



Year 3 (LKS2) RHE Curriculum Sections Overview

Relationships		Living in the Wider World
Family	Friends	Community
What makes a family? Fa1) Do Families always stay the same? Fa2) Are all families like mine?	Keeping friendships healthy Fr1) What makes a good friend?	Our Communities C1) How do we make the world fair? Online Safety Os1) Online strangers [P1] Os2) Sharing Online [P2] Os3) Friendship Online [S1] Os4) Personal Information [C2] <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i>

Health and Wellbeing

Mental Wellbeing	Physical Health
Understanding My Feelings M1) How do I manage my feelings?	Staying healthy P1) How do I keep my body healthy? P2) How do I get a healthy diet?

Growing Up Safe Programme

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

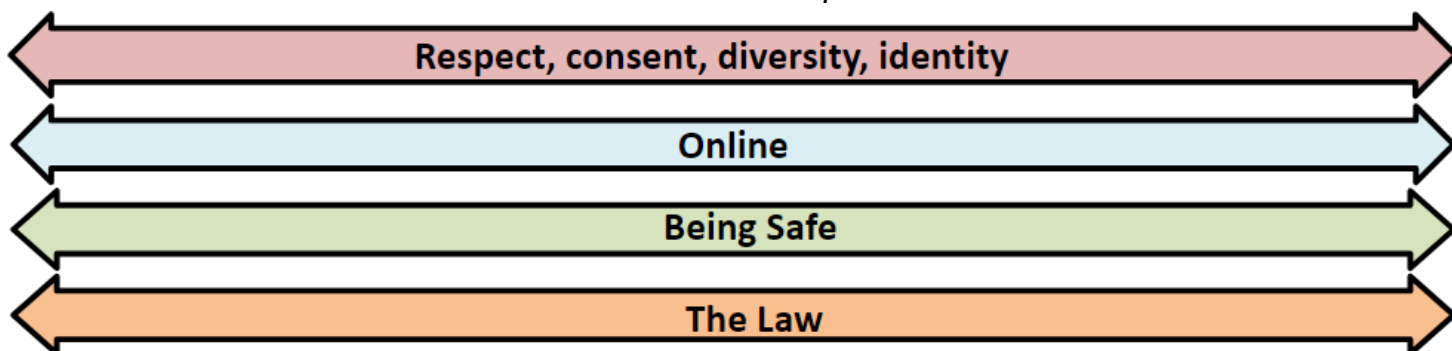


Year 3 (LKS2) Long Term Plan - RHE

Autumn 1	Fr1) What makes a good friend? Os1) Online strangers [P1]
Autumn 2	Growing Up Safe Programme (BigTalk Education) Os2) Sharing Online [P2]
Spring 1	Fa1) Do Families always stay the same? Fa2) Are all families like mine?
Spring 2	M1) How do I manage my feelings? Os3) Friendship Online [S1]
Summer 1	Os4) Personal Information [C2] P1) How do I keep my body healthy?
Summer 2	P2) How do I get a healthy diet? C1) How do we make the world fair?

Relationships

Themes covered across 'Relationships' sections:



Family		
Objectives / Questions	Discussions	Activities
What makes a family?		
Fa1) Do families always stay the same? Objectives - Understand that families can change - Understand that parents can split up and people can die - Know that these events are not the fault of the child Key vocabulary <i>Foster care, adoption, divorce, break-up, death, grief, illness, disability</i> PSHE links <i>R7. To recognise and respect that there are different types of family structure</i> <i>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</i>	<u>Presentation: Do families always stay the same?</u> N.B. This subject matter will be particularly hard for children who have experienced parental separation or the loss of someone close to them. Facilitators should use their professional judgement when deciding how to approach this lesson Key Question Do families always stay the same? - Sometimes there are new additions (births, marriages, new partners) - Sometimes people leave (divorce, break-ups, illness, death)	No activity
	Family Breakdown	
	Book <i>When My Parents Forgot How to be Friends</i> <i>By Jennifer Moore-Mallinos</i> Class Discussion - Was it anyone's fault that the adults argued? - Could the child do anything to fix the situation? - Why might it be upsetting when parents break up? - Is breaking up always a bad thing?	No activity

H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

Bereavement

Book

Badger's Parting Gifts

By Susan Varley

Preview

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

- What is this book about?
- Where has badger gone?
- Do you know anyone who has died?
- What feelings did you experience? [Anger? sadness? Disbelief? Acceptance?]
- How long might these feelings last for? [Depending on the people, the negative feelings might last for days, weeks, months or years. Often, grief comes in waves - sometime you forget all about it, sometimes it feels overwhelming. Over time, if you receive the right help, you will start to be happy again.]
- What support might someone need if they experience the loss of a loved one?

Activity

Write list

Think about the gifts that badger gave to the people around him

Write down 5 things that you have learned from someone older than you, which you are grateful for

Extension

Explain why these things are so important to you

Information

Further guidance for schools for supporting children with bereavement, loss and separation:

<https://www.childbereavementuk.org/primary-schools-supporting-bereaved-children>

<https://www.todayparent.com/family/kids-and-divorce-an-age-by-age-guide/>

Fa2) Are all families like mine?

Objectives

- Appreciate that there are many differences between families and all families are unique
- Understand that there are far more similarities than there are differences
- Understand there is no one set family structure
- Appreciate that any type of family can provide love and support

Key vocabulary

Religion, race, Islam, Muslim, mosque, prayers, represent, discrimination,

PSHE links

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents);

Presentation: Are all families like mine?

Key Question

Are all families like mine?

[Unique features might include: religion, food, music, culture, customs and traditions, languages, disability, wealth, number/gender of siblings, number/gender of parents, living arrangements, fostering, adoption, young carers]

Class Discussion

Clearly, each family is special and unique, but are there more similarities or differences?

- What are the things that most families have in common?
- [Love, kindness, support, respect, make us feel safe]

Book

Under my Hijab

By Hena Khan and Aaliya Jaleel

Preview

<https://www.youtube.com/watch?v=b2u7OBTvYCo>

Read book and ask these questions:

Group Activity

Agree 1-10 Game

Do all families... ?

- 1) Read the statement
 - 2) Do you agree?
 - 3) How much on a scale of 1 to 10?
- 1 = totally disagree, it's false
10 = entirely agree, it's completely true

Play by writing numbers on mini-whiteboards, holding a certain number of fingers up, using a traffic light system (red = disagree, green = agree) or running to different ends of the school hall

Activity

Children design a hijab for a particular occasion (for example, a wedding, a football match, a camping trip or a disco)

Teacher could extend this to

that families of all types can give family members love, security and stability

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

L6. about the different groups that make up their community, what living in a community means

L8. about diversity: what it means: the benefits of living in a diverse community: about valuing diversity within communities

H25. about personal identity; what contributes to who we are (eg. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

Before reading the book

[If students are mostly familiar with hijabs]

- Who do you know that wears a hijab?
- Do you know why they wear a hijab?
- When do they wear a hijab?

[If students may not be familiar]

- Do you know what a hijab is?
- Have you seen a hijab before?
- Are there any objects or articles of clothing that are important to you or your cultural traditions?
- How do they make you feel?
- Have you seen characters in books or films wearing hijabs?
- [If students haven't:] Why do you think you haven't seen characters wearing hijabs?
- Why do you think it's important to learn about hijabs and when people wear hijabs?

After reading the book

- Which was your favourite hijab or hijab style in the book?
- When do characters wear a hijab? [public spaces]
- When do the characters not wear a hijab? [private spaces]
- Why do some of the characters wear hijabs?

[Quote from author, Hena Khan "Like many other religions, Islam asks its followers, both men and women, to dress in a modest way.

Hijab is a common word for the headscarf that millions of Muslim women wear to cover their hair and often their ears, necks, and chests. They may choose to dress in the hijab to reflect their faith, to feel closer to God, or because they believe their religion requires them to keep these parts of the body private.

Women put on the scarf when they go to work or school, play sports, or do any activity in a public setting. But they uncover when they are at home, with the men in their immediate families, or in the company of other women and girls. Young girls may practice wearing a hijab as part of a school uniform or to mirror the women in their lives.

However, most girls don't wear the hijab regularly until adolescence. It is important to note that many observant Muslim women, including the author of this book, choose not to wear a hijab, based on their personal interpretations of Islamic religious requirements. Yet they may cover their hair in certain situations, such as visiting a mosque or while praying. As you saw on these pages, the hijab, like other types of clothing, is worn in many different styles depending on a person's individual taste and culture, and it can be a beautiful expression of Islamic faith."

- What is culture?
- What are the cultures in the U.K.?
- What are our common values? (Link to 'British Values')

any other piece of clothing, for example a turban, sari or scarf

Optional computing activity

Children use this website to design their own piece of clothing that represents their family

<https://www.bagsoflove.co.uk/hijabs-uk>

[Click on 'Start Design']

Browse to 'Add Image' then click on 'Image Library'. You can then move the images that you add to create a design.

Extension

Students could also upload their own images



Literacy stimulus

Teachers are encouraged to use the following novel in their literacy lessons, so children can explore a book, whose main character is part of a Muslim family. It is about the adventures of a young Muslim boy, although most of the storyline is not about being Muslim, it is about being a young person, with joyful, funny, cheeky personality. It is similar in style to Diary of Wimpy kid or Tom Gates (suitable for KS2)

Book: *Planet Omar*

by Mian, Zanib

- What does your family have in common with Omar's?
- What is different?
- Do you have any questions about the things you saw in the book?
- What's great about being in Omar's family?

What kind of problems do you think Omar's family might have?

Friends

Objectives / Questions

Discussions

Activities

Keeping friendships healthy

Fr1) What makes a good friend?

Objectives

- Appreciate that we have responsibilities to our friends
- Acknowledge that other people's emotions are important
- Understand that our actions can affect other people's feelings
- Learn what we can do to maintain healthy relationships

Key vocabulary

Happy, safe, trust, respect, honesty, kindness, generosity, interests, experiences, support, problems, welcome, bystander

PSHE links

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties): that the same principles apply to online friendships as to face-to-face relationships

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R18. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online)

Presentation: What makes a good friend?

Key Question

What makes a good friend?

Book

Be Kind

By Pat Zietlow Miler (2018)

Preview

<https://www.youtube.com/watch?v=kAo4-2UzgPo>

- Was anyone unkind in this book?
- What should you do if someone is unkind?
- In the book, the other children laugh at Tanisha; how might she have felt?
- What is a bystander?
[It is a person who is present at an event or incident but does not take part.]
- Who might have been a bystander in this story?
- What could you have done to help Tanisha?
- How many examples of kindness can you think of from the story?

Input

Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. Not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.

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.

Reinforce that AI tools, e.g. smart speakers and chatbots, are just a type of computer program. They have been designed to sound like humans, but they can't think or feel emotions like a real person. The information they give isn't always correct.

Discuss the difference between talking to an AI chatbots or smart speaker and talking to a friend or trusted adult, and how to recognise unhealthy conversations that might occur.

Group Activity: Weekly Plan

Look at this 'small acts of kindness' calendar

- We're going to make our own
- Create weekly plan for 'small acts of kindness' that we can do around school and at home



and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

L4. the importance of having compassion towards others; shared responsibilities we all have caring for other people and living things; how to show care and concern for others

Thinking Time

- Can you think of a time when you were a good friend?
- What did you do to be kind?
- Have you ever been a bad friend?
- What could you do better next time?

Class Discussion

- Why is it so important to be kind to the people around us? [To make them feel safe, because other people feel things just as much as we do, our actions affect other people, they will be nicer to us]
- What can we do around school to be a good friend?

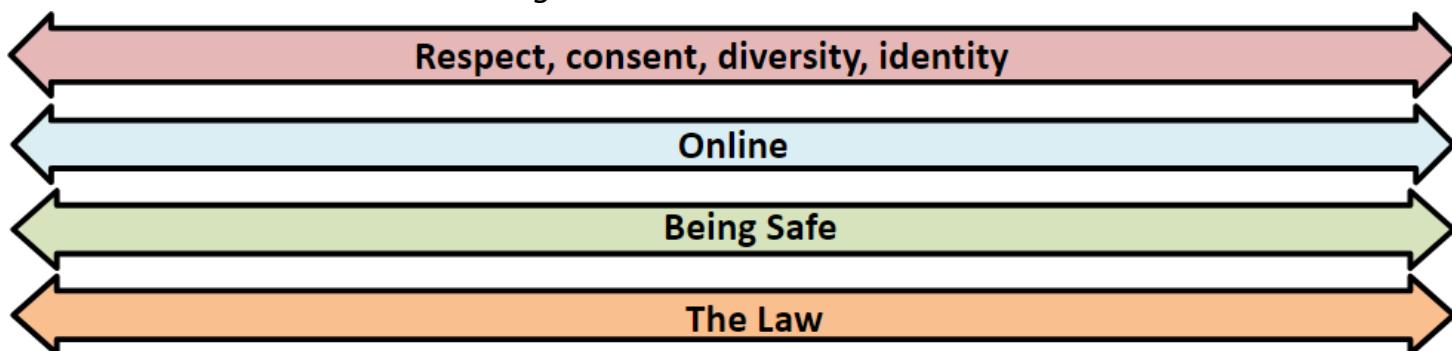
Revisit Key Question

What makes a good friend?

[make us feel happy and safe, trust, respect, honesty, kindness, generosity, sharing interests and experiences, supporting us with problems, welcoming of others]

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 the world fair?

Objectives

- Understand what is meant by 'the rule of law' [link to British Values]
- Understand the basics of how laws are made and enforced
- Appreciate the reasons why we need laws and that these are not always the same for everyone (some people need more protection - for example children)
- Appreciate that the world is not fair and it is our responsibility to help those less fortunate
- Identify our common values (Link to 'British Values')

Key vocabulary

Rules, laws, government,

Presentation - How do we make the world fair?

Key Question

Why do we have rules...

- In families?

[To help us live together. Rules help everyone know what is ok and what is not. Rules make sure things are fair for everyone. For example, so you all get an equal amount of food or so you don't get run over when you cross the road]

- In school?

[Lots of people work in every school. Without rules, some children would get hurt or be sad. Rules help us make sure that everyone is treated equally]

- In countries?

[We have to work together to make society a nice place. Adults have to pay tax, otherwise we couldn't pay people to help us, like doctors and street cleaners. The government makes laws to protect us, such as "Do not speed in your car" or "Do not hurt other people". The police make sure that everyone is sticking to the rules]

- In the world?

[We have to share our planet with each other and with other living things. To protect each other and the natural world, we need laws to make sure governments make good decisions, such as stopping criminals and preventing climate change]

Why does this rule exist?

- "Share the biscuits with your sister"

Starter Activity

On post-it notes

Children write as many rules as they can think of

Split the post-it notes into two groups: rules they agree with, rules they would change



vote, rights, police, fair, equal, equality

PSHE links

R1. about discrimination: what it means and how to challenge it

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L3. about the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

- "Tidy up your toys"
- "Don't run in the corridors"
- "Be quiet when someone else is talking"
- "Don't drive too fast"
- "Children must be looked after"
- "Pay your taxes"
- "Don't waste energy"

- Why is it good that we have rules in school?
- How does it help the children?

Story

Watch video: UNICEF Children's Rights

<https://www.youtube.com/watch?v=ml2dYmNCJVQ>

Share UNICEF Children's Rights

UNICEF activity pack about protecting children's rights

Read Paddington story (page 3)

Activity

Pack a Suitcase

Activity 3: Pack a suitcase
- Activity plan - page 19
- Print page 21

Big Question

Who makes the law?

[The government]

Who enforces the law?

[The police and the courts]

The UN declaration of the rights of a child encourage children to have a voice and speak out about things that are important to them

- Are there any laws that you would change?
- How would you like the world to look in 20 years' time, when you are an adult and thinking about having your own children?

Activity

Writing task

Imagine travelling 20 years into the future. How do you hope the world will look?
- What can you see?
- What are children's lives like?
- What made it a better place?

Online Safety

N.B. The following lessons are taken from the [Sheffield Primary Online Safety Curriculum](#).

Os1) Online strangers

Objectives

- Understand that people on the internet are not always who they say they are, and may have malicious intentions

Key vocabulary

Strangers, online, deception, social media

Presentation: Trusting people online

Who do we trust? [online or offline]

Input

Explain how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. Explain how to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. Introduce 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

Activity: Draw a 'Circle of Friends'

<https://visuals.autism.net/#bwg2/51=>

or
<http://blog.friendshipcircle.org/wp-content/uploads/2012/01/Circles-of-Support.jpg>

Activity 2 - Colour the statements



PSHE links

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

R23. why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

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.

That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Re-watch: Lee and Kim - Animal Magic (see resources)
(already covered in KS1)

Watch: Smart Crew 5: Meeting up

<https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter5>

[N.B. The video discusses chat rooms – teachers to be wary of indirectly promoting their use.]

- Blackeyed Bean's profile looked safe – he looked friendly.
Isn't it ok to trust people who are nice?
- Why is meeting people online sometimes different to real life?
- What should she have done when a stranger started asking her questions about meeting up?
- Why didn't she realise that Blackeyed Bean was an adult?

Plenary video:

Faux Paw: Meeting strangers in chat rooms

Start at 1.20

<https://www.youtube.com/watch?v=SdcrBmimyc0>

- Why was Faux Paw's friend worried about her?
- Why couldn't Faux Paw tell that her new online friend was untrustworthy?

Using the 'Circle of Colour' as a reference, colour statements, depending on which circle they fit into: Things a good friend would do, things a family member would do, things a teacher would do etc.



Os2) Sharing Online

30 minutes

Objectives

- Understand that we must keep our personal information safe

Key vocabulary

Personal, information, privacy, stranger, trust

PSHE links

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact, how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worries by something seen or read online and how to report concerns, inappropriate content and contact

Presentation: Personal Information

What is personal information?

<https://www.bbc.com/bitesize/articles/zw bq7ty>

Smart Crew 3: Personal Information

<https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3>

Explain that children have rights in relation to sharing personal data, privacy and consent. As a class, 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. Discuss the importance of gaining permission before sharing things online.

- Have you ever been asked a personal question by someone online?
- Which of the following questions are worrying?
 - What's your real name?
 - How are you?
 - What games do you like?
 - Where do you live?
 - Can you send me a picture of you?
 - Do you like unicorns?

Lesson 2

Explain the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

Explain that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Activity: Sort

Personal Information

Sort the statements into a spectrum - put the words in order, with "never share" at one end and "fine to share" at the other.

Os3) Friendship Online

Objectives

- Identify how to be kind in online social environments
- Understand that peer pressure can make us do inappropriate or unkind things
- Understand that friends should behave in a certain way, whether they are online or offline

Key vocabulary

Social media, kindness, cyberbullying, friendship, pressure, behaviour

PSHE links

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as face-to-face relationships

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful

Presentation: Friendship Online

Input

Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. They should be taught that abuse, bullying and harassment can take place online and that this can impact wellbeing. Teacher should explain how to seek support from trusted adults. Children should also know where and how to report concerns and get support with issues online. As a class, discuss the difference between talking to an AI chatbots or smart speaker and talking to a friend or trusted adult, and how to recognise unhealthy conversations that might occur.

Class discussion:

Have any of these issues affected you?

What should you do if this happens to you?

What kind of person sticks up for their friends, instead of going along with the bullying? [brave, trustworthy, loyal, mature, don't always follow the crowd]

Do Activity 1

Class discussion:

A good online friend would not:

- Ask us to keep secrets and would not ask us for our personal information.
- Share our personal information including our pictures with anyone that we did not know and without our carers permission
- Do, or ask us to do, things that make us feel uncomfortable or sad, e.g. ask us to meet up, swear or spoil games.
- Give us things for free in games without us knowing them in the real world – compare with gifts from strangers in the real world.

Activity 1: Create

Create an anti-cyberbullying poster, to embed the ideas from the discussions (using PicCollage, Explain Everything, ActivInspire, PowerPoint etc.)

Ideas:

- Good friends are loyal, and stand up for each other
- Don't always go along with what everyone else is doing, if you think that it is wrong
- If you don't stick up for victims, then who will?
- If you are worried, tell an adult
- Online comments can be just as hurtful as face to face ones
- Liking and sharing are just as bad as posting
- Don't share passwords

Activity 2: Write

Children write a list on whiteboards to answer the question: "What would a good online friend never do?"



behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

L11. recognise ways in which the internet and social media can be used both positively and negatively

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

Os4) Personal Information

Objectives

- Have a more thorough and sophisticated understanding of personal information
- Understand that websites store a lot of our information

Key vocabulary

Personal, information, identities

PSHE links

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

Presentation: Tracking our information

Video

Hector's World - Episode 2: "Welcome to the Carnival" - Signing up with your personal details

<https://www.youtube.com/watch?v=Alsyt2LJAo&t=44s>

Class Discussion

2:09

- Why is it ok for Ranjeet to give Miss Finney his personal details?

[She is a trusted adult, and needs the information in case of emergencies (she has a reason to ask for it)]

4:09

- Why did this character want Tama's details?
- How did he show Ming and Tama that he was doing the right thing?
[He wanted to send her some information about his business (the bank) so she might become a customer.
- *He was happy for Tama to talk to her parents, and he could explain the terms and conditions in detail.*
- *He worked for an official business.]*

Activity: Superhero Information Jigsaw

Have the superheroes kept their identities safe?

- Children are detectives
- Can they work out which superhero is which, by looking at the clues from their social media feeds?
- Fill in the tables using the evidence presented on the board

Activity 2: 'Send' Information

Use paper resources to show how information is broken up into smaller pieces and then sent across the internet



R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

5:00

- Why is this character less trustworthy?

[The terms and conditions were very long, and hard to read.

*He pressured the children into signing up without thinking.
It was not clear where their information would end up.]*

5:47 - What happened to Sprat's information?

Why is this a bad thing?

[Sprat lost control of the information and it was published publicly; this is personal information, and should be kept safe at all times.]

How many pieces of information does someone need before they can identify us?

[This is called the information jigsaw]

Activity 3: 'Build' a network

Use paper resources in the support pack

Extension:

Watch: Hector's World - Episode 3

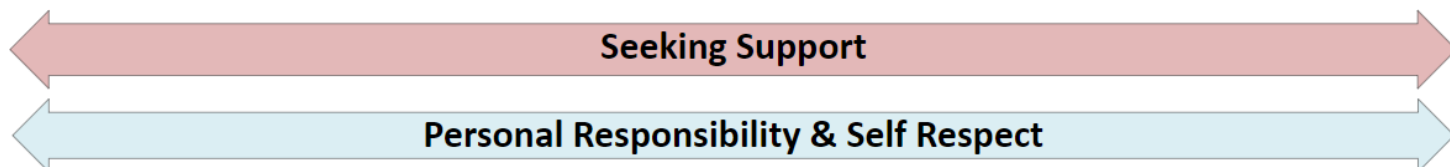
"It's a serious game" - Signing up for games with personal information.

<https://www.youtube.com/watch?v=Sk6acs5pL0>

Use to embed points in plenary, or to revisit learning in a few weeks.

Health and Wellbeing

Themes covered across 'Health and Wellbeing' sections:



Mental Wellbeing		
Objectives / Questions	Discussions	Activities
Understanding my feelings		
M1) How do I manage my feelings? Objectives - Understand the range and depth of feelings that we all experience - Learn strategies to deal with these feelings and know when to seek support - Understand that we have responsibilities for some things but cannot control everything Key vocabulary <i>Responsibility, anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress</i> PSHE links <i>H17. to recognise that feelings can change over time and range in intensity</i>	Presentation: How do I manage my feelings? Key Question How do I manage my feelings? Suggested book: <i>The Huge Bag of Worries</i> by Virginia Ironside Class activity Show emotion words - Can children come up with situations where they felt these emotions? [anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, love, pride, cruelty, kindness, shame, joy, regret, remorse, sorrow, loneliness] We have a range of emotions, depending on experiences and situation Class Discussion How should we respond to our emotions? [Shouting? Sharing? Listening to our feelings? Fighting? Keeping it all inside? Crying? Talking?] - It depends on the situation, but some of these are never a good idea. - Which are the positive ways to deal with emotions? [Talking about how we feel with trusted people, Listening to our feelings, Doing something creative (such as drawing how we feel, or writing a poem about it), Doing some exercise, Having some quiet time on our own for a bit, Walking away if we need to calm down, If you need to cry, that is ok, but remember to find help if it happens a lot] - Which are the negative ways?	Starter activity In groups, on A3 paper, children write down as many emotion words as they can. As they do this, add them to a class list on the board.

H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	[Shouting at people, Fighting, Hiding everything inside] Class Discussion Why does talking and sharing feelings help? [Experiencing joy is important, and when you share that, the people around you might feel happy too. When you are down, you will feel better when you talk about it, because then you feel less alone. You will learn that lots of people share the same kind of feelings.] What does “Listening to your feelings” mean? [If you understand your feelings, then you can better understand how to stay happy. You might notice that certain things make you feel certain emotions. For example, if you see your best friend playing with someone else, you might feel angry. Ask yourself “Why am I angry?” Maybe it’s because I’m jealous? Maybe I’m worried that if my friend plays with someone else, they won’t play with me anymore and I’ll be lonely. The more you practice asking these kinds of questions, the better you will be able to control your thoughts. Instead of these negative emotions, tell yourself “I’m happy that my friend is having fun. Maybe I can join in too?”] Why should we avoid shouting at people? [When we feel angry or sad, we might want to shout at other people. This doesn’t mean that we should. Sometimes we get the urge to do something negative like call someone names or fight. As we get older, we need to learn to notice these urges, and control them. When we shout at someone, we upset them. We’ve passed on our bad mood to them. Instead, try calming down by walking away. If that doesn’t work, talk to someone you trust, like an adult at school or someone from your family.] Input as a plenary • 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. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • 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 In pairs, make a list of the different techniques that help us control our emotions Examples: • Share our feelings • Talk about how we feel • Listen to our feelings • Do something creative (such as drawing how we feel, or writing a poem about it) • Do some exercise • Get plenty of sleep • Have some quiet time on our own for a bit • Walk away if we need to calm down • Cry if you need to Remind yourself that this bad feeling won’t last forever and there are lots of good things in your life Remember that we all deserve to feel happy and joyful
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Key Information

We need to learn to manage our own emotions

Image

Picture of a stress bucket

This is a metaphor for the way our emotions build up over time
Water going in the top represents things that make us stressed out

The tap at the bottom represents things that help us to relax and let stress out

The size of the bucket is different for everyone - some people cope well with stress, others need to learn how to do it (make their bucket bigger)

Activity: Fill in worksheet

- Children describe their own stress bucket, writing or drawing things that make them feel stressed and things that help relieve it
- Children describe the size of their stress bucket, based on their own behaviour
- Can children recognise their own behaviour traits?

Extension Activity

Give children a range of scenarios. Children decide which emotion word is the most appropriate for each situation.

For example:

"You know your brother is looking forward to playing in his first football match. The night before, you were cross with him and told him he would be useless in the game, and they had only asked him to play because no one else would do it."

This would cause feelings of guilt and regret.

Physical Wellbeing		
Objectives / Questions	Discussions	Activities
Staying healthy		
P1) How do I keep my body healthy? Objectives - Understand the reasons why active lifestyles and healthy diets can have a positive effect on our lives - Appreciate that they need to balance choices that are 'good for them' and choices that bring joy - Know how to make informed choices about the activities they do and the things they eat - Getting enough sleep (what might stop you from getting the right amount?) Key vocabulary Active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance PSHE links H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to healthy and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay H7. how regular (daily/weekly)	Presentation: How do I keep my body healthy? Video BBC Learning - What Do Humans Need To Stay Healthy https://www.youtube.com/watch?v=UxnEuj1c0sw Video What happens inside your body when you exercise? https://www.youtube.com/watch?v=wWGulLa000 [More detailed information about being healthy, including diabetes which may need further explanation.] - Encourage children to take notes on the videos - Share what they've learned with rest of group / class afterwards Class Discussion - What would happen if you did no healthy activities? [You would become less fit, you would be more likely to get ill, you might not have healthy lungs and heart] - Should you exercise all the time? [No - different people need different amounts. It's also important to sleep enough and have breaks, to help your body to heal and grow properly] - Should you only do healthy things? [No - you also need to do fun things that bring you joy - you have to find a balance that works for you] Input Explain the importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. Introduce personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Explain how and when to seek support including which adults to speak to in school if	Activity 'Finding the Balance' Divide paper into three vertical sections Left: Things you enjoy Right: Things that are healthy Middle: Things that are both enjoyable and healthy P.E. Link Activities Selection of 10 minute 'shake-up' activities https://www.nhs.uk/10-minute-shake-up/shake-ups Video: <i>Change 4 Life: Train like a Jedi</i> https://www.youtube.com/watch?v=1H_BYJSsdSM Children learn routine and then research more or make up their own fitness programme

exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

Science link

(Y3) Pupils should be taught to: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

they are worried about their health.

Recap 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.

Sleep

Input

The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

Stimulus

Video (recap from KS1)

Why Do We Need Sleep?

<https://www.youtube.com/watch?v=aAmaCeq9v4>

Class Discussion

- Why do we need to sleep?
- [It's good for our bodies and our minds]
- What would happen if we didn't get enough sleep?

[We would get poorly more often, not grow as well and be in a bad mood more often]

Activity

Children go to website below (or you can print it out)

Can they answer the questions on the worksheet?

- Name two reasons why sleep is important
- List 3 ways to relax and get ready for sleep
- How much sleep does an 8-year-old need?
- What should you **not** have in a bedroom at night

Information

Sleep

<https://www.nhs.uk/live-well/sleep-and-tiredness/healthy-sleep-tips-for-children/>

P2) How do I eat a healthy diet?

PSHE Links

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about the choices that support a healthy lifestyle, and recognise what might influence these

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay

Warm up

Presentation: The Healthier Snacking Show

Information for snacking more sensibly

Input

What constitutes a healthy diet (including understanding calories and other nutritional content).

The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Presentation: How do I eat a healthy diet?

Stimulus

Video

What is a balanced diet

<https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zppvv4j>

Print

Activity - Record Research

Children work in pairs

First, read through questions on the A3 worksheet

Then, show each video, children fill out the A3 worksheet as they go along, answering questions

Healthy Eating: An introduction for children aged 5-11 (recap from KS1)

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

Why should we eat sweet and sugary foods less often?

<https://www.youtube.com/watch?v=BBzDEW0w7ds>

Help children learn why eating fruit and veg is good for them

<https://www.youtube.com/watch?v=rNr1vPtluH8>

How does protein help to mend us when we're hurt?

<https://www.youtube.com/watch?v=RH1hzbkEZYU>

Carbohydrates

See the foods that give us loads of energy for sports



	Print this image and share with class, one between two NHS Eat Well Guide (see resources) - Give children time to read through it - Refer back throughout lesson Explore Explore this website with class, to explore the <i>Eatwell Guide</i> further https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/ - What foods should we try and include in our diets? - What foods should we avoid? [Go to activity] Class Discussion 98% of packed lunches fail to meet food standards https://www.foodforlife.org.uk/whats-happening/news/news-post/lunchboxes - Read this article again as a class (about how packed lunches generally do not meet healthy food standards) - Can the children guess why this is? [they don't contain all of the food groups; they contain too much sugar] What are packed lunches often missing? [vegetables and wholegrain foods]	and games https://www.youtube.com/watch?v=Vhtyup4OoQk Activity 2 Draw their own version of the '<i>NHS Eat Well Plate</i>'
	Further Resources <u>Whole school guidance</u> 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. Sugar Smart Maths Lesson https://digitalcampaignsstorage.blob.core.windows.net/schools/production/uploads/ckeditor/attachments/271/Lower_KS2_maths_lesson_PowerPoints.zip Sugar Smart Maths Worksheets https://digitalcampaignsstorage.blob.core.windows.net/schools/production/uploads/ckeditor/attachments/274/Lower_KS2_maths_worksheets.zip	



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
Year 2 / Year 3 / Year 4	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 self-confidence and positive body image, and how this links to their own happiness.
		Different family structures
		That some children may feel different on the inside to how they look on the outside.
	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.
		That some content online is harmful or frightening and may only be suitable for adults.
	Online Safety and Harms (Health Education)	Why social media, some computer games and online gaming, for example, have age restrictions.
	Being Safe	What sorts of boundaries are appropriate in friendships with peers and others



		(including in digital context).
		About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and inappropriate material.
		Safe behavior near railways or roads.
		Who you can speak to if you are worried about anything.
	Developing bodies	How bodies change from birth to old age. Understand private areas of the body and boundaries around these body parts. This will include revisiting key vocabulary including penis, vagina, testicles, breasts, chest and bottom.

N.B. PSHE objectives

'PSHE links' refers to the learning objectives from the PSHE education programme of study Key stages 1-5 (January 2017)

Some learning objectives are covered in multiple units in LKS2, and several will be covered again in UKS2

The following PSHE association learning objectives are not covered in any specific lessons, but will be achieved throughout the curriculum passively:

R11. to work collaboratively towards shared goals

L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

This learning objective have not yet been covered in this curriculum:

L16. what is meant by enterprise and begin to develop enterprise skills

(It is suggested that enterprise be taught using wider curriculum subjects, such as design technology, art, maths and science, in combination with whole school events such as bake sales, fêtes and parent events)