

## Contents of Activities, Stockport – Primary Spiral Curriculum for SRE

- Learning Outcomes / Intentions of Lessons

<b>Reception - 1 lesson</b>	
Activity 1 Page 1	<b>Myself / Feeling Hurt: Who can help us when we are sad</b> <ul style="list-style-type: none"> <li>• To allow children to express positive and negative feelings</li> <li>• To look at inside/outside hurting</li> <li>• To give children permission to talk about good and bad feelings</li> </ul>
<b>Key Stage 1</b>	
<b>Year 1</b>	<b>Feelings:</b>
Activity 1 Page 1	<ul style="list-style-type: none"> <li>• Recognise and name feelings, including those associated with change eg. A new baby in the family, starting school, moving home etc</li> <li>• Know some of the things that can cause different emotions</li> </ul>
Activity 2 Page 3	<b>Skills and Feelings:</b> <ul style="list-style-type: none"> <li>• Recognise that everyone has skills</li> <li>• Express positive qualities about themselves</li> <li>• Reflect on things they do well, what they like doing, what they can't do and what they would like to do</li> </ul>
Activity 3 Page 5	<b>Feelings:</b> <ul style="list-style-type: none"> <li>• To be able to express positive qualities about themselves</li> </ul>
Activity 3A Page 7	<b>Feelings/Abuse: When do you feel hurt?</b> <ul style="list-style-type: none"> <li>• To allow children to express positive and negative feelings</li> <li>• To look at inside / outside hurting</li> <li>• To give children permission to talk about good and bad feelings and to define Abuse</li> </ul>
Activity 4 Page 10	<b>Friends:</b> <ul style="list-style-type: none"> <li>• Understand how to make new friends</li> <li>• Understand it feels to have no friends</li> </ul>
Activity 5 Page 12	<b>Friends:</b> <ul style="list-style-type: none"> <li>• Learn ways of copings with losing friends</li> </ul>
Activity 6 Page 14	<b>Friends:</b> <ul style="list-style-type: none"> <li>• Be able to make new friends</li> <li>• Cope with losing friends</li> <li>• Understand what makes a good friend</li> </ul>
Activity 7 Page 15	<b>Friends:</b> <ul style="list-style-type: none"> <li>• Learn about qualities of friendship</li> </ul>
Activity 8 Page 16	<b>Growing up:</b> <ul style="list-style-type: none"> <li>• Know the different groups to which they belong e.g. family, friends, school etc</li> </ul>
Activity 9 Page 17	<b>Growing up:</b> <ul style="list-style-type: none"> <li>• Understand the concept of growing from young to old and that they are growing and changing</li> </ul>
Activity 10 Page 18	<b>Growing up:</b> <ul style="list-style-type: none"> <li>• Know the correct names for the external parts of the body including the sexual parts</li> </ul>
Activity 11 Page 19	<b>Growing up:</b> <ul style="list-style-type: none"> <li>• Know and understand the needs of babies and children</li> </ul>
Activity 12 Page 20	<b>Growing up:</b> <ul style="list-style-type: none"> <li>• Understand that boys and girls can both do the same tasks and enjoy the same things</li> </ul>
Activity 13 Page 21	<b>Growing up:</b> <ul style="list-style-type: none"> <li>• Understand that boys and girls can both do the same tasks and enjoy the same things</li> <li>• Understand that whilst they are all individual, there are many ways in which they are the same as each other</li> </ul>
Activity 14 Page 22	<b>Growing up:</b> <ul style="list-style-type: none"> <li>• Know that people have things in common but that every individual is unique</li> </ul>

Activity 15 Page 24	<b>Safety:</b> <ul style="list-style-type: none"> <li>• Know when to keep a secret and when to tell</li> <li>• Have the confidence to say 'No' when subject to pressure or something feels wrong</li> <li>• Be able to ask for help from adults, whom they know to be safe</li> </ul>
Activity 16 Page 25	<b>Safety:</b> <ul style="list-style-type: none"> <li>• Be able to say 'No' when subject to pressure or something feels wrong</li> <li>• Be able to ask for help from adults, whom they know to be safe</li> </ul>
Activity 16A Page 26	<b>Safety / Domestic Abuse: When do you not feel safe?</b> <ul style="list-style-type: none"> <li>• To look at inside/outside hurting</li> <li>• To allow children to express positive and negative feelings</li> <li>• To reassure children that domestic violence and abuse happens in many families and it's not their fault</li> <li>• To promote personal responsibility</li> </ul>
<b>Year 2</b> Activity 1 Page 1	<b>Feelings:</b> <ul style="list-style-type: none"> <li>• Begin to manage feelings positively and effectively</li> <li>• Know some of the things, which can cause different emotions</li> </ul>
Activity 2 Page 2	<b>Friendship and feelings:</b> <ul style="list-style-type: none"> <li>• Learn about making simple/complex choices</li> </ul>
Activity 2A Page 4	<b>Friendship and feelings: Extension</b> <ul style="list-style-type: none"> <li>• Learn about making simple/complex choices</li> <li>• Learn ways of taking personal responsibility</li> </ul>
Activity 3 Page 9	<b>Friends and family:</b> <ul style="list-style-type: none"> <li>• Recognise worth in others and say why someone is special to them</li> </ul>
Activity 4 Page 11	<b>Family:</b> <ul style="list-style-type: none"> <li>• Know that different types of families have common features and functions</li> </ul>
Activity 5 Page 12	<b>Family:</b> <ul style="list-style-type: none"> <li>• Know that there are similarities and differences between people e.g. gender, appearances, families, cultural backgrounds etc.</li> </ul>
Activity 6 Page 13	<b>Growing up:</b> <ul style="list-style-type: none"> <li>• Know the correct names for the external parts of the body including the sexual parts</li> <li>• Basic understanding of some bodily functions</li> <li>• Understand what is meant by hygiene and cleanliness</li> </ul>
Activity 7 Page 15	<b>Growing up:</b> <ul style="list-style-type: none"> <li>• Know that animals; including humans, reproduce and that young animals grow to be adults</li> </ul>
Activity 8 Page 17	<b>Growing up:</b> <ul style="list-style-type: none"> <li>• Understand that boys and girls can both do the same tasks and enjoy the same things</li> <li>• Understand that stories and television sometimes say that boys do this and girls do that</li> </ul>
Activity 9 Page 19	<b>Safety:</b> <ul style="list-style-type: none"> <li>• Recognise potential risks to the safety of self and others from people and situations</li> </ul>
Activity 9A Page 21	<b>Safety / Domestic Abuse: What could you do to get help?</b> <ul style="list-style-type: none"> <li>• Define domestic violence and abuse</li> <li>• Reassure children that domestic violence and abuse happens in many families and it is not their fault</li> <li>• Recognise potential risks to the safety of self and others from people and situations</li> <li>• Identify safe coping strategies</li> </ul>

<b>Spiral Curriculum for SRE - Key Stage 2</b>	
<b>Year 3</b> Activity 1 Page 1	<b>Feelings: Feeling Good / Feeling Bad</b> <ul style="list-style-type: none"> <li>Recognise different feelings</li> <li>Understand that they can feel good and bad at different times</li> <li>Express positive feelings about themselves and others</li> </ul>
Activity 2 Page 1	<b>Feelings: Circle Time (1)</b> <ul style="list-style-type: none"> <li>Recognise their own and other people's feelings</li> </ul>
Activity 3 Page 2	<b>Feelings: Circle Time (2)</b> <ul style="list-style-type: none"> <li>Talk confidently about thoughts and feelings</li> <li>Recognise and respond to a range of emotions in themselves and others</li> </ul>
Activity 4 Page 2	<b>Feelings: Feelings cards</b> <ul style="list-style-type: none"> <li>Recognise the reasons for their own and other people's feelings</li> </ul>
Activity 5 Page 4	<b>Feelings: Creative activity</b> <ul style="list-style-type: none"> <li>Understand and empathise with a range of feelings</li> <li>Explore ideas that feelings can be expressed in different ways</li> </ul>
Activity 6 Page 4	<b>Feelings: Why worry?</b> <ul style="list-style-type: none"> <li>Understand that different issues may be dealt with in different ways by different people</li> </ul>
Activity 7 Page 6	<b>Friends: What makes a good friend?</b> <ul style="list-style-type: none"> <li>Consider which qualities eg. honesty, loyalty, respect are important in relationships</li> <li>Begin to understand that what we can do can make others happy, sad, cross etc. and this may help or hinder a friendship</li> </ul>
Activity 8 Page 6	<b>Friends: Best friends</b> <ul style="list-style-type: none"> <li>Recognise that their actions have consequences for themselves and others</li> <li>Develop awareness of how to deal with friendship problems</li> </ul>
Activity 9 Page 8	<b>Growing up: All about me</b> <ul style="list-style-type: none"> <li>Begin to understand the range of human variation at birth</li> </ul>
Activity 10 Page 8	<b>Growing up: Everybody's different</b> <ul style="list-style-type: none"> <li>Understand that we develop at different rates</li> <li>Discuss that similarities and differences are the result of many different factors</li> <li>Encouraged to discuss childhood developments with parent/carers</li> </ul>
Activity 10A Page 11	<b>Growing up / Abuse: Extension</b> <ul style="list-style-type: none"> <li>Encourage children to discuss childhood developments</li> <li>Know that that similarities and differences are the result of many different factors</li> <li>Define Domestic Violence and Abuse</li> <li>Reassure children that Domestic Violence and Abuse happens in many families and it is not their fault</li> </ul>
Activity 11 Page 14	<b>Growing up: Life cycles</b> <ul style="list-style-type: none"> <li>Understand about the changes that take place in the human life cycle</li> <li>Be aware of similarities and differences in different people</li> </ul>
Activity 12 Page 16	<b>Growing up: What is a family?</b> <ul style="list-style-type: none"> <li>Understand what families are</li> <li>Develop an understanding of different types of relationships and diverse nature of families</li> </ul>
Activity 13 Page 17	<b>Growing up: I know my family love me</b> <ul style="list-style-type: none"> <li>Appreciate different ways of expressing love within families</li> <li>Understand that family members expect things of each other</li> </ul>
Activity 14 Page 18	<b>Growing up: Families</b> <ul style="list-style-type: none"> <li>Encouraged to recognise positive things about themselves</li> <li>Understand the feelings of others towards them</li> </ul>
Activity 15 Page 20	<b>Growing up: Naming body parts</b> <ul style="list-style-type: none"> <li>Know names of body parts</li> </ul>

	<ul style="list-style-type: none"> <li>Understand the difference between male and female</li> </ul>
Activity 15A Page 22	<b>Families / Growing up: How do you feel about yourself?</b> <ul style="list-style-type: none"> <li>Look at inside and outside hurting</li> <li>Define Domestic Violence and Abuse</li> <li>Reassure children that Define Domestic Violence and Abuse happens in many families and it is not their fault</li> <li>Encourage children to recognise positive things about themselves</li> </ul>
Activity 16 Page 25	<b>Safety: Identifying dangers</b> <ul style="list-style-type: none"> <li>Think about risks in different situations</li> <li>Made aware of other people's points of view</li> </ul>
Activity 17 Page 27	<b>Safety: Touching</b> <ul style="list-style-type: none"> <li>Learn to respect other people's bodies</li> <li>Understand that they have rights over their own body</li> </ul>
Activity 18 Page 29	<b>Safety: Private parts</b> <ul style="list-style-type: none"> <li>Recognise the presence of unwanted physical contact and know ways of resisting it</li> <li>Know ways of coping with difficult emotions, fears and worries</li> </ul>
<b>Year 4</b>	
Activity 1 Page 1	<b>Feelings: Feeling like this</b> <ul style="list-style-type: none"> <li>Recognise their own and other people's feelings</li> <li>Express positive and negative feelings</li> </ul>
Activity 1A Page 3	<b>Feelings / Abuse: How are you feeling?</b> <ul style="list-style-type: none"> <li>Look at inside and outside hurting</li> <li>Define Domestic Violence and Abuse</li> <li>Reassure children that Domestic Violence and Abuse happens in many families and it is not their fault</li> <li>Allow children to express positive and negative feelings</li> </ul>
Activity 1B Page 8	<b>Domestic Abuse / Feelings: What is domestic abuse?</b> <ul style="list-style-type: none"> <li>Look at inside and outside hurting</li> <li>Define Domestic Violence and Abuse</li> <li>Reassure children that Domestic Violence and Abuse happens in many families and it is not their fault</li> <li>Identify safe coping strategies</li> </ul>
Activity 2 Page 11	<b>Friendship: Attitudes to friendship</b> <ul style="list-style-type: none"> <li>Know that their actions may affect the feelings of others</li> <li>Understand what helps and hinders friendships</li> <li>Consider what qualities are important in a friendship</li> <li>Listen to the views of others</li> </ul>
Activity 3 Page 15	<b>Friendship: Dealing with conflict in friendships</b> <ul style="list-style-type: none"> <li>Understand the skills needed for relationships eg. listening, supporting, being able to see both sides of an argument etc.</li> <li>Become aware of strategies to deal with friendship problems</li> </ul>
Activity 4 Page 16	<b>Friendship: New pupil at school</b> <ul style="list-style-type: none"> <li>Recognise that actions have consequences for themselves and others</li> <li>Consider the need to respect other peoples' feelings and decisions</li> </ul>
Activity 5 Page 18	<b>Friendship: Friends</b> <ul style="list-style-type: none"> <li>Develop awareness for dealing with friendship problems</li> <li>Knowing what can help and what can hinder a friendship</li> </ul>
Activity 6 Page 20	<b>Growing up: What is a grown up?</b> <ul style="list-style-type: none"> <li>Know that adulthood brings changes to lifestyles</li> <li>Understand that rights also bring responsibilities</li> </ul>
Activity 7 Page 21	<b>Growing up: Being a Grown-Up</b> <ul style="list-style-type: none"> <li>Understand that adulthood will bring changes for the better and worse</li> <li>Appreciate similarities and differences in adult lifestyles</li> </ul>
Activity 8 Page 23	<b>Growing up:</b> <ul style="list-style-type: none"> <li>Appreciate that similarities and differences between people are the result of many factors</li> </ul>

Activity 9 Page 25	<b>Growing up: A New Life Begins</b> <ul style="list-style-type: none"> <li>Understand the process of conception</li> </ul>
Activity 10 Page 27	<b>Growing up: Having a Baby</b> <ul style="list-style-type: none"> <li>Understand the process of making love, conception and birth</li> </ul>
Activity 11 Page 29	<b>Growing up: What Does it Mean?</b> <ul style="list-style-type: none"> <li>Be confident in the use of the correct vocabulary</li> </ul>
Activity 12 Page 33	<b>Safety: Role play – (Drama Activity)</b> <ul style="list-style-type: none"> <li>Recognise unwanted influence and pressure and exercise a basic technique for resisting</li> <li>Practice saying 'no' in different scenarios</li> </ul>
Activity 13 Page 35	<b>Safety: Getting Help</b> <ul style="list-style-type: none"> <li>Recognise the need to ask for help and support, who to ask and how</li> </ul>
Activity 13A Page 37	<b>Safety Plan / Domestic Abuse: How do you get help?</b> <ul style="list-style-type: none"> <li>Reassure children that Domestic Violence and Abuse happens in many families and it is not their fault</li> <li>Recognise the need to ask for support and help</li> <li>Know who to ask and how</li> <li>Begin to take responsibility and use safe coping strategies</li> </ul>
<b>Year 5</b> Activity 1 Page 1	<b>Feelings: Strong Feelings – Circle Time</b> <ul style="list-style-type: none"> <li>Recognise own and other people's feelings</li> <li>Understand that they can control their behaviour</li> </ul>
Activity 2 Page 2	<b>Feelings: Other People's Feelings - Drama</b> <ul style="list-style-type: none"> <li>Empathise with the feelings of others</li> <li>Know that our feelings and reactions affect other people</li> </ul>
Activity 3 Page 2	<b>Feelings: Who Can Help Us? – Circle Time / Drama</b> <ul style="list-style-type: none"> <li>Recognise the need to ask for help, who to ask and how</li> </ul>
Activity 3A Page 6	<b>Feelings / Abuse: Do different places and different people affect our feelings?</b> <ul style="list-style-type: none"> <li>Look at inside/outside hurting</li> <li>Define Domestic Violence and Abuse and allow children to talk about it</li> <li>Reassure children that Domestic Violence and Abuse happens in many families and it is not their fault</li> <li>Children will understand that they can control their behaviour</li> </ul>
Activity 4 Page 9	<b>Families: What Does My Family Give To Me?</b> <ul style="list-style-type: none"> <li>Understand what families provide for us and consider the importance of different qualities</li> </ul>
Activity 5 Page 11	<b>Families: Relationships with Families</b> <ul style="list-style-type: none"> <li>Understand that within families we have responsibilities</li> <li>Know that different family members expect different things from each other</li> </ul>
Activity 6 Page 11	<b>Families: Points of View</b> <ul style="list-style-type: none"> <li>To see things from other people's points of view</li> <li>Understand that different people have different views</li> </ul>
Activity 7 Page 14	<b>Friendships/relationships: A Good Friend</b> <ul style="list-style-type: none"> <li>Consider the qualities needed to be a good friend</li> <li>Begin to understand their responsibilities towards their friends</li> <li>Recognise the skills needed to sustain a friendship</li> </ul>
Activity 8 Page 14	<b>Friendships/relationships: Coping with Peer Pressure</b> <ul style="list-style-type: none"> <li>Recognise unwanted influence and pressure from a variety of sources</li> <li>Recognise that their actions have consequences for themselves and others</li> <li>Exercise some basic techniques for resisting peer pressure</li> </ul>
Activity 9 Page 16	<b>Growing up:</b> <ul style="list-style-type: none"> <li>Know how their bodies will change at puberty</li> <li>Understand that changes at puberty are a preparation for sexual maturity</li> </ul>

Activity 10 Page 17	<b>Growing up: Male and Female Sex Organs</b> <ul style="list-style-type: none"> <li>• Know the names for male and female sex organs</li> <li>• Understand that different organs have different functions</li> </ul>
Activity 11 Page 21	<b>Growing up: Factfile on Puberty</b> <ul style="list-style-type: none"> <li>• Know how both boys and girls bodies will change at puberty</li> </ul>
Activity 12 Page 23	<b>Growing up: Periods – The Facts</b> <ul style="list-style-type: none"> <li>• Understand the facts about menstruation</li> </ul>
Activity 13 Page 26	<b>Growing up: Personal Hygiene</b> <ul style="list-style-type: none"> <li>• Understand that changes at puberty affect bodily hygiene</li> <li>• Begin to accept responsibility for their personal cleanliness</li> </ul>
Activity 14 Page 27	<b>Growing up: Single Sex Question Time</b> <ul style="list-style-type: none"> <li>• Know about the range of human variations regarding puberty</li> <li>• Understand the physical and emotional changes that happen at puberty</li> </ul>
Activity 15 Page 28	<b>Safety: Safe or Unsafe?</b> <ul style="list-style-type: none"> <li>• Recognise risk in different situations and understand that they can make judgements</li> </ul>
Activity 15A Page 29	<b>Families / Personal Safety: What should you do if you feel at risk in a situation?</b> <ul style="list-style-type: none"> <li>• Look at inside/outside hurting</li> <li>• Define Domestic Violence and</li> <li>• Reassure children that Domestic Violence and Abuse happens in many families and it is not their fault</li> <li>• Identify safe coping strategies</li> </ul>
<b>Year 6</b> Activity 1 Page 1	<b>Feelings: Circle Time</b> <ul style="list-style-type: none"> <li>• What we do can affect other people's feelings</li> <li>• Understand that we can experience a wide range of feelings including feelings we can't fully explain</li> </ul>
Activity 2 Page 2	<b>Feelings: Body Language</b> <ul style="list-style-type: none"> <li>• Understand that we can experience a wide range of feelings including feelings we can't fully explain</li> <li>• Understand the meaning of body language and how this can relay our emotions to others</li> </ul>
Activity 3 Page 3	<b>Friendships and relationships: Qualities of Friendship</b> <ul style="list-style-type: none"> <li>• Recognise the qualities of a good friend</li> <li>• Be aware of responsibilities towards our friends</li> </ul>
Activity 4 Page 5	<b>Friendships and relationships: Family Values</b> <ul style="list-style-type: none"> <li>• Recognise the diverse nature of families</li> <li>• Understand similarities and differences of opinion</li> </ul>
Activity 5 Page 7	<b>Friendships and relationships: Annoying parents and Carers</b> <ul style="list-style-type: none"> <li>• Understand that different people have different views</li> <li>• Appreciate that the role of being a parent or carer brings responsibilities</li> </ul>
Activity 6 Page 8	<b>Friendships and relationships: Attraction and Love</b> <ul style="list-style-type: none"> <li>• Understand what it means to be attracted to someone and how this is more than having a friend</li> <li>• Consider the meaning of love</li> </ul>
Activity 6A Page 10	<b>Friendships and relationships: Feelings and Acquaintance Abuse</b> <ul style="list-style-type: none"> <li>• To Look at inside / outside hurting</li> <li>• Define what love is and what it is not</li> <li>• Reassure children that Domestic Violence and Abuse happens in many families and it is not their fault</li> <li>• Allow children to make informed choices</li> </ul>
Activity 7 Page 14	<b>Friendships and relationships: Marriage / Civil Partnerships</b> <ul style="list-style-type: none"> <li>• Consider why people choose to get married / have Civil Partnerships</li> <li>• Begin to value diversity of lifestyles and choices</li> <li>•</li> </ul>

Activity 8 Page 18	<b>Growing Up: Question Time</b> <ul style="list-style-type: none"> <li>Understand the changes in puberty</li> <li>Offer support to others</li> </ul>
Activity 9 Page 19	<b>Growing Up: Personal Hygiene</b> <ul style="list-style-type: none"> <li>Understand that puberty brings about changes that increase the need for good personal hygiene</li> <li>Accept responsibility for their personal cleanliness</li> </ul>
Activity 10 Page 20	<b>Growing Up: Problem Page Letters</b> <ul style="list-style-type: none"> <li>Recognise and respond to a variety of emotions, fears and worries</li> <li>Recognise the need to ask for help and support</li> </ul>
Activity 11 Page 22	<b>Growing Up: Sexual Intercourse / Making Love</b> <ul style="list-style-type: none"> <li>Reinforce knowledge about sexual intercourse</li> <li>Understanding about sexual intercourse</li> </ul>
Activity 12 Page 25	<b>Growing Up: Beginning a New Baby</b> <ul style="list-style-type: none"> <li>Understand the process of conception and birth</li> </ul>
Activity 13 Page 27	<b>Growing Up: Responsibility of Having a Baby</b> <ul style="list-style-type: none"> <li>Understand some of the responsibilities of having a baby</li> </ul>
Activity 14 Page 28	<b>Growing Up: Vocabulary</b> <ul style="list-style-type: none"> <li>Will become familiar with the definition of key words</li> </ul>
Activity 15 Page 32	<b>Growing Up: Contraception</b> <ul style="list-style-type: none"> <li>Understand people can make informed choices to respect and protect their own bodies and others' bodies</li> <li>Understand that sexual intercourse need not always lead to pregnancy</li> </ul>
Activity 16 Page 34	<b>Growing Up: The Law</b> <ul style="list-style-type: none"> <li>Understand that there are laws to protect children and why they are necessary</li> </ul>
Activity 17 Page 34	<b>Growing Up: Transmission of Disease</b> <ul style="list-style-type: none"> <li>Will increase knowledge about HIV/AIDS</li> </ul>
Activity 18 Page 39	<b>Growing Up: Quiz</b> <ul style="list-style-type: none"> <li>Reinforce understanding about growing up and making babies</li> </ul>
Activity 19 Page 40	<b>Growing Up: Puberty Bingo Game</b> <ul style="list-style-type: none"> <li>Understand some of the changes at puberty</li> </ul>
Activity 20 Page 41	<b>Stereotypes: Girls v Boys</b> <ul style="list-style-type: none"> <li>Appreciate that similarities and differences between people are the result of many different factors</li> <li>Consider the choices that people make about their lifestyles</li> </ul>
Activity 21 Page 44	<b>Stereotypes: Gender Roles</b> <ul style="list-style-type: none"> <li>Will respect other people's feelings, decisions and rights</li> <li>Be aware of differences between people</li> </ul>
Activity 22 Page 46	<b>The Role of the Media: Sex and Relationships in the Media</b> <ul style="list-style-type: none"> <li>Recognise and challenge stereotypes, in relation to sex and relationships</li> <li>Understand how media messages affect attitudes and can cause inequality of opportunity</li> </ul>
Activity 23 Page 47	<b>The Role of the Media: Sex in Pop Music</b> <ul style="list-style-type: none"> <li>Recognise and challenge stereotypes</li> <li>Understand how media messages affect attitudes and can cause inequality of opportunity</li> <li>Know that human sexuality is expressed in many different ways</li> </ul>
Activity 24 Page 49	<b>The Role of the Media: Soap Operas</b> <ul style="list-style-type: none"> <li>Recognise and challenge stereotypes</li> <li>Understand how media messages affect attitudes and can cause inequality of opportunity</li> </ul>

<p>Activity 24A Page 51</p> <p>(Act 24A cont)</p>	<p><b>The Role of the Media / Domestic Abuse: Does the Media Portray Positive Ideas about Relationships?</b></p> <ul style="list-style-type: none"> <li>• Allow young people the opportunity to identify behaviours which are abusive in certain contexts</li> <li>• Raise the awareness of young people about the characteristics of abusive and healthy relationships</li> <li>• Understand how media messages affect attitudes and can cause inequality of opportunity</li> <li>• Raise awareness of organisations which exist to help victims of domestic abuse</li> </ul>
<p>Activity 25 Page 54</p>	<p><b>Safety: Safety Role Play</b></p> <ul style="list-style-type: none"> <li>• Learn to recognise risk in different situations</li> <li>• Practice basic techniques for resisting pressure</li> </ul>
<p>Activity 25A Page 56</p>	<p><b>Safety / Domestic Abuse: Is it OK to behave like this?</b></p> <ul style="list-style-type: none"> <li>• Allow young people the opportunity to identify behaviours which are abusive in certain contexts</li> <li>• Raise the awareness of young people about the characteristics of abusive and healthy relationships</li> <li>• Recognise conflict and use strategies for keeping safe</li> </ul>

As you will see from the content the pupils are building their knowledge, skills and attitudes throughout the key stages. Building self-esteem, respect for self and others is a large part of the work. The aim is to equip the young people to cope with and understand a variety of situations whilst growing up - change, changing emotions, problems, peer pressure, unwanted/risky behaviour and know where to go to get help when needed.

\* It is the recommendation of Tameside to use this resource sensitively and make a decision as a whole school when you will use it and in which year group you will use any of the materials in the resource based on your knowledge of the pupils in your school.