

**Year 5 (UKS2) RHE Curriculum Sections Overview**

Relationships		Living in the Wider World
Family	Friends	Community
What makes a family? Fa2) Are families ever perfect? Fa3) Is there such a thing as a 'normal' family?	Keeping friendships healthy Fr1) What makes a close friend? Fr3) Should friends tell us what to do?	Our Communities C4) How can I be a great citizen? C5a) Why is money important? C5b) How should I spend my money? Online Safety Os1) Control and consent [S1] Os2) Protecting our identity [P1] Os3) Meeting strangers online [P4] Os4) Personal Information, terms and conditions [C2] Os5) Analysing Digital Media [N1] <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i>

Health and Wellbeing

Mental Wellbeing	Physical Health
Understanding My Feelings M3) Why do we argue? M4) Who am I?	Staying healthy P1) Is there such a thing as the perfect body? P3) Can I avoid getting ill?

Growing Up Safe Programme

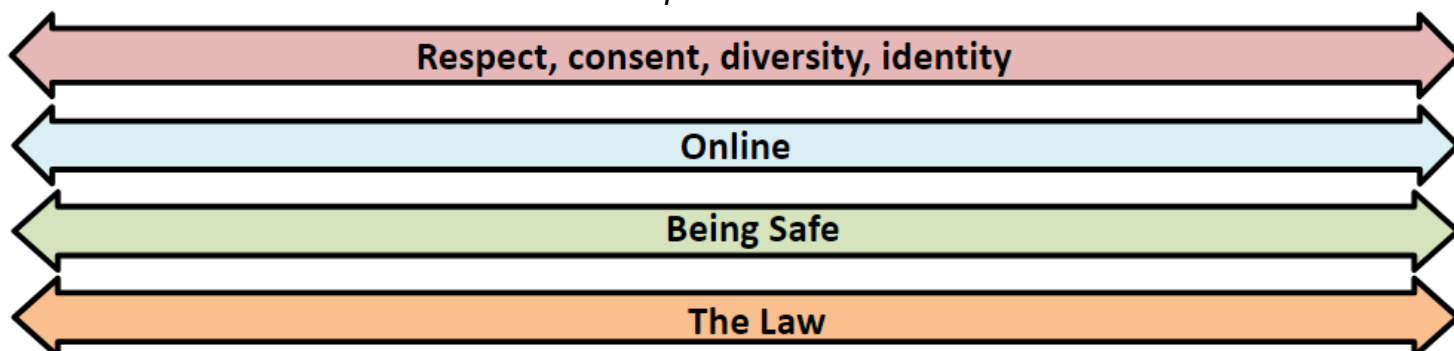
- 1) National Curriculum for Science
- 2) Changing Adolescent Body (Health Education)
- 3) Reproduction
- 4) Reinforcement & Pupil Led Learning



Year 5 (UKS2) Long Term Plan - RHE	
Autumn 1	Fa2) Are families ever perfect? Os1) Control and consent [S1] Os2) Protecting our identity [P1]
Autumn 2	Growing Up Safe Programme (BigTalk Education) Fr1) What makes a close friend? Fr3) Should friends tell us what to do?
Spring 1	P1) Is there such a thing as the perfect body? Os3) Meeting strangers online [P4]
Spring 2	Os4) Personal Information, terms and conditions [C2] M3) Why do we argue? P3) Can I avoid getting ill?
Summer 1	M4) Who am I? Fa3) Is there such a thing as a normal family? Os5) Analysing Digital Media [N1]
Summer 2	C4) How can I be a great citizen? C5a) Why is money important? C5b) How should I spend my money?

Relationships

Themes covered across 'Relationships' sections:



Family

Objectives / Questions	Discussions	Activities
What makes a family?		
Fa2) Are families ever perfect? Objectives - Identify the positive features that should be present in a family - Learn how to disagree with respect - Know the difference between secrets and surprises (when to break confidentiality) - Understand the concept of consent - Revisit that "My body belongs to me" [private parts, exceptions (doctors), FGM prevention*] Key vocabulary Consent, secrets, surprises, unwanted, fault	Presentation: Are families ever perfect? Key Question Are families ever perfect? Class Discussion - What are the features of a happy family / home?*[manners, kindness, tolerance, respect, care, attention, rules, privacy] - Are all homes perfect? [No home is perfect and many families have issues that make life hard. Sometimes our families need help from someone else - maybe school, the mental health team (CAMHS) or social services] Video Consent for kids (Recap from LKS2) https://www.youtube.com/watch?v=h3nhM9UJjc N.B At 2.01, narration states "Kids can't consent to sexual stuff". There is no further mention of sex. - Who needs consent before they can touch your bodies [Everyone] Give examples of how to deal with unwanted touch [Model how to ask for things, and accept the reply - may I give you a hug? No thanks. Ok, no problem, I respect your decision. Remember that you can change your mind about consent at any point] What do we do if someone is not asking for our consent or if they touch us when we say no? [Tell an adult you trust, it is not your fault, you never have to keep it a secret. If you've not given consent, it's	Activity Children fill in Consent Character Cards and decide if they like the following things: (yes / no) Hand wave: ____ Funky dance-off: ____ Hi Five: ____ Hugs: ____ Other: ____ They decide what they like and what they don't Children practice asking for consent from other people in the room, listening to the response and acting accordingly

PSHE links: <i>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</i> <i>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</i> <i>R26. about seeking and giving permission (consent) in different situations</i> <i>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</i> <i>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</i> <i>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</i> <i>L2. to recognise there are human rights, that are there to protect everyone</i> <i>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</i>	not ok. It doesn't matter how old they are or if they are a boy or a girl] *remember some children live in foster care and to treat this subject sensitively	
	Video <i>Childline - Family Problems</i> https://www.youtube.com/watch?v=iwxkN64Cl4E - Does everyone have a brilliant home life? [Families are not always easy. Many people's homes are not always nice places to be. There is often a mixture of good and bad things in every home.] - What can you do if you are worried about your home life? [You should always feel loved, safe and well looked-after. If you have worries, talk to an adult you trust in school or call childline on 0800 1111] Video - <i>Keeping Myself Safe</i> [video link 'under review'] https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-safety-keeping-myself-safe/znnjbdm -Children from across the UK pose questions to trusted adults on the topic of secrets, trusted adults, privacy online, age limits and people pretending they are someone else online (catfishing) - Useful as a jumping off point for further child-directed conversations - If children are reluctant to ask questions, this may be a good way to simulate a conversation, and have their questions answered anonymously	No activity
Fa3) Is there such a thing as a 'normal' family? Objectives - Understand the diversity of home lives - Appreciate that many people have heritage from other countries and may have dual heritage - Understand that the cultural differences	<u>Presentation: Is there such a thing as a 'normal' family?</u> Key Question Is there such a thing as a 'normal' family? [No, although we have many things in common. Differences 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 - some people don't have families. N.B. The term 'normal' is very loaded, so make sure that you emphasise that no-one is normal, we are all different and that is ok. Consider introducing the term 'conventional'. Point out that it is very hard to describe	<u>Activity</u> <i>Always, sometimes, never</i> Children decide if the statements are always true, sometimes true or never true Example statements - All families celebrate Christmas [Some do, some don't. Some believe in the Christian god, some don't but enjoy Christmas anyway] - All families live in the same house together

between families do not make people better or worse and often present an opportunity for learning and fun

Key vocabulary

Difference, conventional

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); 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

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

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

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

what 'most people' do. There is so much variety within our communities]

Book

Grace and Family (also known as 'Boundless Grace') by Mary Hoffman

About Grace, who travels from the UK to The Gambia to meet her extended family, learning about the differences between the two cultures

Preview

<https://www.youtube.com/watch?v=SORkteCU7pM&>

- How many things do you have in common with Grace? (try and think of 5 things)

- Who made up her family?

[Ma, Nana (and Paw Paw the cat) in America; her Papa, step-mum, half-sister and half-brother in The Gambia]

- How did she feel when she first arrived in The Gambia? [Many things at once - jealous of her dad's new family, because she thought she didn't fit in, intrigued because the country was so different, angry at her step-mum for no reason]

- What was good about her African family?

[She liked having new siblings, everyone was kind to her, the place they lived in was exciting]

- Why did Grace sometimes feel "Like gum - stretched out all thin in a bubble"?

[She felt like she was torn between the two different parts of her family]

- Grace noticed that families like hers didn't often appear in story books. Why do you think that is? Have you ever read a story with a family like yours in it?

Video

Different Kinds of Families

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

Class Discussion

- Did you see a family that was like yours?

- Is one type of family better than the others?

Optional

(If children are struggling to ask questions or engage with this topic, this video features children asking thought-provoking questions)

Video

Different Families, Same Love [video link 'under review']

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-family-different-families-same-love/zhbt8xs>

- Children from across the UK pose questions to trusted adults on the topic of families

Questions include

- How many types of family are there?

- Can two people of the same sex have a baby?

- Are there any other questions that children would like

[Many families live across several houses and some live in different countries to each other]

- All families pray

[Religious families often pray - at church, mosque or temple.

Atheist families don't usually pray, although they might meditate or make wishes]

- All families eat sausages

[Some families don't eat meat, some don't eat pork, some just don't like the taste!]

- All families have just a mum and a dad

[Some have both, some have just a mum or just a dad, some have two mums or two dads, some have foster parents, some have four parents, if you include step-parents and adopted/birth parents. Some people live in foster care, some are adopted, some live with aunties, uncles or grandparents. Some people's families change, so they live in a number of different places]

- All families live in same country their whole lives

[Some families move to a new country because they are fleeing wars, looking for better jobs, or they might just want an adventure!]

- All types of families should provide love and security

[This is true - there is no one correct type of family that is the best - anyone can be loved and protected and everyone should be!]

Recap

Revisit at end of lesson and decide if anyone has changed their mind



to ask?

Video

A Day in the Life of a Young Carer - Jaiden's Story

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

- How is Jaiden's life similar to yours?

[Loving family? Chores to do? Homework? Going to school?]

- What are the hard parts about Jaiden's life?

[Many extra chores to do, stressed, depressed, lonely]

- What makes Jaiden happy?

[Making friends, getting support, feeling unique]

- What jobs does a young carer have to do around the house. Who does these jobs in your house? Is this a fair balance?

[Cooking, cleaning, shopping for the house, taking care of someone's medicines, emotional support, fixing things, paying bills]

- What do people like Jaiden need?

[Support from organisations, kindness from friends]

Extension

The Story of a Young Carer - Meet Lottie

<https://www.youtube.com/watch?v=eou1ury5sxw>

Advice for Young Carers about mental wellbeing

<https://youngminds.org.uk/find-help/looking-after-yourself/young-carers/>

Friends

Objectives / Questions	Discussions	Activities
Keeping Friendships Healthy		
Fr1) What makes a close friend? Objectives - Understand what it takes to be a good friend - Empathise with people who are excluded Key vocabulary Kindness, friendship, inclusion, transition PSHE links: <i>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</i> <i>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</i> <i>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</i> <i>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</i> <i>R1. to recognise that there are different types of relationships</i>	Presentation: What makes a close friend? Key question What makes a close friend? Book <i>Each Kindness</i> By Jacqueline Woodson Preview: https://www.youtube.com/watch?v=WlNgYno4W14 - How did the other children treat Maya when she arrived at her new school? Why? [They judged her for having different clothing to them. They looked down on her because she had less money. The narrator doesn't smile back, looks the other way and moves her stuff away from Maya] - How might Maya have felt when she arrived? [Worried, anxious, lonely, upset that the children were staring at her unkindly] - How could the other children have made Maya feel welcome? [Asked her to play, asked her how she was and what she liked doing, smiled at her] - How did Maya try to make friends? [She showed them her toys, told them interesting things, smiled] - Did the children become nicer to Maya over time? [No - they started to bully her] - How does Ms Andrews teach the children about kindness? [She showed them ripples on water, and compared these ripples to kindness. She talked to them about small acts of kindness that make everyone feel happier and more accepted] - How does the narrator feel at the end of the book? [Guilty, because she realises what she had done to Maya] Video <i>Adjusting to a new school in a new town</i> [Stop at 3.26] https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-found-adjusting-to-a-new-school-in-a-new-town/zbt4d6f - What were the challenges for Jaspal as he adjusts to life in his new environment?	Activity <i>Choose writing task</i> 1) Write a diary entry as Maya - What is going through her head at this time? - How does she feel? What does she wish for? 2) Write a letter of apology from the narrator - Be specific: what exactly are you apologising for? - What do you wish you'd done differently?

(e.g. friendships, family relationships, romantic relationships, online relationships) 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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);	Video <i>Friendship struggles</i> [14 minutes - consider watching in small segments and then discussing each part] https://www.bbc.co.uk/teach/class-clips-video/life-stories-friendship-struggles/zbpvcqt - What did Jess do for Megan? [She did Megan's homework for her and let Megan win the race] - Was that a positive thing to do? [It was dishonest, and meant that Megan could not be proud of her achievement. It also meant that Jess did not achieve her full potential. She was trying to be a good friend, but a good friend doesn't expect you to suffer because of them] - Do you think you can make someone like you more by doing whatever they want? [You can't <i>make</i> anyone like you. If you are kind and 'be yourself' then people will be your friend if they want to. We don't have to give up our own dreams for other people.] - How could each girl have acted differently to make the situation better? [Megan should have done her homework herself. Jess could've been more honest and tried her best, even when she was beating her friends] Class discussion Are we only allowed one 'Best Friend'? [No, you can have as many as you like, as long as you treat them well] Do I have to have any 'best friends'? [You don't have to have favourites, or choose one 'best friend'. Having more than one friend is often more healthy - each friend is special and offers you something unique! You can also enjoy time on your own - you don't need friends all the time] Input Discuss why young people might talk to an AI chatbots, whether a computer can be a 'friend', and the positive activities you can do with a friend you couldn't do with an AI chatbot.	Possible Activity Drama/role play linked to video 'Friendship Struggles' linking possible outcomes of different decisions made.
Fr3) Should friends tell us what to do? 120 Minutes Objectives - Understand that friendship is not just about doing what someone says and that	Presentation: Should friends tell us what to do? Input Children should be taught how to manage conflict, and that resorting to violence is never right. The class should explore how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Children should learn how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. The class should discuss the use of AI tools to make	No Activity

boundaries are healthy and an essential part of any relationship

- Appreciate that friends should make us feel good and safe
- Identify behaviour that is controlling or manipulative
- Identify issues around consent and coercion

Key vocabulary

Friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure

PSHE Objectives

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

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

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

silly/hurtful images or videos 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 report concerns and get support if this happens to them.

Video

Overcoming Peer Pressure by The Behavioral Science Guys

<https://www.youtube.com/watch?v=1-U6QTRTZSc>

- Can you give an example when you've gone along with something when you shouldn't have?
- Why is it so hard to stick up for what is right when that means going against what your friends think?

Video

Healthy vs Unhealthy Relationships [video link 'under review']

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7rj6>

In video, children ask experts about healthy and unhealthy relationships

Questions include:

- Can a healthy relationship change?
- Is there such a thing as a perfect relationship?
- Can family hurt you?
- Does a family always have to have love?

- What questions would you ask the experts in this video?
[Use as segue to activity]

Activity

Question Time

- Create a box [or use your class worry box] where children post questions anonymously about RHE issues
- Teacher looks through the questions and acts as the expert, helping children to navigate their issues and understand the world
- Ideal as an ongoing activity as part of a healthy way for children to share their worries and ask questions confidentially - there could be a weekly time slot for this
- Teachers could scaffold children's question-asking by highlighting the RHE topic each week, and sharing example questions, to encourage children to have a curious attitude to the subject

Key Information

Not all friendships are healthy, but how do you know? We all want to be liked by our friends, and this means that sometimes we do things, even though we know we shouldn't.

Here are some tips for keeping your friendships healthy and making sure you do the right thing:

- 1) Identify when you are being pressured:
 - Is it making me feel uncomfortable?
 - Do I feel nervous, shaky, sweaty, sick?
 - Would I do this if my parents/carers/teachers were watching? (Why not?)
 - Would I ever do this if I wasn't being pressured?

Optional Activity

Role play: asserting boundaries

- 1) Children think of some awkward/unhealthy situations that you might find yourself in [For example, being asked to spray some graffiti, say something horrible to another child or steal some chocolate from a shop]
- 2) Children practice acting out the situation
 - How to say no?



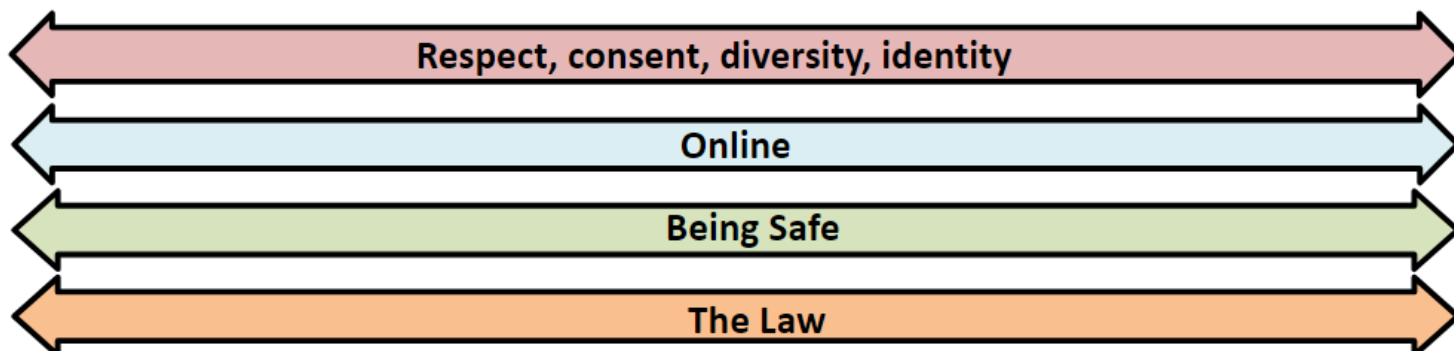
	- <i>Why am I being asked to do this?</i> 2) Think through the consequences: - <i>Is it kind? Is it safe? Is it right?</i> - <i>Might I get in trouble?</i> - <i>Does anyone suffer from this?</i> 3) Respond to the pressure: - <i>Say no confidently</i> - <i>Repeat yourself if you need to</i> - <i>Be polite and respectful, without judging them</i> <i>("Not thank you", "That sounds fun, but it's not for me")</i> - <i>Suggest something else</i> - <i>Walk away and find people who make you feel comfortable</i> - <i>Tell an adult you trust if it is serious</i> Class Discussion - What are the signs of a healthy relationship? [Listening, kindness, trust, respect, equal, respecting boundaries] - What are the signs of an unhealthy relationship? [Controlling behaviour, not equal, not listening, ignoring boundaries, dangerous or inappropriate dares] - If you say no to something, how should a good friend react? [A good friend should always accept that you don't want to do the same things as them all the time. A bad friend would make you feel guilty, get angry or try and manipulate you into doing what they want, even once you've explain why you don't want to] Story <i>Jamie and Aamir</i> [see flipchart for story] Example of an unhealthy relationship Class Discussion - What are healthy boundaries?	- Watching out for peer pressure and manipulation tactics
	- What is manipulation? [See next section] Key Information Manipulation is when someone tries to get you to do what they want, even when you don't want to. There are some key tactics that people use. Sometimes other people do these things on purpose, to trick you into doing something that you shouldn't: 1) Threats - "If you don't do this then I will..." - Hurt you - Embarrass you - Laugh at you	Activity <i>Spot manipulation tactics</i> 1) Read out scenarios 2) Decide if any manipulation tactics are being used or if they are healthy interactions 3) Label each scenario - Healthy - Threat - Flattery - Making you feel weak - Comparing you to



	- Tell everyone a secret - Never be your friend again 2) Flattery - Telling you that you are amazing / beautiful / clever / cool and then asking you for something else that makes you feel uncomfortable. - Making you feel special, just to get what they want. - This is a tricky one, because most of the time, good friends say nice things about each other... Just because someone is being nice, it doesn't mean they are manipulating you! 3) Belittling (Making you feel weak) - You're too scared to do it - Don't be a wimp - I bet you'd be rubbish anyway 4) Comparing (you to other people) - Everyone else has done it - Why can't you be like all the others? - That's not normal	other people
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Living in the Wider World

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



Community

Objectives / Questions

Discussions

Activities

Our Communities

Additional resources

The Young Citizens' Spiritual Moral Social Cultural (SMSC) resources have been made free for the 2020/21 academic year. They are high quality resources and can be used as an alternative to some of the lessons in this curriculum or can be used as additional resources for assemblies or Citizenship and SMSC sessions.

Sign up here: <https://www.youngcitizens.org/unique-offer-for-go-givers-subscriptions>

C4) How can I be a great citizen?

Objectives

- Understand that we all rely on the people around us
- Identify the ways that we can help people around us without upsetting them
- Understand that changes in our behaviour can allow people to be included

Key vocabulary

Citizen, disabled people, disability, community, society, built environment

PSHE links

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

Presentation: How can I be a great citizen?

Class discussion

- What is a citizen?
Someone who is part of society (everyone)
- What makes a good citizen?
Someone who contributes what they can to make life better for everyone
- Who do you know that is a good citizen?
- What makes them good?

Video

What not to do to disabled people in a convenience store

<https://www.youtube.com/watch?v=XOrEJDPBH-M>

People often try to support disabled people, but they don't always get it right. Can you spot the mistakes in this video?

Class Discussion

- In the first half of each scene, what mistakes are people making?
 - People assume that disabled people cannot drive
 - They assume that wheelchair users cannot walk at

Class activity

Children learn some British Sign Language. Learning BSL allows hearing people to communicate with deaf people.

Videos

Learn Basic BSL

https://www.youtube.com/watch?v=-2O_ymOCIR0

Top Tips for Excellent Signing in British Sign Language (BSL)

<https://www.youtube.com/watch?v=Sgru-DhoJV4>

Learn to Say "How Are You?" and "I'm Good Thank You"

<https://www.youtube.com/watch?v=N6U6FAPJw8k>

L3. about the relationship between rights and responsibilities

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

all

- They start helping disabled people without asking first
- They assume that disabled people are less intelligent
- They make choices on behalf of disabled people
- They are patronising
- They are not speaking to disabled people in the way they would talk to anybody else
- They talk to the non-disabled person and ignore the disabled person
- They are so awkward!

- Did they mean to be rude?

[No, they are trying to do the right thing, but they haven't treated disabled people fairly and they need to think harder about their interactions]

Class Activity

Explore further information from Scope

<https://www.scope.org.uk/campaigns/end-the-awkward/>

[would work well if children can explore this independently and write notes]

Optional Video

About the lack of disabled representation in children's books

<https://www.youtube.com/watch?v=4E9xYFTwrFO>

Learn how to Sign 'Can I Help You', 'Please' and 'Thank You'

<https://www.youtube.com/watch?v=8sHWYZZXNH8>

More BSL videos

<https://www.youtube.com/user/ExeterDeafAcademy/videos>

Video

Social Model Animation

<https://www.youtube.com/watch?v=9s3NZaLhcc4>

A cartoon about disabled people and the social model of inclusion. Although the video is dated, it provides a clear starting point for the next part of the lesson.

External resources

P4C lesson about social model of inclusion

<https://www.thephilosophyman.com/blog/is-disability-in-the-body-or-in-society>

Deliver the activity, as outlined on this website. Can children see the difference between being 'disabled by society' and being 'less able than everyone else'?

Class Discussion

- Can you think of a way that society disables someone who uses a wheelchair?

[Using stairs instead of ramps. Narrow doorways and corridors. Having items high up on shelves]

- If you provide ramps and make buildings completely accessible, is a wheelchair user still disabled?

Activity

Show a selection of inventions from the videos (they are very long, so you will have to skip between segments)

Can children come up with their own invention that will support a disabled person to do a job:

- Support a visually impaired person to catch the bus

- Assist an amputee when climbing a mountain

- Allow a wheelchair user to access all areas of your school

[No - they are no longer disabled by their environment. They still have their impairment (perhaps they cannot move their legs) but now they can do the same things as everyone else]

Video

FlexStep by Liftup – DOMESTIC USER

<https://www.youtube.com/watch?v=sODhOHeW3gU>

- What support does this woman have to help her live more independently?

[She has a lift to support her using the car and a stair lift that allows her to access her entire house]

- If you could design this woman's house, what would make it even better?

[If it never had stairs in the first place!]

Optional Video

Strictly pros and Candoco Dance Company

https://www.youtube.com/watch?v=b8LkktRbr_E

- How do you think the Candoco dance company would want you to see them? As disabled people, or as excellent dancers?

- Allow a deaf person to understand the lyrics at a concert

Draw a diagram of the invention and detail the way that it removes barriers for the person and allows them to be more independent

Videos

Top 6 assistive technologies

<https://www.youtube.com/watch?v=mskj1JlzoU>

When disability meets technology - BBC Click

<https://www.youtube.com/watch?v=RNp4OpToAdQ>

6 Inventions that empower people with disabilities you didn't know

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

Extension activity

Skills Radar Chart

Create a graph to show how we all have a range of skills, and things we are not so good at

Example

<https://i.imgur.com/Zy6z6Z8.jpg>

Key Information

We should all do what we can to help those who need it. However, some people face fewer barriers than others:

- Wealthy people
- Educated people
- Non-disabled people
- Adults
- White people

If you are lucky enough to have these privileges, then it's worth thinking about what you can do to support those who are less fortunate to be successful.

We can all do something to help society, but we all contribute different amounts

For example, we wouldn't expect children to do as much work as adults, but we do expect them to be kind and to look after their friends and families when they can.

Key Question

- *To be a good citizen, should everyone contribute the same amount?*

Information for teachers

Disability rights campaigners try to raise awareness of some of the common mistakes that non-disabled people make when trying to support disabled people. Here is a brief summary, but more information is available on the websites underneath.

1) Disabled people don't so much need help, it's more that they might need specific support to do things for themselves.

2) Disabled people are often disabled by society, rather than their impairment (for example, because the people that design buildings use steps instead of ramps - if the building is fully accessible, then the person is no longer 'disabled by that building'. Their impairment remains, but they can be fully independent within that environment.

3) Disabled people don't want pity: they want their environments to be accessible and for barriers to be removed. Many disabled people are highly successful because they are skillful and work hard, but often society makes things harder by not considering them carefully.

4) Disabled people are not brave by default: they often feel patronised by people who assume they are brave, simply because they are competent and successfully navigating the world. Equally,

5) Being disabled doesn't mean that you should be treated like a child: non-disabled people can often be patronising, albeit unintentionally.

6) Disabled people don't want to be defined by their impairment: they want to be valued for their actions and personality, just like everyone else.

7) Many impairments are invisible

C5) Why is money important?

90 Minutes

Objectives

- Identify the ways that money affects their lives
- Understand that not everyone has the same access to money and employment across the

Presentation: Why is money important?

Video

What's fair?

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-fair/zh98qp3>

Animated story, discussing the difference between equality and fairness. Pause on questions within the film and allow children to explore the subject

Class Discussion

- Was everyone able to contribute the same things to the group?

No Activity



world Key vocabulary <i>Poverty, inequality, privilege</i> PSHE Links L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities 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 L17. about the different ways to pay for things and the choices people have about this L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	[No - Some people were rich, so could buy more food, some people were stronger, so they were able to carry more] - Why were some people able to contribute more? [Luck - Ben was born into a less wealthy household, Karim had an accident and Sophie was born smaller. None of them chose their situations] - Is this true in real life too? [Yes - many people are born into situations which make their life easier or harder] Class Discussion - What is poverty? [Not having enough money to get the basic things that we expect: warm, dry houses, enough food, appropriate clothing etc.] Video <i>Lifebabble: Help me out - poverty</i> https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-poverty [Scroll down page to find video] Video Viewpoint of a child living in unsuitable housing https://www.bbc.co.uk/news/education-13632856 Also includes text featuring other children's stories, suitable for sharing with the class Class Discussion - Why is poverty a problem? [Living in poverty is very stressful and can make it harder to be happy. You might not be able to do the same things as other people] - What might reduce poverty? [Public services, education, jobs, better housing, higher wages, lower prices, technology, less debt] Key Information Our success in life is influenced by a number of different factors, including: 1) The wealth of our parents 2) Our education 3) How much discrimination we face 4) Our physical and mental health 5) How hard we work Class Discussion - Do we all have the same chances in life? [No - we each face different barriers] - What is inequality?	Activity Research key questions by looking at online articles Produce a written, audio or video report about the things they have learned Key questions for report: - What is poverty? - Why does it happen? - How can it affect someone's life? - How can society help people in poverty? Articles: <i>Lifebabble: Help me out - poverty</i> https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-poverty <i>Newsround: Child poverty becoming 'new normal' in parts of Great Britain</i> https://www.bbc.co.uk/newsround/48267934 Paired activity <i>Opportunities and barriers</i> Children divide their page in two: 1) Things that give people opportunity 2) Things that present a barrier Examples Opportunities - Being motivated to work hard
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	[Inequality exists where people do not have the opportunities to succeed. People with power have many more opportunities than people without it] [Facilitate activity] Image https://pbs.twimg.com/media/ELG32AeWkAly5bm?format=jpg&name=sma !! Class Discussion - What is the difference between the first picture and the second? [In the first picture, everyone has different needs, but they all get the same support, whereas in the second picture everyone gets the support that they need] - What point do you think the artist is trying to make? [They are suggesting that some people have a natural advantage in life, and some face barriers] - What could we do to help people who face barriers? [Give them support to overcome or remove these barriers] What is privilege? [This is a characteristic that someone has that makes their life easier or better] - In the world, who has the most privilege? [Wealthy people, educated people and people who are not discriminated against are the most privileged] - Wealthy people, educated people and people who don't face discrimination can probably contribute more to society. Some people think that they should share their wealth with other people. Some people think they should keep it - What do you think?	- Wealthy - Educated - Intelligent - Physically healthy - Not being discriminated against because of race, gender, religion etc. - Having friends - Having a supportive family - Having good mental health Barriers - Poverty - Poor education - Learning difficulties - Facing discrimination - Having a disability - Not feeling supported - Mental and physical health problems
C5b) How should I spend my money? 90 minutes Objectives - Identify the ways that money affects their lives - Appreciate that the infrastructure around us is built and maintained by tax payments - Understand that debt results from spending more than you are able to earn Key vocabulary Debt, earn, salary, tax	<i>The PSHE association has produced an excellent set of lesson plans and resources that tackle issues around money, taxation and debt. They are listed here with short explanations of the topics discussed in each one. For more guidance on using this resources and links to further activities about money, go to the main 'Values, Money and Me' page</i> https://www.valuesmoneyandme.co.uk/teachers Unit 1 Charity fundraising https://www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks2 3 lessons about running successful and fair fundraising activities for charity Unit 2 Finding and spending money https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks2 4 lessons about what to do if you find money an additional activity about budgeting when going to the shops Unit 3	Activities <i>Included in PSHE association resources</i>



PSHE Links

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

L24. to identify the ways that money can impact on people's feelings and emotions

Paychecks

<https://www.valuesmoneyandme.co.uk/teachers/a-fair-days-pay-ks2>

Unit 4

Saving energy

<https://www.valuesmoneyandme.co.uk/teachers/costing-the-earth-ks1-ks2>

Unit 5

Deciding how to save money and debt

<https://www.valuesmoneyandme.co.uk/teachers/do-you-need-it-ks2>

Input

The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

Online Safety

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

Os1) Control and consent [S1]

90 minutes

Objectives

- Understand that social media comes with pressure
- Understand that we have a significant amount of control over our online lives
- Understand that our actions/lack of actions can have an impact on ourselves and those around us

Key vocabulary

Control, consent, social

Input

Children should learn 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.

That they have rights in relation to sharing personal data, privacy and consent.

Where and how to report concerns and get support with issues online.

Presentation: Control and Consent

Taken from

<https://www.thinkuknow.co.uk/parents/playlikeshare>

This presentation talks through each video, and asks questions. It also contains links to the activities, where children take a more active role in the discussions, to further their thinking.

There are three videos, below is an outline of the themes that are discussed in each one. They form part of a story line, so are best used together, and in order:

Activity 1: Pros and Cons of going public

Children come up with a list of the positive and negative aspects of making videos public.

Activity 2: Types of manipulation

Children match the type of manipulation with a screen shot from the film. Can they identify the different tactics that are used?

Activity 3:

Play:

Band Runner game from "ThinkUKnow" website:
https://www.thinkuknow.co.uk/8_10/



media, manipulation, public, private, pressure

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

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

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

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

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

Play, Like, Share 1:

(Animated storyline designed to bring up: *Pressure to be online, manipulation tactics, negative comments on YouTube, liking negative comments (bystanding), digital footprint, wanting likes/views, reporting incidents, blocking abusive users and the decision to make a video public*)

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

Play, Like, Share 2:

(Posting unkind or embarrassing pictures, public/private, flattery, manipulation, unkind comments, hacking, passwords, self-esteem)

<https://www.youtube.com/watch?reload=9&v=NscU1ZHYPDk>

Play, Like, Share 3:

(Inaccurate information, too good to be true offers, friends of friends, meeting strangers online, concealing identity on the internet, benefits of the online world)

<https://www.youtube.com/watch?v=tQZGA6dsWpo>

Os2) Protecting our identity [P1]**Objectives****Presentation: Protecting our identity****Input**

Children should learn the importance of exercising caution about sharing any information about themselves online. They should gain an understanding of the importance of privacy

Activity: Personal Information

In 5 minutes, how many types of personal

- Understand that our personal information is valuable, sensitive and private to us
- Understand that giving away personal information can lead to both physical and emotional damage
- Understand that many small details can be pieced together to gain a much more comprehensive set of information about a person

Key vocabulary

Personal, information, identity, protect, privacy, valuable, sensitive

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

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

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

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

L16. about how text and images in the media and on social media

and location settings to protect information online. Teachers should introduce online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. The children should explore examples of personal information, what is private, and explain that we shouldn't share this with AI chatbots, as we don't know who else can see this information.

Watch: CEOP - Protecting your identity: The information jigsaw

<https://vimeo.com/71807752>

Watch the video and discuss, using the questions provided.

Watch: Cybersmart: Mobile phones and meeting strangers

<https://www.youtube.com/watch?v=eJURhw3mswg>

information can you think of? (use colours)

RED: Extremely sensitive information, which identifies who/where you are

YELLOW: It can be used, with other information, to find out too much about you. On its own, it doesn't mean much, but it could be added together like a jigsaw puzzle

GREEN: It does not identify you, or where you live. Things that millions of people have in common

can be manipulated or invented;
strategies to evaluate the
reliability of sources and identify
misinformation

Os3) Meeting strangers online [P4]

Objectives

- Understand that there are dangers online for younger people
- Recognise some of the signs of online danger

Key vocabulary

Strangers, social media,
passwords, manipulation,
catfish, deception,
vulnerable

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

H37. reasons for following and
complying with regulations and
restrictions (including age
restrictions); how they promote
personal safety and wellbeing
with reference to social media,
television programmes, films,
games and online gaming

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

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

L16. about how text and images in

Watch:

Newsround (caught in the web): Meeting strangers in chat
rooms (15 mins)

<http://www.bbc.co.uk/newsround/13908828>

Discuss video, using questions below (time to stop/pause are
noted). The questions are designed as a way of framing and
sparking discussion. Feel free to move through them slowly,
or quickly, depending on the kinds of conversations that they
encourage. Often, child will disclose significant issues if they
feel safe and listened-to.

Stop at 2.54: Social Media basics

- Why do people like making exciting avatars online?
- What would make you like someone that you meet
online?
- Do you ever hide things that you do online from adults?
- Do you know more about social media than your
parents/carers?
- If children know more about the internet than adults,
why do they have more problems online than older
people? [Although adults don't always understand
everything about new technology, they have a lot of life
experience with people; it's the unkind and manipulative
people that make the internet dangerous, not the
technology itself]

Stop at 4.40: Passwords

- What can happen if you're not careful with your
password? [People can read your messages, find out
personal information, access your photos, send fake
messages, which can upset the people around you, get
the numbers of your friends, spend your credit/money]
- Is online bullying as serious as real-life bullying?
- What can you do if your password is stolen? [Reset your
password, save any hateful messages that you receive as
evidence, tell your parents / contact the school if it is
serious]

Stop at 5.55: Online friendships

- Is it easier to make friends with people in real life or
online? [It depends on your personality, but many
people find it easier to talk online, especially if they find
it hard making friends]
- Why might some people lie online? [To manipulate, but
also to show off, exaggerate, or make themselves seem
more interesting than they really are; perhaps they are
worried that no-one will like the real them; perhaps they
feel boring]

the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Stop at 7.20: Online gaming

- Why does gaming become addictive?
- What would you miss out on if you played games too much?

Stop at 8.25: Online deception

- Is it hard to find a fake photo and put it on your profile?
- Should you be using your real photo on your profile?
- Why did Lost Princess believe White Knight? [He offered her things, complimented her, and exploited the fact that she was angry at her parents for not letting her go to the concert]

Stop at 11.00: Online strangers

- If you say you are older than you are, who might contact you? [Older strangers and advertisers for more adult products]
- Why might it be appealing to talk to random strangers, instead of your family or friends?
- How do you think it feels to get messages all the time?

Stop at End: Meeting up

- Would Lost Princess have gone to the gig normally?
- Why did she act so out of character?
- Did she have enough information to really trust White Knight?

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. Teachers should ask children to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

Os4) Personal Information, terms and conditions [C2]

Objectives

- Understand that our personal information can be used to make money and target us with advertising

Key vocabulary

Personal, information, terms and conditions, social media, advertisement

Class Role Play

Analogy for Instagram/Snapchat Terms and Conditions

- Create VIP area at the front of the classroom - Put a sign up saying 'VIP Social Club'. Ask if anyone wants to join the club, where you get to hang out with your friends, listen to music and dance. Sweeten the deal with snacks and drinks to make the offer more attractive.

- Choose 6 children to take part

- Have a [sign-in sheet](#), alongside the [VIP Terms and Conditions of Entry](#) by the VIP area and ask them to write their name as they walk past. They need to bring their coat and bag with them (reason why explained below)

- The idea is that the terms and conditions of entry are far too complicated to read, so they either have to sign without reading or lose their place to someone else. Anyone who doesn't sign in must sit back down.

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

- Once the children have entered the area, take their coats and bags - put these to one side / in a box. If they refuse, they must leave the area
- Start taking photos of the VIPs and pretending to post them on social media. Give their coats and bags away to other children. Tell them that they belong to you now. Put up some [new rules](#), which demand more unreasonable things, such as “You have to stand on one leg” and “No talking or dancing in the VIP area”
- They should suspect that something strange is going on now. Ask if they read the terms and conditions of entry when they signed the form
- What did they say? On the whiteboard, share the full document with the class. Did they know that the sign in sheet was a legal document saying that they agree to the terms?
- Explain that the language is too complicated, even for an adult to understand, but you’ve prepared a simplified version; Print out and share [simplified version of terms and conditions](#) with the class.
- What have they signed up to? Are the rules acceptable to them? Was it worth it?
- Point out some of the more extreme sentences - we may take your stuff and not give it back, we may sell your photos to other people etc...
- VIPs sit back down and collect their belongings
- Children circle/highlight the rules that they disagree with

Class Discussion

- Why did we just do that activity?
- What has it got to do with our online lives?

Key Information

This was a silly activity, but it’s designed to make you think about the things that you agree to, when you sign up for things online. Can you think of something that you’ve agreed to sign up for on the internet?

These terms and conditions were adapted from the Instagram ones. Snapchat Ts&Cs are very similar. These companies have very long, very complicated rules, that most people cannot understand, even if they could be bothered to read them all. They do this so they can never get sued or challenged by one of their users.

Class Activity

Print and share the [Instagram Terms and Conditions](#), which have been simplified into plain english. Also print and share in groups the [scenarios](#).

For each scenario, the children must try and answer the question, using the Instagram Terms and Conditions to help them

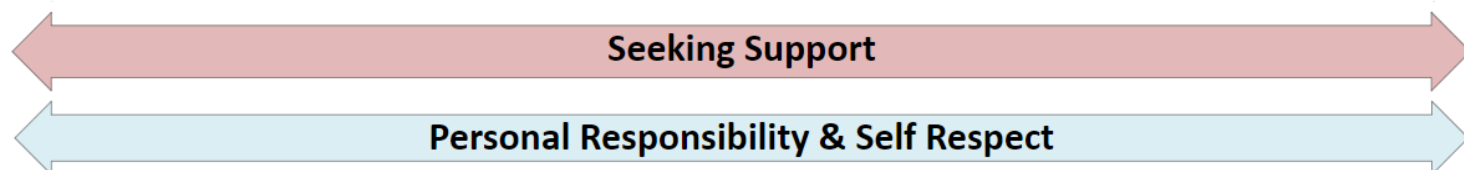
Key Question

- Is anything online truly free?
[When we use online services, they are often free of charge, but they are not strictly free; the sites are funded by selling our information to advertisers, who then show us images that might make us want to buy their products. They have very

	sophisticated ways of tracking our movement, reading our messages and guessing what we might like. This means that the adverts can be targeted directly at the people who might be interested in them.] Input Ensure children understand why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. Outline that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. As a class explore examples of personal information, what is private, and explain that we shouldn't share this with AI chatbots, as we don't know who else can see this information.	
Os5) Analysing Digital Media [N1] Objectives - Become more digitally literate by being able to analyse digital content Key vocabulary <i>Analyse, digital, media, literacy, headline, broadsheet, tabloid, links, clickbait, compare</i> PSHE links: <i>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</i> <i>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</i>	<u>Presentation: Analysing Digital Media</u> What is the media: What are the different types? Why does the media exist? What is the range of media (left/right; broadsheet/tabloid) What are the features of a news website? - Headlines - Text - Links - Adverts - Pictures etc... ● What is clickbait? Input Discuss why people might make fake images to pretend to be someone else, and that not everyone you speak to online may be real – they could be an AI bot, e.g. in a game. Discuss how difficult it is to spot images that have been created with AI and the need to be sceptical about images that are too good to be true. Explore 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). More help: http://www.digital-literacy.org.uk/Home.aspx	<u>Activity: Analyse News (Print A3)</u> Analyse a Newspaper's web page, comparing tabloid and broadsheet, the same way that you would look at a text in English.

Health and Wellbeing

Themes covered across 'Health and Wellbeing' sections:



Objectives / Questions	Discussions	Activities
Understanding My Feelings For more excellent resources about mental wellbeing, visit the British Council's website: https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources/well-being		
M3) Why do we argue? Objectives - Understand why it is better to demonstrate self-control and restraint in emotional situations, staying calm and making good choices, even when others are not - Practise strategies for resolving conflict with peers Key vocabulary <i>listen, respond, impulsivity, conflict, resolve, resolution, triggers, restraint, self-control</i> PSHE links: H15. <i>that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</i> H16. <i>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>	<u>Presentation - Why do we argue?</u> Key Question <i>Why do we argue?</i> - being insulted - something being unfair - abusive language - physical threats - violation of your personal space - being lied to - someone being rude - feeling lonely or excluded - being bullied online Key Information (recap) Emotions helped us to survive in the wild For example, the fight or flight response (see activity) When managing our emotional triggers, it is important to stay calm, be kind and communicate well The aim is to be able to talk about how we are feeling - not avoid feeling the negative emotions. Managing Impulsivity <i>We will learn how to:</i> - Demonstrate self-control and restraint in emotional situations. - Stay calm and make good choices, even when others may not be - Practise strategies for resolving conflict with our peers Input Children should be taught how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Activity <i>Research</i> Children read SEAL resource about the fight or flight response: https://drive.google.com/open?id=1wavxD3yJZ-lkSix6OYCfkaingwC9Pnlx



H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Separating emotions and thoughts

The reasons behind our emotions are complicated
Blaming someone else, or yourself, is the *easiest* option, but not always the correct one

Scenario - Anger

- You've been hungry all morning, because there was no food in your house
- You also got really wet on the way to school, so you're cold
- Your friend jokes "Did you swim to school?"
- You might feel angry about this
- You might feel angry towards that person
- You might want to say something nasty back to them
- Is that a good idea?
- Do they understand your life?
- Are they meaning to be hurtful or just being silly?
- You don't have a choice about your feelings
- However, you *do* have a choice about your actions and what you choose to do

Which is the best thing to say?

- 1) I hate you! Why are you such a loser!
- 2) You have made me angry
- 3) Sorry I'm in a bad mood today: I'm not in the mood for jokes

Class Activity

Scenarios

Show scenarios on the board

Children decide what to do in a range of scenarios involving conflict or argument

How should they react?
What would they say?
How could they explain their feelings?

There are suggested options (good and bad choices) but they are short and incomplete - the children should come up with their own solutions that really get to the heart of the problem

Try and model how emotions affect our ability to make good decisions

Top Tips

- Did you remain calm?
- Did you consider or listen to the other person?
- Did you use kind words
- Did you say "sorry"?
- Did you show empathy?
- Did you offer a solution?
- Did you explain your emotions clearly?

Class Discussion

Think of someone you know who always seems to stay calm: a teacher perhaps or someone in your family. How do they do it? Is it...

- 1) They don't have negative emotions?
 - 2) They have learned techniques to control their emotions?
- Let's learn some techniques to help us

Technique #1

Allow yourself time to calm down.
Until you are calm(er), communication is going to be tricky.
Walk off.
Push your palms together. Take a breath. Straighten Your Back. Feel where your feet are. Focus on something

Activity

Drama

Act out the scenarios, from the previous part of the lesson, using the techniques listed on the left

peaceful.
Close your eyes and breathe.

Technique #2

Try to spot patterns.

If you know something is a trigger for you, try to anticipate it and change your behaviour.

For example, if you get cross when playing a certain game because people play by different rules, agree the rules as a group before you start.

Technique #3

Challenge the internal voice!

If your self-talk is negative - don't listen to it.

Try to reframe what the voice in your head is saying.

If you can't stop it being negative, try to change the intensity of your language.

E.g. "I hate..." becomes, "I don't like..." or "I don't prefer..."

More gentle language takes the power out of negative self-talk.

If you wouldn't say those things to a friend, don't say them to yourself!

Technique #4

Remember we're all human.

Everyone has emotional triggers, it is part of being human.

Many people avoid their problems - and therefore avoid the chance of an emotional response - but avoidance is not an effective problem solving strategy.

Key Information

Although walking away and having time out can help in the short term, you don't have to avoid situations for fear of reacting negatively.

Remember we're all human and we can learn from each experience.

If you're finding it hard to deal with, get help!

- Where could you find help?

Key Question

Is arguing a sign of a healthy relationship

N.B. Teachers should give examples from their own lives of when they experienced strong emotions, and managed to control their feelings. For example, "I was once nearly knocked off my bike by a careless driver, and I felt so angry and scared, but instead of shouting at her, I explained that the incident had really shaken me, and requested that they were more careful next time. Instead of creating an argument, they apologised and we shook hands. Then we both came away feeling respected and listened to."

Sometimes, children don't realise that we as teachers also experience the full range of emotions, because we control them so well. Explaining these kinds of thought processes will model how they can do it too.

M4) Who am I?

Objectives

- Learn to express our sense of identity
- Understand that our brains can get poorly and can be treated (just like our bodies)
- Know that mental wellbeing varies and is not constant

Key vocabulary

Identity, emotions

PSHE links:

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

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

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

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

R32. about respecting the differences and similarities between people and recognising what they

Presentation: Who am I?

Stimulus

Scene from Harry Potter

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

In this scene Ron says “One person can’t feel all of that, they’d explode!”

- Can you have more than one emotion at a time?
- What causes these emotions?
[many factors can add up together]
- Can you be happy and sad at the same time?
[Yes - and your mood can change hour by hour too!]

Class discussion

What makes you **you**?

- Emotions?
- Family?
- Friends?
- Memories?
- Religion?
- Culture?
- Country?
- Genetics?

Are you always the same?

- Do you change over time?
- Do you change day to day?
- Are you different from the person you were one year ago?

Story

SEAL: Green set resource sheet: Year 5 - Maggie’s story

Maggie was asleep in bed. She was warm and cosy. Her mum shouted up to her. ‘Time to get up! I am off to work.’ But Maggie turned over and went back to sleep. She was dreaming a lovely dream. She dreamt she was with her friend on holiday. Just then her older sister pulled off the bed covers and shouted, ‘You’re late and stupid!’

Maggie’s brain started to feel a bit stressed and angry. She didn’t even notice. Maggie got out of bed and went downstairs. Her sister was waiting for her. She had Maggie’s homework in her hand.

‘This is rubbish. Why are you sooooo stupid?’

Maggie felt like crying but she didn’t. She just swallowed and went to get her breakfast.

Maggie’s brain was a little bit more stressed and angry. But she still didn’t notice. Maggie took down the cereal packet and a bowl, but when she tried to pour some out she found it had all gone. Her sister had eaten it all.

Maggie’s brain was a little bit more stressed and angry. But still she didn’t notice. She went to the shed. She was late and she wanted to ride to school but her bicycle wasn’t in the shed. Her sister had taken it. Now she had to walk to school.

Maggie’s brain was a little bit more stressed and angry. But still she didn’t notice. When Maggie got to school she saw her friends over the other side of the playground. They were laughing and playing together. Maggie felt very alone and just at that minute a small boy came past and accidentally trod on her toe. Maggie burst into tears, screamed and hit the boy. She couldn’t understand why! When she thought about it later, she knew it was an accident. Her toe didn’t even hurt very much.

Class Discussion

- Why did Maggie shout at the boy?
[She was upset because of the things her sister had said earlier that day]

Activity

Self-identity exercise - how do we define ourselves

The example is of a mouse - which has a certain set of traits.

We are all unique and like different things

- Some of us enjoy quiet places, others are loud.

- Some of us work well in groups, others prefer to be alone more often

- Some of us are quick to anger, others keep their emotions inside

There is no correct way to be - we must accept ourselves for who we are

Activity

- Children write down a memory of a time when their emotions ‘spilled out’

- Was there a better way to help themselves?

- Children can share their stories, but only on a voluntary basis

[Be mindful of children in your class that are experiencing/have experienced traumatic events. Ensure it is made clear to pupils who they can talk to if handling difficult emotions.]

have in common with others e.g. physically, in personality or background

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

- Why was there a difference between the thing that was really bothering her and the way she expressed that feeling? [The things her sister said had been annoying her all day. She hadn't been able to talk to anyone about it, so the thoughts and feelings were swirling around inside her head. Then there was a trigger (the boy stood on her foot) and her anger spilled out of her]

- What would have been a more positive way to stop her feeling upset?

[She could have talked about it with someone she trusted. Her sister could have apologised to her. Her friends could have asked her how she was and listened to the answer carefully]

Input

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).

Class Discussion

Inner dialogue - that voice in our heads

You might have heard of people talking about 'The voice in our heads'.

- What does this mean?

- Where does this voice come from?

- When does that voice in our head help us out?

[When we are about to do something wrong, when it is a positive voice - overcoming challenges]

- When does that voice in our head get in the way?

[When we are putting ourselves down, when we don't feel good enough, when it isn't our fault; sometimes, we can be our own worst critic]

Scenarios

Tell stories, showing examples of this 'inner voice'.

- Was it helpful or not?

- Have you experienced a similar pattern of thoughts?

- Someone trying hard and failing, but blaming themselves
- Someone about to take a friend's sweets without asking but then takes responsibility for their actions
- About to shout at someone for bumping into you by accident, but then calms down and forgives them
- Someone spilling food on the new carpet and having a go at themselves

Teacher should model this 'inner voice' and compare positive and negative reactions to scenarios

Example

Activity

- Children write down two scenarios

1) A time when the voice in their head helped them to do the right thing or be happy

2) A time when the voice in their head caused them to do the wrong thing or be less happy

- The stories can be from memory or made up

- Children can share their stories, but only on a voluntary basis

	<i>Teacher models this inner dialogue, demonstrating that we all have negative and positive thoughts, and we have some choice over which of those thoughts we dwell on.</i> You arrive at school and you find out there is a spelling test: 1) Negative voice: <i>I'm stupid, I forgot to practice, I always do badly, I'm not going to do well</i> 2) Positive voice: <i>Stay calm, breathe, it's about the spellings we learned this week, I can do this, I'll try my best and that's all that matters, if I don't get them all right, it's not a big deal</i>	
	Video (Extension) <i>What makes me, me? (The Ship of Theseus)</i> https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j Class Discussion What is the ship of theseus a metaphor for? [Ourselves - we are made up of so many different parts, which are all changing regularly]	
	Information for teachers <i>Article about self-esteem in young people</i> https://youngminds.org.uk/find-help/looking-after-yourself/believe-in-yourself/	

Physical Wellbeing		
Objectives / Questions	Discussions	Activities
Staying healthy		
P1) Is there such a thing as the perfect body? 120 minutes Objectives - Analyse representations of beauty in the media - Understand that the images we see in the media affect the way we see and judge ourselves and others - Appreciate that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up,	Presentation: Is there such a thing as the perfect body? Key Question Is there such a thing as the perfect body? Key Information Look at historical portrayals of size, shape, clothing etc... Input Discuss how difficult it is to spot images that have been created with AI and the need to be sceptical about images that are too good to be true. Explore 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). Class Discussion - What pressure do these changes in fashion put on people?	Activity Print (and share between two) images from different magazines. Make a list of the positive and negative messages that you see on the magazines
		Activity <i>Analyse social media posts</i> Look at a variety of screenshots from social media posts. Children sort images into two piles: - Realistic/everyday beauty standards - Unrealistic/professional beauty standards

clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame)

Key vocabulary

Body image, self-esteem, unrealistic, expectations, insecurity

PSHE links:

H2. about the elements of a balanced, healthy lifestyle

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

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

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

- What happens to us when we see an advert full of amazing people/possibilities/products?
- Why might beauty product manufacturers benefit from making you feel insecure?
- How do advertisers use body image to sell products?
- What insecurities might the media exploit?

Video

Dove evolution

(How faces can be transformed using photo editing software)

<https://www.youtube.com/watch?v=iYhCn0jf46U>

Class Activity

Identify priorities

Sort traits from most to least important:

- Appearance
- Skills
- Family
- Knowledge
- Intelligence
- Physical
- Wealth
- Religion

They should ask themselves these questions:

- How much effort went into these photos?
- Did a professional photographer take them?
- Are the clothes expensive?
- Are they wearing makeup?
- Has the photo been edited?
- How long does this person spend working out to make their body look different?

Activity

Research

Print / electronically share the information on the following web pages:

Body Image

<https://youngminds.org.uk/find-help/feelings-and-symptoms/body-image/>

What you see on social media isn't always real

<https://youngminds.org.uk/blog/what-you-see-on-social-media-isnt-always-real/>

Children take notes. Have a class discussion about the things they have learned.

Optional Video

Body Image - What is perfect? [video link 'under review']

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-body-image-what-is-perfect/zhg3xyc>

- Children from across the UK pose questions to trusted adults on the topic of body image, stereotypes and self-esteem
- Useful as an example of how to discuss gender and identity
- If children are reluctant to ask questions, this may be a good way to simulate a conversation, and have their questions answered anonymously

Optional activity

Design advertisement

Make an advert that boosts self-esteem, instead of preying on fears. Focus on:

- Trying hard
- Being strong
- Being brave
- Being kind
- Achieving goals
- Not giving up
- Challenging stereotypes of gender, disability, race or health?

For teachers: Guidance from mental health charity Mind

Physical activity and your mental health

(Exploring positive connection between physical activity and mental health)

<https://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-and-your-mental->



	health/about-physical-activity/ <i>What if getting active doesn't work for me?</i> Article explaining how physical activity doesn't cure all problems, and how you can take it too far https://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-and-your-mental-health/if-it-doesnt-work/ <i>Eating problems</i> https://www.mind.org.uk/information-support/types-of-mental-health-problems/eating-problems/about-eating-problems/ For teachers: Articles about body image from the Mental Health Foundation <i>How can we stop social media undermining our mental health?</i> https://www.mentalhealth.org.uk/blog/how-can-we-stop-social-media-undermining-our-mental-health <i>Body image – a key to better mental health</i> https://www.mentalhealth.org.uk/blog/body-image-key-better-mental-health	
P3) Can I avoid getting ill? 120+ Minutes Objectives - Understand the risks of taking drugs, alcohol and tobacco - Understand why getting the right amount of sleep is important - Identify the ways to avoid damage caused by the sun - Identify key indicators of poor health - Understand the importance of getting the correct amount of sleep - Know strategies to help them to sleep better - Understand the importance of dental hygiene Key vocabulary Oral hygiene, flossing, tooth	Presentation: Can I avoid getting ill? Key Information - Often, diseases and disabilities can't be avoided. We won't always be fit and healthy. Getting ill is a natural part of life - However, there are some simple things that we can do to reduce the risk of getting ill - The positive things to do are to: - Eat a balanced diet - Get regular exercise There are some things that you should not do as well... Class Discussion What things can have a negative impact on your health? [Alcohol, cigarettes, some drugs, sugar, some fatty foods] Input Children should be taught 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. Teachers should share facts and scientific evidence relating to vaccination and immunisation. Children should be taught how and when to seek support including which adults to speak to in school if they are worried about their health. Optional Video <i>Jasper's Story - Living with cystic fibrosis</i> https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-ks3-i-cant-go-to-school-today-living-with-cystic-fibrosis/z6xq382 - What is it like for people with long-term illnesses? - Remember - there are many illnesses that are not caused by anything - it's just bad luck Sleep	
	Video <i>Rise Above: Sleep! Let's talk about it!</i> https://www.youtube.com/watch?v=q_9_fCgl7yY	Activity <i>Make video</i>



decay, plaque

PSHE links:

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.

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

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

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)

Science links:

(Y6) Pupils should be taught to: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Video

Roman Kemp's Sleep Experiment

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

Optional Video

All About Sleep

<https://www.youtube.com/watch?v=x3-2XQiSaE4>

(Informative and clear, but long)

Additional PowerPoint Presentation

Public Health England: Rise Above for Schools

[Year 6 lesson plan pack](#)

Pupils explore the benefits of good quality sleep and learn strategies for better sleep

Original download found [here](#)

Class Discussion

- Why is sleep so important? (Think of 5 reasons)
[Tiredness, mood, memory, concentration, physical performance, growth, healing]
- What is your top tip for getting better sleep?
[Regular bedtime, no devices one hour before bed, dark room, relaxing activity before bed]

Information (To Print)

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

Inspired by the Rise Above [video](#), children use iPads to make their own quick video to explain the importance of sleep and give top tips for getting better sleep

Success criteria

- Includes 5 reasons why sleep is important
- Includes 3 top tips for getting a good night's sleep
- Involves asking questions and then providing answers
- Use a mixture of speech and text
- 2 minutes long

Extension

- Contains a rhyme/poem/song to help people remember
- Contains titles, transitions and filters

Teeth**Video (recap from LKS2)**

E-Bug: Tooth brushing demonstration film

<https://www.youtube.com/watch?v=Bi3R0cTie7c>

Class Discussion

- Why is it so important to brush our teeth?
[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]

Key Information**Activity**

Research

Print/Access on digital devices:

How to keep your teeth clean

<https://www.nhs.uk/live-well/healthy-body/how-to-keep-your-teeth-clean/>

Take care of your teeth and gums

<https://www.nhs.uk/live-well/healthy-body/take-care-of-your-teeth-and-gums/>

Lifestyle tips for healthy teeth

<https://www.nhs.uk/live-well/healthy-body/lifestyle-tips-for-healthy-teeth/>

Children explore information, filling in scaffolded research

	- You should brush your teeth twice a day (always before you go to bed) - You should floss (or use interdental brushes) once a day to get rid of the food and plaque in between your teeth - Using mouthwash is also useful, but not after you've just brushed your teeth: this will rinse away the toothpaste. - Remember: After you've spat most of the toothpaste out, you should not rinse your mouth so the chemicals continue to protect your teeth. - Food and drinks high in sugar (sweets, juice and fizzy drinks) are bad for your teeth and should be avoided if possible	sheet
	Sugar	
	Presentation: Sugar Smart English Lesson https://digitalcampaignsstorage.blob.core.windows.net/schools/production/uploads/ckeditor/attachments/269/Upper_KS2_English_lesson_PowerPoints.zip Recap presentation: The Healthier Snacking Show https://digitalcampaignsstorage.blob.core.windows.net/schools/production/uploads/ckeditor/attachments/167/The_Healthier_Snacking_Show_-_upper_KS2_powerpoint.pptx Video Recap: Explaining tooth Decay https://www.youtube.com/watch?v=0lv59bTL4 Video <i>Rise Above: SUGAR!</i> https://www.youtube.com/watch?v=8TMloOFmcDY Video <i>BBC: The effects of different drinks on teeth</i> https://www.bbc.co.uk/bitesize/clips/znr4wx	Optional Activity Children use the following fact sheet to help them write a persuasive letter about sugar levels in food. See Sugar Smart Presentation for more information <i>Sugar Smart Fact Sheet</i> https://digitalcampaignsstorage.blob.core.windows.net/schools/production/uploads/ckeditor/attachments/228/Upper_KS2_English_letter_fact_sheet.pdf
	Further Resources Lessons to raise awareness of the effect of sugar on our bodies Sugar Smart Maths Lesson Sugar Smart Maths Worksheets	Activity (Home Learning) Encourage families to download the sugar smart app, which allows the user to scan a food item and find out how much sugar is inside: Apple phones and tablets Android phones and tablets



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 5 / Year 6	National Curriculum for Science	Teaching about changes to the human body as it grows from birth to old age including puberty.
	Changing Adolescent Body (Health Education)	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes for example, developing bodies, hormones, body hair and mood swings. Input on the importance of personal hygiene the need for deodorant and changing of clothes. Menstruation- what it is, what to expect (females only) and opportunity to look at a variety of sanitary products.
	Reproduction	About the structure and function of the male and female reproductive systems, that women and ovums and men produce sperm, when these combine a baby can be made, this is called 'sex', information on gestation and birth.
	Reinforcement & Pupil Led Learning	Reinforcement of the above and pupil led learning.
	Being Safe	Who you can speak to if you are worried about anything.



Warmup activities

- Sessions involving a lot of discussion can feel uncomfortable for some children, making them unwilling to speak up;
- Try some of these activities to relax children and encourage them to feel comfortable with the other members of their class:

Warm up game - Whoosh

<http://www.bbbpress.com/2013/05/whoosh/>

Warm up game - Alien, Tiger, Cow

<http://www.bbbpress.com/2014/06/drama-game-alien-tiger-cow/>

Warm up game - meet my friend

<http://www.bbbpress.com/2015/09/drama-game-meet-my-friend/>

Warm up game - Angry Chihuahua

<http://www.bbbpress.com/2017/01/drama-game-ninja-star-baby-kitten-angry-chihuahua/>

More warm up games

<http://www.bbbpress.com/dramagames/>