

Unit Context



Body image is the mental picture we have of our physical appearance and how we feel about it – in other words, it is what we believe and feel about how our body looks and includes how we think it might be viewed by others. From a very young age,

children are given clear messages about the link between appearance and character, for example in fairy tales where the 'baddies' are portrayed as unattractive and the hero is handsome or beautiful. Children and young people nowadays see many images of people via the media every day, whereas in the past they would mainly have seen only their family and close community. As a result, children can develop an unrealistic, narrowly defined picture of how they think people should look. The images they see will often have been carefully selected and then subjected to image manipulation. Children therefore need support to evaluate what they see so that they can feel confident about themselves and their bodies. If children and young people see their appearance as a measure of their self worth, they may feel that they are inadequate in some way if they do not conform to the images of other young people seen in the media. At puberty, children are dealing with a range of physical and emotional changes and they are likely to need additional support in maintaining and building their self esteem. For this reason, Years 5 and 6 are crucial years for children, and a time at which children are at significant risk of developing an unhealthy body image. In Cambridgeshire, many schools have taken part in the Health Related Behaviour Survey (HRBS) which asks specific questions about the things children worry about. In the 2014 survey, 18% of girls report worrying 'a lot' about the way they look. Although the figures for boys are smaller (13%), this still represents about 350 boys out of a total of 2700. In the same survey, children are asked if they think they have been picked on or bullied for specific reasons. Although a large percentage were unable to say a reason, for those who did give a reason, the highest two figures were 'The way you look' and 'Your size or weight'.

A Girlguiding UK survey in 2013, found that in response to the question, 'How happy are you with the way you look?', 57% of 7-8 year olds answered 'very happy', in comparison to 49% of 9-10 year olds and only 7% of 11 to 16 year olds. In the same survey, 49% of girls aged 11-13 said they would like to

look more like the women they see in the media. The All Party Parliamentary Group on Body Image has published a report, Reflections on Body Image (May 2012), which includes outlines of a number of different approaches to promoting positive and healthy body image in the school setting.

In March 2015, the PSHE Association launched **Teacher Guidance: key standards in teaching about body image**, which offers teachers advice about the safe and confident teaching of body image as part of the PSHE curriculum.

This unit has close links with work in SEAL – both the Good to be Me and Going for Goals themes, as well as work on emotions and self esteem in the Personal Development Programme, for example in units ME 5/6 My Emotions and WT 5/6 Working Together.

Unit Description

This unit aims to enable children to engage with the challenges which they are currently facing and may face in the future with regard to body image. It aims to help build self esteem, the components of which are: a sense of self – who you are and what you like; a sense of belonging – knowing you are accepted by groups and a sense of personal power – what you are good at and how you can influence others. For this reason, there are strong links with many other units of work, such as **BB 5/6 Beginning and Belonging, ME 5/6 My Emotions, WT 5/6 Working Together**. The unit begins by helping children to reflect on their understanding of the term 'attractive' and to recognise this as a subjective term. They will consider a range of influences on people's views of themselves, and develop an awareness of how the media can manipulate images. Children will have the opportunity to investigate different ways in which people represent themselves in different situations and how someone's appearance only gives us a small amount of information about what they are actually like. Children will develop their understanding of what is meant by a healthy or positive body image and reflect on their perception of themselves. They will consider how to develop and maintain a positive frame of mind and how this links to a positive body image. The unit has links with **SR5 Sex and Relationships Education**, encouraging children to consider links between the physical and emotional changes at puberty and how this might affect their view of themselves. They will also consider that changing things about ourselves can be positive and that they have some choice in the kind of adult they will grow up to be.

Learning Expectations

At the end of this unit most pupils will:

- know that the idea of attractiveness is subjective, i.e. people will view it differently.
- suggest some ways in which their school supports and could support children to feel good about themselves.
- know some influences on their views of themselves, including decisions about what to wear.
- be able to state some of the messages given by 'makeover' programmes and articles, and how these are sometimes different for boys and girls.
- say what they admire in other people, whether famous or known to them.
- know that it is possible for people to represent themselves in a number of ways, both visually and in writing.
- say what it means to have a positive body image, what might influence this and reflect on their feelings about their own body.
- understand that there are links between puberty and body image.
- know what is possible and desirable to change about themselves.

Some pupils will not have made so much progress and will:

- say what they think is attractive and what others might mean by the phrase.
- know what influences their feelings about how they look and their decisions about what to wear, including media messages.
- describe how they can develop and maintain a positive frame of mind about themselves and their appearance.
- say some ideas and hopes they have for the future.

Some pupils will have progressed further and will:

- know that the idea of attractiveness is subjective and be able to state some ways views have changed over time.
- suggest some reasons why someone might have a positive or negative view of themselves and the behaviours and feelings they might display.
- understand that character is more important than appearance and demonstrate this in their behaviour.
- be able to evaluate what they read and see in the media.
- recognise how they can develop a positive frame of mind and how they might help others to do this, including supporting others who have issues about body image.

Notes for Staff

Body image is a continuum and therefore one of the aims of this unit and of children's experiences at primary school, is to help children to move along this continuum and to know how to help themselves when feeling less positive about their bodies. A positive body image to aim for would be that children have a clear, realistic perception of their bodies, that they do not worry inappropriately about food, weight or calories and that they know that a person's appearance says little if anything about their character and says nothing about their value as a person. It is also important to reinforce messages about difference being a positive thing, whilst recognising children's legitimate need for a sense of belonging. It is strongly advised that this unit is not taught at the same time of year as work on Healthy Lifestyles, especially the elements on physical activity and healthy eating. The focus of the unit is on building children's self esteem and positive views of their body. If messages about healthy eating, eating patterns and exercise are combined with these, it can be counter-productive. There are many activities which can be included as part of general PSHE and Circle Time, which help build children's self esteem, which can be found in the **Teaching Guidance** and in other units of work.

The use of language in school by adults is also important, using affirming phrases such as: *I like the way you...*, *I am pleased that you...*, *I am proud of your ability to...* It is important too to avoid stereotyping or negative statements such as: *You always...*, *Typical of the girls etc.* Ensure that when talking to children in these situations, adults focus on the behaviour and not the person. Also watch out for making negative comments about people's appearance e.g. in the media. Caution should be exercised when conducting weighing and measuring programmes and similar activities in the curriculum, such as measuring height in Maths and it is essential that these activities are introduced sensitively. Warning signs of a poor body image or low self esteem might include a reluctance to take part in any activities which require changing clothes, or a withdrawal from social activities. If you are concerned about particular children, it may be appropriate to follow Child Protection procedures, or to initiate a conversation with parents/carers.

Activities for Recording Assessment

Activity 2.2 The children's advice to those in Year 3 could be used to assess whether the children understand the needs of a child in becoming a happy, healthy primary school leaver.

Activity 4.2 Use the children's responses to the scenarios to assess whether they understand the ways in which influence can be positive, negative or neutral.

Activity 7.1 The children's words and phrases about the twins' feelings can be used to assess their understanding of what is meant by a positive or negative body image.

Activity 11.1 The children's colour coded drawings could be used to assess their understanding of the areas of their lives as adults in which they can make a difference.

Out of School Learning

Parents may feel anxious about this area of learning for a variety of reasons. Any learning sent home should be aimed at reducing anxiety and increasing the confidence of parents/carers in giving positive messages about body image, valuing individuality etc. When introducing this topic to parents, it may be helpful to communicate with them about the language they use when with their children – for example, trying not to be critical of their own or others' bodies, or to avoid saying things like 'I shouldn't be eating this'. Encourage parents/carers to talk about feelings so that children know these are normal, acceptable and part of who they are. Some of the activities in **SEAL Good to be Me Family Activities (Gold Set)** are useful for encouraging discussion at home to build self esteem. It is important to ensure parents understand how to use them and that they are not to be filled in and returned to school like homework. Some of the activities in the unit (for example Activity 5.1) might also be suitable for sending home.

Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this symbol.

In particular in this unit it is important to be sensitive to children who may have a low self esteem, or who may have been, or are being, teased or bullied about their appearance. In addition, some children may display signs of oversexualised behaviour. It is important that clear ground rules are put in place before beginning work in this area so that children are enabled to feel safe when participating in discussion about potentially sensitive issues. Be aware also of a range of cultural and religious views which may affect adults' and children's experiences in relation to work in this unit, for example, it may influence children's views or understanding of 'attractiveness'. Families will have a broad range of ideas about what is appropriate for children to watch and read in the media at this age. Ensure that any examples (e.g. *films, magazines*) you use are consistent with school policies and that parents/carers are kept informed about teaching and learning as well as about any responses by the children which may give you cause for concern.

Factors which might adversely affect body image include touch deprivation (a lack of holding and hugging) and teasing about appearance as a child. It is therefore important to be sensitive to all children in the class, but particularly those who you know may have experienced, or still be experiencing, this as part of their family life, or those who are experiencing teasing or bullying at school. It is important too that you monitor carefully the children's response to teaching in this unit and provide reminders of work on **Networks of Support** (see the **Teaching Guidance**) as well as opportunities for children to express concerns individually, perhaps through using a worry box or similar system.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide.

Linked Units

AB 5/6 Anti-bullying

ME 5/6 My Emotions

DC 5/6 Diversity and Communities

FF 5/6 Family & Friends

SR 5 and **SR 6** Sex & Relationships Education

WT 5/6 Working Together

BB 5/6 Beginning and Belonging

Contents

Section A - What does attractive mean? 4

1. To explore why certain characteristics contribute towards people's views of attractiveness.
2. To explore through survey data how some children and young people currently feel about themselves.

Section B - Priorities 6

3. To explore life priorities and understand how these affect choices about how time and money is spent.

Section C – Influences around us 7

4. To develop understanding of various influences (including that of the media) on people's views of themselves.
5. To investigate the idea of 'fashion' and what makes something 'fashionable', popular or desirable.
6. To compare how people can be represented and viewed differently through a range of media.


Section D – Our personal body image and that of others 12

7. To understand what is meant by a "positive body image" and to reflect on their perception of themselves.
8. To recognise how they can develop a positive frame of mind and how this affects body image.
9. To identify possible steps that might help them to address their own body image positively.
10. To be aware of the link between changes (physical and emotional) at puberty and how they might view themselves or feel about themselves.
11. To know what is possible and desirable to change about themselves.

Section E – Processing the learning 17

12. To understand what they have learned and be able to share it with others.

Section A - What does attractive mean?

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>1. To explore why certain characteristics contribute towards people's views of attractiveness.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> say what I think makes someone attractive know what other people think is attractive say what the media tends to portray as attractive know that attractiveness is 'subjective', <i>i.e. we do not have to all like the same characteristics in people</i> 	<p>1.1 In a Round, use the sentence stem: <i>An attractive person...</i> When everyone has had a turn, explore some of the children's responses by finding out if others agree. Establish that the idea of 'attractiveness' is subjective, <i>i.e. we can all have different views of it</i>. Show the children a range of photos of people whom the media presents as attractive. Brainstorm with the children some words you could use to describe or which you might associate with these people (<i>e.g. slim, thin, make up, smiling, active, confident, shiny hair</i>). Also explore with the children what other characteristics of famous people we know about, <i>e.g. we may know they are famous for being good at sport, singing, acting, cooking etc</i>. Point out that if we met any of these people, there may be other reasons why we find them attractive, <i>e.g. friendly, make us laugh, kind etc</i>. Establish that attractiveness is not just about looks.</p> <p>1.2 Look at how views of attractiveness have changed over time, <i>e.g. Elizabethan women with chalk white faces and Victorian gentlemen with large moustaches, Renaissance art where bodies are more curvy</i>. Show some photos from current magazines which depict men and women. Imagine someone from the Victorian or Elizabethan era travelled forwards in time and had to work out what people nowadays thought was attractive. Make a list with the children. Ask them to write a postcard or diary entry explaining what is attractive in modern times.</p>	<ul style="list-style-type: none"> For using Rounds, see the Teaching Guidance. As you begin work on this unit, it is important that children have the opportunity to revisit the class ground rules and maybe add any extra ones the children think are necessary. For information about developing Ground Rules, see the Teaching Guidance. There may be children for whom learning in this  area is particularly difficult due to their own physical appearance and how they feel about it, due to previous experience of bullying, or due to especially low self esteem. See 'Fashionable body: a brief history' www.dove.co.uk/en/Tips-Topics-and-Tools/Articles-and-Advice/Fashionable-body-a-brief-history.aspx

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>2. To explore through survey data how some children and young people currently feel about themselves.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> know some statistics about children at their school (or locally) in relation to self esteem and body image suggest some reasons why children are reporting certain feelings and behaviours suggest some ways in which the school could support children in these areas 	<p>2.1 If your school has taken part in the Health Related Behaviour Survey, look together at the results for the questions asking children:</p> <ul style="list-style-type: none"> If they want to lose/put on weight If any of these people listed have talked to them about body changes as they grow up? How much they worry about a) the way they look and b) body changes as they grow up? Do they think they are being picked on or bullied because of a) the way they look or b) the clothes they wear? If there are lots of things about themselves they would like to change? If they spent time watching TV after school/ spent money on magazines? <p>Discuss which of these has the most significant statistics for your particular school. Ask the children to come up with further questions on these topics which would help them to gather more information from the children, especially finding out what some of the reasons are for these results.</p> <p>2.2 Ask the children to work in groups or pairs to draw a happy, healthy Year 6 child leaving primary school, including labels and drawings to show the skills and attributes you think they should have, as well as how you would like them to feel about themselves. Then ask the children what they would need during their time at primary school to help them become this person, <i>e.g. loyal friends, strategies for when things go wrong, support from adults, teaching, time to relax</i>. Ask the children to consider what sort of advice they might give a Year 3 child so that they leave primary school as that happy, healthy Year 6 child they drew initially. They could present this advice in speech bubbles, as a letter or postcard, or as a Powerpoint presentation or Wiki. A</p> <p>2.3 Using their findings and suggestions from Activities 2.1 and 2.2, ask the children to brainstorm ways in which the school already helps them to feel good about themselves, <i>e.g. giving individual feedback about their work, giving rewards such as stickers, achievement assemblies, noticing their kind behaviour, having school/classroom rules about treating people fairly and listening to each other, having a worry box, running Circle Time, giving their views through School/Class council</i>. Ask the children to work in pairs to come up with any new suggestions about what the adults in school/they themselves could do to improve on this so that all children feel valued.</p>	<ul style="list-style-type: none"> If your school has not taken part in the HRBS, you can get more information about this – see Resources to Support this Unit. <p>• For information about using a Wiki, see the Teaching Guidance.</p> <p>• For information about Circle Time and Worry Boxes, see the Teaching Guidance.</p>

Section B - Priorities


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>3. To explore life priorities and understand how these affect choices about how time and money is spent.</p>	<p>To be able to:</p> <ul style="list-style-type: none">• identify which priorities take most of my time and attention at the moment• say how these might change over time or in different circumstances• know how I could change these myself if I wanted to	<p>3.1 Give each child a copy of the set of Life Cards. Ask them to reflect on their lives at the moment and to score each area 1-6, with 6 meaning it takes up a lot of my time and attention and 1 meaning it takes up very little of my time and attention. The headings are deliberately vague so that children can interpret them as they wish, but you may prefer to begin the session with some discussion around these. Ask them to discuss their scoring with a partner and explain why they have given certain scores. Ask them to discuss too what might change this order, if they are happy with the balance at the moment, and if not, what they could do to change it. Ensure the children know that there are no right and wrong answers. As a whole class, discuss how these priorities might affect how we spend our time and money.</p>	<ul style="list-style-type: none">• See Resource 1 for Life Cards.

Section C – Influences around us

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>4. To develop understanding of various influences (including that of the media) on people's views of themselves.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> suggest some ways in which people can be influenced about their appearance, including what they wear say which of these has the most influence on my decisions on various occasions suggest the messages which are being given to viewers by certain television programmes including 'makeovers' say how the messages are sometimes different for boys and girls know that there are codes of practice for advertising 	<p>4.1 Give each child (or pairs of children) a copy of Influences with the cards ready cut, or ask the children to cut them out. Ask the children to place the two blue cards (most influence, least influence) at opposite sides of the table. Tell the children a scenario, <i>e.g. a family wedding, a friend's party, an older brother's party, an inter-school sports event, a cinema trip</i>. Ask them to order their green cards according to who will have different levels of influence on what they choose to wear at this event. Ask them to consider who or what has most influence on our decisions about what to wear/our appearance: media, role models, school, friends, family? You could use Resource 4 to record the children's views on the interactive whiteboard.</p> <p>Discuss with the children the fact that it is normal to be influenced by a range of people and for these influences to change over time and depending on the situation. Ask them who they think influences their parents/carers about their appearance.</p> <p>4.2 Organise the children into pairs and give each pair one of the Scenarios from Resource 3. Ask them to discuss a) what is influencing the person and b) whether this influence is positive, negative or neutral. You may wish to record their decisions on the interactive influences whiteboard version. A</p> <p>4.3 Ask the children to identify some television programmes which are about people's appearance, whether fashion, weight or make up. Show them some adverts from Youtube and ask them what 'message' is being given, <i>e.g. if you wear these clothes you will have fun; if you buy this make up, you will be popular with boys; if you use this deodorant, you will be good at sport; if you use this hair gel, it will make your hair look great</i>. Then ask them to identify the message being given by the television programmes identified earlier, <i>e.g. You aren't good enough as you are; Dressing differently can make you more confident; Changing the way you look can change your future; Anyone can be beautiful; Looking after yourself is positive</i>. Display these messages on the board and ask children to discuss to what extent they are true. Ask them to think of some messages they would like to give to children and young people which may be contradictory to those given by the media, about happiness, achievement, confidence, character, <i>e.g. Who you are on the inside is more important than your appearance, Be yourself, Being happy does not depend on how you look, Being different is positive</i>.</p>	<ul style="list-style-type: none"> See Resource 2 for Influences. It may also be appropriate to discuss with the children how someone might feel if their mum or dad kept reinforcing a message, <i>e.g. you're just like your granddad</i>. Ask them how this might influence their decisions. See Resource 4 for Interactive Influences. <p>• See Resource 3 for Scenarios. See Resource 4 for Interactive Influences.</p> <ul style="list-style-type: none"> This links with work in Healthy Lifestyles units about advertising. However, be wary of combining the topic of healthy eating and physical activity with that of body image (see Notes for Staff). Discuss with the children that messages given by the media might be positive, negative or neutral, and that those watching will interpret them in different ways. Valuing difference is covered in units DC 5/6 Diversity and Communities and FF 5/6 Family and Friends. This links with work on the ways in which the media present people, physically and in writing, under learning objective 5.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>4.4 Give the children several copies of pages from magazines, especially adverts, depicting men and women, boys and girls. Refer back to activity 1.2, where the children talked about what is fashionable according to magazines. Ask them to discuss with a partner what messages these pictures are giving to boys and to girls. Ask if there are some messages which are the same and others which are different, <i>e.g. boys are expected to be physically strong and sporty and girls to be slim and wear make up etc.</i> Discuss with the children how these images may have been changed before being published. Show a film which demonstrates these changes.</p> <p>4.5 Explain to the children that those who create adverts have to comply with certain rules. Ask them to suggest why they think this is (<i>e.g. so people will not be misled, distressed, offended, or have unrealistic expectations as a result of an advert</i>). Provide children with some key principles from the Children section of the BCAP Code, checking that they are understood by all, and then show some adverts recorded from the television. Ask them to check the advert against the Code of Practice statements and to say whether there is anything they might be unsure about a younger child (<i>e.g. aged 5</i>) seeing and why.</p>	<ul style="list-style-type: none"> Search for 'Evolution of Beauty – Dove campaign for real beauty' (see Sources of Information and Support) on Youtube www.youtube.com or follow the link www.youtube.com/watch?v=IHqzlxGGJFo. Youtube can be a useful resource for showing video clips, but is not designed specifically for children, therefore teachers need to choose clips carefully and check thoroughly beforehand that the content is appropriate. If you are using clips from Youtube, you may choose to view them through a service such as www.safeshare.tv, to give you more control over what the children see on screen. The UK Code of Broadcast Advertising (BCAP Code) can be found at www.cap.org.uk/The-Codes/BCAP-Code.aspx Choose <i>General Sections</i> and then <i>05 Children</i>. Ensure you follow your school's procedures for informing parents before showing children television content.
<p>5. To investigate the idea of 'fashion' and what makes something 'fashionable', popular or desirable.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> explain what 'fashionable' means and know that this can change over time say what I admire in others, whether famous or known to me understand that we might look up to others because of various aspects of their character, and that often these do not relate to appearance 	<p>5.1 Ask the children to work in pairs to devise a short questionnaire for using with Year 1/2 about their likes and dislikes about how they spend their time at home. Find out about the most popular toys and games for this age group, including those which they do not own but would like to (<i>e.g. might be on their Christmas list</i>). Look at the findings together and decide if any of these choices are related to what they watch on television/at the cinema. Ask the children to compare the results with toys and games which would have been popular when they were in Year 1. Discuss what has changed and what has remained the same. Encourage them to identify how their choices are influenced by friends as well as the media.</p>	<ul style="list-style-type: none"> You could include playground activities/ crazes in this questionnaire.


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>5.2 Look at a range of teenage fashion over the last few decades. Discuss with the children how each generation thinks that they are the most fashionable. Look for patterns too, <i>e.g. flared trousers, footwear</i> where fashion 'repeats' itself several years later. Ask the children to think of a new 'trend' that they could start in the school playground at break times (with agreement from adults), <i>e.g. tucking trousers into socks, wearing a hat, putting a green dot on their cheek</i>. Ask them to observe other children's responses over time, <i>e.g. they might laugh to start with, then just watch, then more and more might join in</i>. Ask them to then see if they can change the trend, either by stopping it or by starting something else. Discuss whether this would be different if Year 2 started a trend – who might follow it? Use the experiment and resulting discussion to emphasise how quickly fashions can change and how anyone can influence them, especially if they are older or have more 'status' in the eyes of others.</p> <p>5.3 Ask the children to think of someone they look up to, either known personally to them (an older friend or family member) or someone famous. Give each child several post-it notes and ask them to note on each one a reason why they look up to that person, <i>e.g. they are kind, they are good at running, they are always thinking of others, they play the drums brilliantly</i>. Collect in the post-it notes and sort them under 3 headings – <i>Appearance, Skills</i> and <i>Character</i>. Talk about how many there are of each of these in each category (there will probably be fewer in the <i>appearance</i> section.) Ask the children to discuss how they might be inspired by these things, <i>e.g. they might practise music or sport more regularly to improve, they might try to do something for someone else every week</i>. Discuss how people sometimes try to look like their role model, <i>e.g. by dyeing their hair, wearing similar clothes</i>. Gather the children's views on this, whether the person is being influenced positively, negatively or it is neutral, and on what might follow if they take it to a more extreme level. Help the children to recognise that being influenced by others is not necessarily negative and that it can be inspirational and help them to change positively, in terms of their character or skills.</p>	<ul style="list-style-type: none"> You could choose someone you as teacher look up to first, and as a class decide together on the reasons for this. This will give the children an example to work from.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>6. To compare how people can be represented and viewed differently through a range of media.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> say what you can find out about someone from a photo, and what you can't explain that someone's character is more important than their appearance, and that this might take time to get to know explain how individuals and the media can present themselves in different ways, both visually and in writing 	<p>6.1 Show the children a photo of a person they don't know or won't recognise. Ask them what they know about the person (<i>e.g. height, hair colour, eye colour, approximate age</i>). Then show a picture of someone they know (<i>e.g. you or another adult in the school</i>) and ask them again what they know about the person. Establish that a person's appearance tells you very little about them. Ask the children to use the body template to create an individual picture of themselves, folded so there are 2 body shapes with a fold/join down the left hand side so that it can be opened up like a birthday card. Once the children have coloured/collaged the outside, choose a few children a day over a period of a couple of weeks. Ask the child to leave the room for a short while and ask the other children to contribute positive words and phrases to describe that person. As teacher, you write the comments on the inside of the card. Give each child a paperclip or short piece of ribbon to 'seal' their card. Remind them that what is 'inside', <i>i.e. our character</i> is more important than the 'outside'.</p> <p>6.2 Show the children a photograph, a portrait and a cartoon/caricature of a famous person. Ask the children to spot differences between the 3 pictures and to look at what has been emphasised in different versions. Ask them to what extent each provides a true representation of the person. Discuss how photos can be altered too. Remind the children that we also present ourselves in different ways on different occasions (<i>e.g. at home, at a party, at school</i>). This can be to do with our appearance, but also our behaviour. Ask the children to work on self portraits in different styles to show themselves in different ways. This could be done through different facial expressions or by showing themselves wearing different clothing, or in different situations, such as school, a friend's house, a sports event.</p>	<ul style="list-style-type: none"> See Resource 5 for Body template. The children could take these 'body templates' home with them and ask family members to add to the descriptions of them. This is similar to Special Day (see the Teaching Guidance). Make sure that you have clear Ground Rules in  place for this activity. For more information, see the Teaching Guidance. One way of accessing such pictures would be through a Google image search. See www.google.co.uk and use <i>Images</i>.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>6.3 Organise the children into two groups, A and B. Give those in Group A just Description A from Descriptions and Group B just Description B. Use the questions from the resource sheet and ask all the children to complete the answers. Compare results. Discuss the fact that it is possible to represent the same person in different ways, and that we can't always tell what is the truth about somebody. Discuss why the media might portray someone in a particular way, e.g. <i>if they want people to like/dislike/vote for/vote against them</i>. In Circle Time, ask the children to complete the sentence stem in paired discussion: <i>If you met me for the first time..... (place, time or with a friend/family member), you might think I was.... (character trait), but actually I can be.... (character trait)</i>. For example, <i>If you met me for the first time on a Saturday morning you might think I was lazy, but actually I can be very active; If you met me for the first time with my friends, you might think I was quiet, but actually I can be very noisy with my younger brother</i>. Once the children have had chance to discuss in pairs, ask them to share their sentences with the class.</p>	<ul style="list-style-type: none"> • See Resource 6 for Descriptions. • For Circle Time, see the Teaching Guidance.

Section D – Our personal body image and that of others


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>7. To understand what is meant by a “positive body image” and to reflect on their perception of themselves.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • explain what a positive body image is • reflect on my own feelings about my physical appearance 	<p>7.1 Put up on the board a definition of body image, such as <i>Body image is the mental picture we have of our physical appearance and how we feel about it</i> or <i>Body image is what we believe and feel about how our body looks and how we think it might be viewed by others</i>. Ask the children to imagine identical twins aged 13. They are the same height and weight and wear similar clothes. Twin 1 has a positive body image and twin 2 has a negative body image. Ask the children to suggest words and phrases for how twin 1 might feel about how their body looks and then repeat for twin 2. Write these words under the headings <i>Positive body image</i> and <i>Negative body image</i>. Challenge the children to think as broadly as possible, including aspects of the whole body and face, which the twins may feel positively or negatively about. Ask them to include a range of vocabulary for different feelings and discuss whether some words represent stronger feelings than others, e.g. <i>feeling unhappy</i> or <i>feeling despairing</i>. Ask the children to reflect on whether they can identify with any of the feelings or phrases on either list. Reassure them that they do not have to share this with the class but encourage them to think about sharing their reflections and concerns with someone in their Network of Support. Also see activity 8.1 which may help children to address these negative feelings. A</p> <p>7.2 Remind the children about the twins and especially the words for the feelings of each twin. Ask the children to suggest how each twin might show these feelings in their behaviour and body language. Ask them to imagine the twins have been invited to a birthday party and are deciding what to wear. In pairs, ask them to take on the roles of each twin and role play the conversation about what to wear. Ask some children to volunteer to show their role plays to the class. Discuss as a whole class how twin 1 (with positive body image) might help twin 2 to feel better about him/herself.</p>	<ul style="list-style-type: none"> • Networks of Support first appear in unit BB 5/6 Beginning and Belonging. For further information, see the Teaching Guidance. • You may already have systems in place in the classroom such as worry boxes (see the Teaching Guidance) or bubble time which would enable children to communicate worries or uncomfortable feelings about this area. You may consider reminding the children of these systems, or using this as an opportunity to develop these systems to ensure children are confident about ways they can approach adults in school for support. • The children's role plays (see the Teaching Guidance) could be filmed and then played back, pausing them for the children to observe and discuss facial expressions and body language etc.. See Using Film in the Teaching Guidance.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>8. To recognise how they can develop a positive frame of mind and how this affects body image.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> describe what might lead to a positive or negative body image suggest how I can develop and maintain a positive frame of mind, especially in relation to my body recognise how body image might affect others' behaviour and know how to respond to this 	<p>8.1 Look back at the work done in Activity 2.2 about what makes a healthy, happy Year 6 child. Ask them to consider what that child would need in order to develop a positive body image, <i>e.g. knowing that character is more important than appearance, feeling confident, having good friends, having supportive family members and teachers, having positive interests and hobbies to spend time on.</i> Ask them what sorts of things might lead to a negative body image, <i>e.g. unrealistic photos in magazines, negative comments from others, being picked on/bullied because of appearance.</i> Invite the children to suggest how they could make the most of the positive/helpful things in their lives and make the negative parts smaller, (<i>e.g. telling someone if bullying is happening, spending more time with friends who make you feel positive about yourself.</i>)</p> <p>8.2 Ask the children to work in pairs and list as many things as they can which their bodies can do and then brainstorm them as a class, asking them to tick ideas others have had on their own list. Ask the children to choose one idea each, write the word in large colourful letters and then illustrate it. Ask them to create some slogans about how amazing our bodies are and display them with the words. Ask the children how we should be treating our bodies, given that they are so busy. Ask them to suggest some ways we can look after our bodies, <i>e.g. keeping clean, getting enough sleep, resting when ill, exercising, giving them food for energy etc.</i> Make a note of these suggestions and ask the children to choose one which they are going to work on so that their body is even better looked after. Encourage them to tell a friend which one they have chosen to work on.</p>	<ul style="list-style-type: none"> Remind the children again that difference is positive and that we all need a sense of belonging and therefore need to value this difference in each other. This links with work in units DC 5/6 Diversity and Communities and FF 5/6 Family and Friends. Ensure children know they should talk to you or  another adult in school if they are concerned about anyone, <i>e.g. a child tells you they are trying to lose weight</i> – this may be legitimate, but check that an adult such as a parent/carer and/or health professional is monitoring the situation and that the positive side is emphasised such as trying a new sport or becoming more active. Activity 8.2 links to work in SR 5 and SR 6 Sex and Relationships Education and HL 5/6 Healthy Lifestyles about looking after our bodies.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>8.3 Ask the children to think about things others have said to them which have made them feel good about themselves, e.g. <i>You are good at...; Please will you come over to my house after school next week; You really helped me yesterday, thank you; I like the way you...</i> Ask them to think about why it made them feel good, e.g. <i>they were accepted by that person, they felt more confident in their own abilities</i>. Point out that some people are better than others at saying these things and that you may have to teach people to do it by example, i.e. by saying good things to them. Suggest to children that they try keeping a 'diary' record of positive comments from others, and record their own successes there too, i.e. effectively give themselves a compliment. They could also record things they have enjoyed, however small, each day. Looking back at this 'diary' may be a good reminder when their frame of mind is less positive. Discuss with the children how their feelings about themselves might have an impact on their behaviour and their relationships with others.</p> <p>8.4 Use the case studies and ask the children to suggest a) what might have triggered each person to feel like that, b) what advice could you give them in regaining a positive frame of mind and c) how this will help them.</p>	<ul style="list-style-type: none"> • See Resource 7 for Case Studies.
<p>9. To identify possible steps that might help them to address their own body image positively.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • know how to address my own body image positively • say some changes which have happened over time, especially those I am pleased/ proud about • know that making a good first impression is important, but that this does not need to cost money 	<p>9.1 Ask the children to consider body image as a continuum, i.e. very poor body image would score 1 and very positive body image would score 10. Ask them to think about where they would place themselves on the continuum today. Ask them also how that might change on different days and in different situations. Brainstorm some ways of moving up the continuum (referring back to ideas from the activities from Learning Objective 7).</p>	<ul style="list-style-type: none"> • You could use the letters from Resource 8 Dear Sam and ask the children to score those children's body image. This may be helpful if you think children might benefit from considering this issue 'at a distance' rather than reflecting on their own body image. • Sometimes with continuums (see the Teaching Guidance), you would ask the children to place themselves on a physical line. In this case, as the subject is a sensitive one, it is suggested children do this individually by thinking about it, only sharing what they feel comfortable with. They could record it on paper to refer back to.



Guidance, you would ask the children to place themselves on a physical line. In this case, as the subject is a sensitive one, it is suggested children do this individually by thinking about it, only sharing what they feel comfortable with. They could record it on paper to refer back to.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>9.2 Ask the children to bring in a series of photos of themselves from very young to the present day. Ask them to identify changes which have happened, including physical changes. Organise the children into pairs and ask them to talk to their partner about a change they feel happy with, e.g. <i>I am now a really good swimmer; When I was in Reception I was not good at sharing, now I am much kinder to others; I used to find reading really difficult but I've worked hard at it since Year 2; I didn't smile much as a baby but I do now.</i></p> <p>9.3 Remind the children of the phrase 'Don't judge a book by its cover'. Ask them to think about situations where people do judge each other on first appearance, e.g. <i>when we go somewhere new, like a club; at a job interview; on our first day at secondary school.</i> Remind the children that although we want people to get to know us before making a judgement, the first impression is always going to be important too. Ask them to think about how we make a good first impression without having to spend lots of money on make up or new clothes – e.g. <i>smiling, making sure you are clean and have clean clothes, have brushed your teeth, walking confidently etc.</i></p>	<ul style="list-style-type: none"> Be aware of adopted children, children who are looked  after or others who may have no photos available. This links with work the children may have already completed in SR2 Sex and Relationships Education in Year 2, about changes since they were babies.
<p>10. To be aware of the link between changes (physical and emotional) at puberty and how they might view themselves or feel about themselves.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> be aware of how boys' and girls' bodies change at puberty and how this can affect body image explain how people have stereotypes of how a man or a woman should look and behave know that I have a choice about some aspects of the kind of adult I grow into 	<p>10.1 Brainstorm with the children as many changes as they can think of which happen to their bodies (male and female) at puberty. Remind them of emotional changes as well as physical. Organise the children into single sex pairs (or small groups) and give each pair a letter from Dear Sam. Ask each pair to answer:</p> <ol style="list-style-type: none"> how is the person feeling about themselves and why? what is their body image like? what advice would you give them? <p>Ask each pair to read their letter and then feed back their findings. Discuss with the children how those writing the letters have been affected by puberty, particularly in relation to their body image.</p>	<ul style="list-style-type: none"> Ensure you have delivered the unit SR 5 Sex and Relationships Education before completing these activities. Also ensure that teaching and discussions are consistent with your school's Sex and Relationships Education Policy. See Resource 8 for Dear Sam.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>10.2 Show the children the Cartoons, one at a time. Ask them why they think the adult is saying that to the child and what they might mean by the phrase. Explore with the children what they think it means to 'be a man' or 'be a woman', according to a range of people, including the media. In what ways are these seen differently by different families? At the end of the discussion, establish with the children in what ways they think they will change over their teenage years in order to become an adult. Check whether any of these are gender specific or if they are more general and include things such as taking more responsibility. Ensure children know that they have choices in this, and that choosing some of the 'stereotypical' ways of being a man or a woman is fine, as is choosing the opposite. The main message for children is to 'be yourself' and make choices for yourself, even though you are likely to consider other people's opinions and media views along the way.</p>	<ul style="list-style-type: none"> • See Resource 9 for Cartoons. • This links with work in units SR5 and SR6 Sex and Relationships Education about body changes as they grow up. • There are also links with unit DC 5/6 Diversity and Communities about exploring identity and unit AB 5/6 Anti-bullying which addresses stereotyping and gender based and homophobic bullying.
<p>11. To know what is possible and desirable to change about themselves.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • describe what I would like my future to look like • understand that there are ways in which I can contribute to my future • know that my ideas and hopes might change over the years 	<p>11.1 Ask the children to draw a picture of themselves as an adult and surround the drawing with pictures and words to describe what their life will be like. If the children need more guidance, suggest they consider headings such as <i>Relationships, Location, How they spend their time</i>. Once everyone has a picture, ask them to colour code their pictures and writing, with green marking those which are achievable, orange those which might be achievable and red those which will be more down to chance and might vary over the years (such as feeling happy). For the green and amber areas, ask them to discuss with a partner what they will need to do now and as a teenager in order for those things to be possible. Ask them to make a note of these and then gather some feedback as a whole class. Establish with the children that there are some ways we can work towards this future now, and that there are other aspects of the future which will be down to chance. A</p> <p>11.2 Invite an adult into the classroom and ask the children to interview them about their hopes and aspirations when they were a teenager and how these have changed or not over the years.</p> <p>11.3 Ask the children to note down some changes about themselves that they'd like to make, e.g. <i>I'd like to be a faster runner; I'd like to learn to cook better; I'd like to make some new friends</i>. Then ask them to work out small ways of working towards this change.</p>	<ul style="list-style-type: none"> • This has links with work in unit WT 5/6 Working Together and SEAL Going for Goals. • Ensure the adult is prepared as to the nature of the activity and the learning you'd like the children to gain as a result of the visit. Always follow your school's policy on Use of Visitors. • This links to work in WT5/6 Working Together about setting goals and knowing how to go about working towards them.

Section E – Processing the learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>12. To understand what they have learned and be able to share it with others.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • say what I have learned • share my ideas with others 	<p>12.1 Read the picture book A dinosaur called Tiny and stop at the page where Tiny sat on a little rock, feeling sorry for himself. Ask the children to identify the events which have led to Tiny feeling like this about himself. Then read up to where Archie offers to play with him. Ask them why it is so significant for Tiny that Archie says he wants to play not because he's small but because he likes him. Read to the end of the story and ask the children how Tiny feels about being small by the end of the story and why he feels like this. Tyro (the large dinosaur rescued by Tiny) is very grateful to Tiny, but suggest to the children that he does not feel good about himself because he is big. Ask the children to work in pairs to write a letter to Tyro encouraging him to feel better about his size and suggesting things he could do when he feels negative again in the future.</p>	
		<p>12.2 In Circle Time, ask the children to reflect on their learning in this unit, reminding them of some of the activities. Ask them to talk to a partner about what has been most significant to them from the unit, and how this learning might change how they view themselves or their future. Ask those children who feel comfortable doing so to share their reflections with the class.</p>	<ul style="list-style-type: none"> • For information about Circle Time, see the Teaching Guidance.
		<p>12.3 Ask the children to complete the Body Image Review sheet and then to discuss their responses with a partner.</p>	<ul style="list-style-type: none"> • See Resource 10 for Body Image Review.

Resources to Support this Unit

The following resources are included in the BI 5/6 Resource Pack linked to this Unit:

1. Life Cards
2. Influences
3. Scenarios
4. Interactive Influences
5. Body Template
6. Descriptions
7. Case Studies
8. Dear Sam
9. Cartoons

These resources are directly referenced within this unit:

Dove www.dove.co.uk

Dove have a Campaign for Real Beauty and a Self-Esteem Programme, and they provide confidence-building programmes and messages that embrace all definitions of beauty.

Health Related Behaviour Survey Schools Health Education Unit
This survey uses the Health Related Behaviour Questionnaire with Year 5 and 6 pupils in some schools.

For information about the HRBQ in Cambridgeshire, including the Cambridgeshire results, contact the PSHE Service.

For information about the HRBQ nationally, go to www.sheu.org.uk

A dinosaur called Tiny Alan Durant

These may also support work on this unit:

Body Image in the Primary School Nicky Hutchinson & Chris Calland (published by Routledge)

SEAL [Good to be me Year 5/6 \(Green\)](#)

SEAL [Going for goals Year 5/6 \(Green\)](#)

Eric! The hero? Chris Wormell

Small Knight and George Ronda Armitage and Arthur Robins

Brontorina James Howe

Sources of Information and Support

Teacher Guidance: Key standards in teaching about body image

<https://pshe-association.org.uk/uploads/media/17/8121.pdf>

Produced by the PSHE Association in March 2015.

Reflections on body image www.ymca.co.uk/bodyimage/report

A report by the All Party Parliamentary Group on Body Image

Dove www.dove.co.uk – mums and mentors – self esteem workshop and activity guides (some for 10-14 year olds).

Girlguiding UK girlsattitudes.girlguiding.org.uk/home.aspx

Girls' Attitudes survey – Girlguiding UK's comprehensive study of the views and opinions of girls aged 7-21 across the UK in 2011.

The survey looks at girls' attitudes on five themes:

- family and relationships
- society, culture and community
- health and wellbeing
- education, training, skills and careers
- environment

Beat www.b-eat.co.uk

Information and help on all aspects of eating disorders, including Anorexia Nervosa, Bulimia Nervosa, binge eating disorder and related eating disorders. Beat provides helplines, online support and a network of UK-wide self-help groups to help adults and young people in the UK beat their eating disorders.

Gok's teens www.channel4.com/programmes/goks-teens-the-naked-truth

In Gok's Teens: The Naked Truth, Gok continued his commitment to get teenagers the help and support they need to deal with personal issues through Body Confidence lessons in school.

Changing Faces www.changingfaces.org.uk

A charity for people and families whose lives are affected by conditions, marks or scars that alter their appearance. They have an education section and an area for parents on their website.

Teachers TV film www.proteachersvideo.com/Programme/4888/action-teacher-video-primary-pshe and search for *body image*.

In this episode of Action! Teacher Video, Darren Powell presents his short film,

Body Image for Beginners, part of a unique showcase of videos made by teachers about their work in schools. He uses his video to demonstrate how a topic on body image is developed in a Year 5 class.

Media Smart www.mediasmart.org.uk

Media Smart is a media literacy programme for school children aged 6 - 11 years, focused on advertising. Go to *Teachers* and then *Our Materials* for a body image lesson, providing an introduction to the role of the media and advertising in influencing young people's perception of body image. They also provide a pack for parents/carers.

This Girl Can www.thisgirlcan.co.uk

This campaign by Sport England aims to tackle the fear of judgement which prevents many women and girls being active. They have produced a range of resources for secondary schools, some of which may be appropriate at Years 5 and 6.

Cambridgeshire Primary Personal Development Programme

Myself and My Relationships • Enrichment Unit • BI 5/6 Body Image

Contents

Resource 1 - Life Cards	1
Resource 2 - Influences	2
Resource 3 - Scenarios	3
Resource 5 - Body Template	5
Resource 6 - Descriptions	6
Resource 7 - Case Studies	7
Resource 8 - Dear Sam	8
Resource 9 - Cartoons	9

Click on the title of the resource you require.

Resource 1 - Life Cards

Relationships

Feelings

Activities

Physical Appearance

Health

Personal Goals

Needs

Resource 2 - Influences

Most influence

Least influence

Media



Role models



School



Friends



Family



Resource 3 - Scenarios



Jo is going to the school disco. Her friends are all going to wear jeans. Her mum has bought her a new skirt so she decides to wear it so as not to hurt her mum's feelings.



Hamid has been picked for the school football team. He gets to school early on Wednesday so that he can try on some school kit and find some which fits him ready for the after school match.



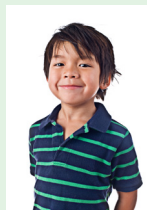
Mia has been invited to a birthday party. She wants a new top like the woman in Doctor Who was wearing but her dad says it's too expensive. Mia decides to spend some of her savings so that she can buy the top.



Jake gets on well with his older brother Cal. Cal invites Jake to go into town with him on Saturday. They will probably meet up with some of Cal's friends. Jake wants to look cool for these other boys and so asks his brother's advice about what to wear.



Tanisha is packing her bag ready for the school residential trip. She checks the kit list her teacher gave her and realises she will need to take a spare pair of warm socks so adds them to her suitcase.



Aaron does not like sport and often gets teased for being a slow runner. He has recently decided that he would be faster if he weighed a bit less and has started to give away food from his packed lunch to other children. He hopes that if he eats a smaller lunch he will be able to run faster and the teasing will stop.



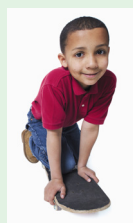
Kara and her sister Meg both wear make up every day. They like looking at magazines together to find out about new products. Meg has a paper round and can afford to buy more make up than Kara. Kara has seen a new shade of lipstick she'd like but she needs another £5 to buy it. She sneaks into Meg's room while she's out and takes £5 from her money box.



Ewan is a good tennis player. He always watches it on TV as well and has two players he likes and follows. They are both using a new type of racket at Wimbledon this year. Ewan is saving up to buy one.

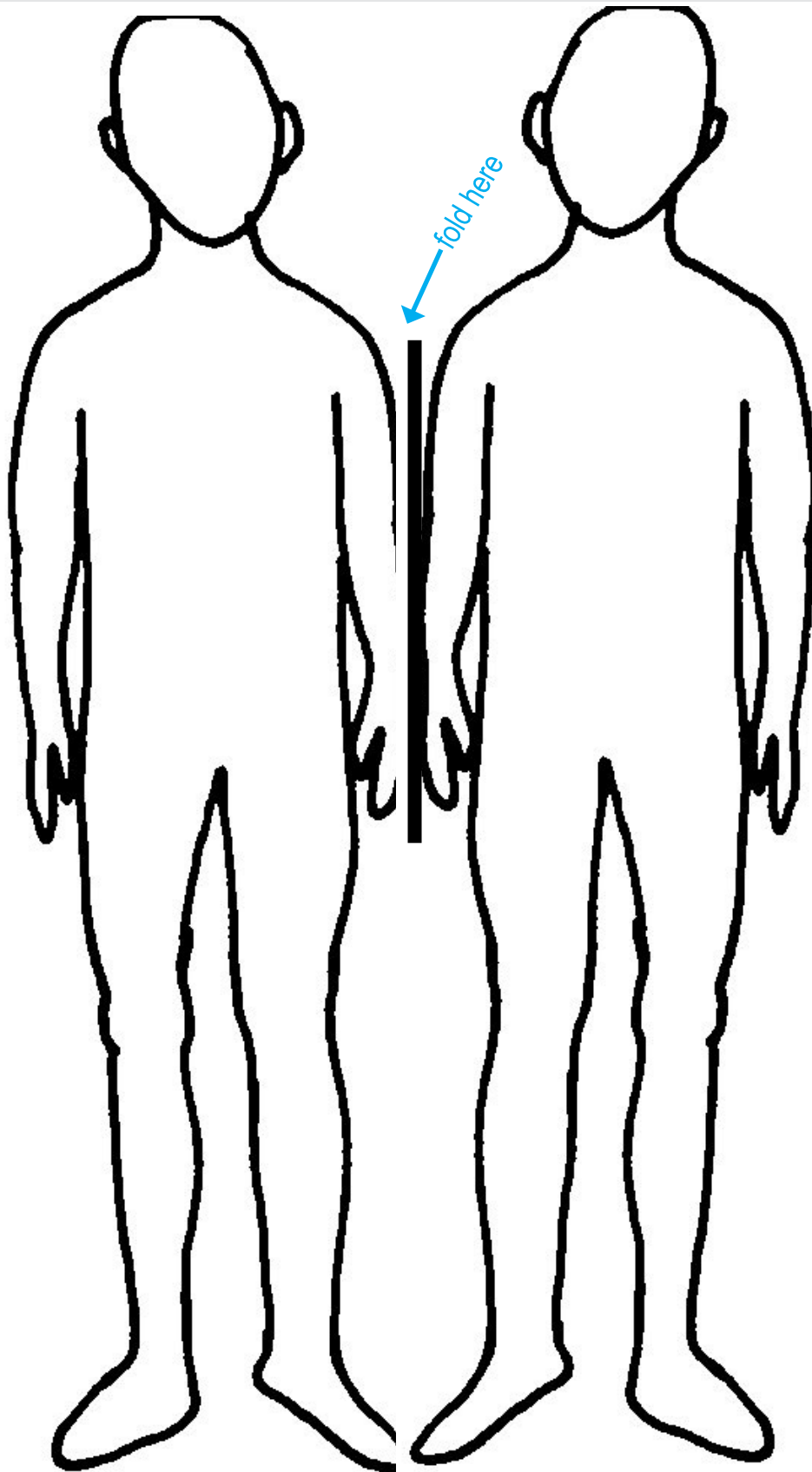


Ava's two friends Beth and Samia are really into fashion. When they get together at someone's house, they like trying on each other's clothes. Ava is not as tall as her friends and so their clothes look silly on her. She feels left out and thinks she must try to grow more quickly. She has started taking extra food from the fridge and hiding it to eat at night. Her stepmum is starting to get suspicious about why the food she buys is disappearing so fast.



Aziz is starting at a new school. He is worried about what type of shoes to wear. His old school let them wear trainers but he thinks the new school might not. He doesn't want to get into trouble on his first day but he also doesn't want to be laughed at for wearing different shoes from everyone else.

Resource 5 - Body Template



Cut around the bodies, leaving the centre line uncut so the template can be folded like a birthday card.

Resource 6 - Descriptions

Description A

Sam woke up bright and early on Saturday morning, keen to get out and about. He met his friends Dave and Becky and together they walked to the station with heavy rucksacks, chatting excitedly about the day ahead. They got to the station with plenty of time to spare and bought a cup of coffee each to drink on the train. At 10am they arrived at the Outdoor Adventure centre and put all their stuff in a locker before heading out onto the lake for a morning of windsurfing. Dave, Sam and Becky shouted to each other across the windy lake, laughing when they fell in, and enjoying the exhilaration of speedy surfing. That afternoon, they changed into their rock climbing gear and went out onto the mountainside. There was a new, challenging climb which Sam was keen to try out. It was hard work, but they persevered and all managed it by the end of the afternoon. Once they had showered and changed, they went into town for pizza at a local restaurant before going to a friend's birthday party until late. Sam had been looking forward to the party, as he'd been planning a great present for his friend and couldn't wait to give it to him.

Description B

Sam woke up feeling tired on Monday morning. Instead of getting up straight away, he pressed the snooze button on his alarm. This meant that he ended up missing the bus and was late for work. He had forgotten about an important meeting with his boss, who was cross that Sam was late, "You can be very unreliable sometimes, Sam", he grumbled. For the rest of the day, Sam sat quietly at his computer, getting on with his work. He didn't speak to anyone, apart from making one phone call to his bank. Later in the day, his boss sent him an email asking for a report which had been due in on Friday. Sam had not done the report last week. He stayed late at work but he still didn't finish it. That evening he watched television and went to bed early. He had to get out of bed again, as he suddenly remembered that it was his mum's birthday and he needed to phone her. He hoped he'd have a better day on Tuesday...

Questions

1. How would you describe Sam to someone who had never met him?
2. What do you think Sam's job might be? Why?
3. How do you think Sam spends most of his free time?
4. Is Sam usually on time for appointments? How do you know?
5. Would you say that Sam enjoys being with friends and family, or does he prefer to spend time alone?
6. Imagine you are Sam's boss. You have two jobs which you need doing: organising the office summer picnic and completing some spreadsheets about this year's spending. Would you give Sam one of these jobs? If so, which one? Why or why not?
7. If you met Sam, what might you talk to him about? Do you think he is someone you would like to be friends with? Why/why not?

Resource 7 - Case Studies

Polly has 3 older brothers who all love football and play in teams. Polly prefers to spend time reading or painting. Her mum is always telling her to get out of the house and get some exercise. Polly tells her best friend that she feels too fat and that no-one in her family likes her.

When Luca was in Reception, he had long hair. Some children in his class thought he was a girl, and older children sometimes said rude things to him. Luca has to miss a day of school as he is going to his auntie's wedding. She has asked him to be a page boy, but when Luca's mum told him this, he shouted at her and went to hide in his bedroom.

Marc lives with his dad and his older sister. Marc's dad works late a couple of evenings a week and so he and his sister usually watch TV together. Marc is small for his age and notices that teenagers in the programmes they watch are much more muscly than him. He has started to worry that there is something wrong with him, but he doesn't want to bother his dad, who is very busy.

Shannon's dad is in the army so her family have moved a lot and after Christmas she'll be starting at her third new school. Her mum says they are too busy with moving to get Shannon a new uniform, so she'll have to wear her own clothes for the first week. Shannon is not sleeping well and keeps feeling sick.

Resource 8 - Dear Sam

Dear Sam,

All my friends wear make up for school. My mum says I'm too young for make up and that I look beautiful as I am. I want to be like everyone else and we keep arguing about it. I tried hiding some in my bag and putting it on at school but my brother found out and told my mum. I am starting to get spots and make up would be a good way of covering it up. How can I make her change her mind?

Sasha

Dear Sam,

My problem is that I keep getting really angry - usually if someone is a bit mean to me or if I can't do something at school. I try not to but it's hard to hide cos my face goes very red, then I get embarrassed and go even redder. Sometimes I even feel like crying but I know the other boys will call me a cry-baby so I run off if I can.

Arun

Dear Sam,

I am the only girl in my class who wears a bra. Other children tease me, especially the boys. I have noticed that my clothes are getting a bit tight so I must be putting on weight too. I don't want to be fat and have no friends.

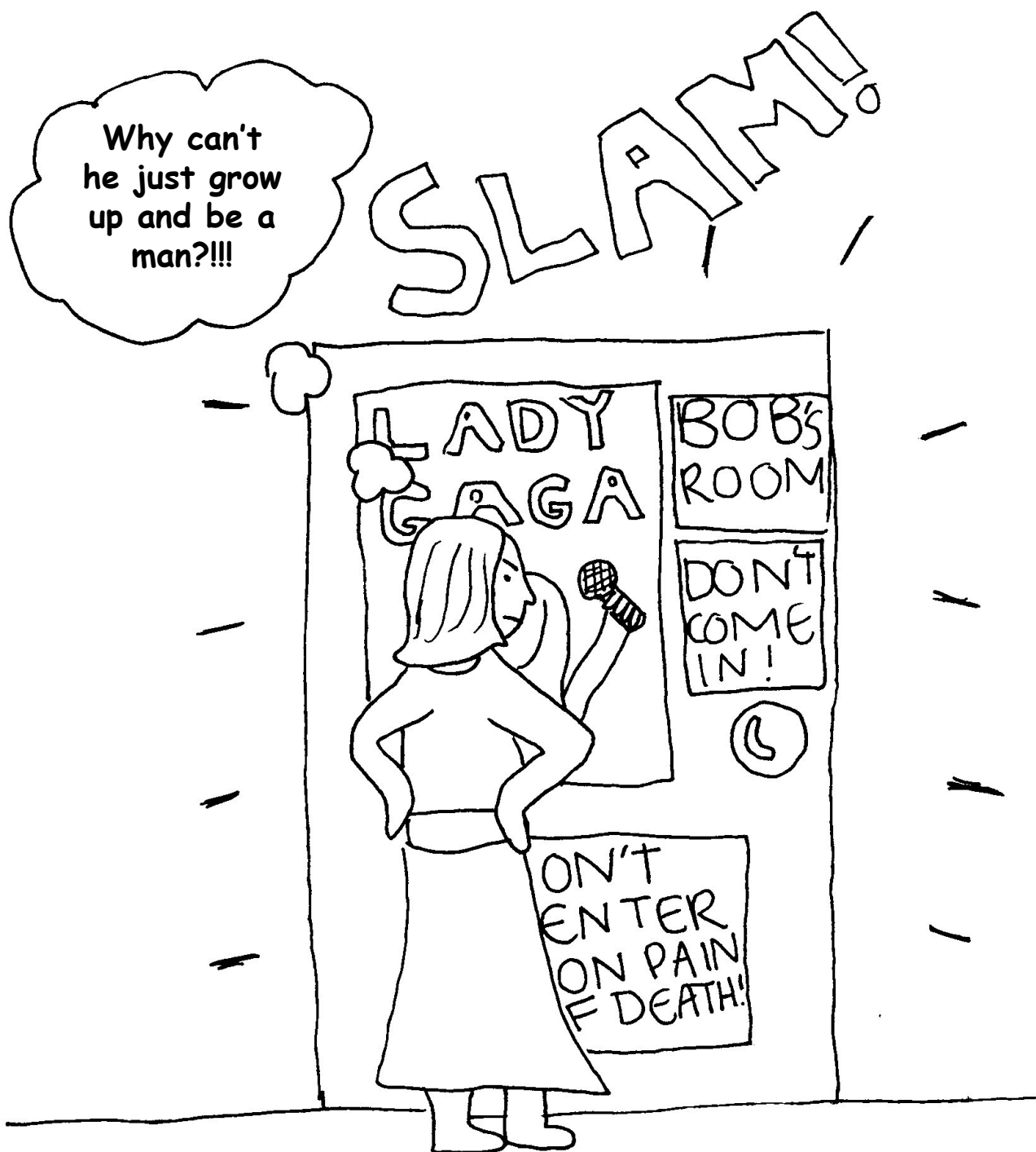
Selina

Dear Sam,

I am very small for my age and although I am a fast runner, I am not very strong. My friend Dan has bought some weights and trains every day. I would like some too, but my dad says I shouldn't worry and I will grow soon anyway.

Tom

Resource 9 - Cartoons





Resource 10 - Body Image Review



I feel like this about my body image today.				
I can talk about some things and people who influence how I feel about my appearance.				
I can identify some messages given by the media about what is attractive.				
I can say what might lead to someone having a positive or negative body image.				
I can state some ways in which I can maintain or regain a positive frame of mind.				
I can help others feel positive about themselves.				
I believe that character is more important than appearance.				
I can say what I'd like my future to be like.				

Class: _____ Teacher: _____

Myself and My Relationships Enrichment Unit BI 5/6 Body Image	R	A	G	Notes
Section A - What does attractive mean?				
1. To explore why certain characteristics contribute towards people's views of attractiveness.				
2. To explore through survey data how some children and young people currently feel about themselves.				
Section B - Priorities				
3. To explore life priorities and understand how these affect choices about how time and money is spent.				
Section C - Influences around us				
4. To develop understanding of various influences (including that of the media) on people's views of themselves.				
5. To investigate the idea of 'fashion' and what makes something 'fashionable', popular or desirable.				
6. To compare how people can be represented and viewed differently through a range of media.				
Section D - Our personal body image and that of others				
7. To understand what is meant by a "positive body image" and to reflect on their perception of themselves.				
8. To recognise how they can develop a positive frame of mind and how this affects body image.				
9. To identify possible steps that might help them to address their own body image positively.				
10. To be aware of the link between changes (physical and emotional) at puberty and how they might view themselves or feel about themselves.				
11. To know what is possible and desirable to change about themselves.				