



LKS2 RSHE Curriculum Sections Overview

Relationships			Living in the Wider World
Family	Friends	Intimate (KS3+ Only)	Community
What makes a family? Fa1) Do Families always stay the same? Fa2) Are all families like mine? Fa3) Are boys and girls the same?	Keeping friendships healthy Fr1) What makes a good friend? Fr2) Are all friends the same? Fr3) Are friendships always fun?	/	Our Communities C1) How do we make the world fair? C2) Where do you feel like you belong? C3) How can we help the people around us? Online Safety Os1) Online strangers [P1] Os2) Sharing Online [P2] Os3) Friendship Online [S1] Os4) Personal Information [C2] Os5) Digital Media [N1] Os6) Verifying content and echo chambers [N3] <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i>

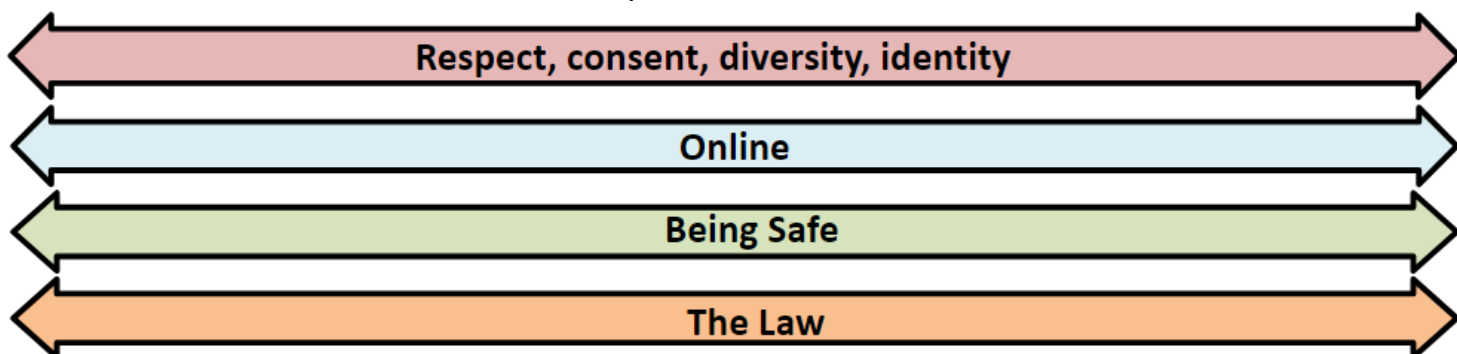
Health and Wellbeing

Mental Wellbeing	Physical Health	Growing up
Understanding My Feelings M1) How do I manage my feelings? M2) Are we happy all the time?	Staying healthy P1) How do I keep my body healthy? P2) How do I get a healthy diet? P3) How do I stop getting ill?	Menstruation G1) What is a period?



Relationships LKS2

Themes covered across 'Relationships' sections:



Section 1: Family

Objectives / Questions	Discussions	Activities
What makes a family?		
Fa1) Do families always stay the same? Objectives - Understand that families can change - Understand that parents can split up and people can die - Know that these events are not the fault of the child Key vocabulary <i>Foster care, adoption, divorce, break-up, death, grief, illness, disability</i> PSHE links <i>R7. To recognise and respect that there are different types of family structure (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</i> <i>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living</i>	Presentation: Do families always stay the same? # N.B. This subject matter will be particularly hard for children who have experienced parental separation or the loss of someone close to them. Facilitators should use their professional judgement when deciding how to approach this lesson Key Question Do families always stay the same? - Sometimes there are new additions (births, marriages, new partners) - Sometimes people leave (divorce, break-ups, illness, death)	No activity
	Family Breakdown	
	Book <i>When My Parents Forgot How to be Friends</i> By Jennifer Moore-Mallinos Buy https://www.amazon.co.uk/Lets-Talk-Parents-Forgot-Friends/dp/1908973234 Class Discussion - Was it anyone's fault that the adults argued? - Could the child do anything to fix the situation? - Why might it be upsetting when parents break up? - Is breaking up always a bad thing?	No activity
	Bereavement	



together, but may also live apart

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

Book

Badger's Parting Gifts

By Susan Varley

Buy

<https://www.amazon.co.uk/Badgers-Parting-Gifts-35th-Anniversary/dp/1849395144>

Preview

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

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

Activity

Write list

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

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

Extension

Explain why these things are so important to you

Information

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

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

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

Fa2) Are all families like mine?

Objectives

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

Key vocabulary

Religion, skin colour, Islam, Muslim, mosque, prayers, represent, discrimination, same sex

PSHE links

Presentation: Are all families like mine?

Key Question

Are all families like mine?

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

Class Discussion

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

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

Group Activity

Agree 1-10 Game

Do all families... ?

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

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

Book

Under my Hijab

By Hena Khan and Aaliya Jaleel

Buy

<https://www.amazon.co.uk/Under-My-Hijab-Hena-Khan/dp/1620147920>

Preview

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

Activity

Children design clothing for an important occasion that has something to do with your own culture (for example, a wedding, sporting match, camping trip, disco or



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

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

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

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

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

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

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

More lesson ideas from author's website:

https://www.leeandlow.com/uploads/loaded_document/720/UnderMyHijab_TeachersGuide.pdf

Read book and ask these questions:

Before reading the book

[If students are mostly familiar with hijabs]

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

[If students are not familiar]

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

After reading the book

- Which was your favourite hijab or hijab style in the book?
- When do characters wear a hijab?
[public spaces]
- When do the characters not wear a hijab?
[private spaces]
- What other groups of people have particular items of clothing that represent their religion, faith or culture?
[Turbans, crosses, kippah etc. - more examples and information here:
<https://www.tolerance.org/classroom-resources/tolerance-lessons/common-religious-clothing>]

- Why do some of the characters wear hijabs?

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

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

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

However, most girls don't wear the hijab regularly until adolescence. It is important to note that many observant Muslim women, including the author of this book, choose not to wear a hijab, based on their personal interpretations of Islamic religious requirements. Yet they may cover their hair in certain situations, such as visiting a mosque or while praying. As you saw on these pages, the hijab, like other types of

concert?)

Will it be colourful or simple?
Fun or serious?

Will it include a hijab, a turban, a sari, scarf, tie, hat or other accessories?

Optional computing activity

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

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

[Click on 'Start Design']

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

Extension

Students could also upload their own images to be used in the design of the scarf



	<p><i>clothing, is worn in many different styles depending on a person's individual taste and culture, and it can be a beautiful expression of Islamic faith.”]</i></p> <p>Class discussion</p> <ul style="list-style-type: none"> - What is culture? - What is the culture of the U.K.? - What are our common values? (Link to ‘British Values’) 	
	<p>Literacy stimulus</p> <p>Teachers are encouraged to use the following novel in their literacy lessons, so children can explore a book, whose main character is part of a Muslim family. It is about the adventures of a young Muslim boy, although most of the storyline is not about being Muslim, it is about being a young person, with joyful, funny, cheeky personality. It is similar in style to Diary of Wimpy kid or Tom Gates (suitable for KS2)</p> <p>Book</p> <p><i>Planet Omar</i> by Mian, Zanib</p> <p>Class Discussion</p> <ul style="list-style-type: none"> - What does your family have in common with Omar’s? - What is different? - Do you have any questions about the things you saw in the book? - What’s great about being in Omar’s family? - What kind of problems do you think Omar’s family might have? 	
<p>Fa3) Are boys and girls the same?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that all people deserve respect, even if they are different to other people - Appreciate that we all have different abilities and find different things challenging <p>Key vocabulary</p> <p><i>Gender, stereotype, sexism, bullying, disability, diversity, religion</i></p> <p>PSHE Links</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R32. about respecting the</p>	<p><u>Presentation: Are boys and girls the same?</u></p> <p>Book</p> <p><i>The Sissy Duckling</i> by Harvey Fierstein</p> <p>Buy https://www.amazon.co.uk/Sissy-Duckling-Book-CD/dp/144249817X</p> <p>Preview https://www.youtube.com/watch?v=lc5YMNbow1E</p> <ul style="list-style-type: none"> - What was Elmer good at? - What did he find challenging? - What did he do that made him a good friend? - Who was kind to him? - Who was unkind to him? - Why was Elmer’s papa worried about Elmer being called a ‘Sissy’? - How did Elmer save his papa? - Was Elmer a strong duck? - Did Elmer stop being a ‘Sissy’? <p>Key Information</p> <p>If people are being unkind to us regularly, and it is making us feel unhappy for a lot of the time, we should tell someone that we trust.</p> <p>No-one should have to put up with emotional abuse</p>	<p><u>Pre Assessment Activity</u></p> <p><i>Sort Toys</i></p> <p>Children sort images of toys into two piles: ‘Boys toys’ and ‘Girls toys’</p> <p>At first, don’t describe why the children are doing the activity - see if the children raise any objections. It’s important to ask these questions afterwards though, otherwise you will be enforcing gender stereotypes, instead of challenging them. If children do realise that they are being asked to do something that they disagree, praise their objections and tell them to share their thoughts with the class when the activity is complete.</p> <p>- Do you notice a problem with this activity?</p> <p>[The idea of boys and girls have to play with certain toys is sexist - children should be</p>



differences and similarities between people and recognising what they have in common with others EG 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

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

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

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

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

able to play with whatever they want: each person should choose what they want to do]

- Did anyone say anything when they noticed this activity was unfair? Why not?
[Sometimes we just go along with things without thinking. However, It is important that we 'call-out' any sexism that we see. If something is not ok, we should speak up. This is the bravest thing to do]

Class discussion

[A chance to find out if the children already have existing prejudices]

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

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

Video

Inspiring The Future - Redraw The Balance

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

- Stop at 0.56

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

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

- Play rest of film

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

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

- What might stop young women from choosing these jobs?

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

Activity

Draw someone doing a job that challenges a stereotype

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



Section 2: Friends

Objectives / Questions

Discussions

Activities

Keeping friendships healthy

Fr1) What makes a good friend?

Objectives

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

Key vocabulary

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

PSHE links

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

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

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
R18. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated

Presentation: What makes a good friend? #

Key Question

What makes a good friend?

Book

Be Kind

By Pat Zietlow Miler (2018)

Buy

<https://www.bookdepository.com/Be-Kind-Pat-Zietlow-Miller/9781626723214>

Preview

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

- Was anyone unkind in this book?
- What should you do if someone is unkind?
- In the book, the other children laugh at Tanisha; how might she have felt?
- What could you have done to help Tanisha?
- How many examples of kindness can you think of from the story?

Thinking Time

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

Class Discussion

- Why is it so important to be kind to the people around us?

[To make them feel safe, because other people feel things just as much as we do, our actions affect other people, they will be nicer to us]

- What can we do around school to be a good friend?

Revisit Key Question

What makes a good friend?

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

Group Activity: Weekly Plan

Look at this 'small acts of kindness' calendar

<http://www.readlittlemuslims.com/wp-content/uploads/2015/04/kindness.png>

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



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

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

Fr2) Are all friends the same?

Objectives

- Understand that differences in gender, skin colour, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment

- Discuss the similarities and differences between boys and girls,

Key vocabulary

Ramadan, Islam, Muslim, bullying, discrimination, gender

PSHE links

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

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

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

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

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

Presentation: Are all friends the same?

Book

Ramadan Moon

By Na'ima B. Robert

A story about the beauty, unity and excitement of Ramadan

Buy

<https://smile.amazon.co.uk/dp/1847802060>

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

Video

What is Ramadan

<https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zjc2bdm>

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

Book

Are You a Boy or Are You a Girl?

by Sarah Savage (2017)

Buy

<https://www.amazon.co.uk/Are-You-Boy-Girl/dp/178592267X>

Class Discussion

- Is Tiny a girl or a boy?*
- Does it matter?
- What makes a boy, or a girl?
- Is it ok for Tiny to pretend to be a pirate, or a footballer, or a fairy?
- Has Tiny been a good friend?
- Has Tiny done anything wrong?
- Has everyone in the book been kind?
- Why is it unkind to call Tiny 'it'?

[They might be a better pronoun for people who don't identify exactly as a boy or a girl]

Activity: The Tangled Web

Resources: This activity requires a ball of wool.

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

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

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

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

(from SEAL resource - 'Getting On' - Yellow pack)



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

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

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

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

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

- What questions do you have for Tiny?
- Would you like to be Tiny's friend?
- What might be fun about being friends with Tiny?

Class Discussion

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

Information for teachers

* Tiny is probably non-binary, although it doesn't make this clear in the text. Some people are non-binary, which means that they don't feel happy being labelled, and living, as simply a boy or a girl. If children have more questions about this, or make statements about things they already know, feel free to engage in this discussion: this subject should not be considered taboo. It will be covered in more detail in UKS2, in the lesson "[Fr6\) How do I accept my friends for who they are?](#)". You may choose to wait until then to introduce words like non-binary and transgender to your students.

Teachers can feel uncomfortable talking about this subject, often because they don't feel that they know enough themselves. This simple [diagram](#) helps you to understand some of the different components that go together to form someone's identity. This may be shown to the children, if the teacher feels that there is a need or interest from the children, although it may be too complex for them.

The advice of this curriculum is that it is better to keep things simple, and teach them well. However, some children or groups may need targeted advice. The school may decide to facilitate interventions for children who are questioning their gender identity and they may include that child's whole class if they felt that would be helpful. There may be reasons for schools to teach words such as 'non-binary' and transgender, because there are children in your school who identify as such or if you have had instances of transphobic bullying. You may wish to use these [slides](#) to help explain the issue to children in your setting.

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.

Fr3) Are friendships always fun?

Objectives

- Understand that relationships come with a mixture of positive and negative emotions

Presentation: Are friendships always fun? #

Video

Winnie the Pooh - A portrait of Friendship

By A.A.Milne

Preview

<https://www.youtube.com/watch?v=Gall8S2GPuo>

Group activity

Friendship scenarios

Give children scenarios, featuring examples of friendship stressors

- Read out scenarios



- Appreciate that friendships are not always perfect
- Understand that it is normal to disagree with your friends
- Develop techniques to deal with conflict within friendships
- Understand when a relationship is unhealthy when support is required

Key vocabulary

Disagreement, positive and negative emotions, perfect, compromise

PSHE links

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

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

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

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

- Did Pooh want to sit down and be painted by Piglet?
[No, because he was hungry. He tried to sit still but couldn't manage it]
- Why did the others also not want to sit down and be painted?
[they all had other things that they wanted to do]
- What did Piglet realise?
[If you want to be a good friend, you sometimes have to compromise (meet them half-way)]
- What did Piglet do that meant everyone was happy? [He realised that you don't always have to have everything exactly like you want it - sometimes you have to compromise and think about other people's feelings too]
- Do you think that Piglet's friends should have sat still to be painted?
[No - you don't have to change what you're doing to please your friends all the time, but it's nice when you make a plan that ensures everyone can be happy]

Class discussion

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

Optional Video

Winnie the Pooh - A Bounciful Friendship

By A.A.Milne

Buy

<https://disneylife.com/ie/view/tales-of-friendship-with-winnie-the-pooh-shorts>

Preview

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

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

- Discuss the questions
- Make notes to share with class

Extension

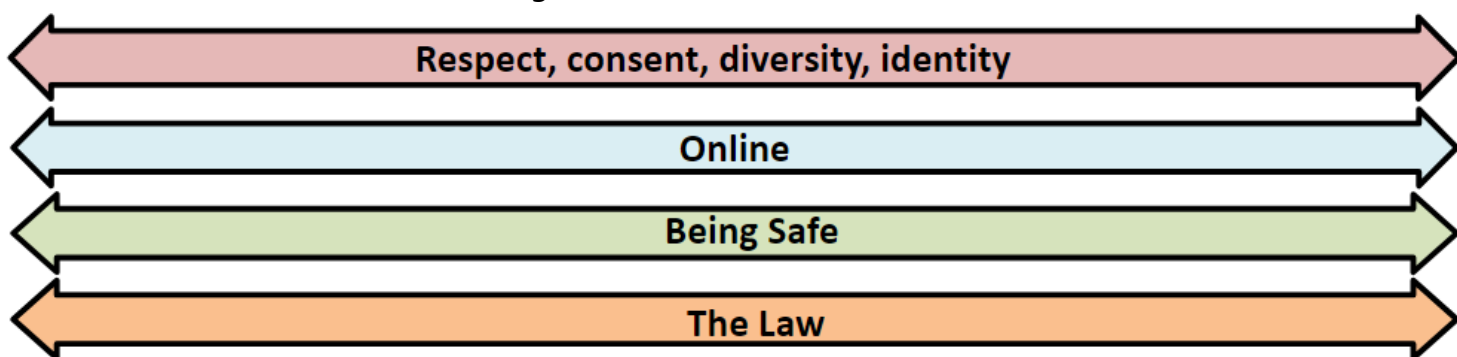
Encourage groups to act out each scenario, in both a healthy and unhealthy way

No activity



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) How do we make the world fair?

Objectives

- Understand what is meant by 'the rule of law' [link to British Values]
- Understand the basics of how laws are made and enforced
- Appreciate the reasons why we need laws and that these are not always the same for everyone (some people need

Presentation - How do we make the world fair?

Key Question

Why do we have rules...

- In families?

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

- In school?

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

Starter Activity

On post-it notes

Children write as many rules as they can think of

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



more protection - for example children)
 - Appreciate that the world is not fair and it is our responsibility to help those less fortunate
 - Identify our common values (Link to 'British Values')

Key vocabulary

Rules, laws, government, vote, rights, police, fair, equal, equality

PSHE links

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

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

L3. about the relationship between rights and responsibilities

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

- In countries?
 [We have to work together to make society a nice place. Adults have to pay tax, otherwise we couldn't pay people to help us, like doctors and street cleaners. The government makes laws to protect us, such as "Do not speed in your car" or "Do not hurt other people". The police make sure that everyone is sticking to the rules]
- In the world?
 [We have to share our planet with each other and with other living things. To protect each other and the natural world, we need laws to make sure governments make good decisions, such as stopping criminals and preventing climate change]

Why does this rule exist?

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

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

Story

UNICEF activity pack about protecting children's rights
https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/09/PPack_final.pdf
 Read Paddington story (page 3)

Big Question

Who makes the law?
 [The government]
 Who enforces the law?
 [The police and the courts]

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

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

Activity

Pack a Suitcase

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

Activity

Writing task

Imagine travelling 20 years into the future. How do you hope the world will look?

- What can you see?
- What are children's lives like?
- What made it a better place?



C2) Where do you feel like you belong?

120 minutes

Objectives

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

Key vocabulary

Community, citizen, support, belong, adoption, same-sex, gay, straight

PSHE links

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

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

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

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

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

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

Key Question

Where do you feel like you belong?

Stimulus

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

Class discussion

- How do our communities support us?
- Which member of your community might help you with each of these things:
Give us hugs, help us to wash, support us, be kind to us, help us to learn, keep the streets clean, provide food, take us places, help us if we are poorly, protect us from danger

[Complete activity worksheet]

Class discussion

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

Activity

Community Map

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

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

Continue activity

Add details to the worksheet
"Helps me to..."

[For example, 'football team': helps me to improve my football skills, helps me to have fun]



R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

L3. about the relationship between rights and responsibilities

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

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

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

[Disabled people might need extra support to access the things that they need. Older people might need more looking after than others. Some people have less money and might need help to get the essential things that they need. Most of this help comes from the government (benefits, hospitals, schools) but some comes from charities and families]

Book

And Tango makes three
by Justin Richardson

Buy

https://www.letterboxlibrary.com/acatalog/copy_of_copy_of_And_Tango_Makes_Three.html

Preview

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

Book about adoption and same-sex parenting

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

Class Discussion

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

Activity

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

Additional resources

Book

The Day War Came
by Nicola Davies

Buy

<https://www.amazon.co.uk/Day-War-Came-Nicola-Davies/dp/1406376329>

Preview

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

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

N.B. Trigger warning*

Book

The Name Jar
by Yangsook Choi (2003)

Buy

<https://smile.amazon.co.uk/dp/0440417996>

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



exclusion

Book

We Are Adopted

by Jennifer Moore-Mallinos (2007)

Buy

<https://www.amazon.co.uk/Are-Adopted-Lets-Talk-About/dp/0764137875>

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

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

- Do you need to have biological parents to thrive?

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

* 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.



C3) How can we help the people around us?

Objectives

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

Key vocabulary

Community, responsibility, acts of kindness

PSHE links

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

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

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

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

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

C3) How can we help the people around us?

Key Question

How can we help the people around us?

Videos

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

Video: *Series of videos about Young Carers**

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

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

Class Discussion

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

*If these videos do not work, use the one below, which is aimed at adults, but should still promote discussion:

Video: *A day in the life of a young carer - Jameal*

<https://www.youtube.com/watch?v=kdyd-R2b6YA>

Key Question

Can we make a difference?

Book

One Plastic Bag

By Miranda Paul

Buy

<http://oneplasticbag.com/where-to-buy/>

Preview

https://www.youtube.com/watch?v=_B6p04Zph04

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

Activity

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

Ongoing activity

(optional)

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

Activity

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

Video

"How To Make A Plastic Bag Bracelet"

<https://www.youtube.com/watch?v=XH4BxPas70>

This demonstrates how to make things out of plastic bags

**Video**

Demonstration by Isatou Ceesay, who is the inspiration for the book, on how to recycle plastic bags

<https://www.youtube.com/watch?v=r354rs7aYzI>

More ideas

<http://oneplasticbag.com/>
Including links to selling the recycled purses from the books and more information about Isatou Ceesay

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) Online strangers**Objectives**

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

Key vocabulary

Strangers, online, deception, social media

PSHE links

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

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

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

R22. about privacy and personal boundaries; what is appropriate in

Presentation: Trusting people online #

Who do we trust? [online or offline]

Re-watch: Lee and Kim - Animal Magic

(already covered in KS1)

<https://www.youtube.com/watch?v=NxYily6t4LQ>

Watch: Smart Crew 5: Meeting up

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

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

Plenary video:

Faux Paw: Meeting strangers in chat rooms (slightly dated, but still relevant)

Start at 1.20

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

- What might be fun about online chat rooms?
- Why was Faux Paw's friend worried about her?
- Why couldn't Faux Paw tell that her new online friend was untrustworthy?

Activity: Draw a 'Circle of Friends'

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

or

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

Activity 2 - Colour the statements

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



friendships and wider relationships (including online)

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

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

Os2) Sharing Online

30 minutes

Objectives

- Understand that we must keep our personal information safe

Key vocabulary

Personal, information, privacy, stranger, trust

PSHE links

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

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

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

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

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

[Presentation: Personal Information #](#)

What is personal information?

Smart Crew 3: Personal Information

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

[Activity: Sort Personal Information](#)

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



inappropriate content and contact

Os3) Friendship Online**Objectives**

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

Key vocabulary

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

PSHE links

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

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

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

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

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

Presentation: Friendship Online #**Watch:** CyberSmart Hero
https://www.youtube.com/watch?v=4-OpBC_zLk

Cyberbullying, posting, sharing, liking and the bystander effect
Start at **0.50**

- What are the issues with sharing passwords with your friends? [You lose control over your photos, messages and personal information - young people often fall out and have been known to abuse the trust of their friends. No-one needs to know your password! Password sharing is a huge cause of issues for 8-12 year olds]
- Why might Riba have been upset that Hero was friends with Anna? [She was jealous and bitter, because Anna won the sports competition]
- Why did Anna write 'lol' about the embarrassing photo of Anna in the group chat? [She wanted to fit in, she thought it was funny, but didn't appreciate the consequences, it's easy to talk about someone behind their back]
- Why did Riba send the group email? [She was jealous of Anna, and felt threatened by her - she wanted to be more popular herself]
- Was it only Riba's fault that Anna got upset? [No - everyone that shared or liked the post is part of the problem]
- Why is it sometimes easier to be unkind online than it is in real life? [People don't realise the hurt that they are causing - they get lost in the moment, in the joke]

Class discussion:

Have any of these issues affected you?

What should you do if this happens to you?

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

Do Activity 1

Class discussion:

A good online friend would not:

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

Activity 1: Create

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

Ideas:

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

Activity 2: Write

Children write a list on whiteboards to answer the question:

"What would a good online friend never do?"



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

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

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

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

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

Os4) Personal Information

Objectives

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

Key vocabulary

Personal, information, identities

PSHE links

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

Presentation: Tracking our information

Video

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

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

Class Discussion

2:09

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

[She is a trusted adult, and needs the information in case of emergencies

(she has a reason to ask for it)]

4:09

- Why did this character want Tama's details?

- How did he show Ming and Tama that he was doing the right thing?

[He wanted to send her some information about his business (the bank) so she might become a customer.

- He was happy for Tama to talk to her parents, and he could explain the terms and conditions in detail.

Activity: Superhero Information Jigsaw

Have the superheroes kept their identities safe?

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

Activity 2: 'Send' Information

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



inappropriate content and 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

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

- He worked for an official business.]

5:00

- Why is this character less trustworthy?

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

He pressured the children into signing up without thinking.

It was not clear where their information would end up.]

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

Why is this a bad thing?

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

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

[This is called the information jigsaw]

Activity 3: 'Build' a network

Use paper resources in the support pack

Extension:

Watch: Hector's World - Episode 3

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

<https://www.youtube.com/watch?v=Sk6ac-s5pL0>

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

Os5) Digital Media

Objectives

- Become more digitally literate by being able to analyse digital content

Key vocabulary

Digital literacy, analyse, content, media, headlines, features, tabloid, broadsheet

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

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

Presentation: Reading the Internet - Analysing Digital Media #7

Talk Task: Where do you get your news? [Newspapers? Websites? News feed? Social media? You Tube? TV? Radio? Friends? Parents?]

Why does **The Media** exist? [To make money and spread viewpoints]

Why do **headlines** exist? [To encourage 'clicks' and time spent on websites]

What are the **features** that make up an online news page? [Banner ads, headlines, text, pictures, captions, in-feed adverts, hyperlinks, URL, author, date, logos, menus, home page]

Analyse a newspaper's web page, comparing tabloid and broadsheet, the same way that you would look at a text in English.

Activity: Label Digital Features

Label the different features of web pages

Extension Activity:

Children design their own webpage, using 'Google Sites', 'Wix', 'Wordpress' or other free website builders. Try and include the features of a webpage [banner ads, headlines, text, pictures, captions, in-feed adverts, hyperlinks, URL, author, date, logos, menus, home page]

Children could also design web pages on paper, or using a more simple application, such as PowerPoint.

A range of example web pages:

<https://www.mirror.co.uk/>
<https://www.thetimes.co.uk/>
<https://www.theguardian.com/cities/2019/mar/25/too-poor-to-pl>



Os6) Verifying content

Objectives

- Understand that information online must be checked before it is believed
- Understand some of the motivations behind putting false things online

Key vocabulary

Content, media, advertising, fake news, theories

PSHE links

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

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

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

###

Stimulus

Video

Newsround - What is Fake News? (24 second introduction)

<https://www.bbc.co.uk/newsround/42243459>

- How did you know they were not true?

[You need to *verify* the information - check that it is true (more details later)]

- Have you ever spotted fake stories on the internet?

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

Class activity

- Don't go into too much detail - this is just to get them thinking about verifying information. There will be more detailed instructions later.

Show two images; can the children tell if they are fake, true, or a mixture of the two.



NHS

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



<https://www.rappler.com/newsbreak/fact-check/253849-graphics-unicef-tips-novel-coronavirus>

Stimulus

Video

Newsround - Fake News: Should you learn about it in school?

(2.49 - full report)

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

- Why is it so hard to identify fake information on the internet [It is very easy to make things look true on the internet. And there

[ay-children-in-social-housing-blocked-from-communal-playground](#)
<https://www.dailymail.co.uk/tvshowbiz/article-6853101/Lucy-Hale-bold-red-cape-cherry-neck-tie-bundling-set-Katy-Keene.html>

Small group activity

Children use iPads or laptops to go to online resource:

Newsround - Tips on avoiding fake news

<https://www.bbc.co.uk/newsround/38906931>

Children write down 5 key pieces of information and then share with the rest of their groups and then with the whole class.

Extension

More information here for early graspers

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

Teacher tip

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



are a lot of people fighting for your attention. Webpages, Instagram influencers and YouTube celebrities all make money from advertising whenever you watch their content. Even if the things they say are incorrect, they still make money and they don't get in trouble for lying - some of them just become more popular!]

Class Discussion

How do you spot Fake news?

[Answers might include:

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

Example

<https://www.ifla.org/files/assets/hq/topics/info-society/images/how-to-spot-fake-news-440px.jpg>

Class Activity

Quiz

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

Can children guess whether these stories are real or fake?

Encourage them to suggest their reasoning for why they believe it or not

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

Key Question

Why would someone create fake news?

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

Individual activity

Children make a checklist for spotting fake news

Example

<https://www.ifla.org/files/assets/hq/topics/info-society/images/how-to-spot-fake-news-440px.jpg>



Small group activity

Children create their own news

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

Alternatively, they could record a radio news report

Example news report

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

Or create a fake newspaper report (repeat of KS1)

Technical advice

iPad app

Green screen by DoInk (£4.99)

<https://apps.apple.com/gb/app/green-screen-by-do-ink/id730091131>

Background music for

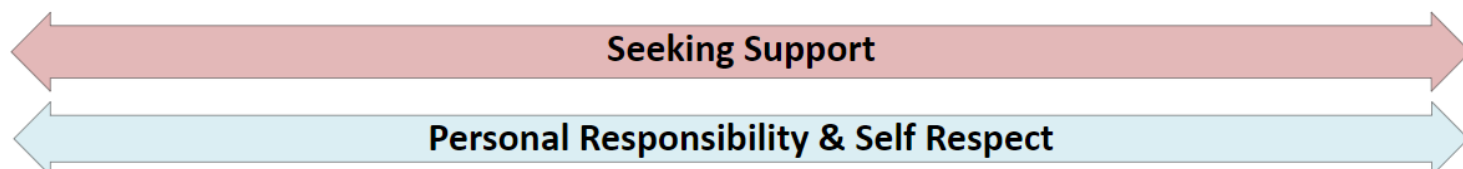


news report

<https://www.youtube.com/watch?v=OEI8pR4PFFM>

Health and Wellbeing

Themes covered across 'Health and Wellbeing' sections:



Section 4: Mental Wellbeing

Objectives / Questions

Discussions

Activities

Understanding my feelings

For more excellent resources about mental wellbeing, visit the British Council's website:

<https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources/well-being>

M1) How do I manage my feelings?

Objectives

- Understand the range and depth of feelings that we all experience
- Learn strategies to deal with these feelings and know when to seek support
- Understand that we have responsibilities for some things but cannot control everything

Key vocabulary

Responsibility, anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress

PSHE links

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

Presentation: How do I manage my feelings?

Class activity

Show emotion words

- Can children come up with situations where they felt these emotions?
[anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, love, pride, cruelty, kindness, shame, joy, regret remorse, sorrow, loneliness]

We have a range of emotions, depending on experiences and situation

Class Discussion

How might we respond to our emotions?

- [Shouting? Sharing? Listening to our feelings? Fighting? Keeping it all inside? Crying? Talking?]
- It depends on the situation, but some of these are never a good idea because it's not ok to harm other people or ourselves
- Which are the effective ways to deal with emotions?
[Talking about how we feel with trusted people, Listening to our feelings, Doing something creative (such as drawing how we feel, or writing a poem about it), Doing some exercise, Having some quiet time on our own for a bit, Walking away if we feel the need to calm down, Crying can be helpful, but remember to find help if it happens a lot]
- Which are the less effective ways?
[Shouting at people, Fighting, Hiding everything inside,

Starter activity

In groups, on A3 paper, children write down as many emotion words as they can. As they do this, add them to a class list on the board.

Activity

In pairs, make a list of the different techniques that help us control our emotions

Examples:

- Share our feelings
- Talk about how we feel with someone we trust
- Listen to our feelings
- Do something creative (such as drawing how we feel, or writing a



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

Masking one feeling with another - For example, using toughness to conceal worries or insecurities]

Class Discussion

Why does talking and sharing feelings help?

[Experiencing joy is important, and when you share that, the people around you might feel happy too. When you are down, you will feel better when you talk about it, because then you feel less alone. You will learn that lots of people share the same kind of feelings. You will feel affirmed that other people understand you and that your emotions are valid. You will build a sense of belonging]

What does "Listening to your feelings" mean?

[If you understand your feelings, then you can better understand how to stay happy. You might notice that certain things make you feel certain emotions. For example, if you see your best friend playing with someone else, you might feel angry. Ask yourself "Why am I angry?" Maybe it's because I'm jealous? Maybe I'm worried that if my friend plays with someone else, they won't play with me any more and I'll be lonely. The more you practice asking these kinds of questions, the better you will be able to control your thoughts. Instead of these negative emotions, tell yourself "I'm happy that my friend is having fun. Maybe I can join in too?". If you can spot the early warning signs of certain feelings, you can understand your emotions more effectively - these might include butterflies in your tummy, feeling hot or agitated, going red in the face or your heart racing]

Why is shouting at people not a good idea?

[When we feel angry or sad, we might want to shout at other people. This doesn't mean it's ok. Sometimes we get the urge to do something hurtful, like call someone names or fight. As we get older, we need to learn to notice these urges, and regulate them. When we shout at someone, we upset them. We've passed on our bad mood to them. Instead, try calming down by walking away. If that doesn't work, talk to someone you trust, like an adult at school or someone from your family.]

poem about it)

- Do some exercise
- Get plenty of sleep
- Have some quiet time on our own for a bit
- Walking away if we feel the need to calm down
- Crying
- Remind yourself that this uncomfortable feeling won't last forever and there are lots of good things in your life
- Remember that we all deserve to feel happy and joyful

Key Information

We need to learn to manage our own emotions

Image

Picture of a stress bucket

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

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

[Activity: Fill in worksheet](#)

- Children describe their own stress bucket, writing or drawing things that make them feel stressed and things that help relieve it



	<p>let stress out</p> <p>The size of the bucket is different for everyone - some people cope well with stress, others need to learn how to do it (make their bucket bigger)</p>	<p>- Children describe the size of their stress bucket, based on their own behaviour</p> <p>- Can children recognise their own behaviour traits?</p>
<p>M2) Are we happy all the time?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand the range of negative emotions that we can have - Learn what to do if we experience low moods - Build self esteem <p>Key vocabulary</p> <p>feelings, emotions, sadness, depression, anger, happiness, love, self-esteem</p> <p>PSHE links</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><i>H17. to recognise that feelings can change over time and range in intensity</i></p>	<p><u>Presentation: Are We Happy All the Time?</u></p> <p>Stimulus</p> <p>Book:</p> <p><i>The Sad Book</i></p> <p>By Michale Rosen</p> <p>Buy</p> <p>https://smile.amazon.co.uk/Michael-Rosens-Sad-Book-Rosen/dp/1406317845</p> <p>Preview</p> <p>https://www.youtube.com/watch?v=F4WOo0Lsr14</p> <p>[N.B. This is a book about bereavement - Use sensitively and with discretion if students have suffered traumatic events]</p> <ul style="list-style-type: none"> - Can Michael Rosen control his feelings? [No - he can't choose how he feels] - Why does he pretend to be happy sometimes? [Because he thinks that people won't like him if he's sad] - How many different emotions does he have in the book [sadness, depression, anger, happiness, love] - Does Michael always want to talk about it? [No, sometimes he doesn't, but often it is really helpful to share his worries] - What things does he do because he is sad? [Shouts, taps, makes noises, does bad things] - Is it ok to do bad things because you are sad? [No, it's still never ok to do bad things - we all need to take responsibility for the way we treat other people; they might be having a bad day too. Being unkind to other people won't make us feel any better] - Does he know why he is sad? [Not always - sometimes it's because he misses his son, sometimes it's because things have changed] - What does he do to help himself? [He does things to be proud of, he tries not to upset other people, he finds things that make him happy, he 	<p>Ongoing activity</p> <p>Children 'check in', by writing or moving their name onto a scale at the start of every session (Happy - O.k. - Sad - Angry - Frustrated etc.)</p> <p>Activity</p> <p>Children visit webpage, containing information about increasing self-esteem</p> <p>https://youngminds.org.uk/finding-help/looking-after-yourself/believe-in-yourself/</p> <p>They write down and share the 5 most important pieces of information from this page</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>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>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</i></p> <p><i>H22. to recognise that anyone can experience ill mental health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</i></p> <p><i>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</i></p> <p><i>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</i></p> <p><i>H27. to recognise their individuality and personal qualities</i></p> <p><i>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</i></p>	<p>remembers that other people can be sad too, he remembers happy times and tries to imagine all of the details]</p> <p>Class Discussion</p> <p>What is Self-esteem?</p> <p>[How good we feel about ourselves. How much we believe that we deserve happiness]</p> <p>- Why is it important?</p> <p>[If we believe that we deserve happiness, and believe in ourselves, it makes it easier to tackle challenges. It can help us to stay in a positive mood]</p> <p>- How do we improve our self-esteem?</p> <p>[see activity]</p>	
	<p>Key Question</p> <p>Are we happy all the time?</p> <p>[No - our moods change all the time - sometimes this is because something has happened. However, sometimes we might just feel happy or sad for no particular reason]</p> <p>Class Discussion</p> <p>- What can we do to help ourselves when we feel sad?</p> <p>[Get help (talk about it); do things that make you feel good (hobbies, interests, socialising, family); stay healthy (eat well, sleep enough, physical exercise, time outdoors, sunshine), remember that sadness doesn't last forever]</p>	<p><u>Activity - Illustrate emotions</u></p> <p>Children create an illustration of their emotions</p> <ul style="list-style-type: none"> - Teachers take photos of children in thought and print out in black and white - Children use pencil for negative emotions - Children use colour for Positive ones <p>Example</p> <p>https://www.pintower.com/media/194780752608777313</p>
	<p>More information and activities</p> <p>Activity about resilience</p> <p>http://teach.files.bbc.co.uk/teach/Mental_Health_Activity_Sheet_2_Final_V2.pdf</p> <p>Video about Growth Mindset</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-what-is-a-good-mistake/zd9c6v4</p>	



Section 5: Physical Wellbeing

Objectives / Questions

Discussions

Activities

Staying healthy

P1) How do I keep my body healthy?

Objectives

- Understand the reasons why active lifestyles and healthy diets can have a positive effect on our lives
- Appreciate that they need to balance choices that are 'good for them' and choices that bring joy
- Know how to make informed choices about the activities they do and the things they eat
- Getting enough sleep (what might stop you from getting the right amount?)

Key vocabulary

Active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance

PSHE links

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

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

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

H7. how regular (daily/weekly)

Presentation: How do I keep my body healthy?

Video

BBC Learning - What Do Humans Need To Stay Healthy

<https://www.youtube.com/watch?v=UxnFuj1c0sw>

Video

What happens inside your body when you exercise?

<https://www.youtube.com/watch?v=wWGulAa000>

(More detailed information about being healthy)

- 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

'Finding the Balance'

Divide paper into three vertical sections

Left: Things you enjoy

Right: Things that are healthy

Middle: Things that are both both enjoyable and healthy

P.E. Link Activities

Selection of 10 minute 'shake-up' activities

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

Longer video, with inclusive activities:

Change 4 Life: Train like a Jedi

https://www.youtube.com/watch?v=1H_BYISsdSM

Children learn routine and then research more or make up their own fitness programme (14 mins)

Sleep

Video

(recap from KS1)

Why Do We Need Sleep?

https://www.youtube.com/watch?v=_aAmaCeq9v4

Class Discussion

- Why do we need to sleep?

[It's good for our bodies and our minds]

Activity

Research sleep hygiene

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

Can they answer these questions?

- Name two reasons why sleep is important

- List 3 ways to relax and get ready for sleep

- How much sleep does an 8-year-old need?

- What should you **not** have in a bedroom at



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

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

Science link

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

- What would happen if we didn't get enough sleep?

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

night

Information

Sleep

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

P2) How do I eat a healthy diet?

PSHE Links

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

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

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

Warm up

Presentation: The Healthier Snacking Show

Information for snacking more sensibly

[This presentation is from the Change Life project.

Original download can be found [here](#)]

Presentation: How do I eat a healthy diet?

###

Video

What is a balanced diet

<https://www.bbc.co.uk/bitesize/topics/zrfr82/articles/zppvv4j>

Print

Print this image and share with class, one between two

NHS Eat Well Guide

https://www.safefood.eu/SafeFood/media/SafeFoodLibrary/Images/Healthy%20Eating/Food_Diet/Eatwell_Guide.jpg

- Give children time to read through it
- Refer back throughout lesson

Explore

Explore this website with class, to explore the *Eatwell Guide* further

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

- What foods should we try and include in our diets?
- What foods should we avoid?

[Go to activity]

Activity - Record Research

Children work in pairs

First, read through questions on the A3 worksheet

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

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

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

Why should we eat sweet and sugary foods less often?

<https://www.youtube.com/watch?v=BBzDFW0w7ds>

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

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

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

<https://www.youtube.com/watch?v=RH1hzbkEZyU>

Carbohydrates

See the foods that give us loads of energy for sports and games

<https://www.youtube.com/watch?v=Vhtyup4OoOk>

Activity 2

Draw their own version of the 'NHS Eat Well Plate'

Example

https://upload.wikimedia.org/wikipedia/commons/7/7b/Eatwell_Plate.png



	<p>Class Discussion</p> <p>98% of packed lunches fail to meet food standards https://www.foodforlife.org.uk/whats-happening/news/news-post/lunchboxes</p> <ul style="list-style-type: none"> - Read this article again as a class (about how packed lunches generally do not meet healthy food standards) - Can the children guess why this is? [they don't contain all of the food groups; they contain too much sugar] - What are packed lunches often missing? [vegetables and wholegrain foods] 	
	<p>Further Resources</p> <p><u>Whole school guidance</u> Sheffield has access to the 'Eat Smart' program, which is a whole school system for encouraging healthy eating. Follow the above link for information on this scheme, as well as further national and local guidance on whole school healthy eating approaches.</p> <p>Information for schools in Doncaster <i>For further information and support:</i> Healthy Learning, Healthy Lives website: www.healthylearningdoncaster.co.uk Twitter: @HLHDoncaster Email healthylearning@doncaster.gov.uk</p> <p>Sugar Smart Maths Lesson https://digitalcampaignsstorage.blob.core.windows.net/schools/production/uploads/ckeditor/attachments/271/Lower_KS2_maths_lesson_PowerPoints.zip</p> <p>Sugar Smart Maths Worksheets https://digitalcampaignsstorage.blob.core.windows.net/schools/production/uploads/ckeditor/attachments/274/Lower_KS2_maths_worksheets.zip</p>	
<p>P3) How do I stop getting ill?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand the importance of hygiene, especially hand washing - Understand how to keep our teeth healthy - Understand the dangers of diseases caused by the sun how to stay safe from these <p>Key vocabulary <i>Germs, bacteria, virus,</i></p>	<p>Spreading Germs</p>	
	<p>No Presentation</p> <p>Class activity On whiteboard: Game that helps understand the way infections spread and how vaccines can give us immunity https://e-bug.eu/contentpage.html?type=games&level=junior&group=1:1&title=Stop%20the%20Spread</p> <p>Video Short film about microbes in the human body:</p>	<p>Activity Game, where children simulate the spreading of germs - using glitter or other suitable material that will spread from hand to hand. Show video below and then carry out activity in classroom/hall/playground</p> <p>Watch Video: <i>Hand hygiene microbe transmission</i> https://www.youtube.com/watch?v=ptYQw55Thp0</p> <p>Activity (Optional) Children design posters to promote healthy hand washing</p>



hygiene, infection

PSHE links

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

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

H12. about the benefits of sun exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

Professor Hallux's Antibiotics: Episode 1: Types of infection

https://www.youtube.com/watch?time_continue=3&v=GS6GGsKZu_g&feature=emb_logo

Class activity

On whiteboard: Making a chicken sandwich without spreading infection

<https://e-bug.eu/contentpage.html?type=games&level=junior&group=1:4&title=Chicken%20Surprise>

Extension

Children explain why good hygiene is so important.

Example

Poster: *6 Steps of Handwashing Poster*

https://e-bug.eu/lang_eng/primary_pack/downloads/hh/hhmm3/6%20steps%20of%20hand%20washing.pdf

Oral Hygiene: Healthy Teeth and Mouths

Presentation*

Oral hygiene: Prevention of Infection
[Extra information and lesson plan to accompany presentation, if required](#)

Presentation: Change 4 Life Science lesson PowerPoint**

Video

E-Bug: Tooth brushing demonstration film

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

- 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]

Optional Video

How to Brush Your Teeth Properly - For Kids

<https://www.youtube.com/watch?v=hDZXSMU2IAk>

*Resources taken from <https://e-bug.eu/>

**This presentation is from the Change Life project. Original download can be found [here](#)

Activity

Children complete the activity sheet, using the information from the science lesson

[Sugar Smart English Worksheet](#)

Sun Safety



	<p>Key Question</p> <ul style="list-style-type: none"> - What dangers do we face in the Summer? [The sun makes the weather lovely and hot, but it also does a lot of damage to our skin and eyes. We can get sunburn, heat stroke (a more serious condition that can mean going to hospital and damage to our eyes)] - How can we protect ourselves from the sun? [Sun cream, sun hats, sunglasses] - What is it about the sun that harms us? [It contains ultraviolet light, which is very powerful and damages our bodies when we do not protect ourselves from it] - What should you never do that might hurt your eyes? [Look directly into the sun - it is so hot that it could permanently damage your eyes] 	<p>Activity (DT and Science link) Children design their own sunglasses</p> <ul style="list-style-type: none"> - What materials would you use? - How would they be secured to your head? - What would they look like? - What would you need to stop from getting through? [U.V. light] <p>[Remind children that, even with sunglasses on, you should never look directly into the sun]</p> <p>Alternate Activity Design a poster:</p> <ul style="list-style-type: none"> - Split page in two - On one side, draw an unprotected child in the sunshine, with sunburn, heat stroke and eye damage - On the other side, draw a fully protected child, with a sun hat, suncream and sunglasses.
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Section 6: Growing up

N.B. This unit is based on advice from NHS staff in Sheffield. Schools are welcome to decide for themselves when the best time is to deliver this lesson.

Objectives / Questions	Discussions	Activities
<p>G1) What is a period? (Optional - can be taught at the end of Y4 if schools wish to inform children of the changes that affect menstruators. A much more detailed unit is in the UKS2 lesson plans, to be taught half way through year 5)</p> <p>Objectives</p> <ul style="list-style-type: none"> - Know that some people have periods - Understand that this is a normal part of life and a sign of health development <p>Key vocabulary</p>	<p>Key Information As we become teenagers, our bodies change</p> <p>Girls* will start their period between the ages of 10 and 16, although some start as early as age 8, which is why we are letting you know now. It probably won't affect you for a few years, but it's better to be prepared than for it to be a surprise!</p> <p>It is completely healthy, and a good sign that you are developing normally.</p> <p>There is nothing to worry about, but there are a few things that are good to know:</p> <ol style="list-style-type: none"> 1) When you start your period, a small amount of blood will come out of your vagina. This is completely normal and should not cause alarm. 2) When this happens, you might need some help to soak up the blood. There are things called menstrual products (sometimes sanitary products) that will help you with this - tampons, sanitary towels/pads and moon cups. We won't go into detail about this now, but you can ask an adult you trust if you'd like more information. 3) If possible, talk to someone you trust about what to do. And remember, it's perfectly normal and adults will understand what to do. 	



menstruation, periods,
vagina

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

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)

Information for teachers

This lesson is deliberately brief and contains little detail. It is appropriate to answer any questions that children have. Trust your judgement: dispel myths and reduce anxiety, but feel free to defer most questions until the children are in year five, so they can fully understand the complexities of the subject. Although it is unnecessary to explain the menstrual cycle in detail, if children are curious about it then they may go to the internet for answers, which can be problematic. Therefore, children should know that they can come to you with questions should they have any.

NHS guidance about starting periods

<https://www.nhs.uk/conditions/periods/starting-periods/>

*When students are older, it is better to refer to 'menstruators' or 'biological females' when referring to people that experience a menstrual cycle. This allows all people to be included. However, at this age, we believe that using 'girls' gives more clarity and avoids confusion without spending a long time explaining the exceptions to this rule. 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.

N.B. PSHE objectives

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

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

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

- R11. to work collaboratively towards shared goals
- L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

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

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

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