I look great!

Year: Y6

Subjects and Issues

Being yourself Body Image Bullying
Growing and changing Media influence
Mental wellbeing and mental health
Relationships education LGBT+ Keeping safe
Deepfake Online bullying

NB: We recommended watching all four videos linked in this lesson plan first to determine whether they are suitable to show your children.

Introduction

Hands up if you can think of someone who is seen on digital media or in newspapers and magazines a lot. Make a verbal list. (This will vary, according to who is trending at the time).

Digital media - refers to any content that is created, stored, or shared using digital technology. It includes information and entertainment you can access on electronic devices like computers, tablets, phones, and digital platforms.

Next, think of some people who were always in the news when you were growing up. Tell the class and see if any of them have heard of them. The chances are that few will be known by your class.

Ask: Do all famous people stay famous? (Lots of people don't stay famous for very long!)

Ask why the people they have named are so well known. Responses will depend on who the class names at the start.

Ask what they tend to look like when they are shown in the media – well groomed, 'perfect' make up,

fashionable and often expensive clothes etc.

Thinking about celebrities, and this could include Influencers and YouTubers, too. Hands up if you think celebrities always look like this. They look ordinary most of the time and only dress up when they are at an event or for a photo-shoot.

When you see a photo of a celebrity, is it certain to be exactly how they really look? How can photos be manipulated (changed) to enhance or alter the final image?

AI (Artificial Intelligence) tools can be used to edit, change and filter images. These alterations are fake and are sometimes used to upset, anger or bully other people.

AI can also create 'deepfakes'. Deepfakes use a type of technology called 'machine learning' to create a digital version of someone. This maps a person's face and mouth movements so that it can then copy them and create fake photos or films of them.

Technology is advancing quickly, meaning we need to be look out for more realistic deepfakes appearing in digital media.

Photos can be edited to make the person look thinner, have bigger eyes, change hair colour etc.Sometimes the person looks nothing like they do in real life.

Watch the two videos showing both a male and female representation of pressures around body image.

Dove campaign for real beauty - Female version

Dove campaign for real beauty - Male version

Both videos were created by Dove to highlight the way body images are manipulated in the media and to encourage people to understand that the images we see in the media are unrealistic and unattainable.

- Do you think it's okay to change how someone looks in a picture?

How might it make young people feel when seeing people who look like this? [Want to be like them, want to look like them.]

Some young people feel there is a lot of pressure on them to look and be a certain way because of what they see on social media.

Looking at these manipulated images/photos of celebrities who have spent hours being dressed and groomed can make people feel dissatisfied with their own appearance.

Watch the video clip of friends talking (found on the right side of this page). Zane and Rina are 15 years old.

After showing the film clip, ask the children to discuss the following questions in pairs/small groups:

1. What do you think Zane and Rina were feeling when they talked about being judged by how they look?
2. Why do you think people care so much about what others post online?
3. Do you think it's fair that people are judged by how they look or dress? Why or why not?
4. If you could change one thing about how people treat each other online or in real life about how they look, what would it be?
5. What advice would you give to a friend who feels pressured to look or act in a certain way?

Activity 1 – I am Great

Explain that you are all going to do an activity that will make people feel really good about themselves.

Put the A4 pieces of paper on the wall, or on the floor or a surface. On each piece of paper write a child's name, so there is one for everyone. Give each child 4 Post-it notes, then pass the hat around so that each child takes out a name. (If they get their own, they put it back and take another).

Without saying whose name they pulled out, they write on 2 of the Post-it notes something that they like about ***the way that person is*** e.g. they are kind, happy, funny, enthusiastic, caring.

On the other 2 Post-it notes they write down what they like about ***the way that person looks*** e.g. they are smiley, have curly hair, are tall etc. They then stick all four Post-it notes on the A4 paper with the child's name on it and present it to them.

Ask:

What do you think beauty is? [perhaps talk about stereotypes and how this might affect males].

Would anyone like to share something that they didn't realise about themselves?

Was there something that made them feel good about themselves when they read it?

How did it make them feel when they were thinking about the other person?

Activity 2 – Deepfakes

Because technology is becoming more advanced and able to do new things, deepfakes are becoming more difficult to spot.

Watch the video to understand how deepfakes are created, and what to look out for. This can help remind us that not everything we see in the media is true or real.

What are deepfakes and how do they work? - BBC Bitesize

Use the Activity sheet – I look great! In small groups children can write a list of top tips to help young people view themselves in a positive way.

Extension (optional) – Affirmations

Explain that we are all different – we have different bodies, ideas, feelings, talents, interests and preferences. We all have amazing qualities, that need to

be celebrated! They make us the unique individuals that we are.

If our needs and feelings are neglected, this can be harmful to our self-esteem and self-worth.

We're going to create a list of affirmations on our SCARF-themed framed paper – positive things we can say to ourselves, about ourselves, to help us remember how important and amazing we are.

E.g.

- I am unique
- My thoughts matter
- I am more than how I look
- I can learn and grow
- Mistakes don't define me
- I deserve respect
- Pictures aren't always real. Real people don't look perfect all the time!
- I can speak kindly to myself
- I belong
- I am doing my best

Use these as part of a class display, or for children to take home and keep.

Summing up

Ask the class what they have learnt from the session(s) about body image and how it is portrayed in the media. How do they think a person should view their body? [Learn to love it, flaws and all.]

Remember - we have different bodies, ideas, feelings, talents, interests and preferences. We all have amazing qualities, that need to be respected and celebrated!

Watch the Amaze video - Bodies: Different Shapes and Sizes. All Beautiful!

Adapting lessons for learners with additional needs

Our additional Signposting and Support page provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Version History

Tue, 31 Mar 2026

- Extension activity added to explore difference and create a list of affirmations
- Key vocabulary updated: self-worth

Mon, 16 Mar 2026

- Learning outcomes updated to include peer pressure and online privacy content
- Subjects and issues updated
- Key vocabulary updated with digital media
- Introduction updated to include definition of digital media

Learning Outcomes

Children will be able to:

- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks;
- Understand the importance of avoiding putting pressure on others to share information and images online.

Key Vocabulary

body image
self esteem
manipulation
deepfake
digital media

self-worth

Resources needed

A4 paper, each with name of child written in top corner: one for every child in the class

Post-it notes - enough for 4 Post-its per child

Names of each child in the class written on separate, small pieces of paper, folded and put in a hat (or box)

Activity Sheet

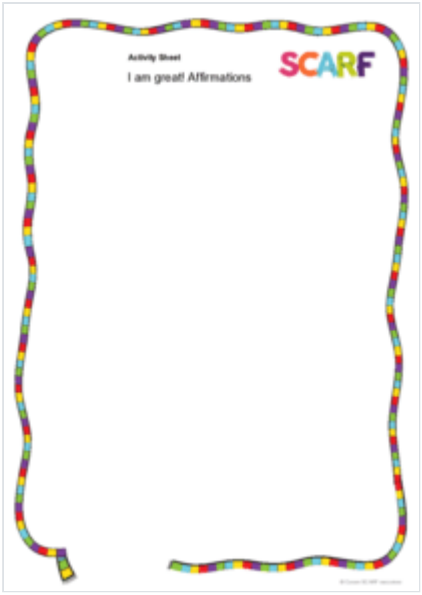
I look great!

SCARF

List top tips to help young people view themselves positively

1. Remember you are beautiful just as you are.
2. Not everything you see in the media is real.
3.
4.
5.
6.
7.
8.
9.
10.

I look great - Activity sheet - enough copies for working in small groups



Affirmation activity sheet - enough copies for one per child

Zane and Rina

DfE Relationships Education and Health Education statutory requirements

- Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

- Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- Relationships Education Respectful relationships 4. The importance of self-respect and how this links to their own happiness.
- Relationships Education Respectful relationships 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- Relationships Education Online relationships 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

DfE Relationships Education and Health Education statutory requirements (2025)

- Developing bodies 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

- General wellbeing 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- General wellbeing 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- General wellbeing 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- Online safety and awareness 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- Online safety and awareness 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online safety and awareness 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- Respectful, kind relationships 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- Respectful, kind relationships 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- Respectful, kind relationships 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- Respectful, kind relationships 6. Practical steps they can take and skills they can develop in a range of different contexts

to improve or support their relationships.

- Respectful, kind relationships 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- Respectful, kind relationships 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- Wellbeing online 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- Wellbeing online 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- Wellbeing online 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- Wellbeing online 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

PSHE Association Learning Opportunities

- L12 . How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.

National Curriculum Links

- Computing KS2 Use technology safely, respectfully and responsibly.

- Computing KS2 Recognise acceptable/unacceptable behaviour.