

**Year 6 (UKS2) RHE Curriculum Sections Overview**

Relationships		Living in the Wider World
Family	Friends	Community
What makes a family?	Keeping friendships healthy Fr1) What makes a close friend? (Y6-7 transition) Fr4) Why are some people unkind? Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?	Our Communities C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? C6) What makes us feel like we belong? C7) What does it mean to be British? Online Safety Os6) Bias [N2] Os7) Echo Chambers [N5] Os8) Does the internet make us happy? [L1] <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) Should we be happy all the time? M5) Physical and Mental Wellbeing	Staying healthy P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life?

Growing Up Safe Programme

- 1) National Curriculum for Science
- 2) Changing Adolescent Body (Health Education)
- 3) Reproduction



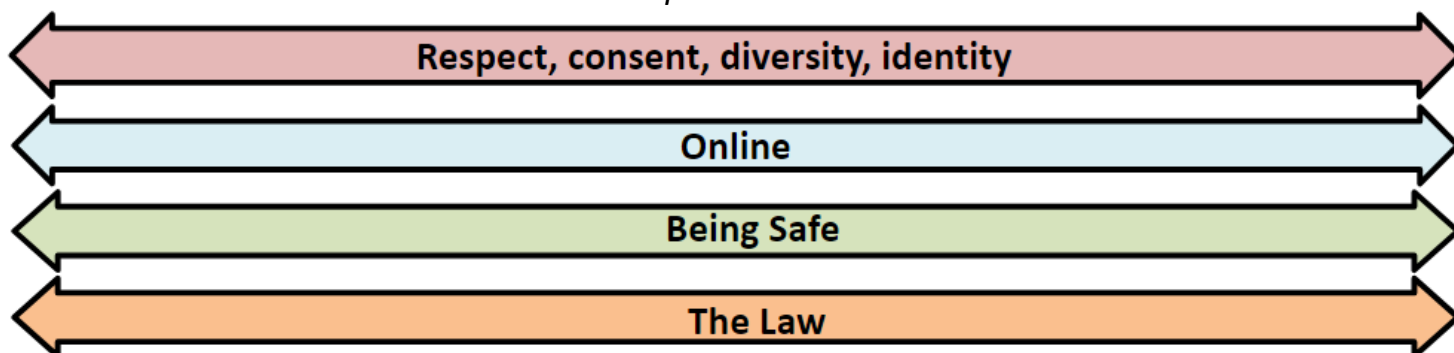
4) Reinforcement & Pupil Led Learning



Year 6 (UKS2) Long Term Plan - RHE	
Autumn 1	M2) Should we be happy all the time? M5) Physical and Mental Wellbeing Os6) Bias [N2]
Autumn 2	Growing Up Safe Programme Os7) Echo Chambers [N5] Fr4) Why are some people unkind?
Spring 1	Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?
Spring 2	C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice?
Summer 1	Os8) Does the internet make us happy? [L1] C6) What makes us feel like we belong? C7) What does it mean to be British?
Summer 2	Fr1) What makes a close friend (Y6-7 transition) P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life?

Relationships

Themes covered across 'Relationships' sections:



Friends

Objectives / Questions	Discussions	Activities
Keeping Friendships Healthy		
Fr1) What makes a close friend? *Links with M3) Why do we argue* 120 minutes Objectives - Identify the reasons why some children bully - Understand that violence is always wrong, our body belongs to us - Develop skills to avoid conflict and reconcile differences	Presentation: Every Mind Matters Transition to secondary school Y6 and Y7 Optional Extension to Year 5 unit – transition related Link to the <i>Rise Above</i> resources about the transition to secondary school, from Public Health England https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack	Downloadable activities available
Fr4) Why are some people unkind? *Links with M3) Why do we argue* 120 minutes Objectives - Identify the reasons why some children bully - Understand that violence is always wrong, our body belongs to us - Develop skills to avoid conflict and reconcile differences	Presentation: Why are some people unkind? Video <i>Being bullied - Jake's Story</i> https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-bullied/zdds382 or https://www.youtube.com/watch?v=Fi6T4H-SOog - What was Jake excited about when he first went to his new school? [Everyone seemed nice at first and accepted him on his first day] - What bullying did he suffer? [Verbal abuse, physical abuse, being left out] - Did Jake do anything wrong? [No - he was just being himself] - Why didn't Jake tell anyone at first? [He was embarrassed and thought that no-one would believe him]	Activity <i>Bullying reflection</i> - Children each have a piece of paper - Confidentially, they write down an example of a time when they have felt uncomfortable, sad, picked on or bullied - Do not share them with the class, but use the activity to demonstrate how negative experiences can happen to anyone

Key vocabulary Bullying, cyberbullying, discrimination, insecurities, fear, anger PSHE links: <i>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</i> <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>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</i> <i>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</i> <i>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</i> <i>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</i> <i>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\</i> <i>R21. about discrimination: what it means and how to challenge it</i> <i>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i> <i>L9. about stereotypes; how they</i>	- How did the bullying affect him? [He had nightmares, he was scared even when he was at home, he spent most of his break times alone for two or three years] - What would you do if you went to school with Jake? Key Information - Bullying is always wrong - No-one should have to go through verbal or physical abuse - Physical violence is always wrong - no-one should touch your body without your permission - No-one should be excluded from having friends - If you witness bullying or are being bullied, tell an adult you trust or call childline on 08001111 Input Children should be taught how to manage conflict and that resorting to violence is never right. 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. Discuss the use of AI tools to make 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.	
<i>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\</i> <i>R21. about discrimination: what it means and how to challenge it</i> <i>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i> <i>L9. about stereotypes; how they</i>	Video <i>Being a bully - Ariana's story</i> https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-a-bully-arianas-story/zrc6nrd or https://www.youtube.com/watch?v=B6ro7M4mZg - Why did Ariana behave like a bully in school? [She wanted to feel powerful, because at home she had no power and was not treated fairly and with kindness. She wanted to share her anger, so everyone else understood what it was like. She put people down so she was not the saddest person in the room anymore] - What tactics did Ariana use? [She would find out secrets and use them against her friends. She would pick on people's physical appearance to embarrass them] - What change did Ariana make that let her be happier? [She listened to the words "If you want to be happy, surround yourself with happiness". She started being kind	Activity <i>Identify the emotion</i> - Read cards with <i>thoughts</i> on them - Decide whether the thought is positive or negative - Identify the emotion behind the thought (healthy, insecurity, anger, hatred)

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

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

to people and it made her happier, even though she lost some of the control she had as a bully]

- Is Ariana a bad person?

Key Information

What makes people unkind?

- There is no easy explanation, but here are some common reasons:

1) Insecurity / fear

If people are scared, unhappy or vulnerable, they might try to make other people sad to become feel more powerful

2) Anger

If people have issues with anger, they might take that out on other people. They might try to blame those around them for their anger.

3) Hatred

Some people are unhappy and full of hatred for other people. They might pick on someone because of their appearance, ethnicity, family situation, sexuality or gender. This is called discrimination.

Class Discussion

Are these reasons an excuse to bully?

[No - there is no excuse for taking your own problems out on other people. Just like Ariana, we all need to work on our issues and treat other people with kindness. Making other people sad doesn't not make our lives better]

Key Information

How to fix a friendship when things have gone wrong:

1) Be honest

- Admit to what you have done wrong. Let someone know respectfully why they have upset you.

2) Apologise

- Say that you are sorry and mean it.

3) Forgive

- When someone apologises to you, accept it gracefully and remember that we all make mistakes

4) Move on

- Once a problem is fixed, don't dwell on it.

Class Discussion

- Is saying sorry cowardly or brave?

- Does forgiving someone make you stronger or weaker?

- Will you be happier if you move on or bear a grudge?

No Activity

	Key Information You should always feel safe, whether with your family, friends or other members of your community - What should you do if you are worried about your own or somebody else's safety? [Tell a trusted adult, keep telling until you are listened to, and call childline on 0800 1111. Call to childline are free and do not appear on your bill]	Optional Activity Come up with a fun way for remembering the childline number - Jingle - Poster - Poem
Fr5) What are stereotypes? 180 Minutes (Break into 2+ sessions) Objectives - Understand what stereotypes are - Critique media and identify stereotypes in the world around them - Learn how to challenge stereotypes when they see them Key vocabulary Gender stereotypes, male, female, man, woman, sexism PSHE links 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 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	Presentation: What are stereotypes? Key Information What are stereotypes? - A stereotype is an expectation of someone based on what they look like or what lifestyle they lead, rather than what they do. - This means that people are often very judgmental about people who they don't know at all. - For example, someone might say "You can't play football, because girls are rubbish at football. This opinion is based on the stereotype that football is for boys, rather than based on that individual's level of skill] Input Discussion around What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. Video Gender Roles and Stereotypes https://www.youtube.com/watch?v=Ulh0DnFUGsk Class Discussion - What are the most common stereotypes? [Sadly, a lot of stereotypes exist about: ethnicity, gender, religion, disability, wealth, number/gender of parents, sexuality etc.] - Why are stereotypes so harmful? [They make discrimination easier. There is still a lot of discrimination and prejudice in the world. We need to identify and challenge stereotypes to make the world a fairer place] Video Frozen - A Musical feat. Disney Princesses https://youtu.be/CtyOC6ayKoU Class Discussion - What point do you think this video is making? [Traditionally, Disney princesses have been overly passive - waiting around for a male character to save	Activity <i>Sort pictures of characters from Disney films</i> Look at pictures of range of older characters (before the year 2000) - Sort them into 'powerful' and 'vulnerable' - Who needs to be saved, who does the saving? - Who is independent and who needs help? - Do you notice any patterns [generally male characters do the saving, have the power and are more independent, while the female characters wait around to be saved, have few powers, are always beautiful and can't do things on their own] - Look at modern Disney characters - Ask the same questions as before - What do you think has changed? [There is more equality between male and female] - Why have Disney decided to create more powerful female characters? [Public opinion has moved on - we now expect women to have the same opportunities as men, so we want to see characters that reflect that] - Do you think that children's

R21. about discrimination: what it means and how to challenge it 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	them and fall in love with. It is suggesting that Elsa from Frozen represents an alternative role model - someone who is independent and does things for herself] - Do you agree with this idea? - Is there anything you would change about Disney films? - Which other Disney characters are good role models? - Are all races adequately represented by Disney films?	films and books are representative of the diversity of our planet? [Do they represent all cultures and ethnicities? Are disabled and old people represented? Are there enough strong female characters? Are there enough sensitive male characters?]
H35. about the new opportunities and responsibilities that increasing independence may bring L3. about the relationship between rights and responsibilities L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities 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	Posters <i>Challenging Gender stereotypes</i> Look at posters about various people, whose job or role might be different to the prevailing stereotypes about their gender (for example, a male nurse or a female engineer) - Is there any reason why these people can't do their jobs/roles? [No - they have the skills required to do them effectively] - Do you think they sometimes experience negative comments? [There is still a lot of sexism in the world - so it's sad but probably true] - What might these negative comments be? [People might be surprised when they find out their job. They might not believe that they do it very well. They might say that they should do something different] - Why might people say these negative comments? [Many people still discriminate against other people. They find it easier to judge someone based on stereotypes, instead of looking more closely at their actual levels of skill]	Activity Print out and read gender stereotype posters (use <i>final</i> version) Children make a note of: - Good things about that person's life - How are they challenging gender stereotypes? Extension Activity Design a cartoon character who defies a stereotype For example, a disabled superhero, religious main character, female doing a 'typically male' job.
	Key Information <i>The history of gender stereotypes</i> - In the past, looking after a home was a full time job, because we had fewer machines to help us - Food took longer to prepare - Washing and cleaning would take a whole day - Shops were less convenient to use and shopping took longer - Therefore, in a traditional family, it was easier if one person had to stay at home all day and the other went to work to earn money - Because men were considered to be stronger and most jobs were very physical, it was almost always men who went to work and women who stayed at home	

- Although this arrangement had some practical advantages, women were also not supported by the law: it was 1928 before all women were allowed to vote
- Now, jobs rarely require physical strength, and many women are as strong or stronger than men
- There is no need to separate the genders, but many people still perpetuate the old stereotypes
- There are some differences between men and women, but they are small compared to the differences that there are between everyone
- For example, look at this graph, which shows the height of men and women. On average, men are taller. However, many women are taller than many men; there is a large overlap. The difference that there is does not have a huge impact on our lives.
- It's not just women who suffer from gender stereotypes; men are also expected to act in certain ways:
 - Being 'tough'
 - Hiding emotions
 - Being competitive
 - Taking risks

Video

How Parents Influence Kids' Gender Roles

<https://www.youtube.com/watch?v=swSy6pdAS-0>

Class Discussion

- Can we think of a list of positive traits that you would like more people to have?
- Is there any reason why people of any gender couldn't have these traits?

Video

Gender Stereotypes: Why do shops divide products for girls and boys?

<https://www.bbc.co.uk/newsround/46530419>

- Scroll down for video and read text if time

Class Discussion

- Can you think of an example of when someone treated you differently because of your gender?
- Do you think it made a difference to your identity?
- What would the world look like without stereotypes?

Fr6) How can I accept my friends for who they are?

30 Minutes

Objectives

- Appreciate that we should treat everyone with respect, regardless of their physical appearance

PSHE links

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

H26. that for some people gender identity does not correspond with their biological sex

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

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

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

Presentation: How can I accept my friends for who they are

Book

Julian is a Mermaid
by Jessica Love

- What did Julien love?
[Mermaids]
- Why do you think he thought mermaids were so interesting?
[They are colourful, look interesting and enjoy swimming underwater]
- Why did Julien start trying on new clothes?
[He wanted to explore his sense of style, he wanted to be a mermaid]
- How did you assume his nana was going to react?
[Did you guess that she would disapprove or be cross?]
- If she had reacted negatively, how would Julien have felt?
[He might have felt embarrassed and ashamed]
- What did nana do?
[She found him some pearls to go with his outfit and took him to a party by the beach where there were lots of mermaids!]
- Who else might want to explore their sense of style?
[Everyone has the right to try out new styles and find what makes them feel comfortable.]
- What sometimes happens to people, whose style is different from the norm?
[Sometimes, they are not accepted by those around them. Sometimes, they are bullied by their friends or hurt by strangers]

Follow up lesson

Input

Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Teachers should explain that AI chatbots can be used to impersonate humans and the benefits and risks of this.

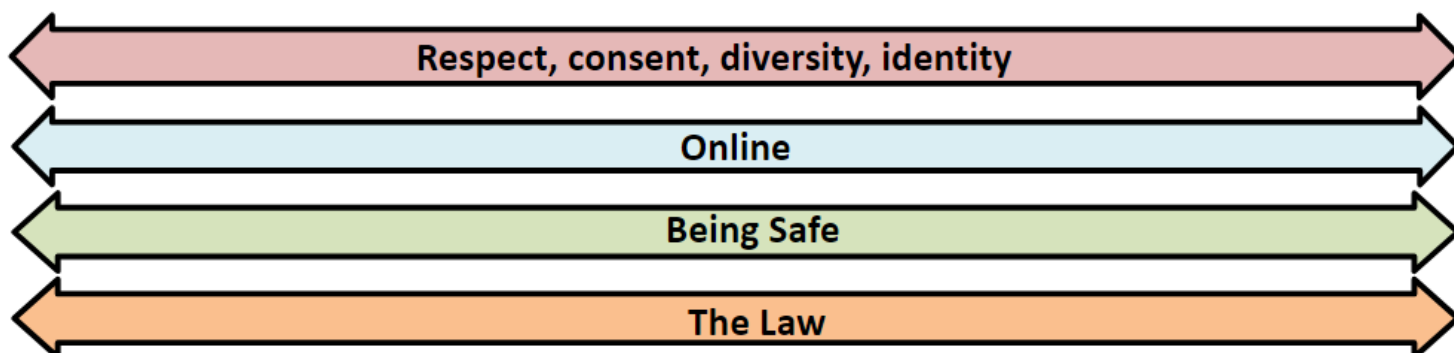
Activity

Design a class jigsaw

- Children each design a jigsaw piece that represents them
- Afterwards, join the pieces together, to show that we are all unique, but fit well together
- Would it be better if all the pieces were identical?

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>

C1) What is prejudice?

120 minutes

Objectives

- Know that unconscious bias exists
- Understand why some people discriminate
- Know the protected characteristics

Key vocabulary

Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic

PSHE links:

C1) What is prejudice? - Presentation

Book

Mae Among the Stars
by Roda Ahmed

About the first black woman in space - her journey to overcome prejudice and achieve her goals

Preview

<https://www.youtube.com/watch?v=iMj0HYVg63E>

Class Discussion

- What was Mae's dream?
[To see Earth from space]
- Is that an easy thing to achieve?
[No, it requires lots of hard work]
- What did Mae do to move towards her goal?
[She read lots of books, studied hard and stayed focused on her goal]

No activity

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

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

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

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

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

- What happened when Mae's teacher asked the class what they wanted to be when they were adults?

[Mae told everyone that she wanted to be an astronaut. The other children started laughing. The teacher didn't think that was the right thing for her]

- What do you think the teacher meant by "Nursing would be a good profession for someone like you"?

[She was making a judgement about Mae because of her ethnicity, her gender or her family background, or all three of these things]

- What was different about the way her mum reacted to her?

[She was supportive and kind and didn't judge her]

- What barriers do you think Mae might have faced? What caused those barriers?

[Because she was black, female and grew up in the 70s, many people would have discriminated against her, making her journey to become an astronaut even harder. People may have assumed she was less good than she is. This is called prejudice]

- What are prejudice and discrimination?

[Prejudice is where people judge other people based on their ethnicity, religion, gender, sexuality or disability. They may assume negative things about these people, despite having no reason for that opinion. Discrimination is the way people act because of this prejudice]

- What are the protected characteristics?

[These are things that help form your identity and who you are: race, gender, sexuality, disability, religion/belief, age, pregnancy. They are protected by law, so someone should not discriminate against you because of these factors. For example, homophobic bullying is against the law, whether that person is gay or not. So calling someone 'gay' in a negative way, is illegal]

- Why are prejudice and discrimination so harmful?

[If you are prejudiced, you are not judging someone because of their skills, actions and words. This means that no matter how hard they try, you might never realise how brilliant they are. If people in power are prejudiced, it means that they might make life worse for those people. If Mae's boss at Nasa was prejudiced, it would have taken longer for her to achieve her dream than someone who was not discriminated against - for example a white man might find it easier to do well, despite being no better

	qualified. Discrimination is illegal, and has improved, but still exists] - Do prejudice and discrimination only happen in America? [No. Sadly, they happen all over the world In this country, people are still discriminated against because of their race, gender, sexuality and disability The only way for this to change is for everybody to notice what is going on and take action to stop it]	
	Video Jonathan Lutwyche - Britain's Got Talent https://www.youtube.com/watch?v=YKedeF57oqo - How would you describe this dance? [He is dancing ballet, he is moving very expressively] - In what way does this video tackle some of the stereotypes about men? [He is dancing ballet, he is moving very expressively] - Does having qualities such as being sensitive, emotional, delicate or expressive make you 'less of a man'? [Being a man is defined by what you feel inside, not by what other people expect of you] - What do you think the word 'manly' means? - If someone says you are 'not manly', what are they implying? [They are suggesting that you are not strong or brave] - Do you think that the word 'manly' is a positive word? [It divides people into two groups - each group is expected to act and look in a certain way. It implies that there is a correct and incorrect way to be a man or a woman] - What damage might that word cause? [It might make people feel ashamed for not looking or acting in the 'correct' way] - Can you think of any other words that get used all the time that might use stereotypes? ['Man-up', 'why do you throw like a girl?', 'stop crying like a girl'] - What could we say instead? ['Be brave', 'you can improve your throwing technique with these tips', 'are you ok?'] [Facilitate activity] Class Discussion - How many of these phrases (from activity) have you heard before? - Where do they come from? [It is much easier to learn stereotypes than take the time to get to know someone properly. The world is complicated and scary to some people, and they might find it comforting to think they understand it by	Activity <i>Finding the right words</i> Children read phrases which may be prejudicial or use stereotypes. They find match each prejudicial phrase with a better phrase that communicates the same message without prejudice Examples of stereotyped phrases that need re-writing: "You're so manly" <i>You're tough</i> "Girls are pretty" <i>Some people are pretty</i> "Boys will be boys" <i>I don't mind how loudly they are playing</i> "Girls are kind" <i>She is very kind</i> "Women should be good cooks" <i>It's better if people are able to cook</i> "Man up" <i>Be brave</i> "People that live in Africa are poor" <i>Some people are very poor compared to others</i> "Chinese people are good at maths" <i>You must practice</i>

	putting people into categories. In reality, each person is unique, and should not be defined by the things that they cannot control, such as the colour of their skin] - Aren't some of these phrases a compliment, such as "British people are polite"? [Even though this is a positive stereotype, it implies that non-British people are impolite, and therefore inferior. If you say that "Chinese people are good at maths" then you are making assumptions about that person. What else have you assumed about them? Can they be good at art and football too?]	<i>maths a lot</i> "Black people are good dancers" <i>You have great moves!</i> "Gay people have good fashion sense" <i>I like your style</i> "British people are polite" <i>Doesn't he have good manners?</i> "German people are Nazis" <i>In the 1940s, many Nazis were from Germany</i> "Disabled people can't get a job" <i>Workplaces may need to make changes so disabled people can do their jobs'</i> "Poor people are lazy" <i>Living in poverty is difficult</i> "You're strong for a girl" <i>You're strong</i>
	Optional Video <i>Bullying and racism</i> https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-bullying-and-racism/z7tv8xs What bullying do Joe and Eli face? Class Discussion - In this example, what kind of prejudice is happening? [Racism and religious prejudice] - Why did Salim act in this way? Where did he get his prejudice from? [Could be friends, family or from information on social media. He might not value diversity - might not realise that all of our differences make us special, not inferior. That life is better when everyone is accepted for who they are] - How might you persuade Salim that excluding someone because of their race is the wrong thing to do? [Ask him to put himself in their shoes - how would it feel to be picked on for no reason other than your race or family background?]	No activity
C2) What is the history of prejudice?	Presentation: What is the history of prejudice? Video	No activity

120 minutes

Objectives

- Explore the history of prejudice
- Understand how that history impacts people who are alive today

Key vocabulary

Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic

PSHE links:

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

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

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

History Brief: Amelia Earhart

<https://www.youtube.com/watch?v=rYGppWw-iuw>

- What did Amelia Earhart do that was amazing?
[One of the first female pilots, set several records]
- What barriers did she face?
[Danger, stereotypes, expectations]
- Would it be harder or easier now for Amelia to fulfil her dreams?
[Technology has advanced, there are laws to protect people from discrimination, stereotypes still exist, there are still fewer female pilots, although this is improving slowly]
- Amelia lived a long time ago. Do we still have sexism in the world?
[Although our country has laws to protect people from discrimination, it still exists. In some countries, they still have laws, which prevent women from having equal rights]

Video

Made to be underpaid? - Gendered T-Shirt Slogans

<https://www.bbc.co.uk/programmes/p05d9kmg>

Class Discussion

- How did Dr Javid link an innocent-looking T-shirt with women being underpaid?

"Forever Beautiful"

...Gives off the message that...

"Looks are Everything"

...Which leads us to believe that...

"Boys are Better"

... Which results in men getting better jobs and making girls...

"Made to be underpaid"

- Do you agree?
- Is it wrong to compliment someone's appearance?
[No - it often makes people feel good about themselves. However, are you balancing this with comments about their skills, abilities and personality? Are you making equal numbers of comments to girls and boys?]

Activity

What would you change?

Children write a list of the 5 things that they would change to make the world less prejudiced

[For example: stop using sexist language, judge women for their achievements not their looks, don't judge people for their ethnicity, include people who are different to me, support disabled people to achieve their goals, identify and challenge stereotypes, accept people for who they are]

Optional Design Activity

Design a t-shirt with an inclusive slogan, that does not use stereotypes

Optional Video

Respecting myself and others

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-respecting-myself-and-others/zinqgwxx>

- Children from across the UK pose questions to trusted adults on the topic of respect, hatred, discrimination and homophobia
- 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

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

Key Information

What does the law say about prejudice?

It is against the law to be unkind to someone because of:

Gender (If they are a boy or girl)

Race (Colour of your skin/hair)

Religion (Christian, Atheist, Muslim etc.)

Disability (Wheelchair users, deaf and blind people etc.)

Sexuality (Who they fall in love with - gay, straight, bisexual)

Age (How old they are)

Changing gender (If they are transgender)

Class Discussion

- What prejudices do people face today?

[Although open discrimination has reduced, there is still a lot of less obvious prejudice:

- Expecting certain things from someone because they look a certain way

- Some people find it harder to get a job or are paid less because of the colour of their skin, their name or their gender

- People assume that disabled people are not talented]

- Is everyone prejudiced?

[All of us are biased in some way - even if we don't know it! This means that we might discriminate against someone without realising it (for example, being less kind to someone because of the way they look, and making up an excuse as to why we were unkind). This doesn't make us bad people - but if we pretend this prejudice doesn't exist, we cannot fix our behaviour]

- Can anything be done to remove prejudice from the world?

[Every single person needs to acknowledge that there is still prejudice, including in their own heads. We need to work hard to challenge all prejudice]

- Is anyone free from prejudice?

[Anyone can experience prejudice, but some traits are more privileged than others. If you are white, male, straight, rich or non-disabled, you are likely to face less discrimination than others]

Activity

Research

Investigate people who have been successful, despite prejudice

- Olaudah Equiano (overcame racism and slavery)

- Mary Seacole (overcame sexism and racism)

Olaudah Equiano websites

[Illustrated biography](#)

(Print out)

https://kids.kiddle.co/Olaudah_Equiano

<https://www.historyonthenet.com/olaudah-equiano>

Video

https://www.youtube.com/watch?v=zQaF4BNY9LA&feature=emb_logo

(More challenge)

https://www.bbc.co.uk/history/historic_figures/equiano_olaudah.shtml

Mary Seacole websites

<https://www.natgeokids.com/uk/discover/history/general-history/mary-seacole/>

<https://kids.britannica.com/kids/article/Mary-Seacole/476315>

<https://www.eachoneteachone.org.uk/mary-seacole/>

(More challenge)

https://www.bbc.co.uk/history/historic_figures/seacole_mary.shtml

N.B. The following information is a very brief summary of the history of prejudice and discrimination. It should not be considered a comprehensive history lesson, but instead used to make connections between what children have learned about discrimination with their understanding of the local and national history of where they live. Schools should develop a curriculum that aims to promote an understanding of the history of BAME people and how this history affects all of our lives today. It could include information about British imperialism, white privilege and the positive impact that immigration has had on our communities.

Key Information

- What is the history of prejudice in the UK?

How did Britain become so rich?

In the past Britain became very wealthy

In part, this was because of money made from slavery and colonising other countries, such as Pakistan, India, Nigeria and Somalia

British Attitudes

Many British people felt that white British people were superior to others

Therefore, they thought it was their right to enslave, control people across the world, without giving them a choice

Slavery

During slavery, millions of people were forced to work for no money, in terrible conditions

They had no human rights, and were frequently beaten and chained

Millions of people died as a result of slavery

Slave owners, many of them British, made huge amounts of money from the work of enslaved people, who were not paid

British ships were used to transport people from their home countries to the Americas, where they were forced to work on farms

Hundreds of thousands of people died on these journeys, because conditions were terrible

The British Empire

The British often did not treat the people of these lands well

For example, the British shot hundreds of unarmed people in India in 1919, because they were conducting a peaceful protest

Wartime

People and money from British Colonies played an important part in helping the allies to win the Second World War

Windrush Generation

Most British colonies gained independence from Britain in the last 80 years
 Many people from these countries were invited to Britain after the Second World War, to help the country rebuild
 Many people arriving in from other countries became vital key workers: doctors, nurses, steel workers and delivery drivers, who helped Britain to recover quickly after the devastation of the war
 Many people faced extreme discrimination, racism, abuse and violence when they arrived
 Employers were allowed to refuse someone a job because of the colour of their skin until the law was changed in 1968 (only 52 years ago)

Prejudice Today

Although the law makes discrimination illegal, it still exists in this country
 Black, Asian and Minority Ethnic (BAME) people are more likely to face prejudice and be disadvantaged*
 The 2020 Black Lives Matters protests, which also happened around the world, demonstrated against discrimination and other issues connected to racism and poverty

Information for teachers about BAME history

**Government statistics about stop and search in terms of ethnicity*

<https://www.ethnicity-facts-figures.service.gov.uk/crime-justice-and-the-law/policing/stop-and-search/latest>

Background Information about the Transatlantic Slave Trade

<https://www.britannica.com/topic/transatlantic-slave-trade>

Poster showing timeline Black History

https://www.100greatblackbritons.co.uk/docs/blackhistoryobamapt12_v118_web.pdf

Timeline of Black British History (need Twinkl account)

<https://www.twinkl.co.uk/resource/t2-h-5078-black-history-of-britain-timeline>

How the Caribbean Freed Itself

https://www.100greatblackbritons.co.uk/docs/how_the_caribbean_freed_itself.pdf

Article explaining Amritsar Massacre in India

<https://www.historyextra.com/period/20th-century/amritsar-massacre-india-british-empires-darkest-day-churchill-general-dyer/>

The story of the Windrush Generation

<https://blogs.canterbury.ac.uk/library/black-history-month-2019-the-story-of-windrush/>

Academic article about the philosophy of colonialism

<https://plato.stanford.edu/entries/colonialism>

Blog discussing issues around 'decolonising the curriculum', curated by Pran Patel

<https://theteacherist.com/category/decolonise-the-curriculum/>

Detailed references and guidance for finding out more about the slave trade

<https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/british-transatlantic-slave-trade-records/>

Photojournalism and art celebrating black history

	https://artblart.com/2017/11/22/display-stan-firm-inna-inglan-at-tate-britain-london/ More resources and timelines https://www.100greatblackbritons.co.uk/resources.html <i>Information about the 2020 Black Lives Matter protests around the world</i> https://apnews.com/BlackLivesMatter		
C3) What should I do if I encounter prejudice? - Understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying - Identify the most common types of prejudice - Identify the protected characteristics in the equality act - Know what to do if they encounter, experience or witness prejudice Key vocabulary <i>Race, racism, discrimination, prejudice, equality act, gender, sexual orientation, homophobic</i> PSHE links: <i>R21. about discrimination: what it means and how to challenge it</i> <i>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</i> <i>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</i>	<u>C3) What should I do if I encounter prejudice?</u> Book <i>Dad David, Baba Chris and Me</i> <i>By Ed Merchant</i> Explores the bullying received by a child with same-sex parents, and how that challenge was overcome and addressed by the adults around them. Class Discussion The two parents in this story are in a same-sex relationship - What does that mean? ['Sex' in this context means whether someone is 'male' or 'female', therefore two males would be in a same sex relationship] They are gay - Have you heard this word before? What does it mean? [It means when two people of the same sex are in a relationship - 2 men or 2 women] - What is nice about this family? - Are they kind to each other? - How is this family the same as yours? - How is it different? - What problems do they face? [Historically, gay people have been picked on for being different to straight people: - Gay people used to not be allowed to get married, but they are now - It used to be illegal to be gay, but it's now protected by law - Things are slowly getting better for gay people, but there is still a lot of bullying Input Teachers should make it clear that children 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.	Class Discussion - How many types of prejudice can you name? [Racism, sexism, ableism, homophobia, transphobia, judging someone for being in poverty, classism, judging someone because of their religion] Key Information Luckily, we now have the equality act, which protects many of these characteristics by law. - It is illegal to discriminate against someone because of their race, gender, sexuality, disability, religion, or change in	No Activity

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 ##

gender]

- This means that we all have a the power to challenge discrimination whenever we see it

- What should we do to defeat discrimination?

1) Identify it

We all need to watch out for it, even if it seems like a joke or not serious - it matters

2) Challenge it

If we let prejudice go without comment, we are silently approving it. People need to hear from their friends and family that it is not acceptable to use prejudicial language

3) Report it

If you are in school or a workplace and you hear people discriminating against others, you should tell someone in authority

4) Fight it

There are many organisations who work to stop prejudice and discrimination. You can support them, follow them and spread the word

Key Information

The Civil Rights Movement

Information about the civil rights movement in the 1960s in America and the UK. Comparison to the Black Lives Matter protests going on in 2020

Videos

What was behind the Bristol bus boycott?

<https://www.bbc.co.uk/news/magazine-23795655>

Key Question

- Why is prejudice such a big deal?

Acts of bias and prejudice are the foundations for more serious crimes. For example, if it wasn't for less serious racism against Jewish people in the 1930s, the Nazis could have never persuaded so many people to join their cause and the holocaust could not have happened.

Diagram

Share and discuss *Pyramid of Hate*

Key Question

- What can *you* do to end prejudice?

Optional Book

Separate Is Never Equal
by Duncan Tonatuih

No Activity

	https://www.amazon.com/Separate-Never-Equal-Family%C2%92s-Desegregation/dp/1419710540 About segregation for Mexican-American children in the Californian education system in the 40s and 50s. Details the legal battles that made segregation illegal in California	
C6) What makes us feel like we belong? Objectives - Understand why some people must leave their countries - Appreciate why some people choose to come to the U.K. - Know that most refugees stay near their country of origin - Understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries - Appreciate that migrants are often the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers) Key vocabulary Rights, refugees, asylum seekers, migration, immigrant PSHE Links L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities	Information for teachers <i>Faith and religious bullying</i> https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/faith-religious-bullying/ Presentation: What makes us feel like we belong? Key Question What makes us feel like we belong? Article and video <i>Newsround: What rights do children have?</i> https://www.bbc.co.uk/newsround/33109806 (Watch as many of the articles as you deem appropriate) Class Discussion - Which of your rights is the most important to you? Video <i>Who owns the sky?</i> https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-who-owns-the-sky/zvq2t39 Story about a community of fisher-people whose livelihoods depend on a river that dries up, which explores the concept of ownership of natural resources and whether they can be shared and even stolen. Stop the video to allow plenty of time for each question that comes up. Class Discussion - If you come from a country that has lots of resources, should you share that wealth with people from other countries? - If you do share, how much of that extra wealth should you share? 10%? 50%? 90%? Key Information What do these words mean: Refugee, asylum seeker, immigrant Refugee Someone who is forced to move to a new place because of war, famine or a danger to their life (for example, being hunted by their government for speaking up for democracy and civil rights) Famous refugees include Rita Ora, Judith Kerr, Albert Einstein, Dalai Lama, Jackie Chan and Bob Marley, who all had to flee their native countries to be safe. Asylum Seeker	No Activity No Activity Activity <i>Investigate global migration</i> Children need atlases or devices to look up names and locations of countries Print out map, showing where refugees travel to Draw attention to the 5 countries that take on the most refugees (already labelled on the map - Turkey, Pakistan, Ethiopia,

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

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

L17. about the different ways to pay for things and the choices people have about this

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

Someone who asks the government of a new country for protection because their own country is too dangerous

Immigrant

Someone who moves to a new country for any reason, often so they can find better work or to live with their family

Famous immigrants include David Beckham, Arnold Swarzenegger, Camila Cabello, Natalie Portman, Sofia Vergara

Video

Where do refugees come from and go to?

<https://www.youtube.com/watch?v=tB-sQLw-0QQ>

Class Discussion

- Where are the main areas that people are leaving from?
- Why are they moving?
- How do they choose the country they go to?
- Where would you choose to go?
- Would it be pleasant to be a refugee in a new country?

[Facilitate Activity]

Class Discussion

- Can children find the UK on the maps showing refugee movement?
[It is not a significant recipient of refugees globally, compared to other countries, such as Turkey]

- Why do you think the UK takes on fewer refugees and asylum seekers than other countries?

- Which is the 'kindest' country in the world?
[It depends how you want to measure it - By wealth? By public services? By how many refugees a country looks after? By how much people give to charity?]

Key Question (recap)

- What makes us feel like we belong?

Explain that this is a hard question and people have many different opinions about it. It can be a controversial subject and so we must try extra hard to speak kindly, listen with respect and keep an open mind.

- Do we deserve to live in our country?
- Why?
- Does someone become British as soon as they arrive in this

Iran, Lebanon)

Children use atlases to label the next 10 countries, in order of which have the most refugees

They should choose some of these countries*:

- Uganda
- Sudan
- Germany
- Bangladesh
- Ethiopia
- Jordan
- West Bank and Gaza (Palestine)
- Syria
- Congo
- Chad

Extension

Diagram showing where refugees go from and to

<https://www.unhcr.org/globaltrends2018/wp-content/uploads/sites/74/2019/06/figures-4b.png>

- Can children explain what this diagram shows?

Optional information

Can also use the [table](#) (which can be sorted to show numbers of refugees from high to low)

* It is impossible to get completely accurate data and the figures are changing constantly. For example, since this map was produced, Jordan has overtaken Lebanon and now has the second highest number of refugees [according to the world bank](#)

	country? - How long does it take for someone to 'become British'? - Who should be allowed to come into this country? - Who gets to decide? Optional books, resources and information Book <i>Azzi in Between</i> by Sarah Garland Book about a child's experience of fleeing war and finding refuge in a new, unfamiliar, country. Buy https://www.letterboxlibrary.com/acatalog/Azzi-In-Between--2.html Book <i>The Day War Came</i> by Nicola Davies Buy https://www.amazon.co.uk/Day-War-Came-Nicola-Davies/dp/1406376329 Preview https://www.youtube.com/watch?v=ybFA9XZyjis Videos Whole collection of <i>BBC Seeking refuge</i> videos (such as <i>Seeking Refuse: Ali's Story</i>) https://www.bbc.co.uk/programmes/b01k7c4q/clips Further information about migration and asylum <i>UNHCR (UN Refugee Agency) report 2015:</i> https://www.unhcr.org/uk/statistics/unhcrstats/576408cd7/unhcr-global-trends-2015.html <i>UNHCR (UN Refugee Agency) report 2018:</i> https://www.unhcr.org/globaltrends2018/ <i>Refugee population by country or territory of asylum</i> https://data.worldbank.org/indicator/SM.POP.REFG?view=map	Optional Activity Preparation: 1) Print out summary poster of the UNHCR rights of the child 2) Show video about UNHCR rights of the child 3) Print out the pictures and descriptions on pages 35-36 from UNICEF activity pack Children identify the rights that are being infringed in each picture by consulting the video and summary page
C7) What does it mean to be British? Objectives - Discuss what it means to belong to a country - Appreciate that people can have more than one nationality - Understand that our country's culture is made up of all of the different	Key Question What does it mean to be British? Class discussion - Do people all come from the same culture? [No - some people's culture is based on their religion, sometimes it is based on the country that they came from (17% UK population were born outside the UK*), sometimes it is based on the personal tastes of the people in the family. Some people's family combines people from different backgrounds, so the culture of their family is a mixture of different things] - Is it a good thing or a bad thing that we are not all the same? [One of the great things about living in Britain is that there are so many different things to eat, look at,	Activity <i>Collage</i> Using digital devices, children collect images and create collages with the title 'What I love about Britain' Encourage children to avoid stereotypes Think about the things that they personally experience, rather than clichéd images

immigrants that have come here over thousands of years

Key vocabulary

Culture, religion, language

PSHE Links

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

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

listen to and do! Our culture is rich and varied. There is so much to explore if you are interested]

Show pictures of British stereotypes, followed by images that include more diversity.

Examples to include:

The Queen, A variety of people from many different countries of origins and ethnic backgrounds, a Punjabi Wedding, a cricket match, fish and chips, foods that originated in other countries, historic buildings, modern buildings, churches, mosques, farms, festivals, Christmas, Diwali/Chanukah/Eid/ Chinese New Year

- Are some of these things more British than others?

[No - Just because some traditions have been in this country for longer, it doesn't make them more British. For example, Britain is famous for Fish and Chips but a big part of living in Britain is that we love foods from all over the world, such as pizza, curry and noodles! These foods all came from somewhere else originally, but they are part of our lives now]

- What is the culture of our country?

[British culture is made up of many different, smaller cultures. Some of them are old, such as religion, language and traditional music. Some of them are new, such as pop music, fashion and ideas about equality. Most of them have come from different countries (for example Christianity, Islam, American music) but they have arrived at different times (Christianity came about 1000 years ago, Islam has been a mainstream religion in Britain in the last 100 years, although Muslims have lived here for much longer than that**)]

- Is anyone 'originally from Britain'?

[If we trace our family history back far enough, we are all descended from an immigrant: Celts, Romans, Anglo Saxons, Normans, Vikings, Roma, South Asians (India, Pakistan, Bangladesh) and many more are all groups of people that arrived in Britain more than 100 years ago. Therefore there is no such thing as 'originally from Britain']

- Are we lucky to live in Britain?

[There are many wonderful places to live in the world. Our country is not perfect. However, there are some positive things about living here. Because Britain has been wealthy for a long time, we have benefitted from having no wars in our country. This wealth has also allowed us to create advanced technology.

of their country

For example, Buckingham Palace probably doesn't represent their own lived experience, but would come up on a google search of 'British Culture'

Ensure that before children search for images on the internet, they already have a personal list of what they want to find, to avoid the search engine 'thinking for them'

People in other countries make things cheaply that we can buy to use or eat (for example in factories or farms in the Global South), often in poor conditions that would not be allowed for people in our own country. Our country grew rich by profiting from the slave trade and colonising other countries over the past 400 years)]

Optional text - for literacy link

Book: *Freedom*

by Catherine Johnson (2018)

<https://www.amazon.co.uk/gp/product/1407185489/>

Beautifully written, this book explores numerous themes around slavery and colonial Britain. It won the Young Rebel prize in 2018 and is a great way of expanding children's minds, as well as providing an engaging fiction book that will have the children gripped and engaged. Set in 1783, we follow the journey of a young boy, born into slavery in Jamaica and taken to Britain. Escaping, he meets black abolitionists, who teach him about the injustices of the slave trade. Using narratives is an effective way to engage children in challenging subjects and to help them build empathy with people whose lives are vastly different to their own.

For a more thorough review, as well as more excellent articles about race, identity and decolonisation, visit Pran Patel's website

<https://theteacherist.com/2019/11/14/childrens-literature-diversity/>

Background Research

*<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/datasets/populationoftheunitedkingdombycountryofbirthandnationality>

**<http://www.brin.ac.uk/figures/>

***[Further research into culture, racism, privilege and the history of race in the U.K.](#)

Online Safety

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

Os6) Bias [N2]

Objectives

- Understand that not everything they read is true or without bias
- Understand that bias can mislead readers, and that there are multiple perspectives to many stories
- Appreciate that everyone is at least a bit biased, so we have to be careful to balance our views and tolerate disagreement

Presentation: Bias

Input

Children should be taught how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

Watch:

YouTube video about bias

"The Blind Men and the Elephant"

<https://www.youtube.com/watch?v=Vn9BUfUCL4I>

Why did each person think that it was a different animal?
[Each had their own perspective / point of view]

Stimulus:

- Look at screenshots from the film *I, Robot*; try to guess what might have happened
- Watch the videos of the witness statements
- Which of them are biased, which are balanced?
- What is the truth? What really happened?

Activity: Point of View

- Split class into 4 groups
- Each group reads a particular description (give each group 1 Point of View)
- They guess what the object is from their isolated description
- Then read all 4 Points of View out loud to the class and see if they change their mind

Point of View #1

Rubber, Soft, Strong, Round, Dirty, Black, 40cm wide

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

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

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

Os7) Echo Chambers [N5]

Objectives

- Understand how different groups have their own motivations, often based around commercial or ideological reasons

- Understand how social media tends to limit the number of opposing views that we encounter

Key vocabulary

Echo chamber, bias, groups, viewpoints, propaganda

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

- Why did the police officer think the robot was a thief? [perhaps he didn't like robots?]

Final Question:

What if someone publishes things which are untrue on purpose? That is called FAKE NEWS.

Video

How to spot fake news

<https://www.bbc.co.uk/newsround/53692375>

Video

WADADA News for Kids animation

<https://www.youtube.com/watch?v=GWceywn4QaQ>

Optional Stimulus

Voices in the Park by Anthony Browne

Preview

https://www.youtube.com/watch?v=ohs-7ue_wdM

Point of View #2

Shiny, Hard, Strong, Smooth, Metal, Red, Flat, 1.5m wide

Point of View #3

Fabric, Very Soft, Comfortable, Grey, Patterned, 50cm wide

Point of View #4

Shiny, Flashing lights, Switches, Writing on a screen, Makes Music, 20cm wide

What is it?

Reveal pictures first, then answer [Tyre + bonnet + seat + stereo = car]

Presentation: Echo Chambers

Start with activity

Children read a selection of one-sided accounts of an event. Allow them to form their own opinions, and express them, either in writing or in words.

When they have had enough time, reveal the unbiased account of the story.

Can the children work out what happened? [they were given different information, it was biased, they did not have all of the facts, witnesses are unreliable]

Discussion:

Why did we do that activity?

[It demonstrates the real-life phenomenon of an "echo chamber" - this happens a lot on the adult world, where people only hear one side of a story. It leads people to have unbalanced views, which can be a problem]

Big Question:

What is the worst thing that could happen if we don't realise that we are in an echo chamber? [show images from Nazi Germany to show unbalanced information and propaganda]

Input

Activity: Guilty or Not Guilty?

Split children into two groups (But this must be kept a secret)
One half are given text and pictures showing one side of a story.

The other half are given text and pictures of the same event, but with a different spin on it (both heavily biased - from a different person's perspective)

The children don't know they have been given different information. Each group must then decide on a verdict, and persuade the teacher of this, either through writing, video, audio recording or orally.

Make a table with positive and negative aspects to Aisha's character on each

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

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

Teacher should reinforce that AI tools, e.g. smart speakers and chatbots, are just a type of computer system. They have been designed to sound like humans, but they can't think or feel emotions, and they don't know what is right or wrong. Teachers should explain that content generated by AI (images or text) can be biased and perpetuate stereotypes – this happens when the training data contains these stereotypes, or not enough data about specific groups of people is included (e.g. facial recognition software is poor at identifying people of colour; an image of a surgeon is likely to be white and male etc). As a class discuss the risks and benefits of using AI chatbots to find out information, including bias, stereotypes, inaccurate outputs. Discuss where to find reliable information, e.g. around health.

side.

Extension:

Children try and 'prove' various theories by searching on the internet (for example, the earth is flat, the moon landings were faked) to see how easy it is to find evidence for something untrue, if you want to [this is known as 'confirmation bias']

Os8) Does the internet make us happy? [L1]

Objectives

- Appreciate that there is both positive and negative content online
- Understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives
- Understand that images and videos that we see online are not always a true reflection of reality

Key vocabulary

Social media, anxiety, jealous, insecure, vulnerable, analyse

PSHE links:

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H42. about the importance of

Presentation: Social Media Anxiety

The images 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.

The key message is that we should analyse the things we see on social media, understand that many successful online celebrities are motivated by money and fame, and that these things do not necessarily bring us happiness and are also not easily attainable without significant commercial backing.

Our own insecurities are often hijacked in order to promote products or lifestyle choices.

Encourage active rather than passive use. Being actively involved in doing things, such as creating or responding to social media posts, can have a positive impact on wellbeing. Passive use – like scrolling without interacting – can lower wellbeing and life satisfaction.

Break the 'filter bubbles'. Online companies use algorithms to show you things similar to what you've seen before, reinforcing current interests rather than suggesting new topics. Teach your child how to interrupt these by searching new areas or questions of interest.

Input

Children should be taught here and how to report concerns and get support with issues online.

The class should discuss the use of AI tools to make silly/hurtful images or videos of other people, and how this might make those people feel. Why people need to think

Activity

(p.38 of presentation)

Video

<https://www.youtube.com/watch?v=0EFHbruKEmw>

Create a 'realistic' social media feed:

- Bad hair day
- Fake exercises
- Unflattering faces/poses
- Having a miserable time
- Messy/dirty
- Ignoring your friends to look at a screen

Use any of the ideas that you've seen so far and also use your imagination! You can take photos, or draw cartoons, depending on your skill set.



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

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

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

carefully how the content they post might affect others, and how to report concerns and get support if this happens to them.

Give positive examples of how AI is used in everyday tools, to help people, and in future careers e.g. to help us translate languages, recognise and create images, find out information, diagnose illnesses, self-driving cars etc.

Recognise the features of persuasive design in AI tools, e.g. a chatbot may fake emotions such as being sad and ask users not to leave a conversation or turn them off (AI toys).

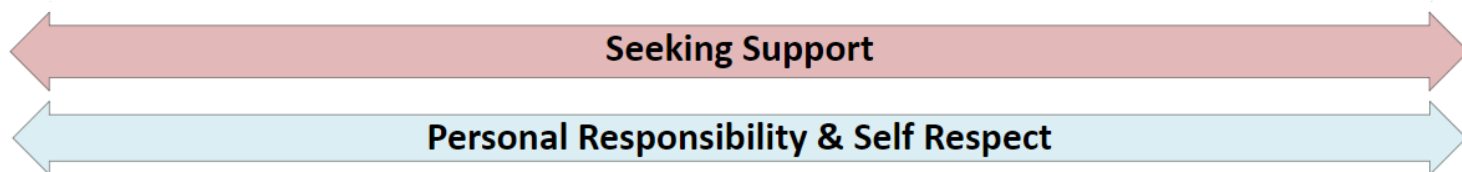
Information for teachers

Mental wellbeing online

<https://youngminds.org.uk/find-help/looking-after-yourself/social-media-and-mental-health/>

Health and Wellbeing

Themes covered across 'Health and Wellbeing' sections:



Mental Wellbeing

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>

M2) Should we be happy all the time?

Objectives

- Explore how big events such as loss, separation, divorce and bereavement can affect our mental and emotional health.

- Explore ways of coping with big and small life events.

Key vocabulary

Loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control

PSHE links:

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

Presentation - Should we be happy all the time?

Big Question

Should we be happy all the time?

Stimulus

Book: *The colour thief*

by Andrew Fusek Peters & Polly Peters

- How would you describe the way Dad was feeling?
- Why did the boy blame himself?
- Can the boy fix this problem?
- Was there a reason for Dad's depression?

Input

Children should be taught that 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.

Small group activity

On mini-whiteboards

What might cause us to feel negative emotions?

- Loss
- Separation
- Divorce
- Bereavement
- No reason: we just feel down

What should we do when we feel bad?

- Remember that no-one is happy all the time and that negative moods normally pass
- Talk to someone you trust
- Practise acknowledging the mood that you are in- Contribute to something meaningful (join a team, take up a hobby, help your community, volunteer etc.)
- Look after yourself (hobbies, interests, socialising, family, sleep ([9-12 hours a night for 10 year olds](#)), physical exercise, eat well, meditate)

Activity

Investigate a mental health condition using this child-friendly web page

<https://www.childrenssociety.org.uk/mental-health-advice-for-children-and-young-people/the-advice-resource-vault/advice-for-children-age-6-12>

or <https://www.childrenssocie>

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;

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

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

Sometimes we can't start to feel better on our own and we need some extra help

- Talk to your family
- Talk to an adult at school
- Call childline for free on 0800 1111

Video

OCD and depression - Annabel's Story [Focuses on mental health conditions therefore moving on from feeling negative emotions.

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-ocd-and-depression/z72b47h>

- Can you describe Annabel's feelings?
- What made her happy?
- What could her new school friends have done to help?
- What other help did Annabel need?

Input

Children should be taught that isolation and loneliness can affect children, and the benefits of seeking support. Teachers should explain 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)

[ty.org.uk/information/youn
g-people/well-
being/resources](https://www.mind.org.uk/information-support/for-children-and-young-people/well-being/resources)

- 1) Go to website
- 2) Select a mental health condition to investigate
- 3) Take notes and get ready to share your research with the rest of the class

Practice relaxation techniques

<https://www.youngminds.org.uk/find-help/looking-after-yourself/take-time-out/>

[Teacher information: identify specific techniques to try in advance of lesson.]

Information about other mental health issues

Anxiety

<https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/managing-your-anxiety/>

Further resources for teachers

Information about Mental Health for young people

<https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people>

Helping children to open up about mental health

<https://www.mind.org.uk/information-support/for-children-and-young-people/talking-to-friends-and-family/>

"Understanding my feelings"

<https://www.mind.org.uk/information-support/for-children-and-young-people/understanding-my-feelings/>

"Looking after your wellbeing"

<https://www.mind.org.uk/information-support/for-children-and-young-people/looking-after-your-wellbeing/>

"How to support a friend"

<https://www.mind.org.uk/information-support/for-children-and-young-people/how-to-support-a-friend>

Information for schools in Doncaster

For further information and support:

Healthy Learning, Healthy Lives website: www.healthylearningdoncaster.co.uk

Twitter: @HLHLDoncaster

Email healthylearning@doncaster.gov.uk

Information for schools in Sheffield

	Directory of local support in Sheffield https://www.learnsheffield.co.uk/Downloads/Partnerships/Student-Wellbeing-Resources/Sheffield%20Wellbeing%20Resources%20v2%20with%20Links.pdf (scroll down to 'Mental Health', page 60) Guidance from Sheffield NHS Children's Hospital: Healthy Minds https://drive.google.com/file/d/11tWYwSiwatfErhkTmSYOpVH45kv1a8LI/view?usp=sharing And https://drive.google.com/file/d/1eGjNxYrtj2J-G1dkfityORapKMRVL5RZ/view?usp=sharing
M5) Physical and mental wellbeing	Physical and mental wellbeing – Year 6 lesson plan https://campaignresources.phe.gov.uk/schools/resources/physical-mental-wellbeing-year6-lesson-plan?utm_source=recruitment_smc&utm_medium=email&utm_campaign=pripshe_march_everfi&utm_content=newlessonplans Input Children should be taught that isolation and loneliness can affect children, and the benefits of seeking support. They should be made aware that hat change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently How and when to seek support including which adults to speak to in school if they are worried about their health. Children should also learn that abuse, bullying and harassment can take place online and that this can impact wellbeing. They should cover the benefits of limiting spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

Physical Wellbeing

Objectives / Questions	Discussions	Activities
Staying healthy		
P4) Why do some people take drugs? 180 minutes Objectives - Understand that some drugs help us and some do not - Understand some of the reasons why people take recreational and addictive drugs - Understand the risks of taking drugs, alcohol and tobacco Key vocabulary	Drugs Presentation: Why do some people take drugs? Key Question Why do some people take drugs? Class Discussion What is a drug? [A drug is a chemical that changes our body or mind. It might be a liquid (like alcohol), a pill (like paracetamol), a powder (like cocaine) or a part of a plant (like tobacco)] Are drugs bad? [Some help us and some are bad for our health. Some do both things at the same time] Are drugs illegal? [Some drugs are legal, either because they make us healthier (medicine) or because	

Drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction

PSHE links:

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

Science links:

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

people enjoy them (caffeine in coffee and some soft drinks). Some drugs are illegal because they are harmful to our bodies or minds. Some legal drugs are bad for our health (such as alcohol or tobacco)]

Input

The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Key Information

There are 4 types of drugs

- 1) Legal
- 2) Prescription medicine
- 3) Illegal
- 4) New psychoactive substances ('Legal Highs')

1) Legal drugs

- Medicines and products that you can buy in shops (normally only for over 18s)
- Medicines help you get better or reduce pain. They can still be strong and should only be taken following the guidance on the packets.
- Examples include paracetamol, ibuprofen and calpol
- Some legal drugs change your mood, which is often why people take them. They can often be harmful and addictive, even though they are legal. Examples include caffeine (in coffee and cola), alcohol and tobacco (in cigarettes)

2) Prescription medicine

- Strong drugs that can only be given out by a doctor or pharmacist.
- Mostly, these help you get better, but can be very dangerous if you take the wrong amount or take drugs that were not meant for you

3) Illegal drugs

- These drugs affect your mind or body
- They are illegal because they can have negative effects on your body and mind
- You can be arrested for taking them, having them or selling them

4) New psychoactive substances ('Legal Highs')

- These are new drugs that haven't yet been properly tested.
- We don't know what they do to our body and mind because they are so new
- They can be just as dangerous as illegal drugs, because there is no way of telling what is inside them

Class discussion

- Why do people take drugs which aren't medicines?

Key Information

People take drugs for a number of reasons

Activity

Research

Print information or use electronic devices to navigate to

	Recreation Drugs can change our moods. Some people find this experience enjoyable. For example, people might go to the pub on a weekend and drink alcohol with their friends Escape Some people want to escape their lives (for example, because they suffer from depression). They might take drugs to forget their problems, or to try and change their moods. Sometimes this works, but often it makes them feel worse in the long run Addiction Many drugs are addictive. This means that the addicted person wants to take them again and again. This can become a problem if the drug is bad for your body or mind. People can get into a 'downward spiral': Take drugs Become addicted Want more Take more drugs Become more addicted Want even more Take even more drugs This can be very dangerous, and lead to mental and physical problems People suffering from addictions may struggle to work or go to school, which can have knock-on effects on the rest of their lives People with addictions may have mood swings, which can make it difficult to maintain positive relationships, meaning that they can end up losing their family and friends	the web page: https://www.talktofrank.com/drugs-a-z Children are given a drug to research: - Cannabis - Cocaine - Heroin - Ecstasy They find out: - The effects - The risks - The law Present their findings to the class Extension Children write a question about their chosen drug and challenge the class to answer a question, to test how well they have listened
Alcohol Class Discussion What happens when you drink alcohol? [People get less embarrassed, they take more risks, make poor choices, can see less well and they lose their balance] Why do people drink it? [Mostly to have fun and help people to socialise, but also for more negative reasons, like to try and change their mood, although it doesn't often have a positive effect] Key information		

It is legal for adults (over 18) to drink alcohol

Positive aspects

Mostly, people drink responsibly

It can be fun

People tend to be silly and relax more around others when they have had a drink. It is a common feature of British culture, particularly at the weekend and many people find that it helps them have a good time

Negative aspects

There are some negative sides to alcohol, just as there are with most drugs

Bad decisions

Alcohol makes people worry less, which can mean that they don't properly think of the risks before they do something. They might try and climb something high and fall off

Aggression

Some people become aggressive when they have drunk alcohol. This depends on their personality and the mood they were in before they started

Loss of control

When people are intoxicated (drunk) they are less good at things. This can be dangerous, especially when driving a car

Addiction

Alcohol is addictive if people drink too much of it regularly. It can be very hard to give up once this happens

Health problems

Alcohol increases your chances of:

- Cancer
- Stroke
- Heart disease
- Liver disease
- Brain damage
- Mental health problems, such as depression

Video

Living with alcoholism

<https://www.bbc.co.uk/teach/class-clips-video/life-stories-living-with-alcoholism/z6d2hbk>

- Who has been affected by alcohol in this story?
[Toby's whole family]
- What negative effects did the alcohol have?
[Affected Toby's dad's health, made him angry, he became addicted, made him lose his balance, made him have poor judgement]
- Why did Toby's dad drink alcohol to begin with?
[It may have been fun, he might have enjoyed the feeling, perhaps his friends were drinking too]
- Was Toby right to not bring his dad's alcohol to the hospital? Why was it a hard decision?

Tobacco

Class Discussion

- Why do people smoke?
[It can be relaxing, they might think it will impress their friends, it is highly addictive, so once you start, it can be hard to stop]

Key Information

Why is smoking bad for your health?

Smoking causes a wide range of physical problems, such as heart and lung disease. It can negatively affect nearly every part of your body, including your skin, internal organs and brain.

Video

How smoking 30 packs of cigarettes wrecks your lungs

https://www.youtube.com/watch?v=HD_r66sFjk

- Can you list 3 reasons why smoking is bad for your health?

Optional Video

Smokefree 'Health Harms' 2019 TV ad – Mutations

<https://www.youtube.com/watch?v=SUZNqy09BCc>

Activity

Risk Match

Give the children flashcards with a range of information about the risks of smoking and a diagram of the human body

They have to match the cards with the area on the body that they affect (For example, 'Smoking increases the chance of having a stroke by 50%' would match with 'brain')

Print and share one between two
Health Matters: How Smoking Harms (original [source](#))

- Use this to mark answers to the activity and for reference throughout the lesson

Class discussion

If someone tries to make you do something that you don't want to, such as smoking or drinking alcohol, how can you say no?

- Say no confidently
- Repeat yourself if you need to
- Be polite and respectful, without judging them ("No thank you", "That sounds fun, but it's not for me")
- Suggest something else
- Walk away and find people who make you feel comfortable
- Tell an adult you trust if you can't solve it on your own

[Link to lesson about peer pressure in Year 5 - [Fr3](#)]
[Should friends tell us what to do?](#)]

Information for teachers

NHS guidance: Health risks of smoking

<https://www.nhs.uk/common-health-questions/lifestyle/what-are-the-health-risks-of-smoking/>

NHS guidance: Health risks of drinking alcohol

<https://www.nhs.uk/live-well/alcohol-support/the-risks-of-drinking-too-much/>

P5) Where should I get my health information?

Objectives

- Understand that not all information is accurate, even if it appears to be
- Identify inaccurate health information
- Know where to find accurate sources of health information

Key vocabulary

Verify, misinformation, fake news, genuine, accurate, vaccination, 'anti-vax'

PSHE links:

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

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

H1. how to make informed decisions about health

Presentation: Where should I get my health information?

Key Question

Where should I get my health information?

Key Information

- Our health is very important and we need to be able to keep our minds and bodies healthy
- If we are well educated about ways to stay healthy, we are more likely to be happy and avoid illness
- There are large numbers of people in the world who do not understand basic information about staying healthy or who are actively spreading misinformation (false facts or 'fake news')
- We need to be able to identify what is accurate and what is misleading

Verifying information checklist:

- 1) Where is the information from?
Check URL (web address)
- 2) Do you trust the person that wrote it?
Have you heard of them? Are they reliable?
- 3) Are they selling you anything?
Are they trying to make you buy products from them?
- 4) Is it balanced?
Do they give both sides of the argument - do they acknowledge that there might be more to know about the subject, or do they insist that they are correct and that is the end of the discussion?

Class Activity

Compare the following **articles***

- Which of these sources of information are the most reliable?
- How do you know?
- Does Vitamin D stop coronavirus?

Class Discussion

- How can we tell what the truth is about taking vitamin D?

Activity

Verify information

Sadly, a dangerously high number of people believe something similar to the following statement:

"Measles was never a serious disease and is no more dangerous than a cold - you shouldn't bother getting vaccinated"

Children look at a variety of information and try to work out if this statement is true **[It is not]**

Print out **information****

Children may need some extra help exploring the fourth piece of evidence, showing the number of deaths from measles over time:
<https://www.gov.uk/government/publications/measles-deaths-by-age-group-from-1980-to-2013-ons-data/measles-notifications-and-deaths-in-england-and-wales-1940-to-2013>

Class Discussion

- Why is it important that everyone gets vaccinated against harmful diseases?

**Information gathered from the following websites

NHS measles information
<https://www.nhs.uk/conditions/vaccinations/mmr-vaccine/>

Graph showing deaths from measles before and after vaccination was introduced
https://vk.ovg.ox.ac.uk/vk/sites/default/files/u77/Measles_cases_1940-1995.jpg

NHS vaccination information
<https://www.nhs.uk/conditions/vaccinations/why-vaccination-is-safe-and-important/>

	- The two reliable articles were from the NHS and the BBC - websites we can trust. They were balanced articles, considering both sides. They were not trying to sell us anything. - The less reliable article was not balanced, not a trusted website and was trying to sell us vitamins. - Was the inaccurate article <u>completely</u> untrue? [No - they just <i>exaggerated</i> the information. It was hard to tell which part was accurate and which was made up] Key Information Misinformation, or 'fake news' will often include accurate information and then either exaggerate that, or add extra, false, information on top	
	Background information for teachers N.B. The movement against vaccination (anti- vax) is still alarmingly popular, despite repeated studies proving that vaccinations save lives and are not dangerous. It is important to emphasise this explicitly, especially when introducing these kinds of theories to children, as we wouldn't want to accidentally give children the idea that these opinions are credible. This has never been more important than during the current pandemic. Should a vaccine for Covid 19 be created, people's refusal to be immunised will lead to unnecessary deaths, as has already been the case with measles. <i>Further vaccination information from The University of Oxford</i> https://vk.ovg.ox.ac.uk/vk/measles *Information gathered from the following websites Accurate information <i>Article from the NHS explaining the scientific reality</i> https://www.nhs.uk/conditions/vitamins-and-minerals/vitamin-d/ Accurate information <i>Article from the BBC explaining the scientific reality</i> https://www.bbc.co.uk/news/health-52371688 Misinformation <i>Article exaggerating the link between Coronavirus and lack of vitamin D</i> https://www.naturalnews.com/2020-05-06-vitamin-d-may-reduce-severity-of-coronavirus.html Warning: The above website contains views and opinions not endorsed by the makers of this curriculum, including conspiracy theories, and links to other websites with even more extreme views.	

	**Information gathered from the following websites <i>NHS measles information</i> https://www.nhs.uk/conditions/vaccinations/mmr-vaccine/ <i>Graph showing deaths from measles before and after vaccination was introduced</i> https://vk.ovg.ox.ac.uk/vk/sites/default/files/u77/Measles_cases_1940-1995.jpg <i>NHS vaccination information</i> https://www.nhs.uk/conditions/vaccinations/why-vaccination-is-safe-and-important/ <i>Government information about deaths from measles over time</i> https://www.gov.uk/government/publications/measles-deaths-by-age-group-from-1980-to-2013-ons-data/measles-notifications-and-deaths-in-england-and-wales-1940-to-2013	
P6) How do I save a life? Objectives - Identify common hazards Know basic first aid techniques - Understand how to react in emergency situations - Understand when and how to make an emergency 999 call Key vocabulary Danger, hazard, environment PSHE links: H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H35. about the new opportunities and responsibilities that increasing independence may bring R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	Presentation: How do I save a life? <i>[This unit is mostly a collection of videos and external resources that contain the information children need to stay safe. It can be used flexibly and in conjunction with visitors (for example, The Fire brigade and St John's ambulance) and visits (for example Crucial Crew). There are multiple links to governmental organisations who specialise in safety advice.]</i> Class discussion - What do you think are the things most likely to harm us? [It is everyday occurrences, such as cars, trains and household fires that are most likely to hurt us. We're going to learn about them now in more detail] Input Children should be taught how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. Children should be taught concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	Ongoing activity Children gather information and add it to their 'How do I Save a Life?' grid
	Identifying Hazards	
	Video Button batteries https://www.youtube.com/watch?v=nwLLFJUcphw (Watch first 90 seconds)	Activity Pictures of safe and unsafe domestic environments* - Children try and identify 19 differences Original download from: https://www.safekids.org/sites/default/files/Infographics/home_safety_game_final.pdf



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

H43. about what is meant by first aid; basic techniques for dealing with common injuries

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

Burns

See presentation for guidance on how to treat burns

Rail

Video

Level crossings - Teenager distracted by music
<https://www.youtube.com/watch?v=ZHV5uKHpp8>

Video

Staying safe on the railways with Scouts and CrossCountry
https://www.youtube.com/watch?v=qFOcx_tzyXk&feature=emb_logo

Video

Railway crossing mistakes
<https://www.youtube.com/watch?v=tl8mXzEJfFE>
 Watch from 0.20 to 0.30 for a near-miss

Class discussion

Why do you think people take risks on the railway?
 [It seems safer than it is. They are impatient]
 Why do you think people don't see trains coming easily?
 [They are quieter than cars and travel much faster (up to 140mph)]

Roads

Lesson resources

A range of high quality resources to create more detailed lessons about road safety
<https://www.think.gov.uk/education-resources/explore-education-resources/?age%5B%5D=7-to-12>

Videos

STOP, LOOK, LISTEN
https://www.youtube.com/watch?v=67XsZ8lwORk&list=PLcQjcYt_ejST_huoO6RaimofFiByZb7Zr&index=3

Dressing brightly

https://www.youtube.com/watch?v=W0c75VKvcsY&list=PLcQjcYt_ejST_huoO6RaimofFiByZb7Zr&index=2

Safe crossing places

https://www.youtube.com/watch?v=UxHBVgM9zfg&list=PLcQjcYt_ejST_huoO6RaimofFiByZb7Zr&index=1

Road Ready? Expect the Unexpected
<https://vimeo.com/268811066>

Research using website

Road safety information
<http://www.brake.org.uk/educators>



	<i>Cycle safety</i> https://vimeo.com/310302844 <i>Left turning lorries</i> https://vimeo.com/289477802	
	Sun Damage	
	Video <i>Despicable Me 2 Sun Safety Campaign</i> https://www.youtube.com/watch?v=7UWvqNeqX6E	Activity Research sun protection advice <i>NHS guidance</i> https://www.nhs.uk/live-well/healthy-body/sunscreen-and-sun-safety/ <i>SKCIN.org guidance</i> https://www.skcin.org/sunSafetyAndPrevention/theFiveSsOfSunSafety.htm
	Water	
	<i>RNLI: Float to Live</i> https://rnli.org/news-and-media/2017/may/25/rnli-respect-the-water-2017-video-news-feature RNLI resources found at: https://rnli.org/youth-education/education-resources/upper-primary ROSPA - Water Safety Code https://www.rospace.com/leisure-safety/Water/Advice/Children-Young-People	Activity <i>Role play</i> (Rescue stations role play activity - page 6) Original download from https://canalrivertrust.org.uk/explorers-games/water-safety-lesson-plan.pdf
	Fireworks - Deliver in run up to Fireworks Night	
	Video <i>Injured schoolboy Ben's fireworks safety message</i> https://www.youtube.com/watch?v=KIQ7VwNgZAM Contains mildly graphic image of the damage to his skin after a child was struck by a firework Video <i>Bonfire Safety Primary School Film</i> https://www.youtube.com/watch?v=zxsH7zVGtWk About the dangers of putting aerosol cans into fires	Research using websites <i>Newsround advice</i> https://www.bbc.co.uk/newsround/15357129 <i>ROSPA advice</i> https://www.rospace.com/home-safety/Advice/Fireworks-Safety.aspx <i>Bonfire night information</i> http://www.bonfire-night-safety.co.uk/pdf/bonfire-night-safety.pdf
	First aid	
	The St John's Ambulance service have freely available lesson plans, including resources for teaching every aspect of first aid, in line with recommendations from the DfE	Included in St John's Ambulance resources

	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ More resources are available from the Red Cross https://www.redcross.org.uk/get-involved/teaching-resources/life-live-it	
	When to call 999	
	The St John's Ambulance service have freely available lesson plans, including resources for explaining when and how to call the emergency services, in line with recommendations from the DfE https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-calling-for-help-lesson-plan-and-teaching-resources/	Included in St John's Ambulance resources

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 produce ovum and men produce sperm, when these combine a baby can be made, this is called 'sex', information on gestation and birth. Introduction to IVF as a procedure used to help people who cannot conceive via sexual intercourse.



	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/>