

Name

Class

Tutor
Group

Year 7 – Personal Development

Health and Wellbeing: Healthy lifestyles and puberty



KEY VOCABULARY LIST	
Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Hormones	Chemicals that send messages to different parts of the body
Puberty	When someone develops from a child into an adult. The changes that take place in the body make them able to have children (reproduce)
Diet	What a person eats and drinks daily
Vitamins	Substances needed for cells in the body to function, grow and develop
Addiction	An inability to stop doing or using something, especially something harmful
Recreational	Something done for pleasure or to relax
Vaping	Inhaling nicotine in a vapour rather than smoke
Personal Hygiene	Keeping your body clean to prevent illness and stay healthy
FGM	Female Genital Mutilation

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EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in green pen.
- Respond to any feedback your teacher gives you in green pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (*E.g. Healthy eating, mental health, puberty and self examination*)
- **Relationships** (*E.g. Healthy relationships, respect for others, consent and sexual harassment*)
- **The Wider World** (*E.g. The law, citizenship, anti-discrimination, finance and careers*)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

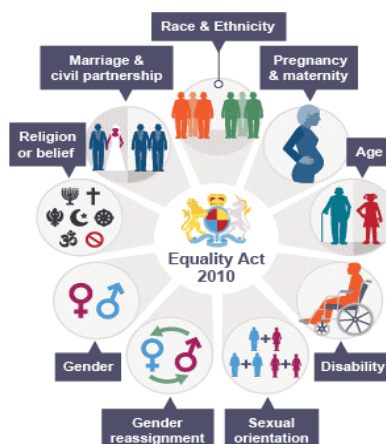


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership



Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every scholar will follow these in lessons so everyone feels comfortable.

Class Task: As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.







Ground Rules

1	
2	
3	
4	
5	

Subtopic 1 – Diet, Sleep and Exercise

Learning Objectives

- To understand how important a healthy lifestyle is for young people
- To suggest strategies to maintain a healthy lifestyle that link to diet, sleep and exercise

 Silent & Solo	Baseline Activity: Using your own knowledge, try to list 3 ways diet, sleep and exercise support a healthy lifestyle		
 Diet	 Sleep	 Exercise	
1.	1.	1.	
2.	2.	2.	
3.	3.	3.	



Turn and Talk: Does a healthy lifestyle look the same for everyone?

Stop and Jot:

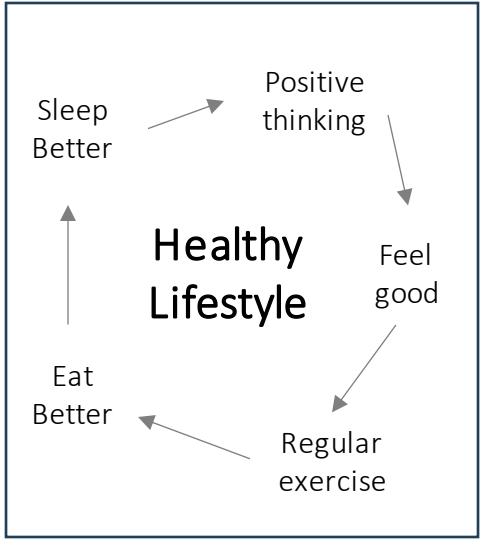
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The importance of healthy lifestyles for teenagers

Today, teenage lifestyles must try to balance:

- School work
- Spending time with friends and family
- Increasing number of fast-food choices
- Technology such as mobile phones or gaming platforms
- Social media
- A whirlwind of **hormones**

The start of **puberty** means that teenage bodies are filled with **hormones** which cause all sorts of physical and emotional changes. These can impact on confidence and wellbeing. The body will often undergo a growth spurt and change shape, all of which requires **energy, vitamins** and **minerals**. This is why a healthy lifestyle is so important.

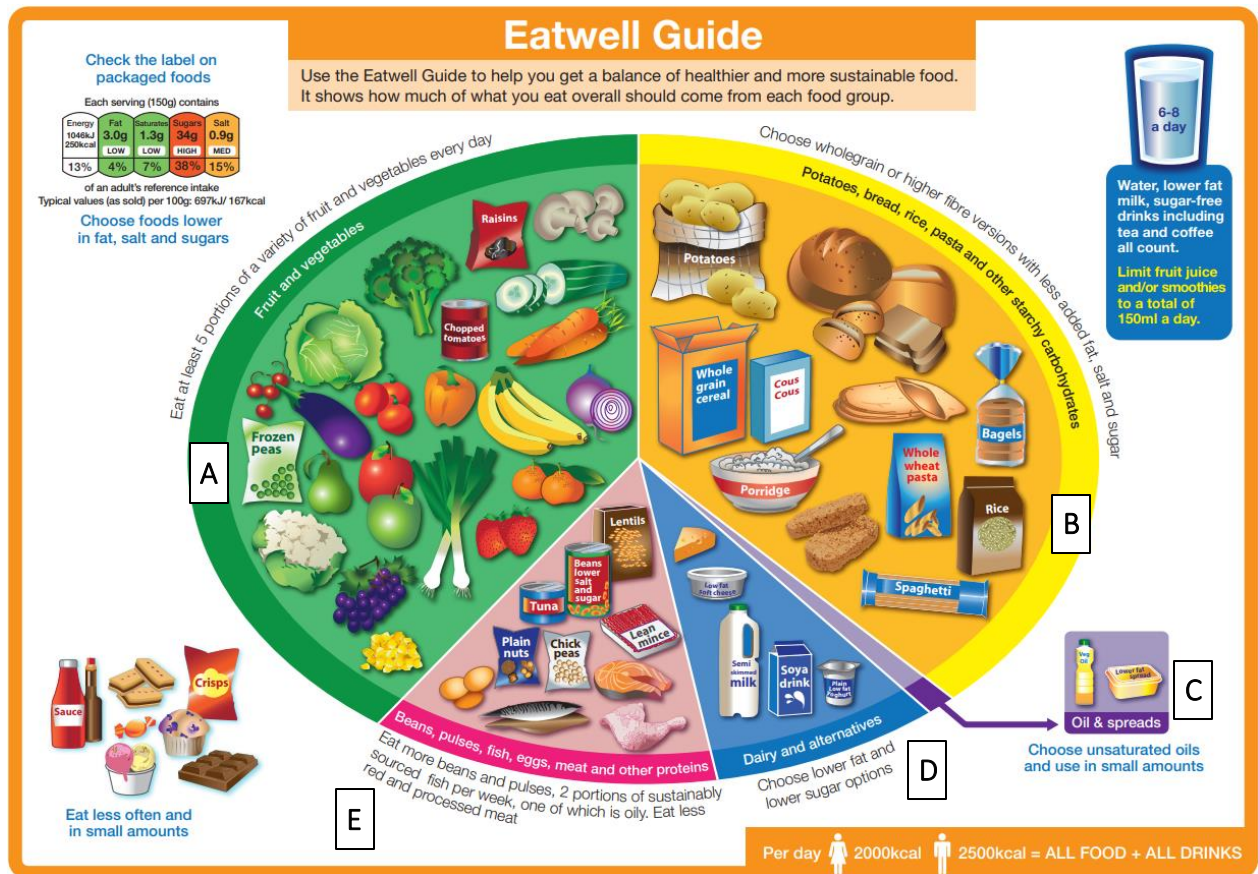







Show me: What questions could you ask someone to check if they have a healthy lifestyle?

What does a balanced diet look like?

The Eatwell Guide shows us what we should include in our diet:








	Food group	Detail
A	Fruit and Vegetables	These contain many of the vitamins and minerals we need for good health; they help us to fight infections.
B	Carbohydrates	Bread, other cereals and potatoes: these should be the basis of most of our meals; they give us energy.
C	Saturated fats and sugars	Butter, eggs, cream, oil, biscuits, cakes, ice cream and so on; these should be eaten sparingly. There are also healthy fats : nuts, olives, avocados.
D	Milk and Dairy	Milk, cheese, yoghurt: these keep bones and teeth strong and healthy so you should eat moderate amounts.
E	Protein	Meat, fish, pulses and beans are all good sources of protein. You should eat moderate amounts.

Task 1: Using the Eatwell Guide on p6, plan 3 healthy meals below.	
 Meal 1	
 Meal 2	
 Meal 3	

Everyone should avoiding filling up on too many sugary or fatty foods – such as crisps, sweets, cakes, biscuits – or sugary fizzy drinks. These tend to be **high in calories but contain few nutrients**. Eating too many saturated fats in your diet can increase cholesterol in your blood, which can increase the risk of heart disease and stroke.



Task 2: The following meals and snacks are sometimes eaten or drank by young people in the UK. For each meal or snack below, suggest a healthy alternative.	
 Prime Energy Drink	
 Crisps	
 McDonalds burger, fries and milkshake	
 Hotdog	
 Chinese Takeaway	

Task 3: Explain why it is so important for teenagers to have a healthy diet.

Why is exercise important for young people?

Young people aged from 6 to 17 years old should do **60 minutes of physical activity every day**. Regular physical activity promotes health and fitness. Compared to those who are inactive, physically active young people have higher levels of fitness, lower body fat, and stronger bones and muscles. Physical activity also has brain health benefits including improved memory, concentration and better mental health. It helps to boost your mood and helps you to feel good.

Young people should reduce the time spent sitting or lying down and break up long periods of not moving with some activity. Activity should be spread throughout the day.

Regular physical activity in childhood can also be important for lifelong health and well-being and preventing health conditions like heart disease, obesity, and type 2 diabetes.



Task 4: Write down as many different types of exercise that you could do:		
1.	5.	9.
2.	6.	10.
3.	7.	11.
4.	8.	12.

Task 5: Using a highlighter, identify which activities are moderate exercise and which are vigorous exercise .		
	Moderate exercise is a physical activity that will raise your heart rate, and make you breathe faster and feel warmer.	
	Vigorous activity is a physical activity that will make you breathe hard and fast.	

Why is sleep so important for young people?

Puberty takes up **a lot** of energy and so sleep is particularly important for young people. It has many positive effects on the body such as:

- Improving memory
- Sharpening attention
- Lowering stress
- Maintaining a healthy weight
- Staying healthy
- Increasing energy
- Improving mental health





Show me: How many hours of sleep does someone aged between 13-18 years need?

Good quality sleep vs. poor quality sleep

Good quality sleep	Poor quality sleep
<ul style="list-style-type: none"> You fall asleep after getting into bed, within 30 minutes You typically sleep straight through the night, waking up no more than once You fall back asleep within 20 minutes if you do wake up You feel rested, restored and energized upon waking in the morning 	<ul style="list-style-type: none"> You take more than 30 minutes to fall asleep after you get into bed You regularly wake up more than once per night You lie awake for more than 20 minutes when you wake up in the night You feel more stressed out, emotionally exhausted, and angrier than usual

How can we ensure we get a good night's sleep?

Keep to a regular time to go to bed – You should aim to stick to this, even at weekends where possible so that your body gets used to winding down for sleep.



Eat light and healthy before bed – You should avoid heavy meals and foods which might take time to digest.

Shower/bath - wash away any stresses – This helps the body to relax.



No devices 1 hour prior to sleep – Screens stimulate brain activity which makes it more difficult to go to sleep.

Lower the lights – The reduction in light helps the body to recognise that it is time to rest.



Drink a warm drink (caffeine free) – Caffeine can reduce the amount of deep sleep that you enjoy and make it more difficult to fall asleep.



Read – Reading helps to escape the world and focuses the mind.

Avoid napping during the day – This can upset our sleep schedule as the body might not feel tired at bedtime.

Task 6: Read through the scenario below and highlight the factors which are affecting Chelsea's sleep



Chelsea has her GCSE exams approaching and is getting very stressed at night time about the following day. She gets home from school, naps until 5pm, then studies in her room until she goes to sleep. Usually, she will not eat her evening meal until approximately 8pm. When she has coursework deadlines approaching she will stay up late drinking coffee to help her concentrate. Chelsea has spoken to her parents about having trouble sleeping.

Task 7: Explain what bedtime habits Chelsea could adopt to help her to improve her sleep.

Reflection: Read through the post below. Use your knowledge from this subtopic to write a response that includes information about diet, exercise and sleep.



I keep seeing posts online about what you're meant to eat to stay healthy, and posts of workout videos and gym selfies. I don't really do much exercise and I've never thought much about food before – my parents do all the cooking at home. My friends aren't part of any sports teams or anything either, and we all eat fast food when we hang out together, so it's not just me!

I'm getting a bit worried though – should I be doing more to stay healthy or improve my physical health? I'm only 13 so does it really even matter?! I always thought staying healthy only really mattered when you got older.

Subtopic 2 – Vaping and Smoking

Learning Objectives

- Understand the physical impact of smoking and vaping

Do Now:

1. Write down 3 food groups you should ensure you include in your diet

--	--	--

2. What can lead to an increase in cholesterol?

--

3. How much exercise should young people do every day?

--

4. Name 5 types of exercise you could do

--	--	--	--	--

5. What are 3 ways to get good quality sleep?

--	--	--



Silent &
Solo

Baseline Activity: What do you know already about vaping and smoking?

Vaping



Smoking



Turn and Talk: Should we be worried about vaping?



Why are we learning about vaping?

There has been an increase in vaping and the use of e-cigarettes. The NHS says that the number of young people aged 11-15 using e-cigarettes has increased by 3%. There are concerns that young people could become addicted to vaping as e-cigarettes contain **nicotine**.



Addiction: An inability to stop doing or using something, especially something harmful

Research has shown that vaping can be a good alternative to smoking cigarettes which are filled with harmful chemicals, such as tar and carbon monoxide, that are known to cause cancer. Smoking damages the lungs and the government has increased the price of cigarettes, put health messages on packaging and hidden cigarettes in shops to try to **stop** people from smoking. But, some young people are now vaping **recreationally**, which is worrying health experts.

Recreation: Something done for pleasure or to relax, or such activities generally



Watch me: Watch the clip on vaping. On mini whiteboards, write down 3 key messages about vaping, including what the law says about vapes.



**British Values
– The Law**

Task 1: Write a definition of vaping using the words below.

Cigarette	Inhale	Nicotine	Vapour
<hr/> <hr/> <hr/>			

Task 2: Read each statement and explain whether you think this is a worry or not.

Fact about vaping	Is this a worry?		Why?
1. Nicotine vaping is recommended by the NHS as a way for adults to stop smoking. But it isn't recommended for non-smokers , especially children and young people under 18 .	<div><input type="checkbox"/> Yes</div>	<div><input type="checkbox"/> No</div>	<hr/> <hr/> <hr/>
2. Vaping exposes users to some toxins and scientists don't yet know what the risks might be in the longer term.	<div><input type="checkbox"/> Yes</div>	<div><input type="checkbox"/> No</div>	<hr/> <hr/> <hr/>

Fact about vaping	Is this a worry?		Why?
3. In 2022, 15.8% of 11-17-year olds had tried vaping, compared to 13.9% in 2020.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
4. Dentists have reported some side effects of vaping . These include bad breath, ulcers, soreness and a dry mouth .	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
5. Public Health England have said that vaping is 95% less harmful than tobacco .	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
6. Disposable vape pens contain plastics, copper and lithium. 2,000,000 are sold weekly in the UK. That's a lot of waste !	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Turn and Talk: If someone is feeling under pressure to vape, what could they do?



Stop and Jot:

Reflection: Return to your baseline task on p11. In a different coloured pen add any new learning and what you would say to someone who might feel pressured to smoke or vape.

Subtopic 3 – Personal Hygiene

Learning Objectives

- Understand the importance of personal hygiene
- Suggest ways that everyone can keep clean and stop infections

Do Now:

1. What is addiction?

2. What are 2 dangerous ingredients in a cigarette?

3. What age can you legally buy a vape?

4. Write down 3 reasons why is exercise good for you?

5. Write down 3 barriers to a good nights sleep

Baseline Activity: On the diagram below, annotate what people might do everyday to look after their personal hygiene e.g. wash hands



Personal Hygiene

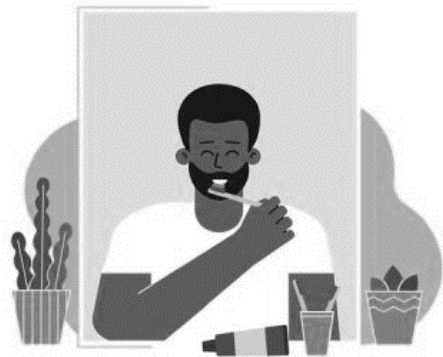


Silent &
Solo

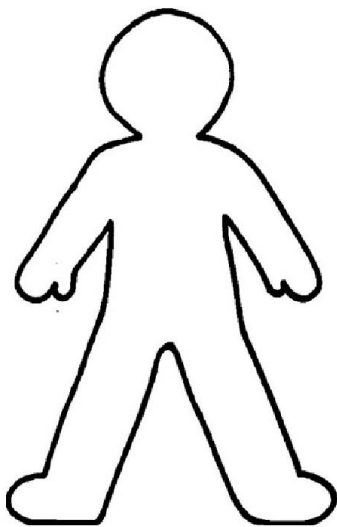
Personal Hygiene: Keeping your body clean to prevent illness and stay healthy

Why is good personal hygiene important?

Good personal hygiene is important for everyone but especially young people who are experiencing puberty. During puberty, sweat glands increase in hormones and so does the amount of sweat from glands. As sweat multiplies so does bacteria and this produces an unpleasant **odour**. Not keeping up standards of personal hygiene leads to an increased risk of infection or illness, as well as a really bad smell. Good personal hygiene helps everyone to keep looking and feeling fresh, it also helps prevent sickness, infection and embarrassment.



Task 1: Highlight on the diagram below the areas which must be kept especially clean. Then answer the questions which follow:



a. What might happen if someone doesn't wash these areas of the body?

.....

.....

.....

.....

.....

.....

b. What might other people think about body odour, bad teeth or smelly feet? How might this effect someone's relationships with others?

.....

.....

c. What effect might it have on others if someone did not wash their hands properly after using the toilet?

.....

.....

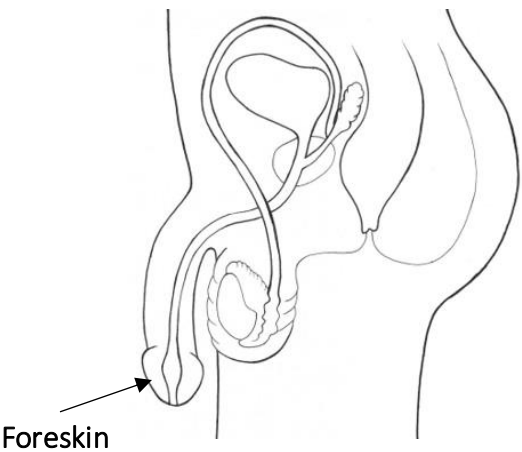
d. Do we need to buy any special products for good personal hygiene?

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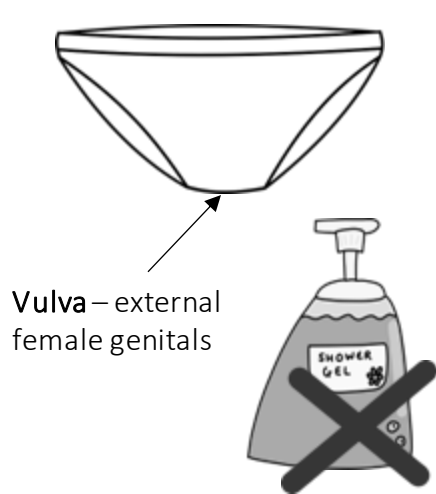
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Penis hygiene



- The **penis** needs to be kept clean.
- The **testicles** and **pubic area** should also be washed.
- The **foreskin** should be pulled back to enable washing and removal of **smegma** (thick, white substance that collects under the foreskin). This helps to prevent infection and smells.




Vulva hygiene



- After going to the toilet, females should wipe from front to back to keep bacteria away from the vulva. This helps to prevent **cystitis** (bladder infection).
- The vagina produces clear **mucus** naturally to help keep it clean, and whitish discharge. If there are any changes in this discharge or a strong smell, it should be checked by a doctor.
- Wash normally. Avoid soap products to keep the vulva clean. These can disrupt the natural balance and lead to smelly discharge and irritation.

Task 2: Complete the table below about how people can look after their personal hygiene				
What needs cleaning?	How do we keep it/them clean?	What product/s can help?	Physical effects if not done	Negative social (with other people) effects
 Teeth	Brush twice daily. Floss regularly. Visit the dentist regularly.	Toothpaste Dental floss Mouthwash	Toothache Tooth decay Bad breath Loss of teeth	Bad breath is unpleasant Poor appearance Friends?
 Hands				


What needs cleaning?	How do we keep it/them clean?	What product/s can help?	Physical effects if not done	Negative social (with other people) effects
 Hair				
 Skin on face				
 Skin - rest of body				
 Armpits				
 Feet				

Reflection task: Imagine you are going to spend some time on a desert island. You can only take 3 items for personal hygiene. What 3 items would you choose and why?

1.

2.

3.



Subtopic 4 – Physical and emotional changes in puberty

Learning Objectives

- Understand what puberty is and the changes that take place within the body
- Know how to manage the effects of puberty

Do Now:

1. Give 2 reasons why personal hygiene is important

2. Give 3 examples of personal hygiene

3. Why are health experts concerned about vaping in young people?

4. How many hours sleep does someone 13 – 18 years need?

5. What are 3 foods that should not be eaten regularly?

Baseline Activity: What do you already know about puberty? Map your ideas below.



Silent &
Solo

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.

The average age for females to start puberty is 11, while for males the average age is 12. But it's perfectly normal for puberty to begin at any point between the ages of 8 and 13 in females and 9 and 14 in males. Physical changes which happen during puberty are accompanied by a range of emotions as **hormones** are released into the body and people's identities develop. During puberty, young people will notice lots of changes and there will also be changes to their genitalia.



Task 1: On the diagram below and page 18, label the features you know:

Male

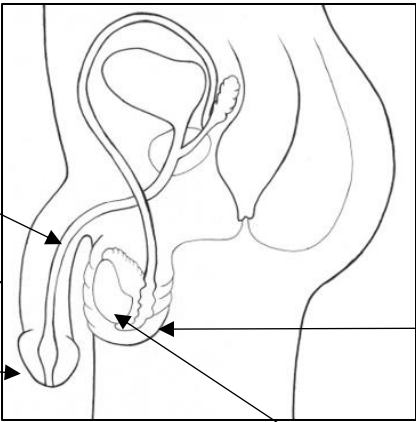
1.....

2.....

3.....

4.....

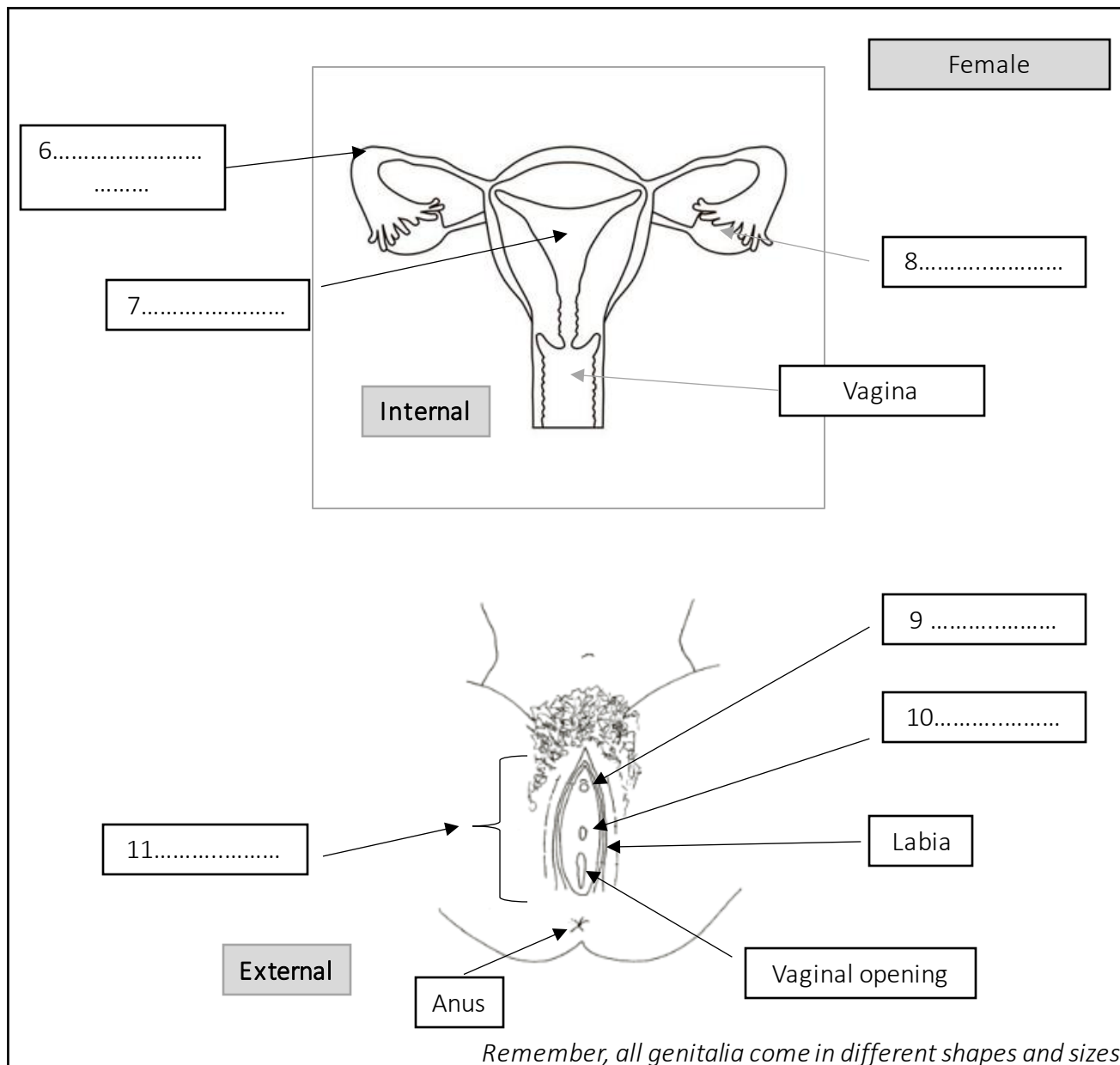
5.....



Remember, all genitalia come in different shapes and sizes!

Key features

Penis	The organ that hangs in front of the scrotum.
Foreskin	A layer of skin covering the end of the penis. The top part of the foreskin can be removed for health or religious reasons.
Scrotum	A sack of soft skin that covers and protects the two testicles.
Testicles	In the scrotum. They make sperm, which can fertilise eggs to make a baby.
Urethra	The narrow tube inside the penis that carries sperm and urine out of the body.



Remember, all genitalia come in different shapes and sizes.

Key features	
Clitoris	The visible part of this organ is above the urethra, but most of this organ is internal. It contains thousands of nerve endings.
Fallopian tubes	The egg passes down these towards the uterus.
Ovaries	Where eggs are produced.
Urethra	The opening that urine (wee) comes out of.
Uterus/womb	Where a baby grows from a fertilised egg. When an egg is not fertilised, the lining of the womb sheds each months. This is called a period .
Vagina	The opening passage to the internal reproductive organs.
Vulva	The area between the legs which is made up of the outer and inner labia , the opening to the vagina, the clitoris and the opening to the urethra.
Anus	Where faeces (waste) leaves the body

Task 2: Decide whether each statement is linked to male, female or can affect anyone.

Change in puberty	Male	Female	Can affect anyone
1. Voice changes to get deeper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Period starts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sometimes nipples become fuller or darker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Some people begin to masturbate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. White liquid (discharge) starts to come out the vagina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hair starts to grow under arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Hair starts to grow on face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Hair starts to grow around genitals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Start to sweat more and smell differently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The body starts to change shape and size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Shoulders become wider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Hips grow wider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Sexual feelings may begin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The penis and testicles grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Breasts begin to grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. May have spontaneous erections and wet dreams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Sperm starts being produced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Eggs start to mature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Hair may become greasy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Can feel teary or angry for no reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Spots might start appearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Wet dreams Ejaculating while you're asleep. "Ejaculate" means to release semen from the penis
Erection Occurs when a male is sexually aroused, with blood filling the penis
Masturbate When people touch their own bodies for sexual pleasure

Turn and Talk: How similar are experiences of males and females during puberty?



How might relationships change during or after puberty?

- Relationships with parents change as boundaries change with more independence
- Mood swings can impact on the quality of relationships
- Friendships change as someone's identity evolves; interests can change, and people sometimes outgrow old friendships; old friendships can become stronger as people grow together and support each other through changes
- People can start to feel attraction to others – this is the start of forming more romantic and intimate relationships.



Managing emotions during puberty



- Use strategies such as exercise and relaxation techniques
- Be honest about overreactions and taking responsibility for poor behaviour
- Use techniques to find breathing space in conversations e.g. ***“I just need to get a drink – then can we sit down and talk about this?”***
- Check in with family/friends when feeling calm to get ahead of any worries e.g. ***“I’m worried I’ve not been focusing as much in class as I’ve been struggling to sleep recently – can we talk about it before parents’ evening?”***

Reflection task: Return to your baseline task on p18 and write down any new learning about puberty.

Subtopic 5 – Periods and Wellbeing

Learning Objectives

- Know what a period is and how to manage this effectively
- Understand the variety of different period products that exist

Do Now:

1. What is puberty?

2. Write down 3 changes that happen to both males and females during puberty?

3. What types of exercise can you do to increase your heart rate?

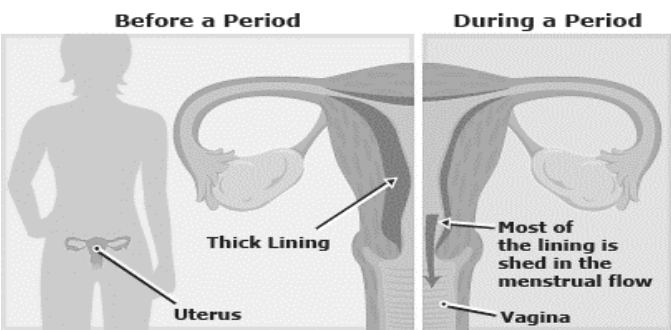
4. How much exercise should young people do every day?

5. Why is personal hygiene so important during puberty?



Silent & Solo

Baseline Activity: Complete the paragraph below using the words to help you



Each month, the female body prepares for 1. _____; an egg is released, ready for 2. _____ and implantation in the lining of the 3. _____ (womb) which thickens ready for this process. If pregnancy does not occur during this time, the tissue that the body no-longer needs is 4. _____ through the 5. _____ as period blood. This is repeated each month and is known as the **menstrual cycle**.

Fertilisation	Uterus	Pregnancy	Vagina	Lost
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Common questions about periods

How will you know when your periods are going to start?

Signs that a period is on its way are if underarm and pubic hair has grown. The first period is usually around 12 years old, but everyone is different. Periods should start between age 10 and 16, or 2 years after the first signs of puberty.



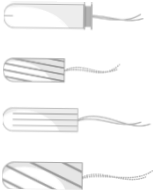
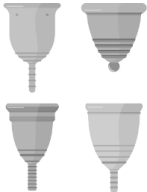
How long will my first period last?

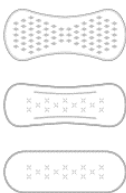
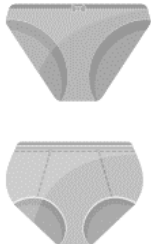
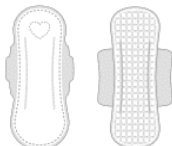
The first period might not last long, as it takes the body months to get into a regular pattern. Usually, once they're settled, a period will take place every 28 to 30 days and last 3 to 7 days.

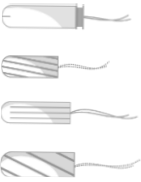
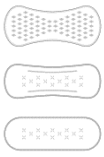

Period Products

There are lots of different products that can be used during a period to stay clean and healthy. Everyone is different so it's good to know what products are out there so that young people can make an **informed decision** about what product is right for them.

Task 2: Read through the information on different menstrual products and complete the table on p26

Product	What is it?	How is it used?	Key Points	Cost
Tampons 	A cylinder of cotton and rayon mix with a string to remove it after use. The material is often bleached, dyed and glued.	<ul style="list-style-type: none">• Inserted into the vagina to absorb blood.• Some have applicators to help insert the tampon. Tampons should be changed every 4-8 hours and at least every 8 hours to avoid the small risk of infection.	<ul style="list-style-type: none">• Some young people find tampons tricky to use to start but this improves with practice.• Can be used when swimming and feel more comfortable when exercising.• Reusable applicators available to reduce waste.	£1.50 - £3 for a box of 20.
Menstrual Cups 	A reusable silicon or latex egg-cup. Menstrual cups come in different sizes and can be used for years if looked after.	<ul style="list-style-type: none">• The cup is inserted into the vagina to collect menstrual blood and can be left for 10 -12 hours.• Must be emptied at least twice a day and cleaned between uses to avoid the small risk of infection.• Should be sterilised regularly.	<ul style="list-style-type: none">• Different designs, so it sometimes takes time to find the right one.• Select a cup designed for young women for first use.• Fitting technique takes practice as a seal needs to be created in the vagina to work correctly. Can be worn when swimming.	£10 - £15.

Product	What is it?	How is it used?	Key Points	Cost
Disposable Pads 	Pads which attach to the inside of pants with a glue strip. Some have 'wings' to keep them in place.	<ul style="list-style-type: none"> • Come in a variety of thicknesses, absorbencies and lengths, depending on the purpose of use (e.g. day, night) and heaviness of the flow • Should be changed every 4 -6 hours. 	<ul style="list-style-type: none"> • Easy to use and widely available. • Most come in a plastic wrapper that, when changing pads, should be used to wrap the old pad in before putting it in a bin. 	£1-£1.50 for a pack of 10.
Period Pants 	Layers of cotton and waterproof material are combined into reusable absorbent and leak-proof pants.	<ul style="list-style-type: none"> • Come in a range of sizes and styles. Some can be worn all day before changing and require no other menstrual products. • Some are only leak-proof and designed to be worn with another menstrual product. 	<ul style="list-style-type: none"> • Can be great for comfort when exercising but are not useable when swimming. 	£25 per pair.
Reusable pads 	A pad similar to disposable pads but made from cotton materials. Held in place around pants by a popper or Velcro.	<ul style="list-style-type: none"> • Worn in the same way as disposable pads/ towels so should be changed regularly; every 4-6 hours. • Need to be rinsed before being washed thoroughly. 	<ul style="list-style-type: none"> • Usually, someone would have a set of several reusable pads to change throughout the day. • If looked after carefully they can be reused for many years. 	Online shops £5 each.

Product	What is it?	How is it used?	Key Points	Cost
 <p>Tampons</p>				
 <p>Menstrual Cups</p>				
 <p>Disposable pads</p>				
 <p>Period pants</p>				
 <p>Reusable pads</p>				

Reflection: What 3 pieces of advice would you give someone who is about to start their period?

1.

2.

3.

Learning Objectives

- Explain what is meant by FGM
- Identify risks, myths and facts associated with FGM
- Describe how to safely access support for ourselves or others who may be at risk, or have already been subject to FGM

Do Now:

1. What is puberty?

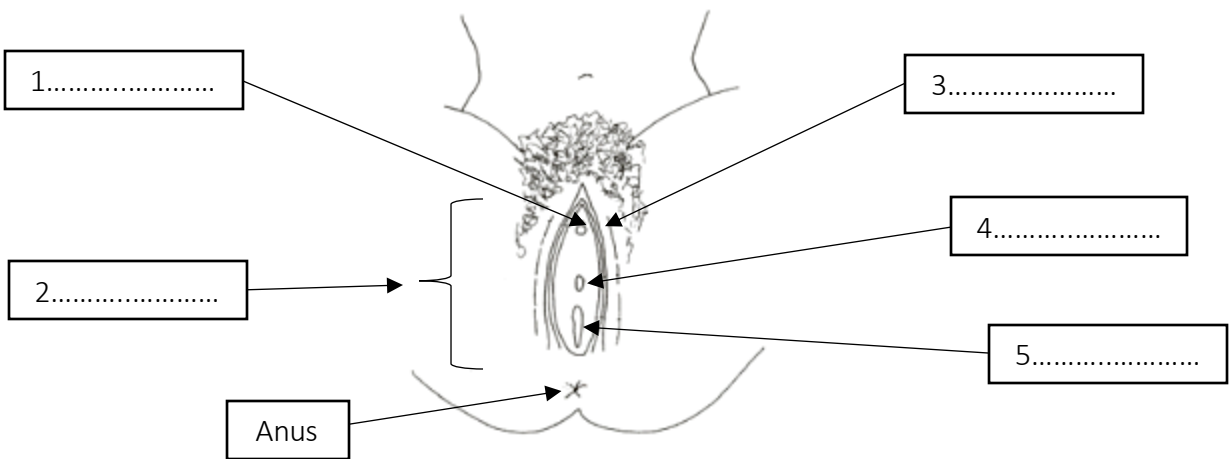
2. Write down 3 changes that happen to both males and females during puberty?

3. What types of exercise can you do to increase your heart rate?

4. How much exercise should young people do every day?

5. Why is personal hygiene so important during puberty?

Task 1: In the subtopic on puberty, you learnt about male and female genitalia. Label what you can remember about female genitalia below:



Task 1: Read the extract below and answer the questions which follow.

Oliver just had a lesson on FGM at school. It’s got him thinking about a conversation he had with his friend Amira recently. Amira was telling him that she went on holiday last year and had to take part in a special ceremony. Amira said her little sister would go to the same ceremony next year, but then she got a bit upset and didn’t want to talk about it anymore. Oliver wasn’t worried at the time – he thought that as Amira and her sister were with their family must have fine – but now he’s not so sure. He doesn’t know what to do.



a. What do you know or have you heard about FGM?

b. Why might Amira not want to talk about it?

c. What could Oliver do?

What is FGM?

FGM means that someone changes or removes parts of the female genitals, such as the clitoris or labia.

This is very harmful.

Task 2: Decide if each statement about FGM is a fact or myth. Leave the comments blank and add to this when you feedback as a class.			
Statement	Fact	Myth	Comments
1. FGM is part of becoming a woman	<input type="checkbox"/>	<input type="checkbox"/>	
2. FGM is illegal	<input type="checkbox"/>	<input type="checkbox"/>	
3. FGM makes the vagina more hygienic	<input type="checkbox"/>	<input type="checkbox"/>	
4. FGM can lead to medical problems	<input type="checkbox"/>	<input type="checkbox"/>	
5. If it is not cut, the clitoris will continue to grow	<input type="checkbox"/>	<input type="checkbox"/>	
6. FGM is child abuse	<input type="checkbox"/>	<input type="checkbox"/>	
7. FGM is a religious requirement	<input type="checkbox"/>	<input type="checkbox"/>	
8. FGM is an unsafe procedure	<input type="checkbox"/>	<input type="checkbox"/>	
9. If a girl consents to FGM, the person performing the procedure can't get in trouble	<input type="checkbox"/>	<input type="checkbox"/>	
10. If a girl or woman has undergone FGM, nothing can be done to help her	<input type="checkbox"/>	<input type="checkbox"/>	

Task 3: In the space below, write down any ideas you have about what might prevent somebody from reporting FGM – either before or after FGM has taken place.



Task 4: Suggest at least three things that might help someone manage or overcome the barrier to reporting FGM you have been assigned.

A young person may feel under pressure to keep FGM a secret. Someone under threat of FGM might be told they are going on a special holiday but not to tell anyone, or that they are going to have a special secret ceremony to do with growing up or becoming a woman. However, secrets that make someone worried or uncomfortable should **always** be shared with an adult they trust.



If a young person is concerned about FGM, whether it has already happened to them or someone they know, or it might happen in the future, can:

- Talk to a teacher or adult they trust at school
- Talk to an adult they trust at home (or outside the family)
- Talk to their GP
- Contact ChildLine 0800 1111 www.childline.org.uk
- The NSPCC also have an FGM helpline, call free on 0800 028 3550 or email fgmhelp@nspcc.org.uk
- Contact the Police: non-urgent calls call 101 or if in immediate danger, call 999

Reflection: Revisit the scenario on p28. Using a different colour pen, add any additional information you have learnt in response to each question.

Learning Objectives

- To understand what **individual liberties are** and provide examples
- To apply this to what you have learnt throughout this subtopic to this British Value

Do Now:

1. Can you name the 5 British Values?

--	--	--	--	--

2. Name 3 features of a healthy lifestyle

--	--	--

3. Give 3 reasons why personal hygiene is so important

--	--	--

4. What is puberty?

--

5. What does FGM stand for?

--

Baseline Activity: Thinking about this booklet on health and wellbeing, what topics have you learnt about?


Health and
Wellbeing



Individual Liberties (Freedoms)

Individual liberties are the rights of British citizens to make choices about their life that are outside of government control. This refers to freedom of speech and the right to make choices about education, food, beliefs, opinions, work, family, etc. It also includes the freedom to vote for whoever we like, the right to move around the world freely, the right to feel safe and to spend time with whoever we choose. Of course, we aren't free to do things that are against the law, this is part of keeping everyone safe.

- Democracy
- Rule of Law
- Tolerance
- Mutual respect
- Individual liberties



Task 1: Why are individual liberties so important and why might they sometimes cause conflict?

Task 2: Read through the scenario and answer the questions which follow:

Sara has decided that she wants to be a vegetarian. She has never really enjoyed the taste of meat and believes it is wrong to kill animals for food when there are so many other things to eat. Sara enjoys eating vegetarian food. Her friend Maryam says that she is silly to give up meat, it makes life so much more difficult especially when eating out. Maryam thinks that Sara is just doing this to make her feel bad for eating meat and tells her it's not going to make any difference to her diet. Maryam tells Sara she doesn't want to hear anything about her being a vegetarian and their friendship starts to feel strained.

a. Which individual liberty does this scenario link to?

b. Is Maryam's reaction fair? If not, why not?

c. How might Sara and Maryam work through their issues?

The United Nations Convention of the Rights of the Child

On 20 November 1989 world leaders got together and made a promise to every child to protect their rights and make sure they have a safe and happy life.

They put together - **the United Nations (UN) Convention on the Rights of the Child.**



This says that every child has rights, whatever their ethnicity, gender, religion, language or abilities. These include the right to:

- 1. Life, survival and development. Governments must do all they can to help a child survive.
- 2. Health
- 3. Protection from violence, abuse or neglect
- 4. An education
- 5. Express their opinions and be listened to

Turn and Talk: Which of these rights does FGM go against? Why?



Stop and Jot:

Children are much better off now than they were thirty years ago. But, there is still much more that needs doing. For example, there are 58 million children worldwide who still don't go to school. There are children who have to work and children who get sick from diseases which could have been prevented.

Since 2014 children have been allowed to directly complain to the UN Committee on the Rights of the Child if they think something is against their rights.

In September 2019, **Greta Thunberg**, and 15 other children from around the world, filed a complaint against five countries over what they described as the lack of action by governments on climate change. They did this through the UN Convention on the Rights of the Child.

The children - aged between 8 to 17 - say that the countries' failure to tackle the issue was against their rights.



Task 3: Were the children right to suggest that the government’s lack of action around climate change was against their rights? Explain your answer using the **UN Convention on the Rights of the Child**.

Reflection: If someone tries to restrict someone’s individual liberties, what actions can someone take? *To support your answer give an example of what someone might try to do and what actions they might take*

ASSESSMENT

Write down 3 features of a healthy diet

1.

2.

3.

What are 2 effects of eating too much sugar in your diet?

4.

5.

How much physical activity should children aged 6 – 17 do every day?

6.

Name 2 positive effects of sleeping?

7.

8.

What is addiction?

9.

What addictive chemical do vapes contain?

10.

When can you legally buy a vape?

11.

Write down 4 good personal hygiene routines

12.

13.

14.

15.

Write down 3 reasons why personal hygiene is so important

16.

17.

18.

What is puberty?
19.
What are in the scrotum and make sperm?
20.
What is the narrow tube called that is inside the penis which carries sperm and urine out of the body?
21.
In a female body, what does the egg travel down towards the uterus?
22.
Where are eggs made in the female body?
23.
In a female, what is the area between the legs which is made up of the outer and inner labia, the opening to the vagina, the clitoris and the opening to the urethra, known as?
24.
Name 2 changes that happen to both males and females during puberty
25.
26.
Give 2 examples of changes that just happen to females during puberty
27.
28.
Give 2 examples of changes that just happen to males during puberty
29.
30.
What is a period?
31.
What are 3 different types of products that can be used when on a period?
32.
33.
34.

What might be 2 symptoms that someone might have when on a period?			
35.			
36.			
How often will a female have a period?			
37.			
What does FGM stand for?			
38.			
Is FGM legal or illegal?			
39.			
Is FGM safe or unsafe?			
40.			
Write down 2 reasons why someone might not talk about FGM if it has happened to them?			
41.			
42.			
Who could you speak to if you were concerned someone was at risk of FGM?			
43.			
44.			
45.			
What are the 5 British Values?			
46.			
47.			
48.			
49.			
50.			
Total		%	

[illegible]

Handwriting practice lines on page 40. The page contains 20 sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

A large rectangular area with a solid black border, containing 20 horizontal dotted lines for writing.

Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to

- At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff, write down the details and drop our note in one of the black postboxes or email: tellus@astrea-Longsands.org
- For accurate, reliable health information, visit www.nhs.uk
- For support around mental health, visit Young Minds at www.youngminds.org.uk For help, text SHOUT to 85258 or call
- For advice on drugs, their effects and the law, visit talktofrank.com
- For advice on a range of issues from bullying, mental health, relationships and more contact Childline www.childline.org.uk 0800 1111
- If you are worried about online abuse or the way someone is communicating, you can contact CEOP: <https://www.ceop.police.uk/Safety-Centre/>
- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111
- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency

