As you play through the slides and take bits of Boris away, ask the children to guess what he is hiding/surpressing and why he is hiding it. 1. Football (He is not good at football so won't join in the game. He thinks people will laugh at him) 2. 0/10 test (He is embarrassed because he got 0/10 on a class test. He thinks people will call him stupid) 3. Lunchbox (He doesn't like lunchtime because he thinks nobody will want to sit with him) Explain that if Boris keeps these thoughts to himself, he may start to believe them. Like Boris, we can all feel like we need to hide how we are really feeling at times. The best way we can help ourselves when we feel like we want to hide is to follow these steps with someone we trust. Session 4 Vulnerability can help us to grow. https://www.youtube.com/watch?v=IQyopA3JoWo Ask the children to describe what they saw happening in the clip. What are the other crabs doing, whilst the ones underneath are shedding their shells and why? The crabs are keeping their friends safe whilst their soft body is exposed and vulnerable. This keeps them protected and allows them to grow strong. What could happen to the crabs breaking out of their hard shells if the others weren't protecting them? They could get hurt. When they are covered by all the other crabs they are kept safe and are able to grow. Draw out that this can represent how we as humans can be exposed and open to growth or hurt. We call this vulnerability. Vulnerability means sharing the things of our heart with others - our fears, our dreams, our doubts, our beliefs, the things that our heart feels. Being vulnerable helps us to grow in connection with others. It takes courage to be vulnerable. When we share something vulnerable with someone, we can feel a bit like the crabs - exposed - but if do it with the right people covering us, we will grow in connection with others. On the board, write a list of qualities that you would look for in someone you trust to share the vulnerable things of your heart with

			Session 5 How to receive feedback well Explain that we are looking at feedback in relationships. The feedback you get about how you are affecting the people around you. There are two main types of this kind of feedback - ‘positive’ feedback and ‘growing’ feedback. Positive feedback helps us develop trust but growing feedback is important too as it helps us to grow. Growing feedback helps us to become unstuck and move forward. When we receive growing feedback, from someone that we trust - it is good to listen to them as they want the best for us and want to see us grow. Explain the way we respond to feedback falls into two categories: Look through the slides with the children. Which would be positive (welcome) feedback and which negative (no entry)? Children need to give “welcome” signs when getting feedback.
			Session 6 Risks associated with alcohol Ask the children what they know or have heard about alcohol and write their ideas on the whiteboard. Ask them why they think people drink alcohol. Some people, including young people, use alcohol to attempt to meet one of the following three things (on slide): - https://www.youtube.com/watch?v=aucAFuZJuC4 Ask the children to recap some of the risks associated with alcohol use in young people. Look at for and against on scenarios cards Finish by letting the children know who they can talk to at school if they are worried about alcohol either for themselves or for someone they know.

Medium Term Plan – Heart Smart – Year 5 Summer 2:

Title: No way through isn’t true

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	No way through isn’t true Year 4	Menstrual cycle Uterus Vagina	Session 1 Watch video When have you found something difficult?

Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) • to know and describe situations where I feel stuck. • of different ways to persevere when I feel stuck. • when I find a situation difficult or challenging. • some examples of internal success. • an example of something I would like to grow in internally to meet a goal I have. • name some tools that help me to live with hope. • explain key facts about the menstrual cycle. • describe ways to look after my health and wellbeing as I grow up. • a time when I felt stuck but found a way through. • use strategies that demonstrate ‘No Way Through’ isn’t True!		What do we call it when you find something hard but you keep going? Children to discuss difficult situations and what they did when they faced tricky times.
			Session 2 There is always a way through (perseverance) Rest the egg on the mouth of the bottle (with the small end down). It should be a bit bigger than the bottle opening so that it doesn’t just slip down inside. Light the end of the paper and quickly put it inside the bottle and replace the egg. The egg should squeeze down the mouth a little and then get sucked in! Explain to the children that there is often a way through seemingly impossible situations. Even if it looks like there’s no way though, that isn’t true. Working hard, having the right attitude and persevering opens up many possibilities. Ask the children to think about any situations they are in that feel too hard or even impossible. It could be something they are finding difficult in class, a friendship issue, a hobby they would like to pursue and so on. Session 3 celebrating internal success Ask the children to describe some challenges or changes that they have had in their lives Explain to the children that times of challenge or change can be tricky and we can often feel like we are not coping very well. This is because we often have an unhelpful idea of what ‘success’ looks like. What is success? Discuss External success can sometimes lead us to have a tick list in our heads of things we need to achieve in order for us to consider ourselves successful. Success is not always what you see! The growing you are doing in your heart and the skills you are learning to be HeartSmart will set you up for success in every area of your life. List some examples of internal success and list their suggestions on the board in a different colour pen Show the children the slide of the two carrots. Explain how sometimes when it feels like there is not much happening on the outside, lots can be happening on the inside!

		Complete the worksheet Session 4 Living lives full of hope (hope and perseverance) Show the children the slide of Desmond Tutu’s famous quote, ‘Hope is being able to see that there is light despite all the darkness’. Ask the children what they think the quote means. Make your classroom as dark as possible and ask the children to comment on the darkness. Light a candle and draw the children’s attention to how the darkness has given way to the light of the flame - even though it is only small. Explain that hope is like this light, even the smallest amount of hope has the power to drive away the feelings of despair, worthlessness or impossibility. Explain that hope is a powerful force - it keeps us alive, helps us to persevere and encourages us to get back up and try again. The novelist Dostoevsky says to ‘Live without hope is to cease to live’. Use the slides to demonstrate that there are tools we can develop to help us live lives full of hope: Session 5 Facts about the menstrual cycle. (Linked to puberty talk) Start by asking the children what they already know about menstruation (periods). Explain that menstruation is a perfectly normal part of growing up for girls and is the female body preparing to have a baby one day. It is important for girls to learn about so they understand what is happening when they start their periods and it is important for boys to learn about so they can be supportive friends, husbands and Dads. Use the slides to demonstrate the menstrual cycle. Show the first slide and explain that menstruation is a bit like a long relay race (it continues until around the age of 50!). Eggs that have been stored in the ovaries since birth take it in turns to leave the ovary and make their way to the uterus through the fallopian tubes. The period relay is started when a hormone signal (FSH) in a girl’s brain sends a message to the ovaries - a bit like the starting whistle at the beginning of a race! Periods can start at any time between the ages of 9 - 15. It is different for everyone. Explain that the average menstrual cycle lasts around 28 days but it can vary. Remind the children who they can talk to if they are worried or have any questions about periods. You may even want to have an anonymous question box the children can post questions in. Session 6 Looking after ourselves as we grow (hygiene and puberty) Print and cut out enough of the attached cards for each child in your class. Spread the cards out picture side up across 3/4 different tables and split the class into 3/4 groups.
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		Ask the children to look at the pictures on the cards and without turning the card over discuss what they think the picture is and why it is important to them as they go through puberty. When the children have discussed the card they can turn it over to read the description on the back.
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