



Year 4 (LKS2) RHE Curriculum Sections Overview

Relationships		Living in the Wider World
Family	Friends	Community
What makes a family? Fa3) How should we treat people who are different? [UKS2] Fa1) Why do some people get married?	Keeping friendships healthy Fr2) Are all friends the same? Fr3) Are friendships always fun? [UKS2] Fr2) Can we be different and still be friends?	Our Communities C2) Where do you feel like you belong? C3) How can we help the people around us? Online Safety Os5) Digital Media [N1] Os6) Verifying content and echo chambers [N3] <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) Are we happy all the time? [UKS2] M1) Does everybody have the same feelings?	Staying healthy P3) How do I stop getting ill? [UKS2] P2) How can I stay fit and healthy?

Growing Up Safe

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

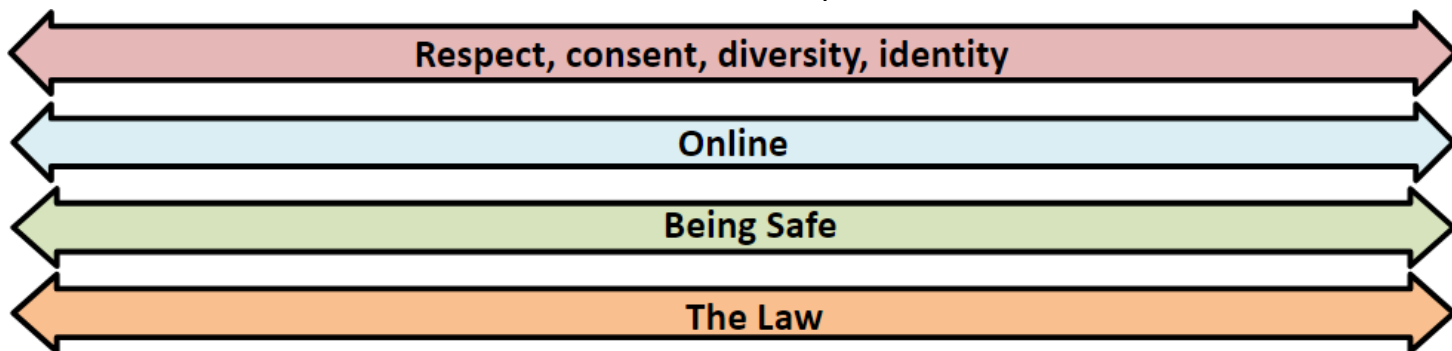


Year 4 (LKS2) Long Term Plan - RHE

Autumn 1	Fr2) Are all friends the same? Fr3) Are friendships always fun? M2) Are we happy all the time?
Autumn 2	Growing Up Safe Programme (BigTalk Education) C2) Where do you feel like you belong? C3) How can we help the people around us?
Spring 1	Os5) Digital Media [N1] Os6) Verifying content and echo chambers [N3]
Spring 2	Fa3) How should we treat people who are different? P3) How do I stop getting ill?
Summer 1	[UKS2] Fa1) Why do some people get married? [UKS2] M1) Does everybody have the same feelings?
Summer 2	[UKS2] Fr2) Can we be different and still be friends? [UKS2] P2) How can I stay fit and healthy?

Relationships

Themes covered across 'Relationships' sections:



Family

Objectives / Questions

Discussions

Activities

What makes a family?

Fa3) How should we treat people who are different?

Objectives

- Understand that all people deserve respect, even if they are different to other people
- Appreciate that we all have different abilities and find different things challenging

Key vocabulary

Gender, stereotype, sexism, bullying, disability, race, religion

PSHE Links

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
R21. about discrimination: what it means and how to challenge it

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

Input

Explain to children that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

Children should be reminded of the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

Presentation: How should we treat people who are different?

Book

The Sissy Duckling
by Harvey Fierstein
Preview

<https://www.youtube.com/watch?v=lc5YMNbow1E>

- What was Elmer good at?
- What did he find challenging?
- What did he do that made him a good friend?
- Who was kind to him?
- Who was unkind to him?
- Why was Elmer's papa worried about Elmer being called a 'Sissy'?
- How did Elmer save his papa?
- Was Elmer a strong duck?

Starter activity

[To assess children's current thinking]

Children sort images of toys into two piles:
'Boys toys' and 'Girls toys'

- Do you notice a problem with this activity?

[Yes - the idea of different toys for boys and girls is sexist: children should be able to play with anything that they want]

-Did anyone say anything when they noticed this activity was unfair? Why not?
[It is important that we 'call-out' any sexism that we see. If something is not ok, we should speak up]

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

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

L9. about stereotypes: how they can negatively influence behaviours and attitudes towards others: strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others: ways of responding to it if witnessed or experienced

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

- Did Elmer stop being a 'Sissy'?

Key Information

If people are being unkind to us regularly, and it is making us feel unhappy for a lot of the time, we should tell someone that we trust.

No-one should have to put up with emotional abuse

Class discussion

[Do the children already have existing prejudices?]

- What is a man's job? What is a girl's job?

There is no such thing as 'a man's job' or 'a girl's job' but for 100s of years, people have thought that men and women should be treated differently. It is now illegal to stop someone getting a job because of their gender.

Video

Inspiring The Future - Redraw The Balance

<https://www.youtube.com/watch?v=qv8VZVP5csA>

- Stop at 0.56

- Can you describe the 3 people that are about to enter the room?

- Do you think that the children's drawings will be accurate?

- Play rest of film

- Why do you think that the children's drawings are different to the real people? [These are jobs that have traditionally been for men, not women]

- Are men and women the same? [Mostly, although on average men are stronger than women, so they might be better at some physical jobs]

- What might stop young women from choosing these jobs?

Is there such a thing as "man's" or "woman's" job?

Activity

Draw someone doing a job that challenges a stereotype

For example, a man working in a nursery or a woman building a house

Presentation: Why do some people get married?

No activity

[UKS2] Fa1) Why do some people get married?

Objectives

- Understand why some people get married
- Appreciate that not everyone wants to get married
- Know that forced marriage is illegal

Key vocabulary

Marriage, wedding, ceremony, gay

PSHE links:

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

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

Input

Explain that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Key Question

Why do some people get married?

Video

Hindu weddings:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-nikki-hemal-marriage-hindu-wedding-ceremony/zmqrkmm>

- Have you been to a wedding?
- Was it like this? What was the same?
- What was different?
- What looks fun about the wedding?
- Why are these two people getting married? [they love and care for each other and want to spend their lives together]

Video

Christian wedding (Prince William and Kate Middleton)

<https://www.bbc.co.uk/news/av/uk-13237441/kate-and-william-exchange-wedding-vows>

- Have you been to a wedding like this?
- What was the same?
- What was different?
- What looks fun about the wedding?
- Why are these two people getting married? [they love and care for each other and want to spend their lives together]
- *It might be appropriate to show examples of weddings from other religions too, depending on the children in your class.

Book

King and King

by Linda De Haan and Stern Nijland

Preview:

<https://www.youtube.com/watch?v=11m9camsc>

- What looks fun about the wedding?
- Why are these two people getting married?
- [they love and care for each other and want to spend their lives together]
- Why didn't the prince like any of the princesses?
- [He was gay - he wanted to marry another man]

Revisit key Question

Why do some people get married?

[Because they love each other, because they want to be with each other for a long time, because they want to share that love with their family and friends, because they want their life to be stable]

Class Discussion

No activity



	Can anyone make you get married? [No - forced marriage is illegal. If you hear about forced marriage, you should tell someone that you trust or the police. Parents might suggest people for you to marry (this is called arranged marriage) but it is still your choice to do it or not].	
	Class Discussion Who can get married? - People who love and care for each other - People who are old enough - People who want to spend their lives together - People who want to share that with other people and/or with their god - Gay people can get married as well as straight people Class Discussion Does everyone get married? [No, some people choose not to get married, either because they don't have a partner, or because they are happy being with someone and not getting married. There is nothing wrong with never getting married - it is your choice and nobody else's! There are also civil partnerships, which are similar to marriages, but are generally less formal and less elaborate occasions] N.B. Both marriage and civil partnerships are now available equally to straight and gay couples	No activity

Friends

Objectives / Questions

Discussions

Activities

Keeping friendships healthy

Fr2) Are all friends the same?

Objectives

- Understand that differences in gender, race, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment
- Discuss the similarities and differences between boys and girls

Key vocabulary

Ramadan, Islam, Muslim, bullying, discrimination, gender, sex (in terms of male and female)

PSHE links

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

R21. about discrimination: what it means and how to challenge it

Presentation: Are all friends the same?

Input

Explain that the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

Explain that AI chatbots can be used to act like humans and the benefits and risks of this, including that not all information you get from a chatbot is accurate.

Book

Ramadan Moon

By Na'ima B. Robert

A story about the beauty, unity and excitement of Ramadan

- Has anyone been involved in Ramadan before?
- What is Ramadan? [Muslim festival celebrating the month the Qur'an (the Muslim holy book) was first revealed to the Prophet Muhammad.

Video

What is Ramadan

<https://www.bbc.co.uk/bitesize/topics/zpdtbsbk/articles/zic2bdm>

- Does it remind you of any other festivals?
- What is the same?
- What is different?
- Who celebrates Ramadan?
- What looks fun about it?
- What is the challenge of Ramadan?
- Does everyone celebrate it in the same way?

Book

Are You a Boy or Are You a Girl?

by Sarah Savage (2017)

Class Discussion

- How are girls and boys different?
- Is Tiny a girl or a boy?
- Does it matter?
- Is it ok for Tiny to pretend to be a pirate, or a footballer, or a fairy?
- Do all 'bullies' look like Buster?
- How might Mia and Tiny help Buster?
- Has Tiny been a good friend?
- Has Tiny done anything wrong?
- Has everyone in the book been kind?
- Would you like to be Tiny's friend?

Activity: The Tangled Web

Resources: This activity requires a ball of wool.

Children sit in a circle. One child is given a ball of wool and told to throw it to someone they have a connection with, while holding the end of the wool and saying what the connection is.

The connection can be anything at all – from someone having the same colour hair, living in the same street, going to the same Gudwara, and so on).

The recipient takes hold of the wool so that it forms a bridge between them and the person who threw it, then throws the ball of wool to someone else, saying a different connection.

This activity provides a striking demonstration of how we are all connected in many ways. We are all similar in some ways, different in others. Remind children of the importance of valuing our differences.

(from SEAL resource - 'Getting



	- What might be fun about being friends with Tiny?	
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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

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

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

Class Discussion

- What is discrimination?
- Why do people discriminate against others?
- Are all friends the same?
- Are there more differences or similarities between people?

On' - Yellow pack)

Fr3) Are friendships always fun?

Objectives

- Understand that relationships come with a mixture of positive and negative emotions
- Appreciate that friendships are not always perfect
- Understand that it is normal to disagree with your friends
- Develop techniques to deal with conflict within friendships
- Understand when a relationship is unhealthy when support is required

Key vocabulary

Disagreement, positive and negative emotions, perfect, compromise

Presentation: Are friendships always fun?

Input

Explain what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Outline that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

Teach children ow to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Video

Winnie the Pooh - A portrait of Friendship

By A.A.Milne

<https://youtu.be/h7ffHKw6cRw>

0.40 to 4.25

- Did Pooh want to sit down and be painted by Piglet?
[No, because he was hungry. He tried to sit still but couldn't manage it]
- Why did the others also not want to sit down and be painted?
- [they all had other things that they wanted to do]
- What did Piglet realise?
[If you want to be a good friend, you sometimes have to compromise (meet them half-way)]

Group activity

Friendship scenarios

Give children scenarios, featuring examples of friendship stressors

- Read out scenarios
- Discuss the questions
- Make notes to share with class

Extension

Encourage groups to act out each scenario, in both a healthy and unhealthy way

PSHE links

R10. about the importance of friendships: strategies for building 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 face-to-face relationships

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

- What did Piglet do that meant everyone was happy? [He realised that you don't always have to have everything exactly like you want it - sometimes you have to compromise and think about other people's feelings too
- Do you think that Piglet's friends should have sat still to be painted?

[No - you don't have to change what you're doing to please your friends all the time, but it's nice when you make a plan that ensures everyone can be happy]

Class discussion

- Do friends always agree on what to do?
- Do people sometimes ask you to do things that you don't want to do?
- Should you always do what your friends want?
[No - you have to get the balance right between getting what you want and also making room for your friends to also have fun]
- Are you responsible for the happiness of your friends?
[No - you can't make everyone happy all the time, but it is good to be kind and to do caring things for people. You have to balance making sure that you are happy yourself and checking that other people are happy too]

Optional Video

Winnie the Pooh - A Bounciful Friendship

By A.A.Milne

https://www.youtube.com/watch?v=hKx_MzX2l84

- How many friends can I have?
[As many as you like, there is no need to exclude others]

No activity

[UKS2] Fr2) Can we be different and still be friends?

Objectives

- Understand that we don't have to be the same as everyone else to have friends
- Appreciate that we should respect other people, irrespective of their unique characteristics
- Understand that friendships change over time, and our friends often have different opinions, feelings and motivations to ours

Key vocabulary

jealousy, betrayal, different,

Presentation: Can we be different and still be friends?

Input

Children should learn that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

Children should be taught how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Key Question

Can we be different and still be friends?

Book

Something Else

By Kathryn Cave

Preview

<https://www.youtube.com/watch?v=aFOhsJydiNE&t=36s>

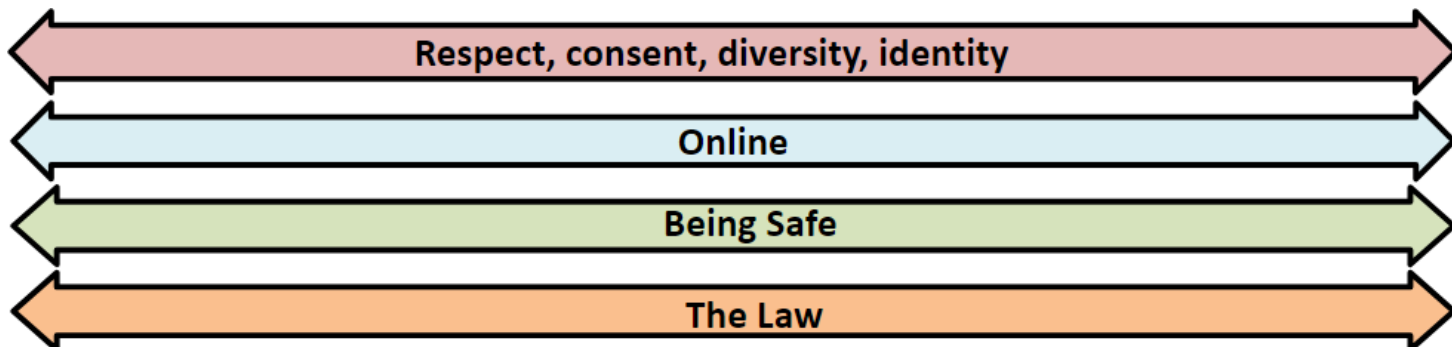
No activity

excluding, including, PSHE links: R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying 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	- Why was <i>Something Else</i> alone so often? [The other people wouldn't play with him because they thought he was different] - Was it <i>Something Else's</i> fault? [No, he was just being himself] - How did <i>Something Else</i> react when the stranger arrived at the door? [He was surprised and not very welcoming. He asked the stranger to leave] - What did the stranger remind him of? [Himself] - Why did <i>Something Else</i> change his mind? [Because he realised that he was acting the same way as all the other people - by excluding someone because they looked different. He knew how it felt to be excluded]	
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful 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 R21. about discrimination: what it means and how to challenge it R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	Story Forgiveness (From SEAL) [N.B. Teacher's may want to make the point that the girls in the story are in secondary school] https://docs.google.com/document/d/1C6chwko1AlgtG0-vtjoeJwonZWlVrwFeJeiJwmaUAKw - Why didn't Sacha want to go swimming without Kelly? [She liked doing things with her best friend] - How did Sacha feel when she bumped into Kelly in the shop? [Angry, sad, jealous, betrayed] - Have you ever felt like this? - Sacha felt many feelings at once - anger, sadness, jealousy, betrayal. What happens when we have more than one emotion at the same time? [When we have multiple emotions, sometimes we can't understand ourselves as well. For example, Sacha felt sad and jealous that Kelly had other friends, but it was the anger that came out] - Did getting angry help the situation with Kelly? [It is understandable that Sacha felt upset by Kelly lying to her. She felt betrayed by her best friend. However, getting angry didn't make the situation better. It stopped them from having a decent conversation] - What could Sacha have done that was more positive? [Kelly explained the way she felt - that she wanted other friends as well and that she didn't want to hang out with Sacha all the time. This would have been hard to hear, but it is also a reasonable point of view. Kelly wasn't trying to be mean, she was just trying to do what made her happy. Sacha should have respected this more, and tried to understand the reason for her friend making these choices.] - What could Kelly have done that was more positive? [Kelly should have been more honest from the beginning. Even if it hurt Sacha's feelings, it would have stopped her feeling betrayed] - Let's imagine the girls see each other on Monday at school. What advice would you give them? [They could both apologise for the mistakes they made.]	No activity

	They could forgive each other and try and make a positive plan (for example, They could see each other a bit less often, which would give Kelly space to make new friends but would also mean that the time they did share together would be positive and fun)]	
	Class Discussion - Will our friendships always be the same? [No, they will change as time goes on. Some friendships will grow and some will fade away. Some will develop so that the relationship is different to how it started] - Do we always think the same as our friends? [No - we will never totally agree with anyone. But that doesn't mean you can't still be friends] - Do we all want the same things? [No - some of us will want to make lots of new friends, some of us just like to hang out with the same people all the time. Some of us like being active, some people like to stay in and chat. Many like both!] - What is the key to healthy friendships? [Accepting that we are different and will want different things. Listen to your friends and try not to get angry when they disagree with you. If you want to change your relationship, consider how you can express that thought without upsetting the other person]	Activity <i>Similarities and Differences</i> - Divide a piece of paper into two columns - Choose a person in your life that you are close to - On the left, list all of the things you have in common - On the right, list all of the differences between you - Do some of the items on the list annoy you? - Can you accept them and move on? - Is there anything that you'd like to change about your relationship? - How could you express that without upsetting them?

Living in the Wider World

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



Community

Objectives / Questions

Discussions

Activities

Our Communities

C2) Where do you feel like you belong?

120 minutes

Objectives

- Understand that we are all part of a wider community if people, who we rely on
- We have a responsibility to support other people in our community when we are able to
- Know that we should treat the people in our community with respect
- Understand that biological parents ("Tummy mummy" and "birth dad") are not always the people that look after a child

Appreciate that the people you live with are not always part of your 'birth family' (adopted/foster care, carers)

Key vocabulary

C2) Where do you feel like you belong? - Presentation Input

Explain the importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (Across lesson 1-3)

Key Question

Where do you feel like you belong?

Stimulus

Show various images of community groups (schools, families, friends, religions, sports, music)

- What is a community?
[group of people who have similar interests]
- What are the signs of a positive community?
[cares for its members, includes people, is kind to people not in that community, makes you feel welcome and safe]
- How many communities are you part of?
[school, family, friends, religion, sports, music, hobbies]
- Who is in my community?
[friends, family, teachers, cleaners, sports coaches, vicars, imams, police officers, NHS staff, fire brigade, shop workers, bus drivers etc.]
- Am I equally close to all of them?
[No, some are closer than others - different things are appropriate with different members of our communities]
- Who are my most trusted adults?

Activity

Community Map

Give children the printout with the outline of a child in the centre and branches reaching out to different organisations and groups (church, mosque, school, family, friends, football, dance etc.)

Leave space by each group for more details, added after the next section



Community, citizen, support, belong, adoption, biological parents

PSHE links

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

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, online relationships)

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

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

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

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

L5. ways of carrying out shared

Class discussion

- How do our communities support us?
- Which member of your community might help you with each of these things:

Give us hugs, help us to wash, support us, be kind to us, help us to learn, keep the streets clean, provide food, take us places, help us if we are poorly, protect us from danger

[Complete activity worksheet]

Class discussion

- What is a citizen
[Someone that is part of a wider community (like a city or a country)]
- How can I be a good citizen?
[We all need support from our community but to be a good citizen, you have to do what you can to help your community too]
- What could you do to help your community?
[Pick up litter (but be careful of sharp objects and needles - never touch these), be kind to people, be polite, work hard at school, share nicely, obey the law, don't waste energy, support charities]
- Who should we treat with respect?
[Everybody deserves your respect. Think about people who might not always get the respect that they deserve]
- Who in our communities needs support?
[Disabled people might need extra support to access the things that they need. Older people might need more looking after than others. Some people have less money and might need help to get the essential things that they need. Most of this help comes from the government (benefits, hospitals, schools) but some comes from charities and families]

Continue activity

responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices)

- L7. to value the different groups that make up their community

Book

And Tango makes three

by Justin Richardson

Preview

<https://www.youtube.com/watch?v=WypjUa908hM>

Book about adoption and same-sex parenting

- In what ways were they just the same as all the other penguins?
- In what way were Roy and Silo a bit different to the other penguins?
- What was Roy and Silo's big problem?
- What changed (for the better)?
- Have Roy and Silo been good or bad?
- Where did the egg come from? [another penguin who couldn't look after it as well as Roy and Silo could]
- What do we call it when a different adult looks after a child instead of their original parents? [adoption or fostering]
- How should we treat people who have different families than us [the same as everyone else - with respect and kindness]

Class Discussion

Who in the world might not feel like they belong anywhere? [Refugees? Asylum seekers? People that move schools? See additional resources below for picture books that explore this subject]

Activity

What makes a good penguin parent?

- Children label a penguin silhouette with all the traits of a good penguin parent [love, kindness, sitting on the egg, keeping the chick warm, helping it to swim, feeding it, protecting it from danger]

Additional resources

Book

The Day War Came

by Nicola Davies

Preview

<https://www.youtube.com/watch?v=ybFA9XZyij5>

About a child fleeing war and finding a safe place to live

N.B. Trigger warning

Book

The Name Jar

by Yangsook Choi (2003)

About moving to a new country, bullying, diversity, inclusion, exclusion

Book

We Are Adopted

by Jennifer Moore-Mallinos (2007)

- Do all children live with their biological parents? (original parents / birth parents / tummy mummy)

[No - many children are adopted or live with foster parents]

- Do you need to have biological parents to thrive?

[No - we need love, safety and kindness to thrive]

C3) How can we help the people around us?

Objectives

- Understand that we have the power and responsibility to make our communities better places to live

Key vocabulary

Community, responsibility, acts of kindness

PSHE links

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

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

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

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

L7. to value the different contributions that people and groups make to the community

C3) How can we help the people around us?

Key Question

How can we help the people around us?

Videos

In the following videos, we learn about young people who help other people in their family. They have to put in more effort when at home than most children.

Video: *Series of videos about Young Carers**

<https://www.bbc.co.uk/newsround/35420196>

- What might it be like to be a young carer?
- How might a young carers life be impacted by their role
- What support might young carers need?
- Where should this support come from?

Class Discussion

- How does our community help us?
[Our community supports us by providing shops for food, cleaners to keep our areas tidy, schools for education, hospitals for healthcare etc.]

- What small things can we do to help our community?
[Pick up litter (be careful of broken glass and needles), be polite, don't drop rubbish, hold doors open for other people, help younger children find friends, help our partner in lessons, help parents and carers at home with cleaner and cooking, tidy our rooms, smile or wave to your neighbours, say something kind to your family, invite a lonely child to join your game, let someone else go ahead of you in the line, write a letter to your MP about an important world issue, give money to charity, ask your parents for fewer things, buy products with less plastic packaging, walk to school instead of travelling in the car]

Activity

Children write a thank you note to someone in their community who has helped them
[Discuss how they could choose their teachers, but encourage them to think more broadly and consider people whose work might sometimes be underappreciated]

Ongoing activity (optional)

Make a communal one and display in the classroom - check in each week to see who has achieved one of these small acts of kindness

Key Question

Can we make a difference?

Book

One Plastic Bag

By Miranda Paul

Preview

<https://www.youtube.com/watch?v=B6p04Zph04>

- What was the problem?
- How did she fix the problem?
- Why was it a really good solution?
- Can one person make a difference to their community?

Activity

Children make their own plastic bag items - bracelets are an easy choice

Video

"How To Make A Plastic Bag Bracelet"

<https://www.youtube.com/watch?v=XH4BxPas70>
This demonstrates how to make things out of plastic bags

More ideas

	Video Demonstration by Isatou Ceesay, who is the inspiration for the book, on how to recycle plastic bags https://www.youtube.com/watch?v=r354rs7aYzI	http://oneplasticbag.com/ Including links to selling the recycled purses from the books and more information about Isatou Ceesay
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Online Safety

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

Os5) Digital Media Objectives - Become more digitally literate by being able to analyse digital content Key vocabulary <i>Digital literacy, analyse, content, media, headlines, features, tabloid, broadsheet</i> PSHE links <i>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</i> <i>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</i>	Presentation: Reading the Internet - Analysing Digital Media Input 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, and the reasons why someone might create a fake image (scams, for likes, fake news, to cheat, to pretend to be someone they aren't, to bully someone). Talk Task: Where do you get your news? [Newspapers? Websites? News feed? Social media? You Tube? TV? Radio? Friends? Parents?] Why does The Media exist? [To make money and spread viewpoints] Why do headlines exist? [To encourage 'clicks' and time spent on websites] What are the features that make up an online news page? [Banner ads, headlines, text, pictures, captions, in-feed adverts, hyperlinks, URL, author, date, logos, menus, home page] Analyse a newspaper's web page, comparing tabloid and broadsheet, the same way that you would look at a text in English.	A ctivity: Label Digital F eatures Label the different features of web pages Extension Activity: Children design their own webpage, using 'Google Sites', 'Wix', 'Wordpress' or other free website builders. Try and include the features of a webpage [banner ads, headlines, text, pictures, captions, in-feed adverts, hyperlinks, URL, author, date, logos, menus, home page] Children could also design web pages on paper, or using a more simple application, such as PowerPoint. Example web page: https://www.theguardian.com/cities/2019/mar/25/too-poor-to-play-children-in-social-housing-blocked-from-communal-playground
Os6) Verifying content Objectives - Understand that information online must be checked before it is believed - Understand some of the motivations behind putting false things online Key vocabulary <i>Content, media, advertising, fake news, theories</i>	Input Start to discuss why people might make fake images or videos to pretend to be someone else, why they might do this, and that not everyone you speak to online may be real – they could be an AI bot, e.g. in a game. Stimulus Video Newsround - What is Fake News? (24 second introduction) https://www.bbc.co.uk/newsround/42243459 - How did you know they were not true? [You need to verify the information - check that it is true (more	Small group activity Children use iPads or laptops to go to online resource: <i>Newsround - Tips on avoiding fake news</i> https://www.bbc.co.uk/newsround/38906931 Children write down 5 key pieces of information and then share with the rest of

PSHE links

L11. recognise ways in which the internet and social media can be used both positively and negatively
L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

details later]

- Have you ever spotted fake stories on the internet?
[You have probably seen fake news, but not realised it. There are a lot of rumours on the internet, so it's not always easy to tell what is true, false or a mixture of the two.]

Class activity

- Don't go into too much detail - this is just to get them thinking about verifying information. There will be more detailed instructions later.
Show two images; can the children tell if they are fake, true, or a mixture of the two.

<https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf>

<https://www.rappler.com/newsbreak/fact-check/graphics-unicef-tips-novel-coronavirus>



Stimulus

Video

Newsround - Fake News: Should you learn about it in school?
(2.49 - full report)

<https://www.bbc.co.uk/newsround/42185484>

- Why is it so hard to identify fake information on the internet [It is very easy to make things look true on the internet. And there are a lot of people fighting for your attention. Webpages, Instagram influencers and YouTube celebrities all make money from advertising whenever you watch their content. Even if the things they say are incorrect, they still make money and they don't get in trouble for lying - some of them just become more popular!]

Class Discussion

How do you spot Fake news?

[Answers might include:

- Has the story been reported anywhere else?
- Is it on the radio, TV or in the newspapers?
- Have you heard of the organisation that published the story?
- Does the organisation that wrote it have a good reputation?
- Does the website where you found the story look genuine? (meaning it doesn't look like a copycat website that's designed to look like another genuine website)
- Does the website address (URL) at the very top of the page look real? Is the end of the website something normal like '.co.uk' or '.com', and not something unusual, like 'com.co'?
- Do you recognise the domain name (beginning of URL - for example www.bbc.co.uk)
- Does the photo or video look normal?
- Does the story sound believable?]

Example

<https://www.ifla.org/files/assets/hq/topics/info-society/images/how-to-spot-fake-news>

their groups and then with the whole class.

Extension

More information here for early graspers

<https://www.theguardian.com/news/2019/jan/18/child-friendly-news>

Teacher tip

If you prefer, print out the text from the website and play the two videos from the article to the whole class

Individual activity

Children make a checklist for spotting fake news

Example

<https://www.ifla.org/files/assets/hq/topics/info-society/images/how-to-spot-fake-news440px.jpg>

[440px.jpg](#)



Class Activity

Quiz

<https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz>

Can children guess whether these stories are real or fake?
Encourage them to suggest their reasoning for why they believe it or not

Teacher verifies the correct ones by modelling how to cross-reference using the internet

Key Question

Why would someone create fake news?

[To make money - every time you visit a webpage, Instagram page, Snapchat feed or YouTube channel, the makers will make a bit of money. The money comes from advertisers, who use this site to show you adverts, which make you want to buy things]

Small group activity

Children create their own news

Children use iPads and green screens to create their own misleading news reports.

Alternatively, they could record a radio news report

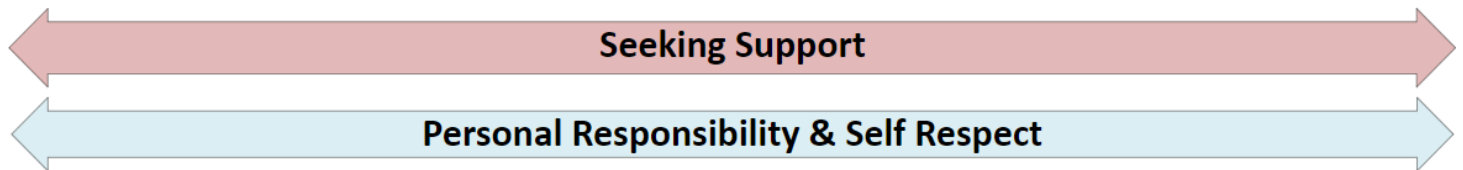
Example news report

<https://www.bbc.co.uk/programmes/b006wkry>

Or create a fake newspaper report (repeat of KS1)

Health and Wellbeing

Themes covered across 'Health and Wellbeing' sections:



Mental Wellbeing

Objectives / Questions

Discussions

Activities

Understanding my feelings

M2) Are we happy all the time?

Objectives

- Understand the range of negative emotions that we can have
- Learn what to do if we experience low moods
- Build self esteem

Key vocabulary

feelings, emotions, sadness, depression, anger, happiness, love, self-esteem

PSHE links

H15. *that mental health, just like physical health, is part of daily life; the importance of taking care of mental health*

H16. *about strategies and behaviours that support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing*

H17. *to recognise that feelings can change over time and range in intensity*

H18. *about everyday things that affect feelings and the importance of expressing*

Presentation: Are We Happy All the Time?

Stimulus

Book: When I feel sad

By Cornelia Maude Spelman

<https://www.youtube.com/watch?v=5sCFONRoFas>

- When did the hamster feel sad?
- When do you feel sad?
- What does sadness feel like to you?
- What does the hamster do to make himself feel better?
- What do you do to make yourself feel better?

Stimulus

Video: The Blue Umbrella (Pixar Short)

<https://vimeo.com/300720030>

Focus on how emotions can change rapidly throughout the day and just because you feel sad at one point does not mean that you will feel sad forever.

- How does the blue umbrella feel when it first starts to rain?
- How do you know?
- How does he feel when he is blown inside out?
- Have you ever felt embarrassed before?
- How does the umbrella feel when he is separated from the red umbrella?
- Have you ever been separated from someone that you liked spending time with?
- How does the blue umbrella feel when he has been blown around?
- Have you ever felt this way before?
- How does he feel at the end?

Class Discussion

What is Self-esteem?

[How good we feel about ourselves. How much we believe

Ongoing activity

Children 'check in', by writing or moving their name onto a scale at the start of every session (Happy - O.k. - Sad - Angry - Frustrated etc.)

Activity

Children visit webpage, containing information about increasing self-esteem

<https://youngminds.org.uk/fi nd-help/looking-after-yourself /believe-in-yourself/>

They write down and share the 5 most important pieces of information from this page

Activity - Illustrate emotions

Children create an illustration of their emotions

- Teachers take photos of children in thought and print out in black and white
- Children use pencil for negative emotions
- Children use colour for Positive ones

<i>feelings</i> <i>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</i> <i>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</i> <i>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</i> <i>H22. to recognise that anyone can experience ill mental health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</i> <i>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</i> <i>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</i> <i>H27. to recognise their individuality and personal qualities</i> <i>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</i>	that we deserve happiness] - Why is it important? [If we believe that we deserve happiness, and believe in ourselves, it makes it easier to tackle challenges. It can help us to stay in a positive mood] - How do we improve our self-esteem? [see activity] Key Question Are we happy all the time? [No - our moods change all the time - sometimes this is because something has happened. However, sometimes we might just feel happy or sad for no particular reason] Class Discussion - What can we do to help ourselves when we feel sad? [Get help (talk about it); do things that make you feel good (hobbies, interests, socialising, family); stay healthy (eat well, sleep enough, physical exercise, time outdoors, sunshine), remember that sadness doesn't last forever] Input Remind children of 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.	
[UKS2] M1) Does everybody have the same feelings? Objectives - Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately - Identify positive and negative emotions and the impact these have on our mental wellbeing - Identify our own triggers for negative emotions - Understanding that some	<u>Presentation - Does everybody have the same feelings?</u> Key Question Does everybody have the same feelings? Video <i>Talking Mental Health</i> https://www.youtube.com/watch?v=nCrjevx3-Js An animated video where children discuss their own mental health and how to help other people with theirs Class Discussion - What are the negative emotions? [anger, fear, disgust, jealousy, sadness] - Why do we have them? [look at ways in which they may have helped us survive in the wild] - for example disgust to stop us eating toxic foods] Teacher information Useful diagram to explain link to survival	Warm up activity Write as many words as you can about feelings/emotions on post-it notes Sort these feelings into positive and negative emotions A useful link for help with emotional vocabulary https://www.jennieallen.com/blog/the-wheel-of-emotions Alternatively, a 'mood meter' could be used with pupils. Activity <i>Identify negative emotional triggers</i> Children write down events in their own lives

people find it hard to read and express emotions Key vocabulary <i>Angry, anxious, worried, frustrated, confused, emotional reaction</i> PSHE links: <i>H1. how to make informed decisions about health</i> <i>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</i> <i>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</i> <i>H17. to recognise that feelings can change over time and range in intensity</i> <i>H18. about everyday things that affect feelings and the importance of expressing Feelings</i> <i>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</i> <i>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</i> <i>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</i>	https://positivepsychology.com/wp-content/uploads/wheel-of-emotions1.png Class Discussion - What are the positive emotions? [joy, happiness, excitement, love] - Why do we have positive emotions [encourage us to do good things and form healthy relationships] Class information Look at the way that events can trigger our negative emotions. [When discussing this, be mindful of children in your class that are experiencing/have experienced traumatic events. Think about what we want to do when we have negative emotions - Shout - Fight - Blame - Run away - Hide - Shut down If something does trigger our negative emotions, what strategies could we use to prevent us reacting badly? - Count to ten - Walk away - Talk to someone we trust - Avoid blaming - Avoid shouting - Never be physical Input Discuss 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. Children should be taught how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Children should find out 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). Teachers should discuss the use of AI tools to make silly/hurtful images of other people, and how this might make those people feel. Why people need to think carefully how the content they post might affect others, and how to get support if this happens to them.	that can trigger negative emotions Activity <i>'My bag of tricks'</i> Children draw/list things that help them specifically when feeling certain emotions Examples <i>Angry</i> Going for a walk Ripping up paper Being alone Taking 5 minutes out <i>Sad</i> Finding a trusted adult Writing a diary Listening to music Talking to my friends Eating my favourite meal
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Physical Wellbeing		
Objectives / Questions	Discussions	Activities
Staying healthy		
P3) How do I stop getting ill? Objectives - Understand the importance of hygiene, especially hand washing - Understand how to keep our teeth healthy - Understand the dangers of diseases caused by the sun how to stay safe from these Key vocabulary <i>Germs, bacteria, virus, hygiene, infection</i> PSHE links H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) - H12. about the benefits of sun exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	Spreading Germs Input 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. How and when to seek support including which adults to speak to in school if they are worried about their health. Class activity On whiteboard: Game that helps understand the way infections spread and how vaccines can give us immunity https://e-bug.eu/contentpage.html?type=games&level=junior&group=1:1&title=Stop%20the%20Spread Video about microbes in the human body: <i>Professor Hallux's Antibiotics: Episode 1: Types of infection</i> https://www.youtube.com/watch?time_continue=3&v=GS6GGsKZu_g&feature=emb_logo Class activity On whiteboard: Making a chicken sandwich without spreading infection https://e-bug.eu/contentpage.html?type=games&level=junior&group=1:4&title=Chicken%20Surprise	Activity Game, where children simulate the spreading of germs - using glitter or other suitable material that will spread from hand to hand. Show video below and then carry out activity in classroom/hall/playground Watch Video: <i>Hand hygiene microbe transmission</i> https://www.youtube.com/watch?v=ptYOW55Thp0 Activity (Optional) Children design posters to promote healthy hand washing. Extension: children explain why good hygiene is so important. Example Poster: <i>6 Steps of Handwashing Poster</i> (see PowerPoint resource)
	Oral Hygiene: Healthy Teeth and Mouths	
	Presentation – Oral Hygiene Prevention of Infection Oral hygiene: Prevention of Infection Extra information and lesson plan to accompany presentation in resources if required. Presentation: Change 4 Life Science lesson PowerPoint Video <i>E-Bug: Tooth brushing demonstration film</i> https://www.youtube.com/watch?v=Bi3R0cTie7c - Why is it so important to brush our teeth?	Activity Children complete the activity sheet, using the information from the science lesson <u>Sugar Smart English Worksheet</u>

	[Removes harmful bacteria, prevents build up of things that are bad for our teeth, prevents bad breath] - Why is flossing also important? [It removes the bacteria and old food from between the teeth, where the toothbrush cannot reach] - Why should you not rinse your mouth out with water after brushing your teeth? [The toothpaste contains good chemicals that protect your teeth, but they have to stay in your mouth for a while. Spit out most of the toothpaste, but leave a small amount in your mouth - don't rinse it out] Optional Video <i>How to Brush Your Teeth Properly - For Kids</i> https://www.youtube.com/watch?v=hDZXSMU2IAk	
	Sun Safety	
	Key Question - What dangers do we face in the Summer? [The sun makes the weather lovely and hot, but it also does a lot of damage to our skin and eyes. We can get sunburn, heat stroke (a more serious condition that can mean going to hospital and damage to our eyes)] - How can we protect ourselves from the sun? [Sun cream, sun hats, sunglasses] - What is it about the sun that harms us? [It contains ultraviolet light, which is very powerful and damages our bodies when we do protect ourselves from it] - What should you never do that might hurt your eyes? [Look directly into the sun - it is so hot that it could permanently damage your eyes]	Activity (DT and Science link) Children design their own sunglasses - What materials would you use? - How would they be secured to your head? - What would they look like? - What would you need to stop from getting through? [U.V. light] [Remind children that, even with sunglasses on, you should never look directly into the sun] Alternate Activity Design a poster: - Split page in two - On one side, draw an unprotected child in the sunshine, with sunburn, heat stroke and eye damage - On the other side, draw a fully protected child, with a sun hat, sun cream and sunglasses.
P2) How can I stay fit and healthy? Objectives - Understand how regular exercise and a balanced diet can Key vocabulary PSHE links: H1. how to make informed decisions about health	Presentation: How can I stay fit and healthy? <u>Input</u> The characteristics and mental and physical benefits of an active lifestyle. The risks associated with an inactive lifestyle, including obesity. What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. How and when to seek support including which adults to speak to in school if they are worried about their health.	Starter Activity <i>My healthy week</i> On mini-whiteboards, child write down things they have done this week: - 5 healthy things they have eaten - 5 times they got some exercise If children haven't managed these things, suggest that they make a plan for the upcoming week instead and try and improve a little but each time

<i>H2. about the elements of a balanced, healthy lifestyle</i> <i>H3. about choices that support a healthy lifestyle, and recognise what might influence these</i> <i>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.</i> <i>H7. how regular (daily/weekly) 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</i> <i>H8. about 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</i>	Key Question How can I stay fit and healthy? There is no way to guarantee good health - we can get ill for no particular reason However, by getting regular exercise and eating a balanced diet, we can vastly reduce our chances of getting ill N.B. It is important to acknowledge that some children are unable to exercise or eat healthily as easily as others, due to impairment or family circumstances. We should never shame or judge children that are not able to follow this advice.	
Exercise (recap from Year 3)		
	Video <i>What happens inside your body when you exercise?</i> https://www.youtube.com/watch?v=wWGullAa000 - 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]	Activity (P.E. Link - Recap from LKS2) Selection of 10 minute 'shake-up' activities https://www.nhs.uk/10-minute-shake-up/shake-ups Make time to get active wherever possible Children design their own activity routine for the week Consider how to build activity into their lifestyles - walking/scooting/cycling to school, joining teams etc.
Healthy Diet		

	Stimulus Video <i>Tasty Tomatoes (Where tomatoes come from)</i> https://www.youtube.com/watch?v=xzqHi2gABb8 - Think of the food you ate today so far... where do you think it came from? Key Information <i>What is the origin of the things we eat?</i> Fresh food - Some food is fresh/natural like the tomatoes in the video. Natural foods, such as fruit and vegetables, tend to be healthier, because they are full of vitamins and minerals and lower in sugars - Fruit juice, however, is very high in sugars, so you shouldn't drink too much of it Processed food - Some of it comes from a factory. Factory food is processed, which means that generally it has fewer nutrients, more sugar and salt and is less good for you than products in their natural form Stimulus Video <i>How do carbohydrates give us energy?</i> https://www.youtube.com/watch?v=Xto8ZqCYDvY	Activity <i>Research</i> Print/ use electronic devices: <i>Childline: Staying Healthy</i> https://www.childline.org.uk/info-advice/you-your-body/my-body/staying-healthy/ <i>NHS Eat Well Guide</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eat_well_guide_colour.pdf Show Videos: <i>Be Food Smart: Film 1</i> https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-film-1 <i>Be Food Smart: Film 2</i> https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-film-2 <i>Be Food Smart: Film 3</i> https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-film-3 - Children explore the information and then write notes to share with the group / class
	Class Discussion - What foods belong to this group? [Rice, pasta, potatoes, couscous] - What does it do? [Give us energy/fuel to do things] - Why are wholegrain foods better? [They contain more fibre, vitamins and minerals] Presentation: The Healthier Snacking Show Information for snacking more sensibly [This presentation is from the Change Life project. Original download can be found here] Class Discussion - What is the difference between sugar and other carbohydrates? [Sugar gives a very quick and short boost of energy that leaves us feeling hungry and wanting more.. The other carbohydrates give us a slow release of	Activity (Maths Link) <i>Budget</i> Using electronic devices, children navigate to a the website of a supermarket https://www.tesco.com/groceries/en-GB/ https://www.sainsburys.co.uk/shop/gb/groceries https://groceries.asda.com/ Children are given £15 and have to plan a healthy set of meals for their family Success criteria: - Spent less than the budget? - Included all of the food groups? - Low in salt and sugar? Extension Children create a table, including details about price and nutritional information per person (for example: Baked beans: 22p, 3.8g sugar, 4.1g protein)



	energy throughout the day] - Why should we be careful about how much sugar we eat? [It is bad for our teeth, makes it harder to control our weight, only gives short term energy, so we get hungry again quickly]	
	Optional Videos <i>Interesting information about the origins of our food</i> Learn why Marmite was sent to troops during World War One https://www.youtube.com/watch?v=IBLpR0Xu7xg Crunchy Carrots: from farm to fork https://www.youtube.com/watch?v=Pf74rrn1uLk Burly Beef: from farm to fork https://www.youtube.com/watch?v=0dmZKRLljZ4 Slippery Salmon: from farm to fork https://www.youtube.com/watch?v=o3LGMkKTVW0	
	Information for teachers in Sheffield Eat Smart Sheffield https://twitter.com/eatsmartsheff?lang=en https://www.facebook.com/eatsmartsheff/ Sheffield has access to the 'Eat Smart' program, which is a whole school system for encouraging healthy eating. Follow this link for information on this scheme, as well as further national and local guidance on whole school healthy eating approaches. Public Health England Follow this link for public Health England's resource hub for help with physical exercise, sports days and promoting fitness.	

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 /	Caring Friendships	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support



Year 4		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.
		Knowing age restrictions on games/films, appropriate websites and programmes
		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.
		How to make a clear and efficient emergency call
		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.
		Personal hygiene including teeth brushing and washing especially after exercise.



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