

Year 2 (KS1) RHE Curriculum Sections Overview

Relationships		Living in the Wider World
Family	Friends	Community
What makes a family? Fa2) Do Families always stay the same? Fa3) How should families treat each other? Fa4) When should I say no? Fa5) Who owns my body? I do! Fa6) Are all families the same?	Keeping friendships healthy Fr4) How do we stop bullying?	Our Communities C1) How do we make a happy school? C2) Who lives in my neighbourhood? Online Safety Os2) Personal information [S1] Os3) Online strangers [P1] Os4) Fake News [N1] <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i>

Health and Wellbeing

Mental Wellbeing	Physical Health
Understanding my feelings M2) Who am I?	Staying healthy P2) How do I decide what to eat? P3) How do we stop getting ill? P4) How can I stay safe?

Growing Up Safe Programme

- 1) Caring Friendship
- 2) Respectful Relationships
- 3) Online Relationships
- 4) Online Safety and Harms (Health Education)
- 5) Being Safe

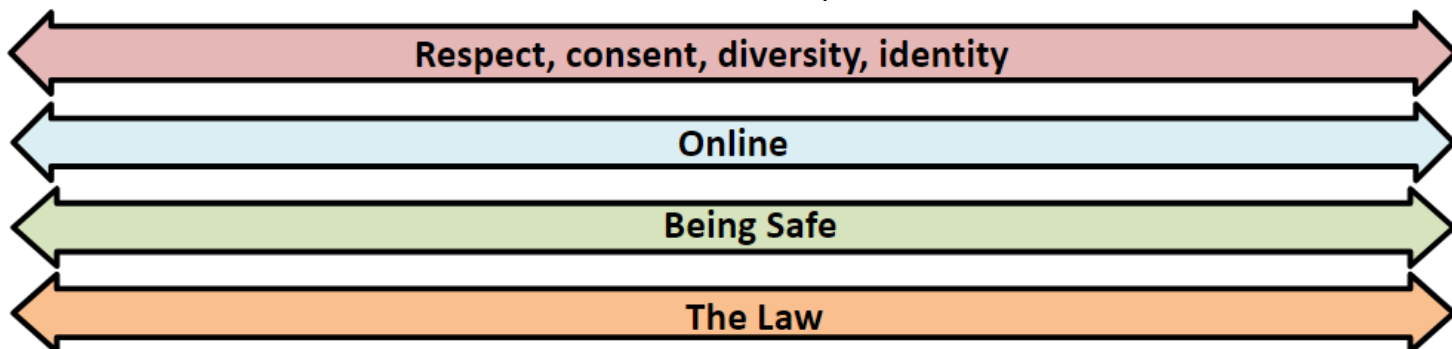


Year 2 (KS1) Long Term Plan - RHE

Autumn 1	Fr4) How do we stop bullying? C1) How do we make a happy school? C2) Who lives in my neighbourhood?
Autumn 2	Growing Up Safe Programme Os2) Personal information [S1] P2) How do I decide what to eat? P3) How do we stop getting ill?
Spring 1	Fa2) Do Families always stay the same? Fa3) How should families treat each other? Fa6) Are all families the same?
Spring 2	Fa4) When should I say no? M2) Who am I?
Summer 1	Os3) Online strangers [P1] Os4) Fake News [N1]
Summer 2	Fa5) Who owns my body? I do! P4) How can I stay safe?

Relationships

Themes covered across 'Relationships' sections:



Family

Objectives / Questions

Discussions

Activities

What makes a family?

Fa2) Do families always stay the same?
(Spring 1)

Objectives

- Understand how changes and events can influence our feelings

Key vocabulary

Change, moving, forever, feelings

PSHE links

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Presentation: Do families always stay the same?

Big question

Do families always stay the same?

Stimulus

Book: *Bad Bye, Good Bye*

By Deborah Underwood (2014)

Preview

<https://www.youtube.com/watch?v=R0x3RgqlcRk>

Read book and ask questions
How does the book change? (compare beginning and end)
Why was there so much 'bad' at the start of the book?
What changes?
Have you ever felt like the character in the book?
What advice would you give them?

Input

Children should be taught how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Class discussion

What changes can happen to families? [moving home, losing toys, pets dying, friends moving away - discuss death of people if it comes up, but don't dwell on it] - How might we feel when these changes occur?

Activity

Create an illustration of a good moment and a bad, in the style of the book: Good _____
Bad _____

For example "Good bike" for when you received one as a birthday present or "Bad Bruise" for when you fell off and hurt yourself.



	When we feel sad, are these feelings forever? [no, they get less painful over time. We don't forget, but we learn to be happy again and find new exciting reasons to be joyful]	
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Fa3) How should families treat each other? (Spring 1)

Objectives

- Understand that children and adults both have responsibilities to each other.

- Understand that we should feel loved, cared for and safe in our homes.

Key vocabulary

Responsibility, kindness

PSHE links

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2. to identify the people who love and care for them and what they do to help them feel cared for – linked to Y2

L1. about what rules are, why they are needed, and why different rules are needed for different situations – linked to Y2

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will

Presentation: How should families treat each other

Key questions:

How do we have fun in our families?

What is family life?

Describe a typical day in your house at a weekend

How do we treat our families kindly?

On whiteboard, teacher makes a list of ways in which we should try to act

Input

Children should be taught the characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Teachers should explain how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Class discussion:

Review lists made during shared writing activity [Be polite (please, thank you), be kind (ask for examples), be considerate (be quiet when appropriate, do something nice for a person you love), ask for permission, ask our family how they are, do jobs that help make the house nice]

These are our **responsibilities**

Class discussion:

What should we expect from our families? [Care (children need to be looked after), love (nice words, smiles, hugs), rules (children need to know what is right and wrong), #privacy (we all need time to be alone), someone to listen to our problems]

These are our families' **responsibilities**

How should we feel at home [safe from harm, special, listened to]

<i>find out about eventually)</i> R21. about what is kind and unkind behaviour, and how this can affect others L2. how people and other living things have different needs; about the responsibilities of caring for them		
Fa4) When should I say no? (Spring 2) Objectives Understand that other people need permission before they can touch us Understand that some parts of our bodies are more private than others Recognise that other people often want different things than ourselves Key vocabulary Consent, private, permission PSHE links R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	Presentation: When should I say no? Stimulus Book: <i>No Means No</i> By Jayneen Sanders Preview https://www.youtube.com/watch?v=-UNGPCJctDk - What is this book about? - Why is it important that our bodies are our own? [We need to protect ourselves; our bodies are very sensitive; only we know whether something feels good or is painful; they belong to us] - Is it ever ok for a person to touch another person without consent? [Only for safety reasons: crossing a road, to rescue someone from danger, if a child is hurting someone else] Who am I Children should learn what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. Teachers should explain that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. Children should be taught 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.	Activity Practice consent Practice asking, and consenting to hugs Rules: Ask politely if you may do one of these things Wave to each other Shake hands Give them a soft pat on the back Have a full hug Listen to the answer Accept it and act appropriately Check that you are not harassing, pestering, pressuring or forcing them to do anything No means no If you don't want to touch anyone, then you don't have to. You can ask to wave at them instead.
Fa5) Who owns my body? I do! (Summer 2) Objectives Understand that certain parts of our bodies are very private, and only we get to decide what happens to them	Presentation: Who owns my body? I do! Stimulus Watch: Pantosaurus (NSPCC) (recap from EYFS) https://www.youtube.com/watch?v=-lL07JOGU5o Class discussion Is it ok for someone to ask you to keep a secret? [No, you can always tell a trusted adult a secret - you should never get into trouble for sharing something,	

Understand that secrets and surprises are different Know how to report concerns Key vocabulary <i>Trusted adult, secret, surprise, worried</i> PSHE links R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R16. about how to respond if physical contact makes them feel uncomfortable or Unsafe R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying	especially if it is making you worry] Stimulus Book: <i>Some Secrets Should Never Be Kept</i> By Jayneen Sanders (2011) Buy Book Preview https://www.youtube.com/watch?v=4YjJ1MreZqs Why did Alfred trust Lord Henry? Why did Henry tell him to keep it secret? Why did Alfred not tell his mum about Lord Henry's tickling? [everyone liked him, he felt special, he was worried that Henry would be angry, he was worried that no-one would believe him, he wasn't sure if it was wrong or not (if it feels wrong - it is wrong), he was ashamed, he thought it was his own fault, his mum might lose her job, Henry was very powerful] Why was it so important to tell someone? Do you know who to tell? If someone is forcing you to keep a secret, it is not your fault. Worries can often be fixed if you share them with someone you trust. Who are your trusted adults? [parents, family, teachers] What do I do if something is wrong? [Tell a trusted adult), Call Childline 0800 11 11] What is the difference between a secret and a surprise? [A secret is a serious thing that you keep hidden but you might not understand why. A surprise is a nice thing, that you don't tell someone for a short period of time, until a nice event when it is revealed] Key questions Do you understand why it should be a secret? Does it make you feel worried? Class activity Show children different scenarios. They decide if they are <i>secrets</i> or <i>surprises</i> Input The children should learn that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	
Fa6) Are all families the same? (Spring 1) Objectives - Understand that families are	Presentation: Are all families the same? Key questions: What does a 'normal' family look like? Are any families really 'normal'? Are all families the same?	Activity: Draw a picture of a family <u>that is different</u> to your own Add labels:

highly varied; no family is the same

Key vocabulary

Normal, different, religion, culture, gender

PSHE links

R3. about different types of families including those that may be different to their own

L6. to recognise the ways they are the same as, and different to, other people

Stimulus

Book: *The Great Big Book of Families* by Mary Hoffman

Preview:

<https://www.youtube.com/watch?v=ZwZrm3RHBgM>

Alternative stimulus

Poster: *Different Families, Same Love*

https://www.stonewall.org.uk/system/files/poster_different_families.pdf

- What makes a family? [parent/s, carers, foster carers, step-mum, step-dad, aunties, uncles, grandparents, brothers, sisters]

Class discussion:

There is no such thing as normal - different families are made up of different people. Some things are more common than others, but that doesn't mean they are better.

1) What religion might a family be? [In Sheffield, in order from most common to least: Christian, No Religion, Muslim, Hindu, Buddhist, Sikh, Jewish, other]

2) Will all parents be married? [Most are (67%*), but often they are not (33%*)]

3) Will parents always live together? [No, many children are brought up by just one parent (15%*)]

4) Are parents always a mum and a dad? [No, many children have 2 mums or 2 dads (1.2%*) - stress that this is ok, and the important thing is that parents are kind to their children.

5) Do people always have brothers and sisters? [no, many people are only children - For example, in many cultures, people refer to their cousins as brothers and sisters]

6) Do people all come from the same culture? [No - some people's culture is based on their religion, sometimes it is based on the country that they came from (17% UK population were born outside the UK**), sometimes it is based on the personal tastes of the adults in the family.

7) Do all families eat the same food? [No - different cultures eat different food; in modern times though, people tend to pick the things they like to eat from many different cultures (curry from South Asia, pizza and pasta from Italy, fast food from U.S.A., Chinese from China). Ask the children what kind of food they eat at home]

Input

That the families of other children, either in school or in the wider world, sometimes look different from their

Things that you might like about this family

Things that would be fun about being in this family

Questions that you have for this family



family, but that they should respect those differences and know that other children's families are also characterised by love and care.

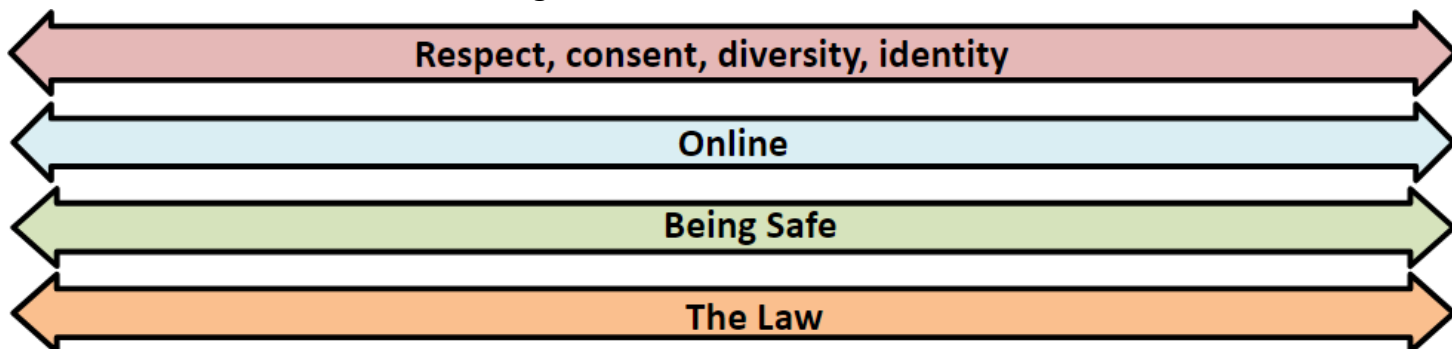
Useful link for teachers

Guide for celebrating difference and challenging gender stereotypes in the early years foundation stage
https://www.stonewall.org.uk/system/files/getting_started_early_years.pdf

Friends		
Objectives / Questions	Discussions	Activities
Keeping friendships healthy		
Fr4) How do we stop bullying? (Autumn 1) Objectives - Empathise with other people and understand why bullying is so hurtful - Order types of bullying to understand which ones are the worst Key vocabulary <i>Bullying, physical, emotional, group, disability, minority, victim</i> PSHE links <i>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</i> <i>R11. about how people may feel if they experience hurtful behaviour or bullying</i> <i>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</i>	<u>Session 1 – Rude, Mean or a Bully?</u> What is the difference between being unkind and bullying? Different scenarios – is it bullying? How do you know? Begin discussion of what you could do if someone is begin rude, mean or bullying? <u>Input</u> Children should be taught that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Teachers should explain how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	No activity
	<u>Session 2 – Types of Bullying?</u> What types of bullying do you know? Discuss different types of bullying. Physical: It hurts, it takes a long me to feel safe again, our bodies belong to us, we’ve done nothing to deserve it Emotional: It can stay with us for a long me, we’ve done nothing to deserve it Group: We can feel alone, excluded and have nowhere to turn, other children in the group should have stood up for us, we’ve done nothing to deserve it] Disability, Religion, Race, Gender, LGBT+ etc.: We are all different, we have the same feelings as everyone else, some might get bullied more than other people, our lives might be harder already, we have done nothing wrong What do they all have in common?	<u>Activity</u> Sort examples of least bad, to most bad. Why did you decide to put them in this order? What could/should we do if we see this happen? - Link back to high 5 tips.
	<u>Session 3 – Feeling of victim and bully</u> Discussion starter: <i>Why do children bully?</i> Think about it from bully’s Point of view. They might feel insecure, sad, angry, attention, jealous. Usually there is a reason they are unkind; they need help too to make the right choices.	

Living in the Wider World

Themes covered across 'Living in the Wider World' sections:



Community

Objectives / Questions	Discussions	Activities
Our Communities		
C1) How do we make a happy school? (Autumn 1) Objectives - Understand why we have rules and how they help us learn and be happy - Understand how to behave appropriately and how to contribute to school life - Appreciate how important school is to them - Identify their special people in school Key vocabulary Rules, right, wrong PSHE links <i>L1. about what rules are, why they are needed, and why different rules are needed for different situations</i> <i>L2. how people and other living things have different needs; about the responsibilities of caring for</i>	Presentation: How do we make a happy school? Partner Talk - What do you love about your school? - Do you feel lucky to be here? - Make a list of the things a school needs to be a nice place [rules, kindness, fun, play, hard work, listening, thoughtfulness] Class Discussion - Teacher takes note of the things brought up in the discussion - Which is the most important? Transition and New to Year 2 - Class/school rules (indoor and outdoor): Why do we have/need rules in school? [Rules in school may be different from rules at home]	Activity: Order list Order the list of 'things to make a happy school' from highest to lowest
	Big Question Why do we need rules? [sometimes people are selfish and they need to remember that their actions affect other people]	No Activity
	Class Discussion Look at school/class rules: - Choose some of the rules and discuss why they are so important. - What would happen without the rules? - Are there any we could change or add? - Are all rules the same importance? [compare 'walk sensibly' with 'don't hit other children']	
	Stimulus Look at various scenarios where a rule has been broken	Activity Children make a video on iPads, giving their

<i>them</i> L5. about the different roles and responsibilities people have in their community	Class Discussion After each scenario, talk about strategies to solve it, such as... - Think before you speak - Ask nicely to stop/change behaviour - Walk away - Find someone else to play with - Don't shout at anyone and don't fight back - Ask an adult if you can't fix it yourself	top tips on how to: - Make school a happier place
C2) Who lives in my neighbourhood? (Autumn 1) [Links to RE topic of Belonging (Communities)/Journeys] Objectives - Know what range of communities live near school - Appreciate that they should treat people with respect and kindness, regardless of difference Key vocabulary Community, different PSHE links L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	Presentation: Who lives in my neighbourhood? - What is a community? - Who is in my school community? - Who is in my extended community? - What do we all have in common? - What roles and responsibilities do people have in our community? - What jobs do people do in my neighbourhood? - Why is it good to have a job? Stimulus Book: <i>'The Swirling Hijaab'</i> by Na'ima bint Robert and Nilesch Mistry Preview: https://www.youtube.com/watch?v=0LWskwOjLNO - How many different uses can the children remember for the hijab? (Can they remember all of them between the class?) - Does anybody know someone who wears a Hijab? - Who wears Hijabs? [Sometimes, Muslim women wear hijabs] - How should we treat people that wear different clothes to us? [the same as everyone else - with respect and kindness] What other religious clothing and symbols can we think of? [Turbans, crosses, kippah etc. - more examples and information here: https://www.learningforjustice.org/classroom-resources/lessons/common-religious-clothing] Teachers are encouraged to fit this book into Literacy, Religious Education and Wider Curriculum lessons as they see fit.	Activity <i>Religious Symbol Match</i> Children match religious clothing with the region that it comes from. Activity How many ways can children think of to use a hijab (like in the book)? Draw pictures to show the different scenarios where a Hijab would add to a game. Children use a mixture of ideas from the book and from their own imagination.
	Class discussion - What communities are you part of? - Why are your communities important? - How should we treat the people in our communities? - Should we talk to everyone in our community? [We should be careful of talking to strangers that we don't know without permission from our parents. Of course, we can say hello, and be polite, but we shouldn't trust people that we don't know] - How do we know if someone is a trusted adult? [There are a small number of adults that you can trust. However, if you ever feel uncomfortable, even with a trusted	Activity <i>Who to trust</i> Put the following people in the correct column 1) Trusted adult 2) Talk to politely 3) Only talk to when a trusted adult is present: School staff Security guard Man with a nice dog Sports coach

	adult, you should tell someone else that you trust. You should always feel safe]	Police officer Doctor Woman in the park giving out sweets Bus driver Shopkeeper Older brother of your best friend
	Information for teachers The key point is that children feel able to go to a trusted adult for help, even if they feel uncomfortable about someone in their family or at school. It is important to note that as well as risks posed by strangers, children may also be abused by people in their family, their peers and people known to them in the community. https://learning.nspcc.org.uk/media/1042/child-abuse-neglect-uk-today-research-report.pdf	
Online Safety N.B. The following lessons are taken from the Sheffield Primary Online Safety Curriculum .		
Os2) Personal information (Autumn 2) (Online safety Curriculum reference - S1) Objectives - Understand what information is ‘personal’ and which information is not personal. - Understand which information is okay to share online, and which is not (use of usernames for logins rather than real names) - Understand the importance of passwords and keeping passwords private Key vocabulary personal, information,	[Year 2 cover digital literacy, online safety and key skills in computing lessons, building on the knowledge and understanding from the Year 1 ‘Os2) Personal Information’ unit.] Session 1 Discuss how to keep safe online. - What do pupils already know? Look at different apps (WhatsApp, Facebook, tiktok, snapchat). - Are these safe to use without adult supervision? - Why/Why not? Stimulus Book: <i>Clicking Chicken</i> by Jeanne Willis - What did the chick do that wasn’t safe?	Activity Pupils to create their own online safety message.
	Session 2 Discussion - What is personal information? - What is ‘normal’ information? - How do we know if information is personal or not? - Is it ever OK to put personal information online? - What could we use to keep our personal information safe (passwords and login introduction)? Input Explore examples of personal information and explain that we shouldn’t share this with AI chatbots, as we don’t know who else can see this information.	No activity



Private, passwords, truthful, important, login/s, adult supervision, permission

PSHE links

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

Session 3

Recap different applications (or 'apps').

- How old do you need to be to use them?
- Why do you think there is an age limit?
- So what could we do to stay safe online?

Watch Lee and Kim - Animal Magic (see resources)

- What did they do that was safe/unsafe?
[Link back to personal information.]

Activity

Pupils to generate four 'top tips' to stay safe online (including using passwords).

Session 4

Discussion

Link learning to real life situations when playing games or communicating online.

- What would you do to stay safe?
- What do you think could happen if you had shared personal information?
- What should you do if a situation like this happens in real life?

How might you feel?

Discuss how being kind online is important just like in real life.

No activity

Session 5

Watch:

https://www.youtube.com/watch?time_continue=86&v=d5kW4pI_VQw

- What did the girl do that was safe/unsafe with her personal information?
- What do you think we should do if something happens like this when you are using technology?

Reinforce message of 'It's okay to ask for help when online'.

Look at *Zap and Zoom: A Space Race* story:

<https://www.saferinternet.org.uk/blog/safer-internet-day-tv-2019#:~:text=What%20is%20it%20and%20what,if%20something%20is%20okay%20online>

- What questions did they ask?
- What did they get asked by someone online?
- Did they do the right thing?

No activity

	<u>Session 6</u> - What apps could we use to share information online, and who might we be sharing it with on these apps? - Are some apps safer to use than others? - Why? Discussion - What is the internet? - Who owns the internet? - Who decides what can be put in the internet? Explain the internet is not owned by anyone, and any information you put on there should not be shared by anyone else without your permission. But as no one owns the internet, we cannot control what happens with the information we put on there. This is why it is so important to keep your personal information safe, and use logins and passwords that you keep secret.	No activity
Os3) Online strangers (Summer 1) <i>(Online safety Curriculum reference - P1)</i> Objectives - Understand that people online are strangers if we don't know them in real life - Understand that we shouldn't share private and personal information with strangers Key vocabulary <i>Truth, private, personal, information</i> PSHE links L7. about how the internet and digital devices can be used safely to find things out and to communicate with others R14. that sometimes people may	<u>Presentation: Online Strangers</u> Re-watch: Lee and Kim - Animal Magic (see resources) People on the internet are not always who they say they are, and may have malicious intentions - they might not be telling the truth Discuss the video - What mistakes did the children make? - What can they do to make themselves safer? - Why is it easier for people to trick you online? - Who can you trust online? Class Discussion 1 - Is everyone online bad? [no - just like in real life, some people are good, some are bad] - Do online strangers sometimes make us happy [Probably yes - we might like YouTubers or celebrities. We can watch their videos, and enjoy them, but that doesn't make them our friends, and we shouldn't talk to them without an adult] - Are people we meet online our friends [No, although we should still be kind to them] Class Discussion 2 - What is personal information? [address, photos, telephone number, full name, school name]	Activity 1 Make an Online Safety Poster Use PicCollage, PowerPoint or similar to create an online safety poster, choosing one of the online safety tips in the presentation.

behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	- Do we have to tell someone our private and personal information? [No: this belongs to us and no-one should force us to reveal it] - What could happen if a stranger got your personal information [They could find you, make nasty comments on your photos or send you nasty messages] - What is it 'fine to share' [favourite sport, music that you like, colour of your hair] Input Children should be taught how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. The class should discuss that some children might have AI toys that they can talk to – discuss the difference between talking to these toys or an AI chatbot and talking to a friend or trusted adult.	Activity 2 Make a list of 'personal information' vs. 'fine to share'
Os4) Fake News (Summer 1) <i>(Online safety Curriculum reference - N1)</i> Objectives Understand that anybody can put things online Recognise the difference between truth and fiction Understand that things online are often not true Become more familiar with the term 'Fake News' Key vocabulary Internet, information, money, fake PSHE links <i>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</i> <i>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</i>	<u>Presentation: Who puts things on the internet?</u> • Why would somebody lie on the internet? [to be funny, to trick you, to make money] • Why people want your information • [To make money] • Spotting things that are true/not real • Creating our own fake news story Watch - Hector's World Episode 2: Terms & Conditions and giving personal information to unreliable websites: https://www.youtube.com/watch?v=Alsyt2LJAo As a class: Look at a mixture of factual/fictional websites and videos Children identify whether the information is true or not real Teacher models how easy it is to create something fake on the internet. They could: • Make a fake video, using a green screen, and upload it to YouTube • Write a fake blog post • Write an inaccurate tweet (in the style of an April Fools prank) Alternative resource: Book – Digiduck Story: https://www.youtube.com/watch?v=L2jVXv3DbBo	<u>Activity (Print): Fake News</u> Children create real and fake news stories to put on the school website. Can the other children guess which are real and which are fake? Show them to parents: Can they tell the truth from the fictional? A good website for strange but true stories is: BBC - Newsround - "Strange, Stranger, Strangest" https://www.bbc.co.uk/newsround/43245617 Other ideas: • Make a fake video, using a green screen, and upload it to YouTube • Write a fake blog post • Write an inaccurate tweet (in the style of an April Fools prank)



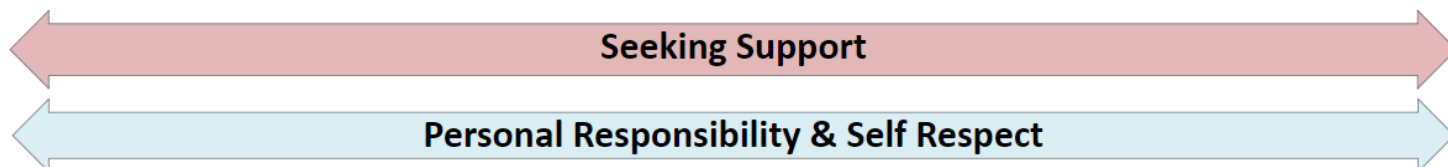
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

Input

The teacher should discuss the difference between what is real/true and what is made up in relation to images they may see that have been created with AI. As a class it is important to discuss how AI chatbots can make mistakes, and we should check if the information we get from them is correct. AI chatbots and smart speakers can provide information on lots of different things, but they can't answer some questions (e.g. who should I be friends with? Do you like superhero films?)

Health and Wellbeing

Themes covered across 'Health and Wellbeing' sections:



Mental Wellbeing		
Objectives / Questions	Discussions	Activities
Understanding my feelings		
M2) Who am I? (Spring 1) Objectives - Understand that each of us has skills and talents that are valuable - Understand that we are important, unique people who deserve kindness and respect - Appreciate that other people are important, no matter how good they are at certain things Key vocabulary Pride, unique, PSHE links <i>H21. to recognise what makes them special</i> <i>H22. to recognise the ways in which we are all unique</i> <i>H26. about growing and changing from young to old and how people's needs change</i> <i>L14. that everyone has different strengths</i>	Presentation: Who am I? Stimulus Short story: 'Proud' (see resources) From SEAL - 'Good to be Me' - Blue Pack Class Discussion Answer questions based on the story. Stimulus Song: 'Completely Uniquely Me' Many Sheffield schools have access to this song already, via The Sheffield Music Hub - Speak to your music coordinator for support <i>Buy / access song:</i> https://www.outoftheark.co.uk/songs/completely-uniquely-me.html Key question (recap) What helps me to be happy? [Hobbies, interests, socialising, family, sleep, physical exercise, time outdoors, being kind to yourself] Input Children should be taught the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. Teachers should explain how to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Children should be made aware of 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).	Activity Write down 3 things you're good at and 1 thing that you're not as good at. Does anybody have something that they're good at but someone else is not as good at? Could they help each other like in the story?

Physical Wellbeing		
Objectives / Questions	Discussions	Activities
Staying healthy		
P2) How do I decide what to eat? (Autumn 2) Objectives - Identify the components of a balanced diet Key vocabulary Diet, healthy, unhealthy, fruit, vegetable, energy, Halal, Kosher PSHE links H2. about foods that support good health and the risks of eating too much sugar	[Flashback to Year 1 'P1) How do I help my body stay healthy?' unit.] Big question How do I help my body stay healthy? Stimulus Teacher draws a picture of a child on the board - Ask children for ideas of how to make that child healthier [Exercise, Diet, Sleep, Brushing teeth] - Do children know why each one is so important? Class discussion - Why do we need a healthy diet? [To get the right nutrients into our bodies] - Why do we need nutrients? [They help us to grow, be strong and stop us from getting ill] - Are there any foods that we should avoid? [Sweets and fast foods contain lots of sugar and fat that taste nice but they don't contain many of the healthy nutrients that we need] Input Teachers should explain what constitutes a healthy diet (including understanding calories and other nutritional content). Children should develop an understanding of the importance of a healthy relationship with food. Children should learn about dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.	
	Warm up Presentation: The Healthier Snacking Show Information for snacking more sensibly	
	Presentation: How do I decide what to eat? Class discussion - What foods help you to stay healthy? [Vegetables, fruit, carbohydrates like pasta, protein like beans and a little bit of fat and sugar] - We're going to watch some videos to find out more detailed information - Can everyone eat the same food? [No - Some people don't eat certain foods because of their beliefs] - Can you think of any foods that people don't eat?	Activity Show each video, children fill out the worksheet as they go along, with boxes and questions to help structure the information Healthy Eating: An introduction for children aged 5-11 https://www.youtube.com/watch?v=mMHVEFWNLMc Show younger children why eating their fruit and veg is good for them https://www.youtube.com/watch?v=kteZneJm1EI Why do our bodies need protein? https://www.youtube.com/watch?v=KSKPgaSGSYA

	[Meat - vegetarians and vegans don't eat meat. Vegans don't eat any food that comes from animals. There are certain foods that people don't eat because of their religion - Many Hindus don't eat beef. Many Muslims and Jewish people don't eat pork. <i>Halal</i> is the word that describes the things that Muslims eat. <i>Kosher</i> is the word for the things that Jewish people eat. Allergies and intolerances - some people get ill if they eat certain foods. They need to be extra careful to check the ingredients on things that they eat.	Why should children include dairy in their daily food intake? https://www.youtube.com/watch?v=fNH9IVLWtZs Foods we need to eat less often ht https://www.youtube.com/watch?v=vADtodHhfKU Additional worksheet Activity 2 (High ability) Activity 2 (Lower ability) - Children complete worksheet [These worksheets are from the Change Life project. Original download, containing more resources, can be found in the Be Food Smart: KS1 Toolkit
	Whole school guidance Sheffield has access to the 'Eat Smart' program, which is a whole school system for encouraging healthy eating. Follow the above link for information on this scheme, as well as further national and local guidance on whole school healthy eating approaches. Further Resources YouTube channel with more videos about eating healthily and where food comes from - https://www.youtube.com/channel/UCiGAAbnpbIYqZeCFE4K_nQ/videos	
P3) How do we stop getting ill? (Autumn 2) Objectives - Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people - Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell - Understand that we can prevent tooth decay by brushing our teeth regularly Key vocabulary Teeth, dentist, clean, wash, disease, germs PSHE links H1. about what keeping healthy means; different ways to keep healthy	Presentation: How do we stop getting ill? Big question What makes us ill? [We can't always help getting ill - sometimes it just happens, but there are a few basic things that can make it much less likely] Germ Many things can make us ill - bodies are complicated, but a big one is 'germs'. They get into our body unless we stop them. They come from: ● Snot ● Poo ● Our hands ● Sneezes and coughs They can make us sick if they get inside our bodies - mostly through our mouth. How do we stop germs getting spread around? ● Wash our hands with soap (especially before meals and after going to the toilet) ● Catch our coughs and sneezes in our hands and tissues (then clean them straight away with soap) Why do we have to clean the rest of our	Activity Create poster to show one way of avoiding illness ● Washing hands ● Catching sneezes ● Brushing teeth ● Sugar in foods

H2. about foods that support good health and the risks of eating too much sugar H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health Link with KS1 Science Programme of Study Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	bodies? • Germs live in sweat and in our mouths • If we don't brush our teeth, we can get smelly breath and bad teeth • Explain how to brush teeth thoroughly • If we don't wash our bodies with soap to get the sweat off, we can get smelly • The most important places to wash are under your armpits • Explain how to wash hands properly Input Children should be taught the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours. Children will learn about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Teachers should outline the risks associated with an inactive lifestyle, including obesity.	
	Teeth <u>Presentation: Change 4 Life Science lesson plan for keeping teeth healthy</u> Stimulus Video <i>Why do We Brush Our Teeth?</i> https://www.youtube.com/watch?v=aOebfGGcjVw - How many times a day should you brush your teeth? [2 times - always before bed] - How long should you brush your teeth for? [2 minutes] Experiment (Link with science) Children conduct a simple experiment to show the damage that sugar can do to teeth.	
P4) How can I stay safe? (Summer 2) Objectives - Identify common dangers that they may encounter both at home and in the wider world: • Chemicals and medicines • Roads and cars • Riding bicycles and scooters • Environmental • Railways	<u>Presentation: How can I stay safe?</u> Key question What dangers do I have to look out for? Input Children should be taught about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer; about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks; and how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. Class discussion What do I do in an emergency? • Tell adults • Call emergency services (999) Dangers inside the home	

• Water • Fires - Know what to do in an emergency situation • Telling adults • Calling emergency services Key vocabulary Chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance PSHE links <i>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</i> <i>H31. that household products (including medicines) can be harmful if not used correctly</i> <i>H28. about rules and age restrictions that keep us safe</i> <i>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</i> <i>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</i> <i>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i> <i>H33. about the people whose job it is to help keep us safe</i> <i>H35. about what to do if there is an accident and someone is hurt</i> <i>H36. how to get help in an emergency (how to dial 999 and what to say)</i>	Each of these needs to have extra detail explaining the dangers and how they can be avoided Children identify dangers from around the house, including: • Chemicals and medicines • Coin batteries • Electrical products and wires • Plug sockets • Fires and matches • Electric hobs • Gas hobs • Boiling water • Falling down stairs and off tables, chairs and beds • Ropes and blinds • Ponds Video Prevention and treatment of burns https://www.youtube.com/watch?v=n7aDyugYJOM&feature=youtu.b eBook Bernie Bear and the Bad Idea http://www.cbtrust.org.uk/wp-content/uploads/2016/06/Bernie-Bear-PDFs-book.pdf	Activity Children to sort various pictures from <u>inside the home</u> into 'Danger' and 'No Danger'.
Dangers outside of the House		
<i>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</i> <i>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i> <i>H33. about the people whose job it is to help keep us safe</i> <i>H35. about what to do if there is an accident and someone is hurt</i> <i>H36. how to get help in an emergency (how to dial 999 and what to say)</i>	Each of these needs to have extra detail explaining the dangers and how they can be avoided Children identify dangers when out and about in their communities: • Roads and cars (covered in more detail later) • Riding bicycles and scooters • Railways • Water (rivers, ponds, reservoirs, lakes and the sea) • Needles and glass	Activity Children sort various pictures from <u>outside the home</u> into 'Danger' and 'No Danger'
Roads		
	Website Resources from ' THINK' https://www.think.gov.uk/education-resources/explore-education-resources/?age%5B%5D=3-to-6 Videos Safer journeys anthem https://vimeo.com/242116708 First Journeys https://vimeo.com/268800541 Crossing roads: Kids know best https://vimeo.com/242114979	



	Website Road safety information http://www.brake.org.uk/educators#keystage1	
	Sun Safety	
	Information about the damage caused by the sun and how to protect ourselves - Suncream - Sun hats - Covering up - Sunglasses to protect eyes	
	Revisit key question What do I do in an emergency? • Tell adults • Call emergency services (999)	

Growing Up Safe Programme

This section details the curriculum included in our school's Growing Up Safe: Whole School Approach. It is a spiral curriculum therefore pupils will see the same topics throughout their primary school career, with each encounter increasing in complexity and reinforcing previous learning. Consequently, the topics included for Nursery and KS1 are included right the way up until Year 6. The table below shows the curriculum as it relates to the topic areas included within the Department for Education's RSE Guidance, by the school years in which it is introduced. Some topics areas will only be reinforced once annually, for example reproduction. Parents/carers have the right to request that their child be withdrawn from some or all elements of sex education within our curriculum. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum. Sex education is taught in Year 5 and Year 6.

Year Group(s)	Topic Area	Content
Reception / Year 1 / Year 2	Caring Friendships	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.
	Respectful Relationships	The importance of permission-seeking and giving in relationships with friends, peers and adults. Families and how they may be structured differently.
	Online Relationships	That people sometimes behave differently online, including pretending to be someone they're not.
		That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous.
		The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
		How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
		How information and data is shared and used online.
		About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
	Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
		The names for the private body parts: penis, vagina, chest and bottom.
		Personal hygiene
		About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and inappropriate material.
		The impact of viewing harmful content.
		Who to speak to if you are worried about any of the above.



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