



PRIMARY PROGRAMME

What's Inside?

A comprehensive and interactive workshop, preparing 10-11 year olds for both the physical and emotional changes of puberty, exploring the changes associated with the transition to post-primary school, as well as recognising the importance of building healthy relationships.



INTRODUCTION

Context

In each programme we create a storyline to help us share our information effectively throughout the Key Stages. This creates an opportunity for the pupils to consider the information objectively. There are a number of characters in our story, but Oscar and Martha are the hero characters. They feature throughout all the programmes, growing up with the pupils through their school years.

What's Inside | Setting the scene

In "What's Inside?", we join our characters as they go on their much-anticipated P7 school trip! The bags are packed and ready to go. The only question is, to where?

We'll journey with our characters as they plan the school trip, taking time to think through our own strengths and skills. We will see, just like all the luggage bags are different and unique, so are we and our incredible, amazing bodies.

The characters will face the usual school trip dilemmas. Should they stay up late chatting and what are the consequences if they do? We'll use this to show how our choices have consequences for the future.

The next morning, in the washrooms, our characters discuss the rumours they've heard about the word 'puberty'. We'll explore an introduction to puberty in an interactive, gender-specific session, before coming back together to look at the importance of friendship, being a good friend and our support networks.



CONTENT OVERVIEW

Overview

"What's Inside?" is our presentation designed for pupils who are in the final stage of their primary education. This interactive programme aims to equip pupils in P7 to deal with the changes that so often cause concern and anxiety at their age. We remind pupils that they are all unique by looking at the process of conception, the amazing construction of our bodies and the continuing process of growing up. The gender-specific puberty talk is often the most reassuring part of the day for pupils who are worried about changes in their bodies. Target setting, friendship, and assertive behaviour skills are also addressed in the presentation.

Topics Covered in the Presentation

- Self-esteem & uniqueness
- Conception and pregnancy
- The rollercoaster of growing up
- Coping with change
- Puberty: physical and emotional changes
- Assertiveness under pressure
- Target setting
- Healthy relationships
- How to get help (helping them identify their trusted adults, from whom they can seek help)

P7 Puberty Session Information

In the P7 "What's Inside?" programme, the gender-specific puberty talk explores an introduction to the changes biological males and females, both physical and emotional, go through during puberty. While the sessions are specific to male and female, there are consistent topics e.g. hair growth, changes to the shape and size of the various body parts and hygiene skills. The female session provides age-appropriate information about periods and how to manage them, a theme which is also covered in appropriate detail in the male session.

The rationale for splitting the sexes is to maximise the comfort and security that the children feel. We want to create an environment in which there is as little fear or embarrassment as possible, as well as creating a safe space where questions can be asked and answered with clarity and compassion. In particular, we want to be able to give the girls information about their periods that instils confidence in them as they prepare for the changes ahead.

It is not about secrecy but sensitivity, recognising that the biological differences will be explained more fully in Yr 8 science, and parents, carers or trusted adults are encouraged to fill in on any gaps in information that they feel is appropriate for their child regarding their body and that of the opposite sex.



Curriculum Links

Learning Intentions	<p>Their uniqueness, value and worth</p> <p>Conception and the journey of pregnancy</p> <p>The ups and downs of life and how to manage these</p> <p>The qualities of a good friendship</p> <p>Strategies to deal with peer pressure</p> <p>The physical and emotional changes during puberty</p> <p>Who they can go to for help</p>
Skills & Capabilities	<p>Thinking, Problem-Solving, Decision-Making</p> <p>Working with Others</p> <p>Self-Management</p>
Learning Experiences	<p>Media-rich</p> <p>Active and Hands On</p> <p>Enquiry Based</p> <p>Ongoing Reflection</p> <p>Relevant and Enjoyable</p>
Attitudes & Disposition	<p>Personal Responsibility</p> <p>Concern for Others</p> <p>Respect</p>

PRESENTATION OVERVIEW

Introduction

The presenters introduce themselves and the work of Love For Life.

We set the scene of going on a P7 trip.

We introduce some guidelines for the time ahead – ensuring that everyone can have a positive experience of the programme.

We introduce Oscar & Martha here.



Self-esteem & uniqueness

We start by recognising that everyone within the room is five stars, they are the best of the best.

We award them five different stars under different categories, just like a hotel. E.g. a hobby, what kind of friend they are etc.

We acknowledge that everyone's 'stars' are completely different and that should be celebrated.

We develop this idea further through doing an 'amazing body quiz', thinking about how our bodies function and how they are incredibly amazing.

We think about uniqueness, how our 'stars', bodies and features on our bodies (fingerprint, iris, bite print) make us 'one of a kind'.





Conception and pregnancy

From talking about uniqueness, we ask the question 'when did we become amazing and unique' leading into the conversation around birth and how it was a unique experience.

We then take a step backward from birth and introduce young people to the concept of cells, acknowledging that our bodies are full of lots of cells. The main focus is on the 'egg' and 'sperm' cells and the moment these two meet is the moment of conception.

We recognise that at this moment of conception, a unique, one of a kind DNA is formed. It wasn't only one egg and one sperm, but millions of sperm in a race. We use this to show that they started life as a champion and from this it starts the journey a baby goes on in its mother's womb.

To conclude this section young people are encouraged to watch a scientific video about the journey that a baby goes on its mothers womb before entering into the world. Once again highlighting how amazing they were as they were developing and how amazing they are now.

This topic also helps to give young people a context for growth and development that we will pick up again in puberty section.



The rollercoaster of growing up

We either lead the young people in a rollercoaster virtual video or together act out what it would be like to be on a rollercoaster. The point of this activity is to think about our emotions as a rollercoaster; they often go up and down.

We discuss our two characters and their ups and downs, highlighting issues that young people may be faced with, e.g. not being allowed a certain social media app, the death of a loved one or someone close to them.

We then allow the young people to take time to reflect and write down two of their ups and downs. At the end of the activity we celebrate the ups, but acknowledge that downs are personal and therefore won't be shared out loud. We note that it is important to share these with someone we trust.



Coping with change

We look at different choices that the young people may already be making and the choices that they may start to make as they get older. We recognise that choices as we get older will become more independent, but this doesn't mean we don't seek advice from adults around us.

We complete an activity that allows young people to think about consequences when it comes to their choices, we get them to understand that sometimes we need to sacrifice one thing to find enjoyment in another – the example used is 'not breaking rules on a school trip and sneaking into other's rooms, so that you can enjoy time away on a football stadium tour'.

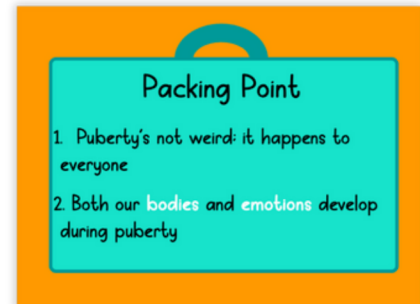
Puberty: physical and emotional changes

We introduce the topic of puberty by thinking about different myths and rumours that young people may have heard from others or online. We do some "myth busting" together.

We then think about the similarities and differences between boys and girls, recognising that lots of things are similar. Puberty is normal and it happens to everyone.

We then split into separate groups, boys and girls, to allow young people time to hear information applicable to the changes that they will go through; this chat lasts roughly 30 minutes.

- Within the boys talk, topics covered will include: physical changes: spots, facial hair, growth, body hair, voice changes, looking after our body – cleaning, diet, sleep, exercise – changes to the private areas, emotional changes, support and this session will conclude with a brief introduction to and information around, periods – what they are and the importance of being respectful.
- Within the girls talk, topics covered will include: a biological understanding of what is happening, physical changes (spots, greasy hair, body hair, growth & body shape including breasts changing), looking after our bodies, including personal hygiene, emotional changes and their connection with periods, identifying signs that periods may start soon, and an explanation of how a girl would look after herself emotionally, physically and practically around her period. We finish by explaining who she can seek help from through it all.



Puberty: physical and emotional changes (cont.)

We conclude this section inviting all young people back together to watch a brief video about emotions, encouraging respect of one another, how we can help our friends and how once again emotional changes are normal.

Assertiveness under pressure

We tell young people a social story around one of our characters being put under pressure and we talk about different ways someone could deal with this: they could give in, get angry or the best thing they could do is 'be assertive'.

We recognise that being assertive can be hard and therefore give young people practical tips on how to deal with pressure, encouraging them that it's okay to say 'no'.

Target setting

We encourage young people to think about their future and set goals. Within this section we look into their next year of starting big school, they are asked to set a target e.g. making new friends, getting better at a subject or getting onto a sports team. They are then encouraged to set practical steps of how they might reach that goal.

We think about steps we want to take to reach our goals and steps we want to avoid, that would keep us from our goals.





Healthy relationships

We challenge young people to think about what makes a good friend and what values they want within a friendship with someone.

We encourage young people to not only be looking for a good friend, but also to be a good friend themselves.

We complete a friendship activity with young people, where they use a friend's name and attach an adjective to each letter to describe them in a positive way.

How to get help

We ask young people to think about three people that they could go to whenever they need help or advice, acknowledging that there are lots of people who care about our needs.

