

UKS2 RSHE Curriculum Sections Overview

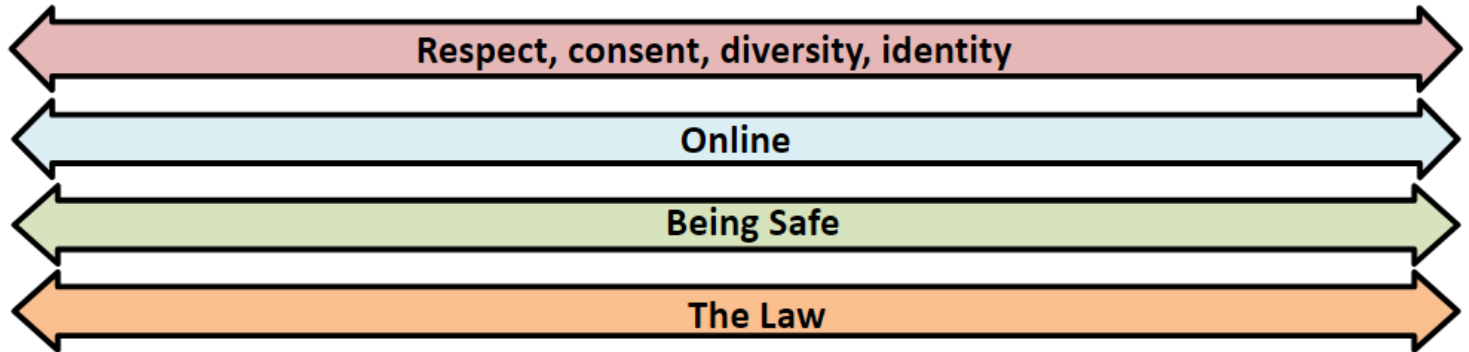
Relationships			Living in the Wider World
Family	Friends	Intimate	Community
<p>What makes a family?</p> <p>Fa1) Why do some people get married? Fa2) Are families ever perfect? Fa3) Is there such a thing as a 'normal' family?</p>	<p>Keeping friendships healthy</p> <p>Fr1) What makes a close friend? Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do? Fr4) Why are some people unkind? Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?</p>	<p>KS3 and above only</p>	<p>Our Communities</p> <p>C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? C4) How can I be a great citizen? C5a) Why is money important? C5b) How should I spend my money? C6) What makes us feel like we belong? C7) What does it mean to be British?</p> <p>Online Safety</p> <p>Os1) Control and consent [S1] Os2) Protecting our identity [P1] Os3) Meeting strangers online [P4] Os4) Personal Information, terms and conditions [C2] Os5) Analysing Digital Media [N1] Os6) Bias [N2] Os7) Echo Chambers [N5] Os8) Does the internet make us happy? [L1]</p> <p><i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i></p>

Health and Wellbeing

Mental Wellbeing	Physical Health	Growing up
<p>Understanding My Feelings</p> <p>M1) Does everybody have the same feelings? M2) Should we be happy all the time? M3) Why do we argue? M4) Who am I?</p>	<p>Staying healthy</p> <p>P1) Is there such a thing as the perfect body? P2) How can I stay fit and healthy? P3) Can I avoid getting ill? P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life?</p>	<p>Puberty</p> <p>G1) How will my body change as I get older? G2) How will my feelings change as I get older? G3) How will I stay clean during puberty? G4) What is Menstruation?</p> <p>Sexual reproduction</p> <p>Sx1) How do plants and animals reproduce? (Taught through science) (N.B. does not include sexual intercourse) Sx2) Optional unit on sexual reproduction (N.B. Not statutory)</p>

Relationships UKS2

Themes covered across 'Relationships' sections:



Section 1: Family

Objectives / Questions	Discussions	Activities
What makes a family?		
<p>Fa1) Why do some people get married?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand why some people get married - Appreciate that not everyone wants to get married - Know that forced marriage is illegal <p>Key vocabulary Marriage, wedding, ceremony, gay</p> <p>PSHE links</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p>	<p><u>Presentation: Why do some people get married?</u></p> <p>Key Question Why do some people get married?</p> <p>Video Hindu weddings: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-nikki-hemal-marriage-hindu-wedding-ceremony/zmarkmn</p> <ul style="list-style-type: none"> - Have you been to a wedding? - Was it like this? What was the same? - What was different? - What looks fun about the wedding? - Why are these two people getting married? [they love and care for each other and want to spend their lives together] <p>Video Christian wedding (Prince William and Kate Middleton) https://www.bbc.co.uk/news/av/uk-13237441/kate-and-william-exchange-wedding-vows</p> <ul style="list-style-type: none"> - Have you been to a wedding like this? - What was the same? - What was different? - What looks fun about the wedding? - Why are these two people getting married? [they love and care for each other and want to spend their lives together] <p><i>*It might be appropriate to show examples of weddings</i></p>	<p>No activity</p>

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R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

from other religions too, depending on the children in your class

Book

King and King

by Linda De Haan and Stern Nijland

<https://www.amazon.co.uk/King-Linda-Haan/dp/1582460612>

Preview:

<https://www.youtube.com/watch?v= 11m9c>

- What looks fun about the wedding?

- Why are these two people getting married?

[they love and care for each other and want to spend their lives together]

- Why didn't the prince like any of the princesses?

[He was gay - he wanted to marry another man]

Revisit key Question

Why do some people get married?

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

Class Discussion

Can anyone make you get married?

[No - forced marriage is illegal. If you hear about forced marriage, you should tell someone that you trust or the police. Parents might suggest people for you to marry (this is called arranged marriage) but it is still your choice to do it or not]

No activity

Class Discussion

Who can get married?

- People who love and care for each other

- People who are old enough

- People who want to spend their lives together

- People who want to share that with other people and/or with their god

- Gay people can get married as well as straight people

Class Discussion

Does everyone get married?

[No, some people choose not to get married, either because they don't have a partner, or because they are happy being with someone and not getting married. There is nothing wrong with never getting married - it is your choice and nobody else's! There are also civil partnerships, which are similar to marriages, but are generally less formal and less elaborate occasions]

N.B. Both marriage and civil partnerships are now available equally to straight and gay couples

No activity

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Fa2) Are families ever perfect?

Objectives

- Identify the positive features that should be present in a family
- Learn how to disagree with respect
- Know the difference between secrets and surprises (when to break confidentiality)
- Understand the concept of consent
- Revisit that "My body belongs to me"
[private parts, exceptions (doctors), FGM prevention*]

Key vocabulary

Consent, secrets, surprises, unwanted, fault

PSHE links

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

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

R26. about seeking and giving permission (consent) in different situations

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

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

R27. about keeping something confidential or secret, when this

Presentation: Are families ever perfect?

Key Question

Are families ever perfect?

Class Discussion

- What are the features of a happy family / home?*[manners, kindness, tolerance, respect, care, attention, rules, privacy]
- Are all homes perfect?
[No home is perfect and many families have issues that make life hard. Sometimes our families need help from someone else - maybe school, the mental health team (CAMHS) or social services]

Video

Consent for kids (Recap from LKS2)

<https://www.youtube.com/watch?v=h3nhM9UJjc>

N.B At 2.01, narration states "Kids can't consent to sexual stuff". There is no further mention of sex.

- Who needs consent before they can touch your bodies [Everyone]

Give examples of how to deal with unwanted touch
[Model how to ask for things, and accept the reply - may I give you a hug? No thanks. Ok, no problem, I respect your decision. Remember that you can change your mind about consent at any point]

What do we do if someone is not asking for our consent or if they touch us when we say no?

[Tell an adult you trust, it is not your fault, you never have to keep it a secret. If you've not given consent, it's not ok. It doesn't matter how old they are or if they are a boy or a girl]

*remember some children live in foster care and to treat this subject sensitively

Video

Childline - Family Problems

<https://www.youtube.com/watch?v=iwxkN64Cl4E>

- Does everyone have a brilliant home life?

[Families are not always easy. Many people's homes are not always nice places to be. There is often a mixture of good and bad things in every home.]

- What can you do if you are worried about your home life?

[You should always feel loved, safe and well looked-after. If you have worries, talk to an adult you trust in school or call childline on 0800 1111]

Video

Keeping Myself Safe

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-safety-keeping-myself-safe/znnjbdm>

- Children from across the UK pose questions to trusted

Activity

Children fill in Consent Character Cards and decide if they like the following things:

(yes / no)

Hand wave: _____

Funky dance-off: _____

Hi Five: _____

Hugs: _____

Other: _____

They decide what they like and what they don't

Children practice asking for consent from other people in the room, listening to the response and acting accordingly

No activity

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

L2. to recognise there are human rights, that are there to protect everyone

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

adults on the topic of secrets, trusted adults, privacy online, age limits and people pretending they are someone else online (catfishing)

- Useful as a jumping off point for further child-directed conversations
- If children are reluctant to ask questions, this may be a good way to simulate a conversation, and have their questions answered anonymously

***Further Information for teachers**

Information about FGM prevention

- Most children will not need specific information about FGM beyond the fact that consent is required for someone to touch our bodies
- Teachers will need training on FGM prevention and be able to **accurately** identify the groups that are at risk
- It is important that teachers do not make assumptions about those at risk using stereotypes, and they must ensure that they are up to date with official government advice, and use this information to assess safeguarding risks
- Click [here](#) for further links to official guidance and information

Fa3) Is there such a thing as a 'normal' family?

Objectives

- Understand the diversity of home lives
- Appreciate that many people have heritage from other countries and may have dual heritage
- Understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun

Key vocabulary

Difference, conventional

PSHE links

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

R32. about respecting the differences and similarities

Presentation: Is there such a thing as a 'normal' family?

Key Question

Is there such a thing as a 'normal' family?
 [No, although we have many things in common. Differences include: religion, food, music, culture, customs and traditions, languages, disability, wealth, number/gender of siblings, number/gender of parents, living arrangements, fostering, adoption, young carers - some people don't have families.]

N.B. The term 'normal' is very loaded, so make sure that you emphasise that no-one is normal, we are all different and that is ok. Consider introducing the term 'conventional'. Point out that it is very hard to describe what 'most people' do. There is so much variety within our communities]

Book

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

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

Buy

<https://www.amazon.co.uk/Grace-Family-Mary-Hoffman/dp/0711209332>

Or

<https://www.amazon.co.uk/Grace-Family-Mary-Hoffman-1995-03-02/dp/B01K3NUJL8>

Or

<https://www.whsmith.co.uk/products/grace-and-family/mary-hoffman/caroline-binch/paperback/9781845078065.html>

Or

<https://www.amazon.co.uk/Boundless-Grace-Amazing-Picture-Puffi>

Activity

Always, sometimes, never

Children decide if the statements are always true, sometimes true or never true

Example statements

- All families celebrate Christmas
 [Some do, some don't. Some believe in the Christian god, some don't but enjoy Christmas anyway]

- All families live in the same house together
 [Many families live across several houses and some live in different countries to each other]

- All families pray
 [Religious families often pray - at church, mosque or temple. Atheist families don't usually pray, although they might meditate or make wishes]

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

- All families have just a mum and a dad

[Some have both, some have just a mum or just a dad, some have two mums or two dads, some have foster parents, some have

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between people and recognising what they have in common with others e.g. physically, in personality or background

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

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

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

[ns/dp/143526780X](https://www.youtube.com/watch?v=SORKteCU7pM&ns/dp/143526780X)

Preview

[https://www.youtube.com/watch?v=SORKteCU7pM&](https://www.youtube.com/watch?v=SORKteCU7pM&ns/dp/143526780X)

- How many things do you have in common with Grace?

(try and think of 5 things)

- Who made up her family?

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

- How did she feel when she first arrived in The Gambia?

[Many things at once - jealous of her dad's new family, because she thought she didn't fit in, intrigued because the country was so different, angry at her step-mum for no reason]

- What was good about her African family?

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

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

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

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

Video

Different Kinds of Families

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

Class Discussion

- Did you see a family that was like yours?

- Is one type of family better than the others?

Optional

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

Video

Different Families, Same Love

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

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

Questions include

- *How many types of family are there?*

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

- Are there any other questions that children would like to ask?

four parents, if you include step-parents and adopted/birth parents. Some people live in foster care, some are adopted, some live with aunts, uncles or grandparents. Some people's families change, so they live in a number of different places]

- All families live in same country their whole lives

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

- All types of families should provide love and security

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

Recap

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

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	<p>Video <i>A Day in the Life of a Young Carer - Jaiden's Story</i> https://www.youtube.com/watch?v=bFKTFCBLvXk - How is Jaiden's life similar to yours? [Loving family? Chores to do? Homework? Going to school?] - What are the hard parts about Jaiden's life? [Many extra chores to do, stressed, depressed, lonely] - What makes Jaiden happy? [Making friends, getting support, feeling unique] - What jobs does a young carer have to do around the house. Who does these jobs in your house? Is this a fair balance? [Cooking, cleaning, shopping for the house, taking care of someone's medicines, emotional support, fixing things, paying bills] - What do people like Jaiden need? [Support from organisations, kindness from friends]</p> <p>Extension <i>The Story of a Young Carer - Meet Lottie</i> https://www.youtube.com/watch?v=eou1ury5sxw</p>	
	<p>Advice for Young Carers about mental wellbeing https://youngminds.org.uk/find-help/looking-after-yourself/young-carers/</p>	

Section 2: Friends

Objectives / Questions	Discussions	Activities
Keeping Friendships Healthy		
<p>Fr1) What makes a close friend?</p> <p>Objectives - Understand what it takes to be a good friend - Empathise with people who are excluded</p> <p>Key vocabulary <i>Kindness, friendship, inclusion, transition</i></p> <p>PSHE links <i>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing</i></p>	<p><u>Presentation: What makes a close friend?</u></p> <p>Key question What makes a close friend?</p> <p>Book <i>Each Kindness</i> By Jacqueline Woodson Buy Book https://www.amazon.co.uk/dp/0399246525 Or preview https://www.youtube.com/watch?v=WINGyno4W14 - How did the other children treat Maya when she arrived at her new school? Why? [They judged her for having different clothing to them. They looked down on her because she had less money. The narrator doesn't smile back, looks the other way and moves her stuff away from Maya] - How might Maya have felt when she arrived?</p>	<p>Activity Choose writing task</p> <p>1) Write a diary entry as Maya - What is going through her head at this time? - How does she feel? What does she wish for?</p> <p>2) Write a letter of apology from the narrator - Be specific: what exactly are you apologising for? - What do you wish you'd done differently?</p>

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<p><i>interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</i></p> <p><i>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</i></p> <p><i>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</i></p> <p><i>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</i></p> <p><i>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</i></p> <p><i>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</i></p> <p><i>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</i></p> <p><i>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</i></p>	<p>[Worried, anxious, lonely, upset that the children were staring at her unkindly] - How could the other children have made Maya feel welcome? [Asked her to play, asked her how she was and what she liked doing, smiled at her] - How did Maya try to make friends? [She showed them her toys, told them interesting things, smiled] - Did the children become nicer to Maya over time? [No - they started to bully her] - How does Ms Andrews teach the children about kindness? [She showed them ripples on water, and compared these ripples to kindness. She talked to them about small acts of kindness that make everyone feel happier and more accepted] - How does the narrator feel at the end of the book? [Guilty, because she realises what she had done to Maya]</p>	
	<p>Video <i>Adjusting to a new school in a new town</i> https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-found-adjusting-to-a-new-school-in-a-new-town/zbt4d6f [Stop at 3.26] - What were the challenges for Jaspal as he adjusts to life in his new environment?</p> <p>Video (14 minutes - consider watching in small segments and then discussing each part) <i>Friendship struggles</i> https://www.bbc.co.uk/teach/class-clips-video/life-stories-friendship-struggles/zbpvcqt - What did Jess do for Megan? [She did Megan’s homework for her and let Megan win the race] - Was that a positive thing to do? [It was dishonest, and meant that Megan could not be proud of her achievement. It also meant that Jess did not achieve her full potential. She was trying to be a good friend, but a good friend doesn’t expect you to suffer because of them] - Do you think you can make someone like you more by doing whatever they want? [You can’t <i>make</i> anyone like you. If you are kind and ‘be yourself’ then people will be your friend if they want to. We don’t have to give up our own dreams for other people.] - How could each girl have acted differently to make the situation better? [Megan should have done her homework herself. Jess could’ve been more honest and tried her best, even when she was beating her friends]</p>	<p>No activity</p>

	<p>Class discussion Are we only allowed one 'Best Friend'? [No, you can have as many as you like, as long as you treat them well] Do I have to have any 'best friends'? [You don't have to have favourites, or choose one 'best friend'. Having more than one friend is often more healthy - each friend is special and offers you something unique! You can also enjoy time on your own - you don't need friends all the time]</p>	
	<p>Optional Extension 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</p>	<p>Downloadable activities available</p>
<p>Fr2) Can we be different and still be friends?</p> <p>Objectives - Understand that we don't have to be the same as everyone else to have friends - Appreciate that we should respect other people, irrespective of their unique characteristics - Understand that friendships change over time, and our friends often have different opinions, feelings and motivations to ours</p> <p>Key vocabulary <i>jealousy, betrayal, different, excluding, including,</i></p> <p>PSHE links R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying</p>	<p><u>Presentation: Can we be different and still be friends?</u></p> <p>Key Question Can we be different and still be friends?</p> <p>Book <i>Something Else</i> By Kathryn Cave Buy https://smile.amazon.co.uk/Something-Else-Kathryn-Cave/dp/0141338679/ Preview https://www.youtube.com/watch?v=aFOhsJydljNE&t=36s - Why was <i>Something Else</i> alone so often? [The other people wouldn't play with him because they thought he was different] - Was it <i>Something Else's</i> fault? [No, he was just being himself] - How did <i>Something Else</i> react when the stranger arrived at the door? [He was surprised and not very welcoming. He asked the stranger to leave] - What did the stranger remind him of? [Himself] - Why did <i>Something Else</i> change his mind? [Because he realised that he was acting the same way as all the other people - by excluding someone because they looked different. He knew how it felt to be excluded]</p>	<p>No activity</p>
<p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that healthy friendships make people feel included; recognise</p>	<p>Story Forgiveness (From SEAL) https://docs.google.com/document/d/1C6chwko1AlgtG0-vtjoeJwonZwIVrwFeJeiJwmaUAKw - Why didn't Sacha want to go swimming without Kelly? [She liked doing things with her best friend] - How did Sacha feel when she bumped into Kelly in the shop?</p>	<p>No activity</p>

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when others may feel lonely or excluded; strategies for how to include them

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

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

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

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

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

[Angry, sad, jealous, betrayed]

- Have you ever felt like this?

- Sacha felt many feelings at once - anger, sadness, jealousy, betrayal. What happens when we have more than one emotion at the same time?

[When we have multiple emotions, sometimes we can't understand ourselves as well. For example, Sacha felt sad and jealous that Kelly had other friends, but it was the anger that came out]

- Did getting angry help the situation with Kelly?

[It is understandable that Sacha felt upset by Kelly lying to her. She felt betrayed by her best friend. However, getting angry didn't make the situation better. It stopped them from having a decent conversation]

- What could Sacha have done that was more positive?

[Kelly explained the way she felt - that she wanted other friends as well and that she didn't want to hang out with Sacha all the time. This would have been hard to hear, but it is also a reasonable point of view. Kelly wasn't trying to be mean, she was just trying to do what made her happy. Sacha should have respected this more, and tried to understand the reason for her friend making these choices.]

- What could Kelly have done that was more positive?

[Kelly should have been more honest from the beginning. Even if it hurt Sacha's feelings, it would have stopped her feeling betrayed]

- Let's imagine the girls see each other on Monday at school. What advice would you give them?

[They could both apologise for the mistakes they made. They could forgive each other and try and make a positive plan (for example, They could see each other a bit less often, which would give Kelly space to make new friends but would also mean that the time they did share together would be positive and fun)]

Class Discussion

- Will our friendships always be the same?

[No, they will change as time goes on. Some friendships will grow and some will fade away. Some will develop so that the relationship is different to how it started]

- Do we always think the same as our friends?

[No - we will never totally agree with anyone. But that doesn't mean you can't still be friends]

- Do we all want the same things?

[No - some of us will want to make lots of new friends, some of us just like to hang out with the same people all the time. Some of us like being active, some people like to stay in and chat. Many like both!]

- What is the key to healthy friendships?

[Accepting that we are different and will want different things. Listen to your friends and try not to get angry when they disagree with you. If you want to change your relationship, consider how you can express that thought

Activity

Similarities and Differences

- Divide a piece of paper into two columns

- Choose a person in your life that you are close to

- On the left, list all of the things you have in common

- On the right, list all of the differences between you

- Do some of the items on the list annoy you?

- Can you accept them and move on?

- Is there anything that you'd like to change about your relationship?

	without upsetting the other person]	- How could you express that without upsetting them?
<p>Fr3) Should friends tell us what to do?</p> <p>120 Minutes</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship - Appreciate that friends should make us feel good and safe - Identify behaviour that is controlling or manipulative - Identify issues around consent and coercion <p>Key vocabulary</p> <p><i>Friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure</i></p>	<p><u>Presentation: Should friends tell us what to do?</u></p> <p>Video</p> <p><i>Overcoming Peer Pressure by The Behavioral Science Guys</i> https://www.youtube.com/watch?v=1-U6QTRTZSc</p> <ul style="list-style-type: none"> - Can you give an example when you've gone along with something when you shouldn't have? - Why is it so hard to stick up for what is right when that means going against what your friends think? - Can you think of an example in history when people went along with something that they shouldn't have? [Examples include: racism, sexism, homophobia, for example slavery (racism), the holocaust, denying women the vote and violence against vulnerable groups] <p>N.B. Trigger warning</p> <p>Some children may find the content of this discussion distressing, especially if the issues have personal resonance. Use your professional judgement to decide how to support them, whilst also achieving the lesson objectives. For example, you might talk to them before the lesson and discuss the way they feel about the wording you will use. You could mutually agree on the strategy for addressing the issues, so they feel empowered to decide whether they take part in the conversation or remain silent.</p>	<p>No Activity</p>
<p>PSHE links</p> <p><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></p> <p><i>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</i></p> <p><i>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</i></p>	<p>Video</p> <p><i>Healthy vs Unhealthy Relationships</i> https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7rj6</p> <p>In video, children ask experts about healthy and unhealthy relationships</p> <p>Questions include:</p> <ul style="list-style-type: none"> - <i>Can a healthy relationship change?</i> - <i>Is there such a thing as a perfect relationship?</i> - <i>Can family hurt you?</i> - <i>Does a family always have to have love?</i> <p>- What questions would you ask the experts in this video? [Use as segue to activity]</p>	<p>Activity</p> <p><i>Question Time</i></p> <ul style="list-style-type: none"> - Create a box where children post questions anonymously about RSHE issues - Teacher looks through the questions and acts as the expert, helping children to navigate their issues and understand the world - Ideal as an ongoing activity as part of a healthy way for children to share their worries and ask questions confidentially - there could be a weekly time slot for this - Teachers could scaffold children's question-asking by highlighting the RSHE topic each week, and sharing example questions, to encourage children to have a curious attitude to the subject

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Key Information

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

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

- 1) Identify when you are being pressured:
 - *Is it making me feel uncomfortable?*
 - *Do I feel nervous, shakey, sweaty, sick?*
 - *Would I do this if my parents/carers/teachers were watching? (Why not?)*
 - *Would I ever do this if I wasn't being pressured?*
 - *Why am I being asked to do this?*
- 2) Think through the consequences:
 - *Is it kind? Is it safe? Is it right?*
 - *Might I get in trouble?*
 - *Does anyone suffer from this?*
- 3) Respond to the pressure:
 - *Say no confidently*
 - *Repeat yourself if you need to*
 - *Be polite and respectful, without judging them ("Not 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 it is serious*

Class Discussion

- What are the signs of a healthy relationship?
[Listening, kindness, trust, respect, equal, respecting boundaries]
- What are the signs of an unhealthy relationship?
[Controlling behaviour, not equal, not listening, ignoring boundaries, dangerous or inappropriate dares]
- If you say no to something, how should a good friend react?
[A good friend should always accept that you don't want to do the same things as them all the time. A bad friend would make you feel guilty, get angry or try and manipulate you into doing what they want, even once you've explain why you don't want to]

Story

Jamie and Aamir

Example of an unhealthy relationship

Class Discussion

Optional Activity

Role play: asserting boundaries

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

	<p>-What are healthy boundaries?</p> <p>- What is manipulation? [See next section]</p> <p>Key Information Manipulation is when someone tries to get you to do what they want, even when you don't want to. There are some key tactics that people use. Sometimes other people do these things on purpose, to trick you into doing something that you shouldn't:</p> <p>1) Threats “If you don't do this then I will...” - Hurt you - Embarrass you - Laugh at you - Tell everyone a secret - Never be your friend again</p> <p>2) Flattery - Telling you that you are amazing / beautiful / clever / cool and then asking you for something else that makes you feel uncomfortable. - Making you feel special, just to get what they want. - This is a tricky one, because most of the time, good friends say nice things about each other... Just because someone is being nice, it doesn't mean they are manipulating you!</p> <p>3) Belittling (Making you feel weak) - You're too scared to do it - Don't be a wimp - I bet you'd be rubbish anyway</p> <p>4) Comparing (you to other people) - Everyone else has done it - Why can't you be like all the others? - That's not normal</p>	<p>Activity <i>Spot manipulation tactics</i></p> <p>1) Read out scenarios</p> <p>2) Decide if any manipulation tactics are being used or if they are healthy interactions</p> <p>3) Label each scenario - Healthy - Threat - Flattery - Making you feel weak - Comparing you to other people</p>
<p>Fr4) Why are some people unkind?</p> <p>*Links with M3) Why do we argue*</p> <p>120 minutes</p> <p>Objectives - Identify the reasons why some children bully - Understand that violence is</p>	<p><u>Presentation: Why are some people unkind?</u></p> <p>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?</p>	<p>Activity <i>Bullying reflection</i></p> <p>- Children each have a piece of paper</p> <p>- Confidentially, they write down an example of a time when they have felt uncomfortable, sad, picked on or bullied</p> <p>- Do not share them with the</p>

always wrong, our body belongs to us
- Develop skills to avoid conflict and reconcile differences

Key vocabulary

Bullying, cyberculling, discrimination, insecurities, fear, anger

PSHE links

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

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

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

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

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

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

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

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

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

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

[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]

- 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

Video

Being a bully - Ariana's story

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-a-bully-arianas-story/zrc6nrdr>

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 now 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 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

class, but use the activity to demonstrate how negative experiences can happen to anyone

Activity

Identify the emotion

- Read cards with *thoughts* on them

- Decide whether the thought is positive or negative

- Identify the emotion behind the thought (healthy, insecurity, anger, hatred)

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<p><i>strategies for challenging stereotypes</i></p> <p><i>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</i></p> <p><i>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</i></p> <p><i>L7. to value the different contributions that people and groups make to the community</i></p>	<p>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.</p> <p>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.</p> <p>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 make our lives better]</p>	
	<p>Key Information How to fix a friendship when things have gone wrong:</p> <ol style="list-style-type: none"> 1) Be honest <ul style="list-style-type: none"> - Admit to what you have done wrong. Let someone know respectfully why they have upset you. 2) Apologise <ul style="list-style-type: none"> - Say that you are sorry and mean it. 3) Forgive <ul style="list-style-type: none"> - When someone apologises to you, accept it gracefully and remember that we all make mistakes 4) Move on <ul style="list-style-type: none"> - Once a problem is fixed, don't dwell on it. <p>Class Discussion</p> <ul style="list-style-type: none"> - 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? 	<p>No Activity</p>
	<p>Key Information You should always feel safe, whether with your family, friends or other members of your community</p> <ul style="list-style-type: none"> - What should you do if you are worried about your own or somebody else's safety? <p>[Tell a trusted adult, keep telling until you are listened to, call childline on 0800 1111. Call to childline are free and do not appear on your bill]</p>	<p>Optional Activity Come up with a fun way for remembering the childline number</p> <ul style="list-style-type: none"> - Jingle - Poster - Poem
<p>Fr5) What are stereotypes?</p>	<p>Presentation: What are stereotypes?</p> <p>Key Information What are stereotypes?</p>	<p>Activity <i>Sort pictures of characters from Disney films</i></p>

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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

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

H35. about the new opportunities and responsibilities that increasing independence may bring

- 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 judgemental 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]

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 more easy. 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 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 people adequately represented by Disney films?
[Think about culture, body types and disability]

Posters

Challenging Gender stereotypes
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)
https://www.stonewall.org.uk/system/files/gender_stereotypes_poste

- 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 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?]

Activity

Print out and read
https://www.stonewall.org.uk/system/files/gender_stereotypes_posters.pdf
Children make a note of:

 [Click here to return to contents page](#)

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

[rs.pdf](#)

- 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]

- 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

The history of gender stereotypes

- 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 the 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.

Graph

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Average height of adults

<https://www.quora.com/Why-do-we-have-a-denial-of-the-biological-reality-that-men-are-different-to-women-in-todays-world>

- 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

- This can have negative consequences, for example, men are:

- More likely to commit suicide*
- More likely to go to prison**
- More likely to have an accident***

N.B. Trigger warning:

Some children may find the content of this discussion distressing, especially if the issues have personal resonance. Use your professional judgement to decide how to support them, whilst also achieving the lesson objectives. For example, you might talk to them before the lesson and discuss the way they feel about the wording you will use. You could mutually agree on the strategy for addressing the issues, so they feel empowered to decide whether they take part in the conversation or remain silent.

*Mental Health Foundation

<https://www.mentalhealth.org.uk/statistics/mental-health-statistics-men-and-women>

** The Red Pill Infographic

<http://theredpillmovie.com/wp-content/uploads/sites/808/2018/11/IMD18-TheRedPill-Infographic.png>

***Brake: The Road Safety Charity

<https://www.brake.org.uk/facts-resources/1593-driver-gender>

Video

How Parents Influence Kids' Gender Roles

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

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?

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

Further information

For those interested in exploring ideas about gender equality further, we would recommend this short [reading list](#)

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

120 Minutes

Objectives

[Presentation: How can I accept my friends for who they are?](#)

Class Discussion

- How do you pick your friends?

Show a diverse range of young people

Starter

Make a list of the qualities you look for when choosing a friend
Are there any traits that are not important when deciding who to spend time with?

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- Accurately use language relating to gender, sexuality and identity
- Understand that gay, bisexual, transgender and non-binary people may face discrimination
- Appreciate that we should treat everyone with respect, regardless of their physical appearance

Key vocabulary

Gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation

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

- Can you tell who you'll be good friends with?
- Why is that?
- Is it possible to tell from a photo?

Today we're going to talk about accepting people for who they are. Particularly, we're going to focus on gender identity and sexual orientation.

Have you heard these words before?

Gender Identity

Sexual orientation

- What do you know about them?
- Do these words make you feel anything in particular?

First of all, let's recap some words that we will already use regularly and check we understand them.

Male

Biological term for someone with a male body: xy chromosomes*, a penis, testicles, experiences male changes in puberty (such as higher testosterone, lower voices, more facial hair etc.)

Female

Biological term for someone with a female body: xx chromosomes*, a vagina, a vulva, experiences female changes in puberty (such as growing breasts, wider hips etc.)

N.B. These descriptions are simplified and incomplete - more detailed information about biology and puberty can be found in

- [G1\) How does my body change as I get older?](#)
- [G4\) What is Menstruation?](#)

*It is not important for children to understand what chromosomes are exactly, but you might reference KS2 science, where children look at DNA, genetics and inherited characteristics: Chromosomes are part of your DNA and contain the genes that tell your body how to develop.

Most people who are female identify as a girl or a woman. Most people who are male identify as a boy or a man. We're going to learn today about people who feel differently.

Key Information

There are lots of different words associated with gender, biological sex and sexuality. If we understand these words, we can better understand the range of experiences that people have.

Video

What is gender? (Inspiring Equality in Education)

Activity

Research gender and identity

Print out:

<https://www.itspronouncedmetrosexual.com/wp-content/uploads/2012/01/1600-Genderbread-Person.jpg>

Children read the information and take time to understand it

Children write down as many key words as they can on post-it notes

Sort words into two piles: "words I understand" and "words I don't yet understand yet"

At the end of the lesson, revisit this - how many words do they understand now?

Keywords to focus on

Heterosexual, straight, gay, lesbian, bisexual, gender identity, male, female, intersex, man, woman, feminine, masculine, sexual orientation, biological sex

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<https://www.youtube.com/watch?v=qLYti0sf6ec&>

Play until 1:25 or beyond [The rest of the video is also appropriate for year 6 and you may wish to play the whole thing. The young people in the video talk about their lived experiences and their thoughts on gender. Their views are not designed to be taught as fact, rather as examples of the range of viewpoints that exist. Point out to your class that they are welcome to express alternative points of view as long as they do so with respect and sensitivity. One of the people in the video talks about a time when a stranger asked “Which genitals they have” and another makes reference to “The surgery”. Both are examples of how not to talk to transgender people. There is no need to explain anything about gender reassignment surgery]

Let’s look at some of the words from this video in detail:

Biological Sex

This is the physical part - your body and your hormones

Most people are male or female. Some people are intersex or DSD (Different sexual development), which means they have traits from both sexes. Your biological sex is assigned at birth.

Gender

Whether you identify as a man, woman, both or neither

Transgender

People who feel that their biological sex assigned at birth, does not match their gender identity (how they feel inside). For example, a Transgender Man was assigned female at birth, but identifies, feels happier and lives as a man.

Non-Binary

People who do not feel comfortable identifying simply as a man or a woman. They may feel like they have no gender, or elements of both.

There are many other words that mean similar things such as gender fluid, gender queer or androgynous.

Sexual Orientation

Which people you are attracted to: men, women, both or neither

Lesbian

A woman who is attracted to women

Gay

A person who is attracted to people of the same sex. Homosexual is a more antiquated version and is not generally used by the gay community

Bisexual

A person who is attracted to men and women

Straight

A person who is attracted to people of the opposite sex. This is also called heterosexual

If you forget what these words mean, it doesn’t matter as long as you remember that we should be kind and respectful to everyone, no matter what their gender or sexuality.

Sadly, not everyone does accept their friends and family for who they are. Hear about how Leo experienced

Activity
Word match

discrimination about being transgender.

Video

Becoming A Trans Man: Leo

<https://youtu.be/m9Ylad3ofFU?t=387>

(play from 6:27 to 8:50)

- Starts with clip of Leo’s father, who discusses the journey that he had to go on to accept his son, after he started transitioning from a girl to a boy
- Talks about the discrimination that Leo faced at primary school, and his acceptance at secondary
- After 8.25, discusses the difference between gender and sexuality, using the words lesbian and describes how Leo “Fancies Girls”

Class Discussion

- Did Leo’s dad accept his gender straight away?
[No - he was confused and would not call him by his new name and insisted that Leo was a girl]
- Why did he find it hard at first to accept Leo?
[When he was young, it was very hard being transgender, and people often suffered violence. Perhaps he didn’t want this for his child? Perhaps he didn’t believe Leo?]
- Why do you think Leo’s dad changed his mind?
[He thought that Leo was happier as a boy]
- What was good about Leo’s dad accepting his gender?
[They had a much healthier relationship. Leo’s dad realised that it was him that needed to change, not Leo!]

Key Information

Transphobia means being scared of or hating people because they are transgender. It is illegal, just like sexism and racism.

Thinking Time

Does being different in the way you dress or behave mean you are transgender?

[No. What you wear, who you are friends with, who you love and what you like to do have nothing to do with your gender identity. There are many ways to be a boy, girl, woman, man and non-binary person.]

Can someone else tell me what gender I am?

[No. Your gender identity is something that you feel deeply inside you. No-one can tell you how you feel, except you!]

Use the printout from the start of the lesson for reference

<https://www.itspronouncedmetrosexual.com/wp-content/uploads/2012/01/1600-Genderbread-Person.jpg>

If technology is available, children could also use this online glossary to help them
<https://www.stonewall.org.uk/help-advice/glossary-terms>

Children match the words from the key information with the appropriate definition

Book

Activity

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Julian is a Mermaid

by Jessica Love

Buy

<https://smile.amazon.co.uk/gp/product/1406386421>

Preview

<https://www.youtube.com/watch?v=okk46rxHiM4&feature=youtu.be&t=18>

- 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?

[Many people experiment with their style too, regardless of their gender! This may include religious clothing, or it might be because of a person's culture]

- Do we know Julien's gender identity?

[No. Julien wanted to wear some clothes. This does not mean that they are transgender, non-binary or anything else. Everyone has the right to try out new styles and find what makes them feel comfortable]

- Can someone else tell me what gender I am?

[No. Your gender identity is something that you feel deeply inside you. No-one can tell you how you feel, except you!]

- 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]

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

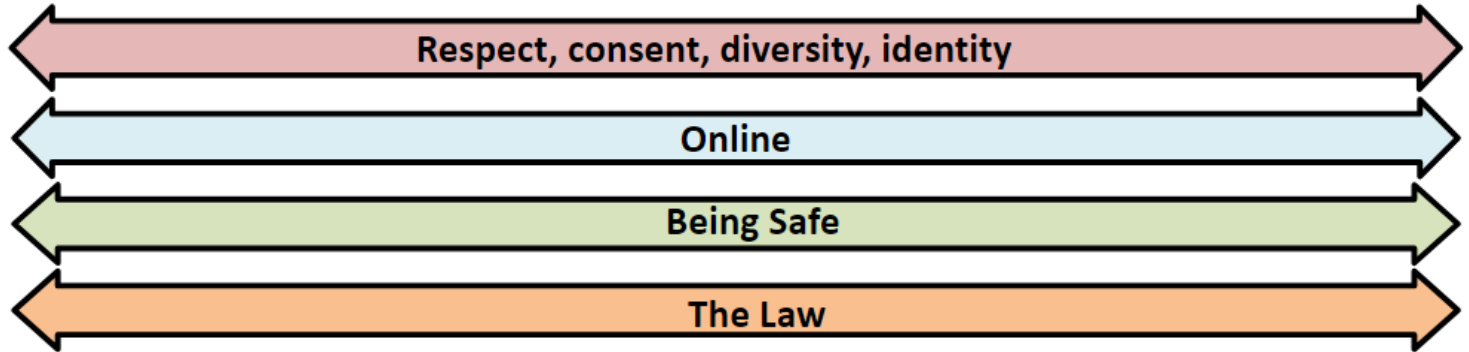
- Would it be better if all the pieces were identical?

[Useful links for teachers](#)

Teachers looking for more guidance should follow this link to a word document, which contains a large range of information regarding gender and sexuality, including advice on whole school approaches to reducing homophobic and transphobic bullying.

Living in the Wider World

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



Section 3: 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:

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

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

Buy

<https://www.amazon.co.uk/Mae-Among-Stars-Roda-Ahmed/dp/0062651730>

Preview

<https://www.youtube.com/watch?v=iMi0HYVg63E>

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

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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

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	<p>improved, but still exists]</p> <ul style="list-style-type: none"> - 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] 	
	<p>Video <i>Jonathan Lutwyche - Britain's Got Talent</i> https://www.youtube.com/watch?v=YKedeF57oqo</p> <ul style="list-style-type: none"> - 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? [Being a man is defined by what you feel inside, not by what other people expect of you] - 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?'] <p>[Facilitate activity]</p> <p>Class Discussion</p> <ul style="list-style-type: none"> - 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 putting people into categories. In reality, each 	<p>Activity <i>Finding the right words</i></p> <p>Children read phrases which may be prejudicial or use stereotypes.</p> <p>They find match each prejudicial phrase with a better phrase that communicates the same message without prejudice</p> <p>Examples of stereotyped phrases that need re-writing:</p> <p>"You're so manly" <i>You're tough</i></p> <p>"Girls are pretty" <i>Some people are pretty</i></p> <p>"Boys will be boys" <i>I don't mind how loudly they are playing</i></p> <p>"Girls are kind" <i>She is very kind</i></p> <p>"Women should be good cooks" <i>It's better if people are able to cook</i></p> <p>"Man up" <i>Be brave</i></p> <p>"People that live in Africa are poor" <i>Some people are very poor compared to others</i></p> <p>"Chinese people are good at maths" <i>You must practice maths a lot</i></p> <p>"Black people are good dancers"</p>

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	<p>person is unique, and should not be defined by the things that they cannot control, such as the colour of their skin]</p> <p>- Aren't some of these phrases a compliment, such as "British people are polite"?</p> <p>[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?]</p>	<p><i>You have great moves!</i></p> <p>"Gay people have good fashion sense"</p> <p><i>I like your style</i></p> <p>"British people are polite"</p> <p><i>Doesn't he have good manners?</i></p> <p>"German people are nazis"</p> <p><i>In the 1940s, many nazis were from Germany</i></p> <p>"Disabled people can't get a job"</p> <p><i>Workplaces may need to make changes so disabled people can do their jobs'</i></p> <p>"Poor people are lazy"</p> <p><i>Living in poverty is difficult</i></p> <p>"You're strong for a girl"</p> <p><i>You're strong</i></p>
	<p>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?</p> <p>Class Discussion</p> <p>- In this example, what kind of prejudice is happening? [Racism and religious prejudice]</p> <p>- 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]</p> <p>- 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?]</p>	<p>No activity</p>
<p>C2) What is the history of prejudice?</p> <p>120 minutes</p> <p>Objectives</p> <p>- Explore the history of</p>	<p><u>Presentation: What is the history of prejudice?</u></p> <p>Video <i>History Brief: Amelia Earhart</i> https://www.youtube.com/watch?v=rYGppWw-iuw</p> <p>- What did Amelia Earhart do that was amazing? [One of the first female pilots, set several records]</p> <p>- What barriers did she face?</p>	<p>No activity</p>

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<p>prejudice - Understand how that history impacts people who are alive today</p> <p>Key vocabulary <i>Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic</i></p> <p>PSHE links:</p> <p><i>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</i></p> <p><i>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</i></p> <p><i>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</i></p> <p><i>R21. about discrimination: what it means and how to challenge it</i></p> <p><i>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</i></p> <p><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></p> <p><i>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</i></p> <p><i>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</i></p>	<p>[Danger, stereotypes, expectations]</p> <p>- Would it be harder or easier now for Amelia to fulfil her dreams?</p> <p>[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]</p> <p>- Amelia lived a long time ago. Do we still have sexism in the world?</p> <p>[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]</p>	
	<p>Video <i>Made to be underpaid? - Gendered T-Shirt Slogans</i> https://www.bbc.co.uk/programmes/p05d9kmg [Full episode: https://www.youtube.com/watch?v=wN5R2LWhTrY&t=2689s]</p> <p>Class Discussion - How did Dr Javid link an innocent-looking T-shirt with women being underpaid?</p> <p>“Forever Beautiful” ...Gives off the message that...</p> <p>“Looks are Everything” ...Which leads us to believe that...</p> <p>“Boys are Better” ... Which results in men getting better jobs and making girls...</p> <p>“Made to be underpaid”</p> <p>- Do you agree?</p> <p>- 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?]</p> <p>- Is it a bad thing that there are differences between girls and boys? [Not necessarily - many people enjoy the differences between people and like to do things that are traditionally linked with their own gender! As long as they are comfortable with their choice, that’s ok]</p>	<p>Activity <i>What would you change?</i></p> <p>Children write a list of the 5 things that they would change to make the world less prejudiced</p> <p>[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]</p> <p>Optional Design Activity Design a t-shirt with an inclusive slogan, that does not use stereotypes</p>
	<p>Optional Video <i>Respecting myself and others</i> https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-respecting-myself-and-others/zinggw</p> <p>- Children from across the UK pose questions to trusted adults on the topic of respect, hatred, discrimination and homophobia</p> <p>- Useful as an example of how to discuss gender and identity</p> <p>- If children are reluctant to ask questions, this may be a good way to simulate a</p>	

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conversation, and have their questions answered anonymously

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 you 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.eachoneteteachone.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

There was a long-running and persistent anti-slavery movement in Britain that lasted for more than 40 years. Leading figures, such as Granville Sharp, Olaudah Equiano, Elizabeth Pease-Nichol, Thomas Clarkson and William Wilberforce worked tirelessly to stop it. Slavery was finally abolished across most of the British Empire in 1833.

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

The British empire provided opportunities for many people, but most of the wealth generated by increased trade was accumulated by the British, rather than being shared fairly across the 'commonwealth'

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

	<p>https://www.100greatblackbritons.co.uk/resources.html</p> <p><i>Information about the 2020 Black Lives Matter protests around the world</i></p> <p>https://apnews.com/BlackLivesMatter</p>	
<p>C3) What should I do if I encounter prejudice?</p> <ul style="list-style-type: none"> - 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 <p>Key vocabulary <i>Race, racism, discrimination, prejudice, equality act, gender, sexual orientation, homophobic</i></p> <p>PSHE links:</p> <p><i>R21. about discrimination: what it means and how to challenge it</i></p> <p><i>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</i></p> <p><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></p> <p><i>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</i></p> <p><i>L10. about prejudice; how to recognise behaviours/actions</i></p>	<p>C3) What should I do if I encounter prejudice?</p> <p>Book <i>Dad David, Baba Chris and Me</i> By Ed Merchant Explores the bullying received by a child with same-sex parents, and how that challenge was overcome and addressed by the adults around them. Buy https://www.amazon.com/gp/product/1905664893</p> <p>Class Discussion The two parents in this story are in a same-sex relationship</p> <ul style="list-style-type: none"> - 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] <p>They are gay</p> <ul style="list-style-type: none"> - Have you heard this word before? [Use this to find out if children think of this word in a negative way, or if they have experienced it as an insult. If they haven’t, then don’t mention the bad history of the word but affirm that it’s ok to be gay. If they do talk about it being used negatively, explain how it is not an insult, but some people are unkind to gay people because they are different from the norm] - 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? <p>[Historically, gay people have been picked on for being different to straight people:</p> <ul style="list-style-type: none"> - 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 	<p>Activity <i>Draw diagram of the ‘pyramid of hate’</i></p> <p>Click here for example</p> <hr/> <p>Optional extension Using technology, children create a video or radio report explaining the layers of the pyramid</p>

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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 ##

- 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

Pyramid of Hate

Key Question

- What can *you* do to end prejudice?

Optional Book

Separate Is Never Equal

by Duncan Tonatiuh

Buy

<https://www.amazon.com/Separate-Never-Equal-Family%C2%92s-Desegre>

No Activity

	<p>gation/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</p>	
<p>C4) How can I be a great citizen?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that we all rely on the people around us - Identify the ways that we can help people around us without upsetting them - Understand that changes in our behaviour can allow people to be included <p>Key vocabulary</p> <p>Citizen, disabled people, disability, community, society, built environment</p> <p>PSHE links</p> <p>R30. <i>that personal behaviour can affect other people; to recognise and model respectful behaviour online</i></p> <p>L3. <i>about the relationship between rights and responsibilities</i></p> <p>L5. <i>ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</i></p> <p>L6. <i>about the different groups that make up their community; what living in a community means</i></p> <p>L7. <i>to value the different contributions that people and groups make to the community</i></p>	<p><u>Presentation: How can I be a great citizen?</u></p> <p>Class discussion</p> <ul style="list-style-type: none"> - What is a citizen? Someone who is part of society (everyone) - What makes a good citizen? Someone who contributes what they can to make life better for everyone - Who do you know that is a good citizen? - What makes them good? <p>Video</p> <p><i>What <u>not</u> to do to disabled people in a convenience store</i> https://www.youtube.com/watch?v=XOrEJDPBH-M People often try to support disabled people, but they don't always get it right. Can you spot the mistakes in this video?</p> <p>Class Discussion</p> <ul style="list-style-type: none"> - In the first half of each scene, what mistakes are people making? <ul style="list-style-type: none"> - People assume that disabled people cannot drive - They assume that wheelchair users cannot walk at all - They start helping disabled people without asking first - They assume that disabled people are less intelligent - They make choices on behalf of disabled people - They are patronising - They are not speaking to disabled people in the way they would talk to anybody else - They talk to the non-disabled person and ignore the disabled person - They are so awkward! - Did they mean to be rude? [No, they are trying to do the right thing, but they haven't treated disabled people fairly and they need to think harder about their interactions] 	<p>Class activity</p> <p>Children learn some British Sign Language. Learning BSL allows hearing people to communicate with deaf people.</p> <p>Videos</p> <p><i>Learn Basic BSL</i> https://www.youtube.com/watch?v=-2O_ymOCIR0</p> <p><i>Top Tips for Excellent Signing in British Sign Language (BSL)</i> https://www.youtube.com/watch?v=Sgru-DhoJV4</p> <p><i>Learn to Say "How Are You?" and "I'm Good Thank You"</i> https://www.youtube.com/watch?v=N6U6FAPJw8k</p> <p><i>Learn how to Sign 'Can I Help You', 'Please' and 'Thank You'</i> https://www.youtube.com/watch?v=8sHWYZXXNH8</p> <p>More BSL videos https://www.youtube.com/user/ExeterDeafAcademy/videos</p>

	<p>Class Activity Explore further information from Scope https://www.scope.org.uk/campaigns/end-the-awkward/ [would work well if children can explore this independently and write notes]</p> <p>Optional Video <i>About the lack of disabled representation in children's books</i> https://www.youtube.com/watch?v=4E9xYFTwrF0</p>	
	<p>Video <i>Social Model Animation</i> https://www.youtube.com/watch?v=9s3NZalHcc4 A cartoon about disabled people and the social model of inclusion. Although the video is dated, it provides a clear starting point for the next part of the lesson.</p> <p>External resources <i>P4C lesson about social model of inclusion</i> https://www.thephilosophyman.com/blog/is-disability-in-the-body-or-in-society Deliver the activity, as outlined on this website. Can children see the difference between being 'disabled by society' and being 'less able than everyone else'?</p> <p>Class Discussion - Can you think of a way that society disables someone who uses a wheelchair? [Using stairs instead of ramps. Narrow doorways and corridors. Having items high up on shelves]</p> <p>- If you provide ramps and make buildings completely accessible, is a wheelchair user still disabled? [No - they are no longer disabled by their environment. They still have their impairment (perhaps they cannot move their legs) but now they can do the same things as everyone else]</p> <p>Video <i>FlexStep by Liftup – DOMESTIC USER</i> https://www.youtube.com/watch?v=sODhOHeW3gU - What support does this woman have to help her live more independently? [She has a lift to support her using the car and a stair lift that allows her to access her entire house]</p> <p>- If you could design this woman's house, what would make it even better? [If it never had stairs in the first place!]</p>	<p>Activity Show a selection of inventions from the videos (they are very long, so you will have to skip between segments)</p> <p>Can children come up with their own invention that will support a disabled person to do a job:</p> <ul style="list-style-type: none"> - Support a visually impaired person to catch the bus - Assist an amputee when climbing a mountain - Allow a wheelchair user to access all areas of your school - Allow a deaf person to understand the lyrics at a concert <p>Draw a diagram of the invention and detail the way that it removes barriers for the person and allows them to be more independent</p> <p>Videos <i>Top 6 assistive technologies</i> https://www.youtube.com/watch?v=mskj1JxlzoU</p>

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Video

World's first wheelchair frontflip - Aaron 'Wheelz' Fotheringham

(start at 40s - says "crap at 0:38")

<https://youtu.be/UQuBzShOFew?t=40>

- What is impressive about this stunt?

[It is fast, difficult and dangerous]

- Could everyone do this stunt?

[Not without a lot of practice. You also have to be skillful, good with heights and willing to do dangerous things - something most people would struggle with]

- What support do you think Aaron needs to be able to succeed?

[He needs to be sponsored, so he has money, he needs a specialist wheelchair, he needs a safety team to protect him, he needs the ramps he uses to be accessible. Everyone needs support regularly, but Aaron may need something more specific because of his impairment]

Optional Video

Strictly pros and Candoco Dance Company

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

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

When disability meets technology - BBC Click

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

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

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

Extension activity

Skills Radar Chart

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

Example

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

Key Information

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

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

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

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

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

Key Question

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

Information for teachers

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

- 1) Disabled people don't so much need help, it's more that they might need specific support to do things for themselves.
- 2) Disabled people are often disabled by society, rather than their impairment (for example, because the people that design buildings use steps instead of ramps - if the building is fully accessible, then the person is no longer 'disabled by that building'. Their impairment remains, but they can be fully independent within that environment.
- 3) Disabled people don't want pity: they want their environments to be accessible and for barriers to be removed. Many disabled people are highly successful because they are skillful and work hard, but often society makes things harder by not considering them carefully.
- 4) Disabled people are not brave by default: they often feel patronised by people who assume they are brave, simply because they are competent and successfully navigating the world. Equally,
- 5) Being disabled doesn't mean that you should be treated like a child: non-disabled people can often be patronising, albeit unintentionally.
- 6) Disabled people don't want to be defined by their impairment: they want to be valued for their actions and personality, just like everyone else.
- 7) Many impairments are invisible

Scope: *End the Awkward*

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

Further links for teachers

Document containing links to articles about disability

C5) Why is money important?

90 Minutes

Objectives

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

Key vocabulary

Poverty, inequality, privilege

PSHE Links

L2. to recognise there are human rights, that are there to protect

Presentation: Why is money important?

Video

What's fair?

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

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

Class Discussion

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

[No - Some people were rich, so could buy more food, some people were stronger, so they were able to carry more]

- Why were some people able to contribute more?

[Luck - Ben was born into a less wealthy household, Karim had an accident and Sophie was born smaller. None of them chose their situations]

No Activity

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<p>everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p>- Is this true in real life too? [Yes - many people are born into situations which make their life easier or harder]</p> <p>Class Discussion - What is poverty? [Not having enough money to get the basic things that we expect: warm, dry houses, enough food, appropriate clothing etc.]</p> <p>Video <i>Lifebabble: Help me out - poverty</i> https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-poverty [Scroll down page to find video]</p> <p>Video Viewpoint of a child living in unsuitable housing https://www.bbc.co.uk/news/education-13632856 Also includes text featuring other children's stories, suitable for sharing with the class</p> <p>Class Discussion - Why is poverty a problem? [Living in poverty is very stressful and can make it harder to be happy. You might not be able to do the same things as other people] - What might reduce poverty? [Public services, education, jobs, better housing, higher wages, lower prices, technology, less debt]</p>	<p>Activity Research key questions by looking at online articles</p> <p>Produce a written, audio or video report about the things they have learned</p> <p>Key questions for report: - What is poverty? - Why does it happen? - How can it affect someone's life? - How can society help people in poverty?</p> <p>Articles: <i>Lifebabble: Help me out - poverty</i> https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-poverty</p> <p><i>Newsround: Child poverty becoming 'new normal' in parts of Great Britain</i> https://www.bbc.co.uk/newsround/48267934</p>
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Key Information

Our success in life is influenced by a number of different factors, including:

- 1) The wealth of our parents
- 2) Our education
- 3) How much discrimination we face
- 4) Our physical and mental health
- 5) How hard we work

Class Discussion

- Do we all have the same chances in life?
[No - we each face different barriers]
- What is inequality?
[Inequality exists where people do not have the opportunities to succeed. People with power have many more opportunities than people without it]

[Facilitate activity]

Image

<https://pbs.twimg.com/media/ELG32AeWkAly5bm?format=jpg&name=small>

Class Discussion

- What is the difference between the first picture and the second?
[In the first picture, everyone has different needs, but they all get the same support, whereas in the second picture everyone gets the support that they need]
- What point do you think the artist is trying to make?
[They are suggesting that some people have a natural advantage in life, and some face barriers]
- What could we do to help people who face barriers?
[Give them support to overcome or remove these barriers]
- What is privilege?
[This is a characteristic that someone has that makes their life easier or better]
- In the world, who has the most privilege?
[Wealthy people, educated people and people who are not discriminated against are the most privileged]
- Wealthy people, educated people and people who don't face discrimination can probably contribute more to society. Some people think that they should share their wealth with other people. Some people think they should keep it - What do you think?

Optional Video

Seen & Heard by UNICEF about child poverty in Glasgow (10 minutes)

<https://www.youtube.com/watch?v=V8cNpUMvAwg>

Paired activity

Opportunities and barriers

Children divide their page in two:

- 1) Things that give people opportunity
- 2) Things that present a barrier

Examples

Opportunities

- Being motivated to work hard
- Wealthy
- Educated
- Intelligent
- Physically healthy
- Not being discriminated against because of race, gender, religion etc.
- Having friends
- Having a supportive family
- Having good mental health

Barriers

- Poverty
- Poor education
- Learning difficulties
- Facing discrimination
- Having a disability
- Not feeling supported
- Mental and physical health problems

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C5b) How should I spend my money?

90 minutes

Objectives

- Identify the ways that money affects their lives
- Appreciate that the infrastructure around us is built and maintained by tax payments
- Understand that debt results from spending more than you are able to earn

Key vocabulary

Debt, earn, salary, tax

PSHE Links

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

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

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

L21. different ways to keep track of money

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

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

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

The PSHE association has produced an excellent set of lesson plans and resources that tackle issues around money, taxation and debt. They are listed here with short explanations of the topics discussed in each one. For more guidance on using this resources and links to further activities about money, go to the main 'Values, Money and Me' page <https://www.valuesmoneyandme.co.uk/teachers>

Unit 1

Charity fundraising

<https://www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks2>

3 lessons about running successful and fair fundraising activities for charity

Unit 2

Finding and spending money

<https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks2>

4 lessons about what to do if you find money an additional activity about budgeting when going to the shops

Unit 3

Paychecks

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

Unit 4

Saving energy

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

Unit 5

Deciding how to save money and debt

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

Activities

Included in PSHE association resources

C6) What makes us feel like we belong?

Objectives

- Understand why some

[Presentation: What makes us feel like we belong?](#)

Key Question

What makes us feel like we belong?

No Activity

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<p>people must leave their countries</p> <ul style="list-style-type: none"> - Appreciate why some people choose to come to the U.K. - Know that most refugees stay near their country of origin 	<p>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)</p> <p>Class Discussion - Which of your rights is the most important to you?</p>	
<ul style="list-style-type: none"> - 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) <p>Key vocabulary <i>Rights, refugees, asylum seekers, migration, immigrant</i></p> <p>PSHE Links <i>L2. to recognise there are human rights, that are there to protect everyone</i> <i>L3. about the relationship between rights and responsibilities</i> <i>L6. about the different groups that make up their community; what living in a community means</i> <i>L7. to value the different contributions that people and groups make to the community</i> <i>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</i> <i>L17. about the different ways to pay for things and the choices people have about this</i> <i>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving</i></p>	<p>Book / Video <i>Seeking Refuge: Ali's Story - A Journey from Afghanistan</i> by Andy Glynne Video https://www.bbc.co.uk/programmes/p00vc149 Buy https://smile.amazon.co.uk/dp/0750292075</p> <p>N.B. Trigger warning: Some children may find the content of this discussion distressing, especially if the issues have personal resonance. Use your professional judgement to decide how to support them, whilst also achieve the lesson objectives. For example, you might talk to them before the lesson and discuss the way they feel about the wording you will use. You could mutually agree the strategy for addressing the issues, so they feel empowered to decide whether they take part in the conversation or remain silent.</p> <p>Class Discussion - How would you feel if you had to move countries tomorrow and could not take any of your things with you? - How do you think people treated Ali when he arrived in his new country? - Which of Ali's rights were not respected? - Name 3 things that you can take for granted that Ali could not - How should we treat people who come to our country?</p>	<p>No Activity</p>
	<p>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.</p> <p>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%?</p>	<p>No Activity</p>
	<p>Key Information What do these words mean: Refugee, asylum seeker, immigrant</p>	<p>Activity <i>Investigate global migration</i> Children need atlases or devices to look up names</p>

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to charity)\

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

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

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?

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, 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

	<p>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.</p> <ul style="list-style-type: none"> - Do we deserve to live in our country? - Why? - Does someone become British as soon as they arrive in this country? - How long does it take for someone to 'become British'? - Who should be allowed to come into this country? - Who gets to decide? 	<p>overtaken Lebanon and now has the second highest number of refugees according to the world bank</p>
	<p>Optional books, resources and information</p> <p>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</p> <p>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=ybFA9XZvjis</p> <p>Videos Whole collection of <i>BBC Seeking refuge</i> videos (such as <i>Seeking Refuge: Ali's Story</i>) https://www.bbc.co.uk/programmes/b01k7c4q/clips</p> <p>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</p> <p><i>UNHCR (UN Refugee Agency) report 2018:</i> https://www.unhcr.org/globaltrends2018/</p> <p><i>Refugee population by country or territory of asylum</i> https://data.worldbank.org/indicator/SM.POP.REFG?view=map</p>	<p>Optional Activity</p> <p>Preparation:</p> <ol style="list-style-type: none"> 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 <p>Children identify the rights that are being infringed in each picture by consulting the video and summary page</p>
<p>C7) What does it mean to be British?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Discuss what it means to 	<p>Presentation: What does it mean to be British? ### <i>(not complete - awaiting guidance from consultation)</i></p> <p>Key Question</p> <p>What does it mean to be British?</p>	<p>Activity</p> <p><i>Collage</i></p> <p>Using digital devices, children collect images and create collages with the</p>

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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 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

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, 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,

title 'What I love about Britain'

Encourage children to avoid stereotypes

Think about the things that they personally experience, rather than clichéd images 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'

Anglo Saxons, Normans, Vikings, Jewish people, Roma, Caribbeans, Africans, South Asians (India, Pakistan, Bangladesh) and many more (who have we missed here?) 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. 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](#), available for free to all Sheffield schools. The units presented here are what we consider to be the most crucial lessons and the ones that best fit with the RSHE curriculum, however we recommend that the full online safety curriculum is also taught, as part of PSHE and computing lessons as appropriate.

Os1) Control and consent [S1]

90 minutes

[Presentation: Control and Consent ##](#)

[Taken from

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

This presentation talks through each video, and asks

[Activity 1: Pros and Cons of going public](#)

Children come up with a list of the positive and negative

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Objectives

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

Key vocabulary

Control, consent, social media, manipulation, public, private, pressure

PSHE links:

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

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

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

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

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

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

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

questions. It also contains links to the activities, where children take a more active role in the discussions, to further their thinking.

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

Play, Like, Share 1:

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

Play, Like, Share 2:

(Posting unkind or embarrassing pictures, public/private, flattery, manipulation, unkind comments, hacking, passwords, self-esteem)
<https://www.youtube.com/watch?reload=9&v=NscU1ZHYPDk>

Play, Like, Share 3:

(Inaccurate information, too good to be true offers, friends of friends, meeting strangers online, concealing identity on the internet, benefits of the online world)
<https://www.youtube.com/watch?v=tQZGA6dsWpo>

aspects of making videos public.

Activity 2: Types of manipulation

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

Activity 3:

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

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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

Os2) Protecting our identity [P1]

Objectives

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

Key vocabulary

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

PSHE links:

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

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

[Presentation: Protecting our identity](#)

Watch: CEOP - Protecting your identity: The information jigsaw

https://www.youtube.com/watch?v=_o8auwnJtqE

Watch the video and discuss, using the questions provided.

Watch: Cybersmart: Mobile phones and meeting strangers

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

Activity: Personal Information

In 5 minutes, how many types of personal information can you think of? (use colours)

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

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

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

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

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

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

Os3) Meeting strangers online [P4]

Objectives

- Understand that there are dangers online for younger people

- Recognise some of the signs of online danger

Key vocabulary

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

PSHE links:

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

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

###

Watch:

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

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

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

Stop at 2.54: Social Media basics

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

Stop at 4.40: Passwords

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

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<p><i>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</i></p> <p><i>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</i></p> <p><i>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</i></p>	<p>serious]</p> <p>Stop at 5.55: Online friendships</p> <ul style="list-style-type: none"> ● Is it easier to make friends with people in real life or online? [It depends on your personality, but many people find it easier to talk online, especially if they find it hard making friends] ● Why might some people lie online? [To manipulate, but also to show off, exaggerate, or make themselves seem more interesting than they really are; perhaps they are worried that no-one will like the real them; perhaps they feel boring] <p>Stop at 7.20: Online gaming</p> <ul style="list-style-type: none"> ● Why does gaming become addictive? ● What would you miss out on if you played games too much? <p>Stop at 8.25: Online deception</p> <ul style="list-style-type: none"> ● Is it hard to find a fake photo and put it on your profile? ● Should you be using your real photo on your profile? ● Why did Lost Princess believe White Knight? [He offered her things, complimented her, and exploited the fact that she was angry at her parents for not letting her go to the concert] <p>Stop at 11.00: Online strangers</p> <ul style="list-style-type: none"> ● If you say you are older than you are, who might contact you? [Older strangers and advertisers for more adult products] ● Why might it be appealing to talk to random strangers, instead of your family or friends? ● How do you think it feels to get messages all the time? <p>Stop at End: Meeting up</p> <ul style="list-style-type: none"> ● Would Lost Princess have gone to the gig normally? ● Why did she act so out of character? ● Did she have enough information to really trust White Knight? 	
<p>Os4) Personal Information, terms and conditions [C2]</p> <p>Objectives</p> <p>- Understand that our personal information can be used to make money and target us with advertising</p> <p>Key vocabulary</p> <p><i>Personal, information, terms</i></p>	<p>###</p> <p>Class Role Play</p> <p><i>Analogy for Instagram/Snapchat Terms and Conditions</i></p> <p>- Create VIP area at the front of the classroom - Put a sign up saying 'VIP Social Club'. Ask if anyone wants to join the club, where you get to hang out with your friends, listen to music and dance. Sweeten the deal with snacks and drinks to make the offer more attractive.</p> <p>- Choose 6 children to take part</p> <p>- Have a sign-in sheet, alongside the VIP Terms and Conditions of Entry by the VIP area and ask them to write their name as they walk past. They need to bring their coat and bag with them (reason why explained below)</p>	

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and conditions, social media, advertisement

PSHE links:

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

- The idea is that the terms and conditions of entry are far too complicated to read, so they either have to sign without reading or lose their place to someone else. Anyone who doesn't sign in must sit back down.
- Once the children have entered the area, take their coats and bags - put these to one side / in a box. If they refuse, they must leave the area
- Start taking photos of the VIPs and pretending to post them on social media. Give their coats and bags away to other children. Tell them that they belong to you now. Put up some [new rules](#), which demand more unreasonable things, such as "You have to stand on one leg" and "No talking or dancing in the VIP area"
- They should suspect that something strange is going on now . Ask if they read the terms and conditions of entry when they signed the form
- What did they say? On the whiteboard, share the full document with the class. Did they know that the sign in sheet was a legal document saying that they agree to the terms?
- Explain that the language is too complicated, even for an adult to understand, but you've prepared a simplified version; Print out and share [simplified version of terms and conditions](#) with the class.
- What have they signed up to? Are the rules acceptable to them? Was it worth it?
- Point out some of the more extreme sentences - we may take your stuff and not give it back, we may sell your photos to other people etc...
- VIPs sit back down and collect their belongings
- Children circle/highlight the rules that they disagree with

Class Discussion

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

Key Information

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

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

Class Activity

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

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

Key Question

	<p>- Is anything online truly free? [When we use online services, they are often free of charge, but they are not strictly free; the sites are funded by selling our information to advertisers, who then show us images that might make us want to buy their products. They have very sophisticated ways of tracking our movement, reading our messages and guessing what we might like. This means that the adverts can be targeted directly at the people who might be interested in them.]</p>	
<p>Os5) Analysing Digital Media [N1]</p> <p>Objectives - Become more digitally literate by being able to analyse digital content</p> <p>Key vocabulary <i>Analyse, digital, media, literacy, headline, broadsheet, tabloid, links, clickbait, compare</i></p> <p>PSHE links:</p> <p><i>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</i></p> <p><i>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</i></p>	<p><u>Presentation: Analysing Digital Media ##</u></p> <p>What is the media:</p> <ul style="list-style-type: none"> ● What are the different types? ● Why does the media exist? ● What is the range of media (left/right; broadsheet/tabloid) ● What are the features of a news website? <ul style="list-style-type: none"> - Headlines - Text - Links - Adverts - Pictures etc... ● What is clickbait? <p>More help: http://www.digital-literacy.org.uk/Home.aspx</p>	<p><u>Activity: Analyse News (Print A3)</u></p> <p>Analyse a Newspaper’s web page, comparing tabloid and broadsheet, the same way that you would look at a text in English.</p>
<p>Os6) Bias [N2]</p> <p>Objectives</p> <ul style="list-style-type: none"> - 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 	<p><u>Presentation: Bias ##</u></p> <p>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]</p> <p>Stimulus:</p> <ul style="list-style-type: none"> ● 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? ● Why did the police officer think the robot was a thief? [perhaps he didn’t like robots?] 	<p><u>Activity: Point of View</u></p> <ul style="list-style-type: none"> ● 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 <p>Point of View #1 Rubber, Soft, Strong, Round, Dirty, Black, 40cm wide</p>

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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 themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns,

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
 Buy
<https://www.amazon.co.uk/Voices-Park-Anthony-Browne/dp/0552545643>
 Preview
https://www.youtube.com/watch?v=ohs-7ue_wdM

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 propoganda]

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]

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 side.

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<p><i>inappropriate content and contact</i></p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>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</p>		<p>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’]</p>
<p>Os8) Does the internet make us happy? [L1]</p> <p>Objectives</p> <ul style="list-style-type: none"> - 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 <p>Key vocabulary <i>Social media, anxiety, jealous, insecure, vulnerable, analyse</i></p> <p>PSHE links: <i>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</i></p> <p><i>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read</i></p>	<p><u>Presentation: Social Media Anxiety ##</u></p> <p>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.</p> <p>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.</p> <p>Our own insecurities are often hijacked in order to promote products or lifestyle choices.</p> <p>### Encourage active rather than passive use. Being actively involved in doing things, such as creating or responding to Facebook posts, can have a positive impact on wellbeing. Passive use – like scrolling without interacting – can lower wellbeing and life satisfaction.</p> <p>###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.</p>	<p>Activity (p.38 of presentation)</p> <p>Video https://www.youtube.com/watch?time_continue=151&v=0EFHbruKEmw</p> <p>Create a ‘realistic’ Instagram feed:</p> <ul style="list-style-type: none"> ● Bad hair day ● Fake exercises ● Unflattering faces/poses ● Having a miserable time ● Messy/dirty ● Ignoring your friends to look at a screen <p>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.</p>
	<p>Information for teachers <i>Mental wellbeing online</i> https://youngminds.org.uk/find-help/looking-after-yourself/social-media-and-mental-health/</p>	

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online and how to report concerns, inappropriate content and contact

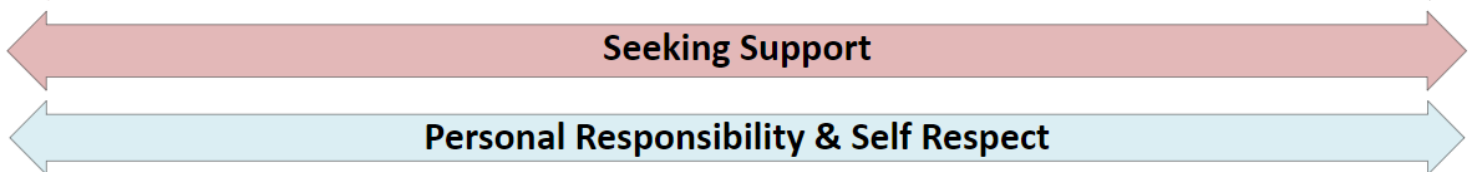
L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

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

Health and Wellbeing

Themes covered across 'Health and Wellbeing' sections:



Objectives / Questions	Discussions	Activities
Understanding My Feelings For more excellent resources about mental wellbeing, visit the British Council's website: https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources/well-being		
M1) Does everybody have the same feelings? Objectives - Develop our ability to communicate our own	<u>Presentation - Does everybody have the same feelings?</u> Key Question Does everybody have the same feelings? Video <i>Talking Mental Health</i> https://www.youtube.com/watch?v=nCrievx3-Js	Warm up activity Write as many words as you can about feelings/emotions on post-it notes Sort these feelings into comfortable and

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feelings, listen to other people's feelings and respond appropriately

- Identify positive and negative emotions and the impact these have on our mental wellbeing

- Identify our own triggers for negative emotions

- Understanding that some people find it hard to read and express emotions

Key vocabulary

Angry, anxious, worried, frustrated, confused, emotional reaction

PSHE links:

H1. how to make informed decisions about health

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

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

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

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

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage

An animated video where children discuss their own mental health and how to help other people with theirs

Class Discussion

- What are the negative emotions? [anger, fear, disgust, jealousy, sadness]

- Why do we have them?

[look at ways in which they may have helped us survive in the wild - for example disgust to stop us eating toxic foods]

Teacher information

Useful diagram to explain link to survival

<https://positivepsychology.com/wp-content/uploads/wheel-of-emotions1.png>

Class Discussion

- What are the positive emotions?

[joy, happiness, excitement, love]

- Why do we have positive emotions

[encourage us to do good things and form healthy relationships]

Class information

Look at the way that events can trigger our negative emotions

Think about what we want to do when we have negative emotions

- Shout

- Fight

- Blame

- Run away

- Hide

- Shut down

If something does trigger our negative emotions, what strategies could we use to prevent us reacting badly?

- Count to ten

- Walk away

- Talk to someone we trust

- Avoid blaming

- Avoid shouting

- Never be physical

uncomfortable emotions

A useful link for help with emotional vocabulary

<https://www.jennieallen.com/blog/the-wheel-of-emotions>

Activity 1

'Useful emotions'

Draw an example of how each emotion might have helped humans to survive in the past

Activity 2

Identify negative emotional triggers

Children write down events in their own lives that can trigger negative emotions

Activity 3

'My bag of tricks'

Children draw/list things that help them specifically when feeling certain emotions

Examples

Angry

Going for a walk

Ripping up paper

Being alone

Taking 5 minutes out

Sad

Finding a trusted adult

Writing a diary

Listening to music

Talking to my friends

Eating my favourite meal

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<p><i>and respond to feelings appropriately and proportionately in different situations</i></p> <p><i>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</i></p>		
<p>M2) Should we be happy all the time?</p> <p>Objectives</p> <ul style="list-style-type: none"> - 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. 	<p><u>Presentation - Should we be happy all the time?</u> #</p> <p>Big Question Should we be happy all the time?</p> <p>Stimulus Book: <i>The colour thief</i> by Andrew Fusek Peters & Polly Peters https://www.amazon.co.uk/Colour-Thief-family-story-depression/dp/0750280530</p> <ul style="list-style-type: none"> - 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? 	<p>Small group activity <i>On mini-whiteboards</i> What might cause us to feel negative emotions?</p> <ul style="list-style-type: none"> - Loss - Separation - Divorce - Bereavement - No reason: we just feel down
<p>Key vocabulary <i>Loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control</i></p> <p>PSHE links:</p> <p><i>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</i></p> <p><i>H18. about everyday things that affect feelings and the importance of expressing Feelings</i></p> <p><i>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</i></p> <p><i>H17. to recognise that feelings can change over time and range in intensity</i></p> <p><i>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings</i></p>	<p>What should we do when we feel bad?</p> <ul style="list-style-type: none"> - Remember that no-one is happy all the time and that difficult moods normally pass - Talk to someone you trust - Practice acknowledging the mood that you are in - it’s ok to be happy, sad, angry, worried etc... - 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) <p>Sometimes we can’t start to feel better on our own and we need some extra help</p> <ul style="list-style-type: none"> - Talk to your family - Talk to an adult at school - Call childline for free on 0800 1111 <p>Video <i>Trigger warning: this video makes reference to distressed and suicidal thoughts. It should only be used if your staff are happy and comfortable with this topic. The individual needs of students should also be taken into consideration. It should be used in conjunction with other mental wellbeing lessons, practices and safeguarding procedures, to ensure that children have multiple avenues for discussing any thoughts or feelings that are affected by the information. It is included here because it is a realistic and simple representation of the kind of experience that many young people have.</i> <i>OCD and depression - Annabel’s Story</i></p>	<p>Activity Investigate a mental health condition using this child-friendly web page https://www.childrensociety.org.uk/mental-health-advice-for-children-and-young-people/the-advice-resource-vault/advice-for-children-age-6-12</p> <ol style="list-style-type: none"> 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 <p>Practice relaxation techniques https://youngminds.org.uk/find-help/looking-after-yourself/take-time-out/</p>

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<p><i>appropriately and proportionately in different situations</i></p>	<p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-ocd-and-depression/z72b47h</p> <ul style="list-style-type: none"> - 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? 	
	<p>Information about other mental health issues <i>Anxiety</i> https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/managing-your-anxiety/</p>	
	<p>Further resources for teachers Information about Mental Health for young people https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people</p> <p>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/</p> <p>“Understanding my feelings” https://www.mind.org.uk/information-support/for-children-and-young-people/understanding-my-feelings/</p> <p>“Looking after your wellbeing” https://www.mind.org.uk/information-support/for-children-and-young-people/looking-after-your-wellbeing/</p> <p>“How to support a friend” https://www.mind.org.uk/information-support/for-children-and-young-people/how-to-support-a-friend</p> <p>Information for schools in Doncaster For further information and support: Healthy Learning, Healthy Lives website: www.healthylearningdoncaster.co.uk Twitter: @HLHDoncaster Email healthylearning@doncaster.gov.uk</p> <p>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)</p> <p>Guidance from Sheffield NHS Children’s Hospital: Healthy Minds https://drive.google.com/file/d/11tWywSiatfErhkTmSYOpVH45kv1a8LI/view?usp=sharing And https://drive.google.com/file/d/1eGjNxYrtj2J-G1dkfltyORapKMRVL5RZ/view?usp=sharing</p>	
<p>M3) Why do we argue?</p> <p>Objectives - Understand why it is better to demonstrate self control and restraint in emotional situations, staying calm and making good choices, even when others are not</p>	<p><u>Presentation - Why do we argue?</u></p> <p>Key Question <i>Why do we argue?</i></p> <ul style="list-style-type: none"> - being insulted - something being unfair - abusive language - physical threats - violation of your personal space - being lied to 	<p>Activity <i>Research</i></p> <p><i>Children read SEAL resource about the fight or flight response:</i> https://drive.google.com/open?id=1wavxD3yJZ-lkSix6OYCfkaingwC9Pnlx</p>

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<p>- Practise strategies for resolving conflict with peers</p> <p>Key vocabulary <i>listen, respond, impulsivity, conflict, resolve, resolution, triggers, restraint, self-control</i></p> <p>PSHE links: <i>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</i></p> <p><i>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</i></p> <p><i>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</i></p> <p><i>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</i></p>	<ul style="list-style-type: none"> - someone being rude - feeling lonely or excluded - being bullied online <p>Key Information (recap) Emotions helped us to survive in the wild For example, the fight or flight response (see activity)</p> <p>When managing our emotional triggers, it is important to stay calm, be kind and communicate well</p> <p>The aim is to be able to talk about how we are feeling - not avoid feeling the negative emotions.</p> <p>Managing Impulsivity <i>We will learn how to:</i></p> <ul style="list-style-type: none"> - Demonstrate self-regulation in emotional situations. - Stay calm and make good choices, even when others may not be - Practise strategies for resolving conflict with our peers 	
	<p>Separating emotions and thoughts The reasons behind our emotions are complicated Blaming someone else, or ourselves, is the <i>easiest</i> option, but not always the correct one</p> <p><i>Scenario - Anger</i></p> <ul style="list-style-type: none"> - You've been hungry all morning, because there was no food in your house - You also got really wet on the way to school, so you're cold - Your friend jokes "Did you swim to school?" - You might feel angry about this - You might feel angry towards that person - You might want to say something nasty back to them - Is that a good idea? - Do they understand your life? - Are they meaning to be hurtful or just being silly? - You don't have a choice about your feelings - However, you <i>do</i> have a choice about your actions and what you choose to do <p>Which is the best thing to say?</p> <ol style="list-style-type: none"> 1) I hate you! Why are you such a loser! 2) You have made me angry 3) Sorry I'm in a bad mood today: I'm not in the mood for jokes 	<p>Class Activity <i>Scenarios</i></p> <p>Show scenarios on the board</p> <p>Children decide what to do in a range of scenarios involving conflict or argument</p> <p>How might they react? What would they say? How could they explain their feelings?</p> <p>There are suggested options (effective and less effective choices) but they are short and incomplete - the children should come up with their own solutions that really get to the heart of the problem</p> <p>Try and model how emotions affect our ability to make good decisions</p> <p>Top Tips</p>

		<ul style="list-style-type: none"> - Did you remain calm? - Did you consider or listen to the other person? - Did you use kind words - Did you say "sorry"? - Did you show empathy? - Did you offer a solution? - Did you explain your emotions clearly?
	<p>Class Discussion Think of someone you know who always seems to stay calm: a teacher perhaps or someone in your family. How do they do it? Is it...</p> <p>1) They don't have powerful emotions? 2) They have learned techniques to control their emotions? Let's learn some techniques to help us</p> <p>Technique #1 Allow yourself time to calm down. Until you are calm(er), communication is going to be tricky. Walk off. Push your palms together. Take a breath. Straighten Your Back. Feel where your feet are. Focus on something peaceful. Close your eyes and breathe.</p> <p>Technique #2 Try to spot patterns. If you know something is a trigger for you, try to anticipate it and change your behaviour. For example, if you get cross when playing a certain game because people play by different rules, agree the rules as a group before you start.</p> <p>Technique #3 Challenge the internal voice! If your self talk is negative - don't listen to it. Try to reframe what the voice in your head is saying. If you can't stop it being negative, try to change the intensity of your language. Eg. "I hate..." becomes, "I don't like..." or "I don't prefer..." More gentle language takes the power out of negative self talk. If you wouldn't say those things to a friend, don't say them to yourself!</p> <p>Technique #4 Remember we're all human. Everyone has emotional triggers, it is part of being human. Many people avoid their problems - and therefore avoid the chance of an emotional response - but avoidance is not an effective problem solving strategy.</p>	<p>Activity <i>Drama</i></p> <p>Act out the scenarios, from the previous part of the lesson, using the techniques listed on the left</p>

	<p>Key Information Although walking away and having time out can help in the short term, you don't have to avoid situations for fear of reacting negatively.</p> <p>Remember we're all human and we can learn from each experience.</p> <p>If you're finding it hard to deal with, get help! - Where could you find help?</p> <p>Key Question Is arguing a sign of a healthy relationship</p> <p>N.B. Teachers should give examples from their own lives of when they experienced strong emotions, and managed to control their feelings. For example, "I was once nearly knocked off my bike by a careless driver, and I felt so angry and scared, but instead of shouting at her, I explained that the incident had really shaken me, and requested that they were more careful next time. Instead of creating an argument, they apologised and we shook hands. Then we both came away feeling respected and listened to."</p> <p>Sometimes, children don't realise that we as teachers also experience the full range of emotions, because we control them so well. Explaining these kinds of thought processes will model how they can do it too.</p>	
<p>M4) Who am I?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Learn to express our sense of identity - Understand that our brains can get poorly and can be treated (just like our bodies) - Know that mental wellbeing varies and is not constant <p>Key vocabulary <i>Identity, emotions</i></p> <p>PSHE links: <i>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</i></p> <p><i>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</i></p> <p><i>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</i></p>	<p>Presentation: Who am I? ##</p> <p>Stimulus Scene from Harry Potter https://www.youtube.com/watch?v=ogZMzVWMMQao In this scene Ron says "One person can't feel all of that, they'd explode!"</p> <ul style="list-style-type: none"> - Can you have more than one emotion at a time? - What causes these emotions? [many factors can add up together] - Can you be happy and sad at the same time? [Yes - and your mood can change hour by hour too!] <p>Class discussion What makes you you?</p> <ul style="list-style-type: none"> - Emotions? - Family? - Friends? - Memories? - Religion? - Culture? - Country? - Genetics? <p>Are you always the same?</p> <ul style="list-style-type: none"> - Do you change over time? - Do you change day to day? - Are you different from the person you were one year ago? 	<p>Activity Self-identity exercise - how do we define ourselves</p> <p>The example is of a mouse - which has a certain set of traits.</p> <p>We are all unique and like different things</p> <ul style="list-style-type: none"> - Some of us enjoy quiet places, others are loud. - Some of us work well in groups, others prefer to be alone more often - Some of us are quick to anger, others keep their emotions inside <p>There is no correct way to be - we must accept ourselves for who we are</p>
	<p>Story <i>SEAL: Green set resource sheet: Year 5 - Maggie's story</i></p>	<p>Activity - Children write down a</p>

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

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

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

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

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

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

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

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

'This is rubbish. Why are you sooooo stupid?'

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

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

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

Maggie's brain was a little bit more stressed and angry. But still she didn't notice. When Maggie got to school she saw her friends over the other side of the playground. They were laughing and playing together. Maggie felt very alone and just at that minute a small boy came past and accidentally trod on her toe.

Maggie burst into tears, screamed and hit the boy. She couldn't understand why! When she thought about it later, she knew it was an accident. Her toe didn't even hurt very much.

Class Discussion

- Why did Maggie shout at the boy?

[She was upset because of the things her sister had said earlier that day]

- Why was there a difference between the thing that was really bothering her and the way she expressed that feeling?

[The things her sister said had been annoying her all day. She hadn't been able to talk to anyone about it, so the thoughts and feelings were swirling around inside her head. Then there was a trigger (the boy stood on her foot) and her anger spilled out of her]

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

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

memory of a time when their emotions 'spilled out'

- Was there a better way to help themselves?

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

Class Discussion

Inner dialogue - that voice in our heads

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

- What does this mean?

- Where does this voice come from?

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

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

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

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

Activity

- Children write down two scenarios

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

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

- The stories can be from memory or made up

- Children can share their

	<p>Scenarios Tell stories, showing examples of this ‘inner voice’.</p> <ul style="list-style-type: none"> - Was it helpful or not? - Have you experienced a similar pattern of thoughts? <ul style="list-style-type: none"> ● Someone trying hard and failing, but blaming themselves ● Someone about to take a friend’s sweets without asking but then takes responsibility for their actions ● About to shout at someone for bumping into you by accident, but then calms down and forgives them ● Someone spilling food on the new carpet and having a go at themselves <p>Teacher should model this ‘inner voice’ and compare positive and negative reactions to scenarios</p> <p>Example <i>Teacher models this inner dialogue, demonstrating that we all have negative and positive thoughts, and we have some choice over which of those thoughts we dwell on.</i></p> <p>You arrive at school and you find out there is a spelling test:</p> <p>1) Negative voice: <i>I’m stupid, I forgot to practice, I always do badly, I’m not going to do well</i></p> <p>2) Positive voice: <i>Stay calm, breathe, it’s about the spellings we learned this week, I can do this, I’ll try my best and that’s all that matters, if I don’t get them all right, it’s not a big deal</i></p>	<p>stories, but only on a voluntary basis</p>
	<p>Video (Extension) <i>What makes me, me? (The Ship of Theseus)</i> https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j</p> <p>Class Discussion What is the ship of theseus a metaphor for? [Ourselves - we are made up of so many different parts, which are all changing regularly]</p>	
	<p>Information for teachers <i>Article about self-esteem in young people</i> https://youngminds.org.uk/find-help/looking-after-yourself/believe-in-yourself/</p>	

Section 5: Physical Wellbeing

Objectives / Questions

Discussions

Activities

Staying healthy

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P1) Is there such a thing as the perfect body?

120 minutes

Objectives

- Analyse representations of beauty in the media

- Understand that the images we see in the media affect the way we see and judge ourselves and others

- Appreciate that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame)

Key vocabulary

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

PSHE links:

H2. about the elements of a balanced, healthy lifestyle

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

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

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

Presentation: Is there such a thing as the perfect body?

Key Question

Is there such a thing as the perfect body?

Key Information

Look at historical portrayals of size, shape, clothing etc...

Class Discussion

- What pressure do these changes in fashion put on people?

- What happens to us when we see an advert full of amazing people/possibilities/products?

- Why might beauty product manufacturers benefit from making you feel insecure?

- How do advertisers use body image to sell products?

- What insecurities might the media exploit?

Video

Dove evolution

(How faces can be transformed using photo editing software)

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

Class Activity

Identify priorities

Sort traits from most to least important:

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

Optional Video

Body Image - What is perfect?

Activity

Print (and share between two) images from different magazines.

Make a list of the positive and negative messages that you see on the magazines

Activity

Analyse social media posts

Look at a variety of screenshots from social media posts.

Children sort images into two piles:

- Realistic/everyday beauty standards
- Unrealistic/professional beauty standards

They should ask themselves these questions:

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

Activity

Research

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

Body Image

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

What you see on social media isn't always real

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

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

Optional activity

Design advertisement

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	<p>https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-body-image-what-is-perfect/zhq3xvc</p> <ul style="list-style-type: none"> - Children from across the UK pose questions to trusted adults on the topic of body image, stereotypes and self-esteem - Useful as an example of how to discuss gender and identity - If children are reluctant to ask questions, this may be a good way to simulate a conversation, and have their questions answered anonymously 	<p>Make an advert that boosts self-esteem, instead of preying on fears. Focus on:</p> <ul style="list-style-type: none"> - Trying hard - Being strong - Being brave - Being kind - Achieving goals - Not giving up - Challenging stereotypes of gender, disability, race or health?
	<p>For teachers: Guidance from mental health charity Mind <i>Physical activity and your mental health</i> (Exploring positive connection between physical activity and mental health) https://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-and-your-mental-health/about-physical-activity/</p> <p><i>What if getting active doesn't work for me?</i> Article explaining how physical activity doesn't cure all problems, and how you can take it too far https://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-and-your-mental-health/if-it-doesnt-work/</p> <p><i>Eating problems</i> https://www.mind.org.uk/information-support/types-of-mental-health-problems/eating-problems/about-eating-problems/</p> <p>For teachers: Articles about body image from the Mental Health Foundation <i>How can we stop social media undermining our mental health?</i> https://www.mentalhealth.org.uk/blog/how-can-we-stop-social-media-undermining-our-mental-health</p> <p><i>Body image – a key to better mental health</i> https://www.mentalhealth.org.uk/blog/body-image-key-better-mental-health</p>	
<p>P2) How can I stay fit and healthy?</p> <p>Objectives - Understand how regular exercise and a balanced diet can</p> <p>Key vocabulary</p> <p>PSHE links: H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a</p>	<p><u>Presentation: How can I stay fit and healthy?</u></p> <p>Key Question How can I stay fit and healthy?</p> <p>There is no way to guarantee good health - we can get ill for no particular reason</p> <p>However, by getting regular exercise and eating a balanced diet, we can vastly reduce our chances of getting ill</p> <p>N.B. It is important to acknowledge that some children are unable to exercise or eat healthily as easily as others, due to impairment or family circumstances. We should never shame or judge children that are not able to follow this advice.</p>	<p>Starter Activity <i>My healthy week</i></p> <p>On mini-whiteboards, child write down things they have done this week:</p> <ul style="list-style-type: none"> - 5 healthy things they have eaten - 5 times they got some exercise <p>If children haven't managed these things, suggest that they make a plan for the upcoming week instead and try and improve a little but each time</p>

healthy lifestyle, and recognise what might influence these

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

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

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

Exercise (recap from LKS2)

Video

What happens inside your body when you exercise?

<https://www.youtube.com/watch?v=wWGulLAa000>

- Encourage children to take notes on the videos
- Share what they've learned with rest of group / class afterwards

Class Discussion

- What would happen if you did no healthy activities?
[You would become less fit, you would be more likely to get ill, you might not have healthy lungs and heart]
- Should you exercise all the time?
[No - different people need different amounts. It's also important to sleep enough and have breaks, to help your body to heal and grow properly]
- Should you only do healthy things?
[No - you also need to do fun things that bring you joy - you have to find a balance that works for you]

Activity (P.E. Link - Recap from LKS2)

Selection of 10 minute 'shake-up' activities

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

Make time to get active wherever possible

Children design their own activity routine for the week

Consider how to build activity into their lifestyles - walking/scooting/cycling to school, joining teams etc.

Healthy Diet

Stimulus

Video

Tasty Tomatoes (Where tomatoes come from)

<https://www.youtube.com/watch?v=xzqHi2gABb8>

- Think of the food you ate today so far... where do you think it came from?

Key Information

What is the origin of the things we eat?

Fresh food

- Some food is fresh/natural like the tomatoes in the video. Natural foods, such as fruit and vegetables, tend to be healthier, because they are full of vitamins and minerals and lower in sugars

- Fruit juice, however, is very high in sugars, so you shouldn't drink too much of it

Processed food

- Some of it comes from a factory. Factory food is processed, which means that generally it has fewer nutrients, more sugar and salt and is less good for you than products in their natural form

Stimulus

Video

How do carbohydrates give us energy?

Activity

Research

Print/ use electronic devices:

Childline: Staying Healthy

<https://www.childline.org.uk/info-advice/you-your-body/my-body/staying-healthy/>

NHS Eat Well Guide

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf

Show Videos:

Be Food Smart: Film 1

<https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-film-1>

Be Food Smart: Film 2

<https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-film-2>

Be Food Smart: Film 3

<https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-film-3>

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<https://www.youtube.com/watch?v=Xto8ZqCYDvY>

Class Discussion

- What foods belong to this group?
[Rice, pasta, potatoes, couscous]
- What does it do?
[Give us energy/fuel to do things]
- Why are wholegrain foods better?
[They contain more fibre, vitamins and minerals]

Presentation: The Healthier Snacking Show

Information for snacking more sensibly
[This presentation is from the Change Life project. Original download can be found [here](#)]

Class Discussion

- What is the difference between sugar and other carbohydrates?
[Sugar gives a very quick and short boost of energy that leaves us feeling hungry and wanting more.. The other carbohydrates give us a slow release of energy throughout the day]
- Why should we be careful about how much sugar we eat?
[It is bad for our teeth, makes it harder to control our weight, only gives short term energy, so we get hungry again quickly]

- Children explore the information and then write notes to share with the group / class

Activity (Maths Link)

Budget

Using electronic devices, children navigate to a the website of a supermarket

<https://www.tesco.com/groceries/en-GB/>

<https://www.sainsburys.co.uk/shop/gb/groceries>

<https://groceries.asda.com/>

Children are given £15 and have to plan a healthy set of meals for their family

Success criteria:

- Spent less than the budget?
- Included all of the food groups?
- Low in salt and sugar?

Extension

Children create a table, including details about price and nutritional information per person (for example: Baked beans: 22p, 3.8g sugar, 4.1g protein)

Optional Videos

Interesting information about the origins of our food

Learn why Marmite was sent to troops during World War One

<https://www.youtube.com/watch?v=IBlpR0Xu7xg>

Crunchy Carrots: from farm to fork

<https://www.youtube.com/watch?v=Pf74rrn1uLk>

Burly Beef: from farm to fork

<https://www.youtube.com/watch?v=0dmZKRLljZ4>

Slippery Salmon: from farm to fork

<https://www.youtube.com/watch?v=o3LGMkKTVW0>

Information for schools in Doncaster

For further information and support:

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

Twitter: [@HLHLDoncaster](https://twitter.com/HLHLDoncaster)

Email healthylearning@doncaster.gov.uk

Information for teachers in Sheffield

	<p>Eat Smart Sheffield https://twitter.com/eatsmartsheff?lang=en https://www.facebook.com/eatsmartsheff/ Sheffield has access to the 'Eat Smart' program, which is a whole school system for encouraging healthy eating. Follow this link for information on this scheme, as well as further national and local guidance on whole school healthy eating approaches.</p> <p>Public Health England Follow this link for public Health England's resource hub for help with physical exercise, sports days and promoting fitness.</p>			
<p>P3) Can I avoid getting ill?</p> <p>120+ Minutes</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand the risks of taking drugs, alcohol and tobacco - Understand why getting the right amount of sleep is important - Identify the the ways to avoid damage caused by the sun - Identify key indicators of poor health - Understand the importance of getting the correct amount of sleep - Know strategies to help them to sleep better - Understand the importance of dental hygiene <p>Key vocabulary <i>Oral hygiene, flossing, tooth decay, plaque</i></p> <p>PSHE links: <i>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally</i></p>	<p>Presentation: Can I avoid getting ill?</p> <p>Key Information</p> <ul style="list-style-type: none"> - Often, diseases and disabilities can't be avoided. We won't always be fit and healthy. Getting ill is a natural part of life - However, there are some simple things that we can do to reduce the risk of getting ill - The positive things to do are to: <ul style="list-style-type: none"> - Eat a balanced diet - Get regular exercise <p>There are some things that you should not do as well...</p> <p>Class Discussion What things can have a negative impact on your health? [Alcohol, cigarettes, some drugs, sugar, some fatty foods]</p>			
	<p>Optional Video <i>Jasper's Story - Living with cystic fibrosis</i> https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-ks3-i-cant-go-to-school-today-living-with-cystic-fibrosis/z6xq382 - What is it like for people with long-term illnesses? - Remember - there are many illnesses that are not caused by anything - it's just bad luck</p>			
	<p>Sleep</p> <table border="1" data-bbox="399 1541 1543 2152"> <tr> <td data-bbox="399 1541 1112 1995"> <p>Video <i>Rise Above: Sleep! Let's talk about it!</i> https://www.youtube.com/watch?v=g_9_fCgl7yY</p> <p>Video <i>Roman Kemp's Sleep Experiment</i> https://www.youtube.com/watch?v=taRxxkswNWA</p> <p>Optional Video <i>All About Sleep</i> https://www.youtube.com/watch?v=x3-2XQISaE4 (Informative and clear, but long)</p> <p>Additional PowerPoint Presentation <i>Public Health England: Rise Above for Schools</i> Year 6 lesson plan pack Pupils explore the benefits of good quality sleep and</p> </td> <td data-bbox="1112 1541 1543 2152"> <p>Activity <i>Make video</i></p> <p>Information (To Print) https://www.nhs.uk/live-well/sleep-and-tiredness/healthy-sleep-tips-for-children</p> <p>Inspired by the Rise Above video, children make their own quick Tik Tok / YouTube style video to explain the importance of sleep and give top tips for getting better sleep</p> <p>Success criteria - Includes 5 reasons why</p> </td> </tr> </table>		<p>Video <i>Rise Above: Sleep! Let's talk about it!</i> https://www.youtube.com/watch?v=g_9_fCgl7yY</p> <p>Video <i>Roman Kemp's Sleep Experiment</i> https://www.youtube.com/watch?v=taRxxkswNWA</p> <p>Optional Video <i>All About Sleep</i> https://www.youtube.com/watch?v=x3-2XQISaE4 (Informative and clear, but long)</p> <p>Additional PowerPoint Presentation <i>Public Health England: Rise Above for Schools</i> Year 6 lesson plan pack Pupils explore the benefits of good quality sleep and</p>	<p>Activity <i>Make video</i></p> <p>Information (To Print) https://www.nhs.uk/live-well/sleep-and-tiredness/healthy-sleep-tips-for-children</p> <p>Inspired by the Rise Above video, children make their own quick Tik Tok / YouTube style video to explain the importance of sleep and give top tips for getting better sleep</p> <p>Success criteria - Includes 5 reasons why</p>
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rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

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

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

Science links:

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

learn strategies for better sleep
Original download found [here](#)

Class Discussion

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

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

Extension

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

Teeth

Video (recap from LKS2)

E-Bug: Tooth brushing demonstration film
<https://www.youtube.com/watch?v=Bi3R0cTie7c>

Class Discussion

- Why is it so important to brush our teeth?
[Removes harmful bacteria, prevents build up of things that are bad for our teeth, prevents bad breath]
- Why is flossing also important?
[It removes the bacteria and old food from between the teeth, where the toothbrush cannot reach]
- Why should you not rinse your mouth out with water after brushing your teeth?
[The toothpaste contains good chemicals that protect your teeth, but they have to stay in your mouth for a while. Spit out most of the toothpaste, but leave a small amount in your mouth - don't rinse it out]

Key Information

- You should brush your teeth twice a day (always before you go to bed)
- You should floss (or use interdental brushes) once a day to get rid of the the food and plaque in between your teeth
- Using mouthwash is also useful, but not after you've just brushed your teeth: this will rinse away the toothpaste.
- Remember: After you've spat most of the toothpaste out, you should not rinse your mouth so the chemicals

###

Activity
Research

Print/Access on digital devices:

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

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

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

Children explore information, filling in scaffolded research sheet

	<p>continue to protect your teeth.</p> <p>- Food and drinks high in sugar (sweets, juice and fizzy drinks) are bad for your teeth and should be avoided if possible</p>	
<p>Sugar</p>		
	<p>Presentation: Sugar Smart English Lesson https://digitalcampaignsstorage.blob.core.windows.net/schools/production/uploads/ckeditor/attachments/269/Upper_KS2_English_lesson_PowerPoints.zip</p> <p>Recap presentation: The Healthier Snacking Show https://digitalcampaignsstorage.blob.core.windows.net/schools/production/uploads/ckeditor/attachments/167/The_Healthier_Snacking_Show_-_upper_KS2_powerpoint.pptx</p> <p>Video Recap: Explaining tooth Decay https://www.youtube.com/watch?v=_ollv59bTL4</p> <p>Video Rise Above: SUGAR! https://www.youtube.com/watch?v=8TMloOFmcDY</p> <p>Video BBC: The effects of different drinks on teeth https://www.bbc.co.uk/bitesize/clips/znr4w</p>	<p>Optional Activity Children use the following fact sheet to help them write a persuasive letter about sugar levels in food. See Sugar Smart Presentation for more information</p> <p>Sugar Smart Fact Sheet https://digitalcampaignsstorage.blob.core.windows.net/schools/production/uploads/ckeditor/attachments/228/Upper_KS2_English_letter_fact_sheet.pdf</p>
	<p>Further Resources Lessons to raise awareness of the effect of sugar on our bodies Sugar Smart Maths Lesson Sugar Smart Maths Worksheets</p>	<p>Activity (Home Learning) Encourage families to download the sugar smart app, which allows the user to scan a food item and find out how much sugar is inside: Apple phones and tablets Android phones and tablets</p>
<p>P4) Why do some people take drugs?</p> <p>180 minutes</p> <p>Objectives</p> <ul style="list-style-type: none"> - 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 	<p>Drugs High quality resources to explain this topic to SEND children are available here: https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-education-lesson-plans-pupils</p> <p>Presentation: Why do some people take drugs?</p> <p>Key Question Why do some people take drugs?</p> <p>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)]</p>	

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tobacco

Key vocabulary

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

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 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)]

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?

Activity

Research

Key Information

Print information or use

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People take drugs for a number of reasons

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 moreTake 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

electronic devices to navigate to 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

Activity ##

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	<p>- 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]</p> <p>Key Information Why is smoking bad for your health?</p> <p>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.</p> <p>Video <i>How smoking 30 packs of cigarettes wrecks your lungs</i> https://www.youtube.com/watch?v=HD_r66sFjk</p> <p>- Can you list 3 reasons why smoking is bad for your health?</p> <p>Optional Video <i>Smokefree 'Health Harms' 2019 TV ad – Mutations</i> https://www.youtube.com/watch?v=SUZNqy09BCc</p>	<p><i>Risk Match</i></p> <p>Give the children flashcards with a range of information about the risks of smoking and a diagram of the human body</p> <p>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')</p> <p>Print and share one between two Health Matters: How Smoking Harms (original source)</p> <p>- Use this to mark answers to the activity and for reference throughout the lesson</p>
	<p>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?</p> <ul style="list-style-type: none"> - 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 <p>[Link to lesson about peer pressure: Fr3) Should friends tell us what to do? ##]</p>	<p>Optional Activity Smoking experiment</p> <p>Demonstrate the damage that smoking can do, using a plastic bottle, some cotton wool and a real cigarette</p> <p>Take children outside, following guidance on the risk assessment</p> <p>Look at damage caused to the cotton wool by the smoke and compare to the video - if we did this 300 times, would the effect of the experiment be the same?</p> <p>Exemplar risk assessment</p>
<p>Information for teachers <i>NHS guidance: Health risks of smoking</i> https://www.nhs.uk/common-health-questions/lifestyle/what-are-the-health-risks-of-smoking/</p> <p><i>NHS guidance: Health risks of drinking alcohol</i> https://www.nhs.uk/live-well/alcohol-support/the-risks-of-drinking-too-much/</p>		
<p>P5) Where should I get my health information?</p>	<p>Presentation: Where should I get my health information?</p> <p>Key Question Where should I get my health information?</p>	<p>Activity <i>Verify information</i></p> <p>Sadly, a dangerously high number of people believe</p>

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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

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?
 - 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

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 [this 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/>

vitamins.

- Was the inaccurate article completely untrue?
[No - they just *exaggerated* 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.

Further vaccination information from The University of Oxford

<https://vk.ovg.ox.ac.uk/vk/measles>

*Information gathered from the following websites

Accurate information

Article from the NHS explaining the scientific reality

<https://www.nhs.uk/conditions/vitamins-and-minerals/vitamin-d/>

Accurate information

Article from the BBC explaining the scientific reality

<https://www.bbc.co.uk/news/health-52371688>

Misinformation

Article exaggerating the link between Coronavirus and lack of vitamin D

<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

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/>

Government information about 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>

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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

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

Presentation: How do I save a life?

[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 [Lifewise - formerly Crucial Crew](#)). There are multiple links to governmental organisations who specialise in safety advice, most of whom have ready made lesson plans for you to use]

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]

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)

Resources for schools in rural areas:

Video

'Farm Safe' for eight to 11 year olds

<https://www.youtube.com/watch?v=f19kQvZiAk>

Lesson Plans

"Be Aware Kids" Child Safety on Farms Campaign

https://www.hseni.gov.uk/sites/hseni.gov.uk/files/publications/%5Bcurrent-domain%3Amachine-name%5D/activity_resource_pack.pdf

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

Burns

See presentation for guidance on how to treat burns

Website for research

<https://safetea.org.uk/>

Original information from:

https://safetea.org.uk/wp-content/resources/SafeTea_ReachChart_Final.pdf

Rail

Video

Level crossings - Teenager distracted by music

<https://www.youtube.com/watch?v=ZHV55uKHpp8>

Video

Staying safe on the railways with Scouts and CrossCountry

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

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use of digital devices when out and about

Video

Railway crossing mistakes

<https://www.youtube.com/watch?v=tI8mXzEJfFE>

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/?page%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>

Cycle safety

<https://vimeo.com/310302844>

Left turning lorries

<https://vimeo.com/289477802>

Research using website

Road safety information

<http://www.brake.org.uk/educators>

Sun Damage

Video

Despicable Me 2 Sun Safety Campaign

<https://www.youtube.com/watch?v=7UWvqNeqX6E>

Activity

Research sun protection advice

NHS guidance

<https://www.nhs.uk/live-well/healthy-b/ody/sunscreen-and-sun-safety/>

SKCIN.org guidance

<https://www.skcin.org/sunSafetyAndPrevention/theFiveSsOfSunSafety.htm>

Water

<p><i>PSHE association lesson resources</i> https://www.pshe-association.org.uk/curriculum-and-resources/resources/water-safety-guidance-lessons-and-resources-ks2</p> <p><i>RNLI: Float to Live</i> https://rnli.org/news-and-media/2017/may/25/rnli-respect-the-water-2017-video-news-feature</p> <p>RNLI resources found at: https://rnli.org/youth-education/education-resources/upper-primary</p> <p>ROSPA - Water Safety Code https://www.rospa.com/leisure-safety/Water/Advice/Children-Young-People</p>	<p>Activity <i>Role play</i> <i>(Rescue stations role play activity - page 6)</i></p> <p>Original download from https://canalrivertrust.org.uk/explorers-games/water-safety-lesson-plan.pdf</p>
<p>Fireworks - Deliver in run up to Fireworks Night</p>	
<p>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</p> <p>Video <i>Bonfire Safety Primary School Film</i> https://www.youtube.com/watch?v=zxsh7zVGtWk About the dangers of putting aerosol cans into fires</p>	<p>Research using websites <i>Newsround advice</i> https://www.bbc.co.uk/newsround/15357129</p> <p><i>ROSPA advice</i> https://www.rospa.com/home-safety/Advice/Fireworks-Safety.aspx</p> <p><i>Bonfire night information</i> http://www.bonfire-night-safety.co.uk/pdf/bonfire-night-safety.pdf</p>
<p>First aid</p>	
<p>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 https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</p> <p>More resources are available from the Red Cross https://www.redcross.org.uk/get-involved/teaching-resources/life-live-it</p>	<p>Included in St John's Ambulance resources</p>
<p>When to call 999</p>	
<p>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/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-calling-for-help-lesson-plan-and-teaching-resources/</p>	<p>Included in St John's Ambulance resources</p>

Section 6: Growing up

Objectives / Questions

Discussions

Activities

Puberty

N.B. These units are provisional, as we have not completed community consultations, which have been suspended due to the Covid-19 lockdown

G1) How will my body change as I get older?

Objectives

- Understand the physical changes that people go through during puberty, particularly ages 9 -11

Key vocabulary

Puberty, testicles, penis, Adam's apple, erection, ejaculation, vagina, vulva, clitoris, discharge, menstruation, period, wet dream

PSHE links:

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

Presentation: How will my body change as I get older?

Key Question

How will my body change as I get older?

Key Information

A number of changes happen to our bodies as we transition from children to adults. These changes can come at any time (from 8 to 18). They can happen in any order and can come quickly or very gradually.

All people

- Have 'growth spurts' and get taller and stronger quickly
- Sweat more - skin and hair become more greasy and you may develop a stronger body odour
- Grow pubic hair under our arms on our legs and around our genitals. Some people also get more hair on the rest of their bodies, especially on their backs, chest and abdomen.
- Face and body change shape
- May develop acne (spots) because of the changes to your skin and hormones inside your body
- You will need lots of sleep
- However, you may want to stay up and get up later (teenagers often prefer to stay in bed in the morning and will get less tired in the evenings). It can be hard to get enough sleep: you will often be very busy, trying to balance school work, family life and your friendships

Optional video

Puberty, Body Odour and Other Changes for Boys (song)

<https://www.youtube.com/watch?v=4SRXvGHKA-k>

- This video is about changes that happen to males. Are they the only ones who get bodily odour and need to wash more?

[No - males and females equally need to keep clean]

Starter Activity

Play some [warm-up games](#) to make sure everyone feels relaxed and ready to contribute

Activity

Identify areas of change

Give children a blank outline of a male and female body

In groups, children use post-it notes to identify areas of the body that will change as they go through puberty.

Refer back to these diagrams at the end to assess progress

Key Information

We are now going to learn about the specific changes that happen to males and females. To do this, we will need to know the specific vocabulary that relates to male and female body parts.

Throughout this lesson, we will refer to 'Male' and 'Female' instead of 'Boys' and 'Girls'. Male and Female refer to your 'Biological Sex'

This refers to the way your body is made:

- 1) Your genetics (DNA)

Activity

Label anatomy

Children label male and female external genitalia

- 2) Your hormones
- 3) Your genitals (whether you have a penis or a vagina)

Some people are more comfortable choosing their own gender
 - Most people who are born 'Male' are happy to be a 'Boy'
 - Most people who are born 'Female' are happy to be a 'Girl'

However...

- Some people who are born 'Male' prefer to be a 'Girl'
- Some people who are born 'Female' prefer to be a 'Boy'
- Some people prefer to be neither ('Non-binary) or both (Gender Fluid)

We should respect these people's feelings when talking about gender and biological sex

Images

Look at diagrams of external genitals - male and female
 Model how to pronounce each word

[N.B. Do not discuss how these organs are used during sexual intercourse, which is covered in optional [Unit Sx2 - 'How are Babies Made?'](#)]

Males only:

- Often grow more hair on their faces
- Develop an Adam's apple. This is their voice box, which grows larger, allowing their voice to become lower - this is referred to as your voice 'breaking'. Teenage males will often lose control of their voice, causing it to change in pitch rapidly (or 'squeak'), which can be embarrassing, but it is completely normal.
- Genitals change - testicles 'drop', meaning that they get larger and protrude more from the body. Penises grow longer and larger.
- Penises can become 'erect' - meaning that they change in size, sometimes becoming larger and stiffer. They can sometimes 'ejaculate' too -which means that a white liquid comes out. This is completely normal and nothing to worry about.
- Males can have 'wet dreams', where a white liquid can come out of their penis at night when they are sleeping. This is completely normal, and nothing to worry about.
- Chest, shoulders and muscles grow and become more noticeable

Videos

What is a wet dream?

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

Females only:

- Vaginas can produce white/colourless discharge, especially in the days leading up to periods. This is completely normal, and nothing to worry about.
- Breasts develop - breasts and nipples grow larger
- Hips get wider
- Body starts to change shape (develop 'curves')
- May put on weight

Activity

Venn diagram

Children sort cards into changes that happen to:

- Males
- Females
- Both
- Neither (false)

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	<ul style="list-style-type: none"> ● Start to get periods (this can happen at any time, from age 8 to 18, but usually from 11-15) <p>Videos <i>Puberty in Girls: Boobs and More</i> https://www.youtube.com/watch?v=umpBnlxOqy8</p> <p>Vocabulary Take some extra time to recap the subject-specific vocabulary from this lesson, which will be new to many children.</p>	
<p>G2) How will my feelings change as I get older?</p> <p>Objectives - Understand the emotional and mental changes that people go through when they reach puberty</p> <p>Key vocabulary <i>Hormones, moods, anxiety, insecurity, self-conscious, risk</i></p> <p>PSHE links: <i>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</i> <i>H31. about the physical and emotional changes that happen</i></p>	<p><u>Presentation: How will my feelings change as I get older?</u></p> <p>Class discussion - How do teenagers behave? [Each teenager is unique, but there are certain issues that all teenagers face. It can be a tricky time emotionally, but with the right support from friends and family, it can be a really fun time]</p>	<p>Activity <i>What I've heard</i></p> <p>On post-it notes, children write things that they have heard about puberty and stick them on the whiteboard.</p> <p>Address any important misconceptions, and refer back to these at the end of the lesson</p> <p>Alternatively, focus on any worries that the children have - they can write those instead</p>
	<p>Key Information A number of changes occur when you reach puberty. Some of these are because of the way your body produces hormones differently; the way that other people treat you; the things that are important to you; and new thoughts that we didn't have as children.</p>	

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when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

Hormones

- What are hormones?

[These are chemical in our bodies that affect our bodies and the way we feel about things]

- They can make us have 'mood swings', where our emotions change rapidly. For example, we may be very happy one minute and then sad the next. This can make us feel anxious or depressed, as well as excited and confident. It is important to remember that these emotions are often temporary (even if that's hard to imagine) and you will soon return to your normal self

- It will take you a while to get used to these new feelings but, with support, you will learn to manage them

- You may find it harder to get up in the mornings

The way people treat you

- Being a teenager can be hard, because you are not a child but also not yet an adult. This can make it hard for you to find your place in the world

- Your school work will become more important, as you approach significant milestones, such as completing your GCSEs. This may cause you to feel stressed

- You may clash with parents, carers or teachers, because you want more independence, although you may not have the right experience or maturity to be given this freedom

The things that are important to you

- Your priorities will change as you become a teenager. You will want different things than you used to.

- These are examples of things that may become more important to you:

- Spending more time alone
- Seeing your friends outside of school
- Being popular
- How you look
- Spending time on social media
- Hobbies

- These new priorities will be hard to manage, because you will need to balance them, on top of other important things, such as your school work and spending time with your family

New thoughts

- As your brain matures, you will start thinking about things in a new way. This means you will become more intelligent and better at making decisions, but it will also bring new challenges.

- These are example of new thoughts that you may have:

- Insecurities - You may start to worry about what other people think of you more. You may be critical of yourself, or think that you are not good enough. These insecurities may be about your body (especially as it changes shape and size), your clothes or how much other people like you. Some people hit puberty early, some late. Both of these groups will likely feel self-conscious about it. Make sure that you don't make comments about other people's journey through puberty
- Confidence - You may go the other way, and become much more confident than before.

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This is mostly a good thing, but you have to be careful not to hurt other people’s feelings or show off too much

- Being ‘normal’ - You might feel an urge to fit in and be ‘normal’. Of course, no-one is actual ‘normal’ (we are all unique) but this may lead you to change things about yourself
- Taking risks - teenagers take more risks than other people, often without thinking about the consequences. It is important to weigh-up the positive and negative effects of your actions. You will often ‘get the urge’ to do something, but acting on this impulse without thinking will often lead to negative results
- Thinking about ‘romantic’ relationships - Older teenagers will start to think about people that they ‘fancy’ or are attracted to romantically. These kind of relationships are different to friendships

Class Discussion

- How can we get through these changes?

- Support each other
- Seek help when you need it, from friends, family and adults in school and other agencies, such as childline (0800 1111)
- Think carefully before acting and be kind
- Remember that emotions are temporary and will pass over time
- Remember that everyone is going through the same worries, even if they don’t show it
- People can feel sensitive, especially about the way that their body is changing. Try not to make comments about the changes that other people are going through - they may well feel self-conscious about it

Activity Feedback

When children complete the activity, it is important that you clarify the answers, as many of them are about stereotypical behaviours that are not always true. Many of our assumptions about teenagers are based on the extreme behaviour of a minority, rather than an accurate reflection of the truth

Class Discussion

- Do all cultures approach puberty in the same way?*

[No - many people have celebrations or ceremonies to mark the transition into adulthood. For example, Jewish people have Bar Mitzvah or Bat Mitzvah ceremonies when they are 12 or 13 years old]

Activity

True, false, partially true

Sort a selection of statements into one of three piles:
True, False or Sometimes true

Statements:

Teenagers are grumpy

Your interests stay the same when you become a teenager

If you are not normal then there is something wrong with you

Teenagers are lazy

Teenagers are anxious

Everyone experiences puberty

Everyone develops at the same rate

Teenagers

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		<p>make bad decisions</p> <p>Teenagers are more likely to take risks</p> <p>Teenagers think about how they look a lot</p> <p>Teenagers are antisocial</p> <p>Once you hit puberty, you are an adult</p> <p>Some religions have special rights of passage when children hit puberty</p>
<p>G3) How do I stay clean as I get older?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Changes and importance during puberty. - Hygiene (personal hygiene) 	<p>* Schools should consult parents about particular rights of passage or ceremonies that children go through during puberty and use this as an opportunity to explain and celebrate the cultures in their community</p> <p>N.B. FGM is <u>not</u> a typical practice among most communities, but schools should be aware of ways to identify and safeguard children who are at risk</p> <p>Information for teachers about FGM prevention</p> <ul style="list-style-type: none"> - Most children will not need specific information about FGM beyond the fact that consent is required for someone to touch our bodies - Teachers will need training on FGM prevention and be able to accurately identify the groups that are at risk - It is important that teachers do not make assumptions about those at risk using stereotypes, and they must ensure that they are up to date with official government advice, and use this information to assess safeguarding risks - Click here for further links to official guidance and information <p>N.B. These units will be completed in more detail following the completed community consultations, which have been suspended due to the Covid-19 lockdown.</p> <p>This is a provisional lesson plan:</p> <p>Presentation: How do I stay clean as I get older?</p> <p>Key Information</p> <ul style="list-style-type: none"> - During puberty, our skin changes. Sweat glands produce more sweat - sometimes it can begin to smell 	<p>Activity</p> <p><i>Sort essential from luxury</i></p> <p>Sort into two groups:</p> <ul style="list-style-type: none"> - Essential products

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- Malin Bridge lessons

Key vocabulary

Hygiene, sweat glands, smegma, genitals, bacteria, essential, luxury, poverty

PSHE links:

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

- The oil glands in our skin and hair become more active and can make hair and skin greasy
- Some people get spots (acne). Contrary to popular opinion, this is not caused by poor hygiene. If acne is serious, a doctor may be able to help
- When children become teenagers, they need to take their hygiene even more seriously to counteract these changes
- Cleaning your skin once a day with soap and washing your hair with shampoo every one or two days is a good way of staying clean and healthy
- The parts of our body which need cleaning the most thoroughly are our armpits and our genitals

Advice from the NHS for keeping penises clean*:

“Gently wash the penis with warm water each day when you're having a shower or bath. If you have a foreskin, pull it back gently and wash underneath.

If you don't wash underneath the foreskin correctly, a cheesy-looking substance called smegma may begin to gather.”

Advice from the NHS for keeping vaginas clean*:

“Use plain, unperfumed soaps to wash the area around the vagina (the vulva) gently every day.

The vagina will clean itself inside your body with natural vaginal secretions (discharge).

During your period, washing more than once a day may be helpful”

- What other parts of our body do we need to keep clean?

Hands

To prevent the spread of disease, such as corona virus and flu

Feet

Feet should be cleaned thoroughly every day. Change your socks regularly to prevent foot odour. Make sure your shoes fit to avoid discomfort. Watch out for verrucas - they can easily spread to other people, so treat them quickly if you spot them

Nails and Toenails

Clean under your nails to prevent a build up of dirt

for keeping clean
- Luxury products that we don't need

- Does everyone have access to these essential items?

[No - some people struggle to purchase these items, especially if they cannot afford them and have to get their groceries from a food bank]

Teeth

- Oral hygiene continues to be important during puberty
- It is covered in full detail in unit [‘P3\) Can I avoid getting ill?’](#)

Further Information for Teachers

	<p>(Contains references to sexual intercourse)</p> <p><i>How to keep a penis clean</i> https://www.nhs.uk/live-well/sexual-health/how-to-keep-a-penis-clean/</p> <p><i>Keeping your vagina clean and healthy</i> https://www.nhs.uk/live-well/sexual-health/keeping-your-vagina-clean-and-healthy/</p> <p><i>Poster about hygiene during puberty</i> https://www.daydreameeducation.co.uk/poster-keeping-clean-pshe024</p>	
<p>G4) What is Menstruation?</p> <p>NHS staff in Sheffield have recommended that this unit is taught at the end of year 4 or in year 5</p> <p>Objectives Understand the process of menstruation and how to manage it effectively</p> <p>Key vocabulary <i>Menstruation, menstruator, periods, vagina, vulva, ovaries, ovum, hormones, uterus</i></p> <p>PSHE links: <i>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</i></p> <p><i>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</i></p>	<p>Presentation: What is Menstruation?</p> <p>Key Information Explain the anatomy of the female reproductive system</p> <p>Video <i>All About Getting Your Period</i> https://www.youtube.com/watch?v=RX4NJrJxwss</p> <p>Key Information Explain the menstrual cycle:</p> <ul style="list-style-type: none"> ● Who menstruates? [Biological females] ● At the start of each cycle, an ovum (egg) is released from the ovaries ● The uterus grows a soft lining, which is where a baby could grow ● The egg travels to the uterus ● Unless the person is pregnant, the egg does not turn into a baby ● The lining of the uterus is pushed out into the vagina, so it can be renewed to start the cycle again ● When it starts: 8 - 18 (normally 10 -16) ● How often it happens (roughly once a month, but it varies) ● How long it lasts for: 3 - 8 days (usually 5) ● What happens? <ul style="list-style-type: none"> ○ Small amount of blood comes out of the vagina (2-5 tablespoons) ○ May experience headaches, upset stomach, cramps or tummy pain ● Menopause ● Emotions ● Menstruation management (sanitary products) <ul style="list-style-type: none"> ○ Sanitary pads/towels ○ Tampons ○ Menstrual cups ○ Application, cost and safety 	<p>Activity <i>Quiz</i> After watching the video, question the children about the content</p> <p>Activity Children have time to explore resources, information and products relating to menstruation.</p> <p>Have a range of menstrual products available for pupils to look at, discuss and ask questions about.</p> <p>Comprehension questions to assess understanding.</p>
	<p>Information for teachers</p> <p>If the school leadership has chosen to teach units about sexual intercourse (optional), links between menstruation and sexual intercourse should be made explicit; in this case, children should be taught about fertilised and unfertilised eggs (ova) and how the fertilisation occurs due to sperm meeting the egg (ovum).</p> <p>A significant number of people (around 10% of females) will experience their first period</p>	

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before the end of primary school. After consultation with NHS staff, we recommend teaching about menstruation in year 5 to avoid any avoidable distress for those who start their periods early.

Teachers should think carefully about the unconscious bias that they may have when describing periods. For example, try to avoid words that portray menstruation as being unclean, or an ailment (for example “suffer from periods”). Instead, frame it as a sign of good health and a normal part of life.

Use the word ‘menstruator’ instead of woman/girl to describe people that experience periods. This will ensure that menstruation education is fully inclusive of trans and non-binary people.

If schools have children who identify as boys, but who are likely to experience periods, then specific intervention is recommended to ensure that they feel included in this conversation.

Useful Links

<https://www.nhsinform.scot/illnesses-and-conditions/sexual-and-reproductive/periods>

<https://www.nhs.uk/Livewell/puberty/Documents/fpa-periods-PDF.pdf>

<https://periodpositive.com/>

Video

How to put in a tampon

<https://www.youtube.com/watch?v=Tgld2kYm8tw>

Sexual reproduction

Statutory lesson - Taught through science - does not include sexual intercourse

Sx1) How do plants and animals reproduce?

(Statutory - Taught through science - does not include sexual intercourse)

Objectives

- Mechanism of plant and animal fertilisation ([as per science programme of study](#))

This lesson is part of the science programme of study and is therefore outside the remit of this curriculum.

Sexual reproduction

Non-statutory lesson- taught at the discretion of the leadership of each school

Schools can choose to teach all, part or none of this unit, as they see fit

The government recommends that schools consult their communities before delivering any sex education

These units are provisional, as we have not completed community consultations, which have been suspended due to the Covid-19 lockdown

Sx2) How are babies made?

(Not statutory - taught at the discretion of the leadership of each school)

120 minutes

Objectives

- To know the internal sex organs and how they are used to create a baby

- To know the basic facts about what happens during sex

- To know that the law states that people should not have sex until they are over 16 and consent is given by those involved

Key vocabulary

Penis, pubic hair, foreskin, scrotum, testicles, erection, ejaculate, sperm, urethra, clitoris, anus, vagina, labia, cervix, uterus, ovary, fallopian tube, ovum, reproduction, pregnancy, discharge, fertilisation

PSHE links:

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

Overview

We *are* covering the following subjects:

- 1) Anatomy - External and internal genitalia
- 2) Mechanics of sexual reproduction (how the penis goes inside the vagina)
- 3) How sperm and ova combine to form an embryo
- 4) How an embryo grows into a baby, inside the uterus
- 5) Consent and the law

We will *not* be covering the following subjects:

- 1) Sexual positions
- 2) Specifics of sexual relationships
- 3) Speculation on how sexual orientation relates to sex

Pre-assessment

Before the lesson, ask children to anonymously write down what they already know about 'How Babies are Made', along with any questions that they have

Read through the answers to identify misconceptions

Add some of the questions to the presentation, to ensure that they are addressed

[Presentation: How are Babies Made?](#)

Key Information

All of us were babies once. Before that, we came from inside our mother's tummy. But how does that work, and how did we get there? All will be revealed...

Starter Activity

Play some [warm-up games](#) to make sure everyone feels relaxed and ready to contribute

1) Anatomy - External and internal genitalia

Key Information

We all go through puberty. This is the transformation between being a child and an adult. We are not able to create children until we have started to go through puberty.

To understand how a baby is made, we first need to understand our bodies. We need to know how our reproductive system works. This includes our genitals (otherwise known as private parts).

Our genitals can be seen on the outside of our body, but the reproductive system includes parts that are inside us as well.

Class activity

Today, we are going to use some language that we wouldn't normally use in the classroom. Most of the time, these words aren't relevant at school. However, it is important that we use the proper words when it *is* appropriate.

Activity

Children label male and female external genitalia

Repeated from '[G1 How will my body change as I get older](#)'

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On a shared piece of paper, we are going to write down any words that we know that refer to our genitalia (or private parts). **Don't** worry about being rude during this activity. Some of these words are ones that you might be embarrassed to say, but if you use them correctly, and at the right time, it is not a problem.

Key information

You will probably know many different words to refer to your genitals. Today, we are going to learn the correct scientific vocabulary. This is useful if you want to be really clear (for example when talking to a doctor about your health). They are also the best words to use in school (for example in a science lesson).

Images

Pictures of female and male genitalia

- Everyone's genitals are different
- They vary in size, shape, colour and texture
- As we get older, they will get bigger and change shape. This is completely normal
- Point out the following features:
 - Penis, urethra, foreskin, testicles, scrotum
 - Vulva, vagina, urethra, clitoris, labia

Male Glossary

Penis - Spongy organ that allows urine (wee) and semen to pass out of it. It can change in size. Sometimes it becomes harder and bigger. This is called an erection.

Foreskin - Ring of skin that covers the end of the penis. Some people have this removed (sometimes for religious reasons). It is normal to have it, and normal to remove it

Testicles - Two balls, which grow bigger during puberty, that produce semen, sperm and hormones,

Scrotum - The sack that protects the testicles

Female Glossary

Vulva - The external part of the genitals. It includes all the other parts (clitoris, urethra, labia, opening to the vagina)

Clitoris - Small, sensitive organ at the front of the vulva

Labia - Lips at the side of the vulva

Unisex Glossary

Urethra - Tube that travels from the bladder to a hole at the end of the penis (male) or in the vulva (female). It is where urine comes out when you wee

Video

Biological Female Anatomy

<https://www.youtube.com/watch?v=i9QgcCK6FKM>

	<p>Video <i>Biological Male Anatomy</i> https://www.youtube.com/watch?v=G2ciOhidKpg</p>	
	<p>Key information Our genitals perform two different jobs: - Allow us to urinate (wee) - When we are adults, we can use our genitals to have sexual intercourse (sex) and to create babies (reproduce)</p> <p>Images <i>Pictures of female and male internal reproductive system</i> - Point out the following features - Penis, testicles [+ urethra, bladder] - Vagina, cervix, uterus, ovaries [+ urethra, bladder]</p> <p>Glossary of female internal reproductive organs <i>Vagina</i> - The passage, inside the body, that connects the vulva to the uterus <i>Uterus</i> - The organ where menstruation happens and babies can grow <i>Ovaries</i> - The organ that produces eggs <i>Bladder</i> - The organ where urine (wee) is stored [not part of reproduction]</p> <p><i>Top Signs Boys are in Puberty</i> https://www.youtube.com/watch?v=onggxBVI4qw</p>	<p>Activity Children label male and female internal genitalia</p>
	<p>2) Mechanics of sexual intercourse (how the penis goes inside the vagina)</p>	
	<p>Key Information For a baby to be conceived (made), a human sperm (from a male) must be combined with an egg (from a female).</p> <p>For this to happen, it must move from a male to a female body. This normally requires sexual intercourse (or sex).</p> <p>Sex happens between two people who like each other a lot. It is very intimate and normally involves being very close together with no clothes on.</p> <p>Sexual intercourse involves the penis going inside the vagina. For this to happen, the penis must become stiff and grow in size. The vagina might also change and become moist, to make it easier for the penis to go inside it.</p> <p>Once the penis is inside the vagina, sperm can travel from the testicles, through the penis and into the vagina. It then moves inside the female body, through the uterus.</p> <p>If a sperm meets an egg near the uterus, this might result in a baby being conceived (made).</p>	<p>No activity</p>

3) How sperm and ova combine to form an embryo

Key Information

Sperm are tiny cells, which have tails that allow them to swim. They are so small, you need a very strong microscope to see them.

Ova (eggs) are also small cells, which are produced in the ovaries. Once a female has reached puberty, an egg will be released into the uterus roughly once a month.

If the sperm meets the egg, they will join together to form an embryo, which is the first stage of development for a baby.

Video

Pregnancy and Reproduction Explained

<https://www.youtube.com/watch?v=OeidOS4IqeE>

No activity

4) How an embryo grows into a baby, inside the uterus

Key Information

The embryo grows in the uterus. As it gets bigger, it will gradually develop human features. It takes 9 months to get ready for being born. Once the baby is ready, it will pass out of the body, through the vagina. This is what happens when people give birth.

Activity

Vocabulary match

Children match words to definitions

5) Consent and the law

Class discussion

Now we've learned about where babies come from, it's important to know some rules about sexual intercourse

The most important rule is that no-one should ever have sex unless they are old enough and really want to do it. Having sex without getting the other person's permission is a very serious crime

The law says that people should not have sex until they are 16

If you are ever worried about anything to do with sexual intercourse, talk to an adult that you trust

Optional recap video

(Already used in LKS2 and 'Fa2) Are families ever perfect?' - only use if deemed appropriate or if previous units have not been covered)

Consent for Kids

<https://www.youtube.com/watch?v=h3nhM9UJjc&t=37s>

No activity

Further Information

For schools wanting further resources about sex education, we would recommend this book:

Book

Sex and Relationship Education

By Molly Potter

(Page 48 and pages 54-60)

Buy

<https://www.amazon.co.uk/Sex-Relationships-Education-9-11-Relationship/dp/1408110873>

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/>