

Health and Wellbeing		
Mental Wellbeing	Physical Health	Growing up
<p>Understanding my feelings</p> <p>M1) Where do feelings come from? M2) Who am I? M3) What helps me to be happy?</p>	<p>Staying healthy</p> <p>P1) How do I help my body stay healthy? P2) How do I decide what to eat? P3) How do we stop getting ill? P4) How can I stay safe?</p>	<p>Growing</p> <p>G1) Will I always be a child? (link with science)</p>

KS1 RSHE Curriculum Sections Overview

Relationships			Living in the Wider World
Family	Friends	Intimate (KS3+ Only)	Community
<p>What makes a family?</p> <p>Fa1) Who's in my family? Fa2) Do Families always stay the same? Fa3) How should families treat each other? Fa4) When should I say no? Fa5) Who owns my body? I do! Fa6) Are all families the same?</p>	<p>Keeping friendships healthy</p> <p>Fr1) Who is my friend? Fr2) What makes a good friend? Fr3) Should friends tell us what to do? Fr4) How do we stop bullying?</p>	<p>/</p>	<p>Our Communities</p> <p>Anti-discrimination lessons C1) How do we make a happy school? C2) Who lives in my neighbourhood? C3) What makes a boy or a girl? C4) How do I save up to buy something?</p> <p>Online Safety</p> <p>Os1) Screen time [L1] Os2) Personal information [S1] Os3) Online strangers [P1] Os4) Fake News [N1]</p> <p><i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i></p>

Book lists to support this curriculum

[Core books referred to in this curriculum and recommended reads](#)

[Books to promote diversity and inclusion](#)

[Recommended reading for teachers around RSHE](#)

Useful links

[Overview and introduction](#)

[P4C \(Philosophy for children\) questioning and enquiry guide](#)

Section 1: Family


Objectives / Questions

Discussions

Activities

What makes a family?

<p>Fa1) Who's in my family?</p> <p>minutes</p> <p>Objectives</p> <p>- Understand that families are made up of a special</p>	<p><u>Presentation: Who's in my family? #</u></p> <p>Partner talk:</p> <p>How many people live in your house?</p> <p>How many people are in your family?</p> <p>Are there any other adults that you trust, who are not actually part of your family?</p> <p>Class discussion:</p> <p>- Do families always stay the same?</p>	<p>N.B.</p> <p>Some children, especially those who are in care or have recently suffered a bereavement may find this lesson and activities stressful or upsetting. Use your professional judgement when deciding how to teach this, and consider putting in</p>
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<p>group of people, which changes gradually over time.</p> <p>- Understand that these people are all connected in different ways, and that these connections are important</p> <p>Key vocabulary</p> <p><i>People, roles, change, loss</i></p> <p>PSHE Link:</p> <p><i>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</i></p> <p><i>R2. to identify the people who love and care for them and what they do to help them feel cared for</i></p> <p><i>R4. to identify common features of family life</i></p>	<p>- Have some people left? (died or moved away) - Have some new people joined? (been born, new marriages/partners of your relatives)</p> <p>- What are the different roles (jobs) that people in your family do? (Who cooks the food? Who cleans the house? Who goes to school? Who goes to work? Who needs looking after? [mention young carers] Who makes people laugh?</p> <p>- Do these roles stay the same, or should they be shared?</p> <p>Class activity - Stand up/Sit down:</p> <p>Read out a job/chore/role that might be done in the house. Children stand up if they do it sometimes, sit down if they don't</p> <p>Class activity:</p> <p>Create a recipe for a happy family</p> <p>Shared writing exercise, where teacher takes suggestions for and writes the ingredients and instructions that create a happy home: 1) A dollop of smiles 2) A sprinkle of hugs 3) 500g of kind words</p>	<p>extra support for any children that require it.</p> <p>Activity: Make "Tree of my life"</p> <p>Make a "network" - all the people in your life and how they relate to each other, and to you</p> <p>Concentric circles of intimacy</p> <p>Extension: Write on the branches how each person connects to each other (partner, carer, married, sister, mother, uncle, friend etc...)</p>  <p>Bonus activity: Write our recipe for a happy family</p> <p><i>Independent version of class activity:</i></p> <p>In pairs, children take it in turns to write the ingredients and instructions that create a happy home</p>
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Fa2) Do families always stay the same?

Objectives

- Understand how changes and events can influence our feelings

Key vocabulary

Change, moving, forever, feelings

PSHE links

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Presentation: Do families always stay the same? #

Big question

Do families always stay the same?

Stimulus

Book: *Bad Bye, Good Bye*
By Deborah Underwood (2014)

Buy Book

<https://www.amazon.co.uk/Bad-Bye-Good-Deborah-Underwood/dp/0547928521> **Preview**
<https://www.youtube.com/watch?v=R0x3RgqlcRk>

Read book and ask questions

- How does the book change? (compare beginning and end)
- Why was there so much 'bad' at the start of the book?
- What changes?
- Have you ever felt like the character in the book?
- What advice would you give them?

Activity

Create an illustration of a good moment and a bad, in the style of the book:

Good _____

Bad _____

For example "Good bike" for when you received one as a birthday present or "Bad Bruise" for when you fell off and hurt yourself.

Class discussion

- What changes can happen to families? [moving home, losing toys, pets dying, friends moving away - discuss death of people if it comes up, but don't dwell on it] - How might we feel when these changes occur?
- When we feel sad, are these feelings forever? [no, they get less painful over time. We don't forget, but we learn to be happy again and find new exciting reasons to be joyful]

Fa3) How should families treat each other?

40 minutes

Objectives

- Understand that children and adults both have responsibilities to each other.
- Understand that we should feel loved, cared for and safe in our homes.
- Know what to do if our needs are not being met

Key vocabulary

Responsibility, kindness

PSHE links

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2. to identify the people who love and care for them and what they do to help them feel cared for

L1. about what rules are, why they are needed, and why different rules are needed for different situations

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Presentation: How should families treat each other

Partner talk

- How do we have fun in our families?
- What is family life like for you?
- Describe a typical day in your house at a weekend

Class discussion

- What would the "perfect child" look like?
[No such thing - part of growing up is trying things, getting things wrong, and learning from our mistakes]
- What does the "perfect family" look like
[doesn't exist - all families have problems, but every member of the family should try and make it a nice place to be]

Shared writing

- We can never be perfect, but we can try to treat our families kindly
- On whiteboard, teacher makes a list of ways in which we should try to act

Class discussion:

Review lists made during shared writing activity [Be polite (please, thank you), be kind (ask for examples), be considerate (be quiet when appropriate, do something nice for a person you love), ask for permission, ask our family how they are, do jobs that help make the house nice]

These are our **responsibilities**

Class discussion:

- What should we expect from our families?
[Care (children need to be looked after), love (nice words, smiles, hugs), rules (children need to know what is right and wrong), #privacy (we all need time to be alone), someone to listen to our problems]

These are our families' **responsibilities**

Activity: Describe your home

Families are never perfect, so we are going to include the negative parts of our family as well.

Create a poster using these colour codes:

Green - Things that make me smile about my family

Red - Things that are not perfect about my family

Blue - Responsibilities

<p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>	<ul style="list-style-type: none"> - How should we feel at home [safe from harm, special, listened to] - What should you do if you are not getting these things?[Talk to an adult that you trust (teacher, relative, call childline 0800 1111)] 	
<p>Fa4) When should I say no?</p> <p>60 minutes</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that other people need permission before they can touch us - Understand that some parts of our bodies are more private than others - Know that if someone doesn't want us to touch them, we must respect that 	<p><u>Presentation: When should I say no? #</u></p> <p>Book <i>No Means No</i> By Jayneen Sanders Buy book https://www.bookdepository.com/No-Means-No-Jayneen-Sanders/9781925089226 Preview https://www.youtube.com/watch?v=-UNGPCJctDk - What is this book about? - Why is it important that our bodies are our own? [We need to protect ourselves; our bodies are very sensitive; only we know whether something feels good or is painful; they belong to us] - Is it ever ok for a person to touch another person without consent [Only for safety reasons: crossing a road, to rescue someone from danger, if a child is hurting someone else]</p> <p>Video <i>Consent for kids</i> https://vimeo.com/184545127 Play until 1:50</p>	<p>Activity <i>Practice consent</i></p> <ul style="list-style-type: none"> - Practice asking, and consenting to hugs <p>Rules:</p> <ul style="list-style-type: none"> - Ask politely if you may do one of these things <ul style="list-style-type: none"> ● Wave to each other ● Shake hands ● Give them a soft pat on the back ● Have a full hug - Listen to the answer - Accept it and act appropriately- Check that you are not harassing, pestering, pressuring or forcing them to do anything - No means no - If you don't want to touch anyone, then you don't have to. You can ask to wave at them instead.

Key vocabulary

Consent, private, permission

PSHE links

R13. to recognise that some things are private and the

N.B. This video contains themes that may not be fully understood by KS1 children, however it is useful when explaining the activity. After the 1:50 mark, it mentions that children cannot consent to “sexual stuff”, which is not necessary at this stage. This theme is covered in a

Links

More ideas

<https://www.instagram.com/p/BoNJL9tBcyb/>

importance of respecting privacy; that parts of their body covered by underwear are private

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)

more child friendly way in the next unit - ‘Fa5) Who owns my body? I do!’

Class discussion

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

Give examples of how to deal with unwanted touch

Model how to ask for things, and accept the reply

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

[Tell an adult you trust, it is not your fault, you never have to keep it a secret]

Key question

Are some parts more private than others?

[Yes - our hands are often touched - for example shaking hands. Our bodies are more sensitive than our arms. Our private parts (In between our legs) are the most sensitive. No-one should ever touch you here without your permission]

<https://www.instagram.com/p/BofSJKqhnN/>

Evidence base

<https://www.pnas.org/content/pnas/early/2015/10/21/1519231112.full.pdf>

Fa5) Who owns my body? I do!

Objectives

- Understand that certain parts of our bodies are very private, and only we get to decide what happens to them
- Understand that secrets and surprises are different
- Know how to report concerns

Key vocabulary

Trusted adult, secret, surprise, worried

PSHE links

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will

[Presentation: Who owns my body? I do! #](#)

Stimulus

Watch: Pantosaurus (NSPCC)

<https://www.youtube.com/watch?v=IL07JOGU5o>

Class discussion

Is it ok for someone to ask you to keep a secret? [No, you can always tell a trusted adult a secret - you should never get into trouble for sharing something, especially if it is making you worry]

Stimulus

Miles Is the Boss of His Body

By *Samantha Kurtzman-Counter (2014)*

Buy Book

<https://www.amazon.co.uk/Miles-Boss-His-Body-Safety/dp/0989407136> **Preview**

https://www.youtube.com/watch?v=WYlpck6xE3E&ab_channel=DorothyS

- What was Miles upset about?
- Did anyone mean to upset him?
- Is there anything that Miles' family needs to do better? - What should Miles do if people keep touching him in ways that he doesn't like?
[Tell a trusted adult or call Childline on 0800 11 11]
- Is it ever ok for someone to touch you in a way that you don't like?

Key questions

- What is the difference between a secret and a surprise?

Activity: Draw and label

Print resources from NSPCC Page 4: Decorate 'Pants'

Page 5: Label body parts.

<https://learning.nspcc.org.uk/media/1387/underwear-rule-resources-lesson-plan.pdf>

Extension activity

Create a poster to remind younger children of the PANTS rule [What's in your pants belongs only to you]

find out about eventually)

R16. about how to respond if physical contact makes them feel uncomfortable or Unsafe

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

[A secret is a serious thing, that you keep hidden but you might not understand why. A surprise is a nice thing, that you don't tell someone for a short period of time, until a nice event when it is revealed]

- Should you ever keep a secret from the adults you trust?

Ask yourself

- Do you understand why it should be a secret? - Does it make you feel worried?

Class activity

Show children different scenarios. They decide if they are *secrets* or *surprises*.

- Your brother's birthday party - they don't know it is happening, and your grandma told you to keep it to yourself
- Someone shows you a knife, and asks you to not tell anyone about it
- Someone hurts you, and then tells other people that they didn't. They tell you "No-one would believe you anyway. You just tripped over"
- You find out what present your sister is getting for Christmas, you are asked not to tell anyone
- Someone takes a photo of you and tells you to keep it a secret
- Your brother is watching something that makes you feel funny on the screen. He says that you "better not tell anyone"

Further Information for teachers

Information about FGM prevention

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

More lesson ideas from NSPCC

<https://learning.nspcc.org.uk/media/1387/underwear-rule-resources-lesson-plan.pdf>

More ideas

<https://www.instagram.com/p/BofSJKqhn-N/>



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Fa6) Are all families the same?

[Presentation: Are all families the same?](#)

Class discussion

Activity

Draw a picture of a family that is different to your own

Objectives

- Understand that families are highly varied; no family is the same

Key vocabulary

Normal, different, religion, culture, gender

PSHE links

R3. about different types of families including those that may be different to their own

L6. to recognise the ways they are the same as, and different to, other people

What does a 'normal' family look like?
Are any families really 'normal'?
Are all families the same?

Book

The Great Big Book of Families
by Mary Hoffman

Buy book:

<https://www.amazon.co.uk/Great-Big-Book-Families/dp/1847805876>

Preview:

<https://www.youtube.com/watch?v=ZwZrm3RHBgM>

Alternative stimulus

Poster: *Different Families, Same Love*

https://www.stonewall.org.uk/system/files/poster_different_families.pdf

- What makes a family?

[parent/s, carers, foster carers, step-mum, step-dad, aunties, uncles, grandparents, brothers, sisters]

Class discussion:

There is no such thing as normal - different families are made up of different people. Some things are more common than others, but that doesn't mean they are better.

1) What religion might a family be?

[In Sheffield, in order from most common to least: Christian, No Religion, Muslim, Hindu, Buddhist, Sikh, Jewish, other]

2) Will all parents be married?

[Some are (67%*), but often they are not (33%*)]

3) Will parents always live together?

[No, many children are brought up by just one parent (15%*)]

4) Are parents always a mum and a dad?

[No, many children have 2 mums or 2 dads (1.2%*) - stress that this is ok, and the important thing is that parents are kind to their children.***]

4a) Do children always live with their parents? [No,

many children live with step-parents, grandparents, foster parents, adoptive parents or another adult that looks after them]

Challenge

Add labels

- Things that you might like about this family

- Things that would be fun about being in this family

- Questions that you have for this family



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5) Do people always have brothers and sisters?[No, many people are only children - For example, in many cultures, people refer to their

cousins as brothers and sisters]

6) Do all people have the same culture?

[No - some people's culture is based on their religion, sometimes it is based on the country that they live in or came from (14% UK population were born outside the UK**), sometimes it is based on the personal tastes of the adults in the family]

7) Do all families eat the same food?

[No - different cultures eat different food; in modern times though, people tend to pick the things they like to eat from many different cultures (curry from South Asia, pizza and pasta from Italy, fast food from U.S.A., Chinese from China).

8) What kind of food do you eat at home?

**** Some parents and relatives are non-binary meaning that they don't identify as either a man or a woman. Sometimes these people prefer to be called 'they', instead of 'he' or 'she'. There is no expectation that you will teach this as part of your lesson (it is covered in KS2) but may want to bring it up in order to include children or their families, if they wish you to do so. We recommend that you talk to the families in question and your leadership team to ensure this is done in an appropriate and safe manner.

Further reading for teachers

Guide for celebrating difference and challenging gender stereotypes in the early years foundation stage

https://www.stonewall.org.uk/system/files/getting_started_early_years.pdf

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.

*Statistics taken from

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2018#number-of-families-continues-to-grow-with-large-increases-for-same-sex-couple-families>

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

Objectives / Questions	Discussions	Activities
Keeping friendships healthy		
<p>Fr1) Who is my friend?</p> <p>Objectives - Understand that there is a difference between close friends, friends, acquaintances and strangers</p> <p>Key vocabulary <i>Friend, family, stranger, acquaintance, member of my community</i></p> <p>PSHE link <i>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</i> <i>R2. to identify the people who love and care for them and what they do to help them feel cared for</i></p>	<p><u>Presentation: Who is my friend? #</u></p> <p>Key question: Who is my friend?</p> <p>Partner talk: How many friends <i>should</i> you have? [The number doesn't matter, it's how well they treat you, how well you know them and how much you can trust them that matters]</p> <p>Stimulus: Look at the 'Circle of Friends' https://www.edplace.com/blog/send/how-to-create-a-circle-of-friendship Think about what each part of the circle means to them.</p> <p>Class Activity: Sort examples on the board into categories. For example, 'A Teacher' - not a friend, family member or stranger but a trusted adult</p>	<p><u>Activity 1: Create a 'Circle of Friends'</u></p> <p>Example http://blog.friendshipcircle.org/wp-content/uploads/2012/01/Circles-of-Support.jpg - Add the name of a person they know into each concentric section E.g. Family = Dad Trusted adult = My teacher - Add colours if time</p> <p><u>Activity 2 - Colour the statements</u> Using the 'Circle of Friends' as a reference, colour actions, depending on which circle they fit into, for example: "Help you take a bath", "Give you a hug", "Sell you a ticket"</p>
<p>Fr2) What makes a good friend?</p> <p>Objectives - Understand that friends do not always agree with</p>	<p><u>Presentation: What makes a good friend? #</u></p> <p>Partner Talk: Create a list of things that make a good friend</p> <p>Key question: Do friends have to agree with each other?</p> <p>Stimulus:</p>	<p><u>Activity: Match vocabulary</u> Select and copy words to describe either Panda, or Monkey, or both, or neither. For example: Energetic (Monkey) Thoughtful (Panda) Struggles to concentrate (Monkey)</p>



each other, but we can resolve our differences kindly, and with mutual respect.

- Understand that difference can be a positive thing in our relationships

Key vocabulary

Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team

PSHE links

H16. about ways of sharing feelings; a range of words to describe feelings

R22. about how to treat themselves and others with respect; how to be polite and courteous

R25. how to talk about and share their opinions on things that matter to them

R24. how to listen to other people and play and work cooperatively

R6. about how people make friends and what makes a good friendship

R8. simple strategies to resolve arguments between friends positively

Book: *A Friend Like You*

by *Julia Hubery*

Buy

<https://www.amazon.co.uk/Friend-Like-You-Julia-Hubery/dp/1845068556/> Preview

<https://www.youtube.com/watch?v=e3jyl2xNEVE>

Class Discussion:

- Is either Panda or Monkey perfect?
- What are the good things about each animal?
- What are the bad things?
- Why do they make a good team?
- How does monkey show Panda that he realises he was wrong and that he appreciates him?
- How would you choose a new friend [kind, makes us happy, makes us feel safe, might be different to us, interesting]

Revisit Key question

Do friends have to agree with each other?

Final thought

What if we were all the same?

Would that be better or worse?

Slow (Panda)

Nice to be around (Both)

Challenge: Why do they make such a great team? [because each person offers something different and unique]

Fr3) Should friends tell us what to do?

Objectives

- Understand that friends should treat each other well and be fair
- Understand that there is not an ideal number of friends [You can have as many as you like]

Presentation: Should friends tell us what to do?

Key question

Should we always do what our friends tell us to do?

Stimulus

Book: *Strictly No Elephants*

By Lisa Mantchev

Buy Book

https://www.amazon.co.uk/gp/product/1481416472/ref=dbs_a_def_rwt_bibl_vppi_i0

Or preview on YouTube

<https://www.youtube.com/watch?v=94aMwnfIQ0o>

Questions from book

- In what way have the boy and the elephant been good friends?

Activity:

Inspired by the book "Strictly No Elephants", children make a list of rules for their own club:

- Who is allowed in?
- How should people behave?
- How many people can join? - How does the club make people feel welcome?

Class Activity

Read a short scenario, in which someone tells/asks you to do something.

- Understand that being controlling of other people is bad and that excluding other children is hurtful

- Understand that friends should not tell us what to do, although we should listen politely

Key vocabulary

Include, exclude, leave out, respect, listening, polite

PSHE links

R22. about how to treat themselves and others with respect; how to be polite and courteous

R21. about what is kind and unkind behaviour, and how this can affect others

- How did they feel when they saw the sign on the door that said "Strictly no elephants"? - Why had someone written that sign? [Scared? Want to exclude them?]
- Why did they become friends with the girl and the skunk? [They were also a bit different. They did not judge each other. They listened to each other.] - What did they do to help other children?
- When more children came, was it better or worse? - If they had put up a sign saying "no dogs and cats, no normal pets", would that have been a good thing? - How did they treat the people who had been unkind to them at the beginning?

Decide:

What should you do?

What should you say?

Examples:

- Asks you for help tying their shoe
- Tells you to call another child 'stupid'
- Asks you to sneak into their big brother's room and take their toys - Tells you to get a teacher because they are hurt
- Says that if you don't play by the rules, you're not allowed to join in - Asks you to stop being friends with someone else
- Tells you to stop because you are hurting them

<p>Fr4) How do we stop bullying?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Empathise with other people and understand why bullying is so hurtful - Order types of bullying to understand which ones are the worst <p>Key vocabulary Bullying, physical, emotional, group, disability, minority</p> <p>PSHE links R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>Presentation: How do we stop bullying?</p> <p>Class discussion What are the different types of bullying? What is the worst form of bullying?</p> <p>Stimulus Videos/pictures of various types of bullying</p> <p>Class input Why is each type of bullying so bad? <u>Physical:</u> It hurts, it takes a long time to feel safe again, our bodies belong to us, we've done nothing to deserve it <u>Emotional:</u> It can stay with us for a long time, we've done nothing to deserve it <u>Group:</u> We can feel alone, excluded and have nowhere to turn, other children in the group should have stood up for us, we've done nothing to deserve it] <u>Disability, Religion, Ethnicity, Gender, LGBT+ etc:</u> We are all different, we have the same feelings as everyone else, some might get bullied more than other people, our lives might be harder already, we have done nothing wrong</p>	<p>No activity</p>
	<p>Class discussion Read out some scenarios and get the children to decide:</p> <ul style="list-style-type: none"> - What kind of bullying is it? - How do the victims feel? - How could you stop it from happening? <p><i>Examples</i> [N.B. Be very careful about which examples you give be sensitive to the individual circumstances in the class] ““Haha - you don't have a dad”” “I only like English people” Someone touches you between the legs without asking etc.</p> <p>Partner talk <u>Why</u> do children bully? [unkind, don't think about the other person's feelings, notice difference, scared of being bullied]</p>	<p>Activity: Sort examples Children sort visual examples of bullying from mild to extremely bad.</p> <p>Challenge</p> <ul style="list-style-type: none"> - What kind of bullying is each one? - What should you do about it?

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>

Anti-discrimination lessons

At the heart of all citizenship lessons should be an understanding that our experience of the world is affected by power, privilege and disadvantage. Children should be actively taught about discrimination and the way to reduce it.

Many of the lessons in this curriculum aim to reduce discrimination. The following documents organise these lessons according to the type of discrimination that they address and signpost to external resources where appropriate.

- [Anti-Discrimination Overview - 2022](#)
- [Anti-Discrimination Resources - 2022](#)

Introduction to anti-discrimination

This lesson gives a foundation for further lessons about discrimination and prejudice

[Presentation: Introduction to Anti-discrimination for KS1](#)

Anti-racism resources

Extensive lesson plans, presentations and accompanying resources have been created to teach anti-racism in primary schools. We highly recommend them to be used in schools. See the [overview document](#) for more information.

- <https://www.antiracism.education/primary>

C1) How do we make

[Presentation: How do we make a happy school?](#)

[Activity: Order list](#)

a happy school?

Objectives

- Understand why we have rules and how they help us learn and be happy

- Understand how to behave appropriately and

Partner Talk

- What do you love about your school?
- Do you feel lucky to be here?
- Make a list of the things a school needs to be a nice place
[rules, kindness, fun, play, hard work, listening, thoughtfulness]

Class Discussion

- Take note of the things brought up in the discussion
- Which is the most important?

Order the list of 'things to make a happy school' from highest to lowest

<p>how to contribute to school life</p> <ul style="list-style-type: none"> - Appreciate how important school is to them - Identify their special people in school <p>Key vocabulary <i>Rules, right, wrong</i></p> <p>PSHE links</p> <p><i>L1. about what rules are, why they are needed, and why different rules are needed for different situations</i></p> <p><i>L2. how people and other living things have different needs; about the responsibilities of caring for them</i></p> <p><i>L5. about the different roles and responsibilities people have in their community</i></p>	<p>Key Question Why do we need rules? [sometimes people are selfish and they need to remember that their actions affect other people]</p> <p>Class Discussion Look at school/class rules:</p> <ul style="list-style-type: none"> - Choose some of the rules and discuss why they are so important. - What would happen without the rules? - Are there any we could change or add? - Are all rules the same importance? [compare 'walk sensibly' with 'don't hit other children'] 	<p>No Activity</p>
	<p>Scenarios</p> <ul style="list-style-type: none"> - Look at various scenarios where a rule has been broken- After each scenario, talk about strategies to solve it, such as... - Think before you speak - Ask nicely to stop/change behaviour - Walk away - Find someone else to play with - Don't shout at anyone and don't fight back - Ask an adult if you can't fix it yourself 	<p>Activity Children make a video on iPads, giving their top tips on how to:</p> <ul style="list-style-type: none"> - Solve problems - Make school a happier place
<p>C2) Who lives in my neighbourhood?</p> <p>40 minutes</p> <p>Objectives</p> <ul style="list-style-type: none"> - Know what range of communities live near school - Appreciate that they should treat people with respect and kindness, regardless of difference - Understand what to do if they feel uncomfortable, either with strangers or 	<p><u>Presentation: Who lives in my neighbourhood?</u></p> <p>Book <i>'The Swirling Hijaab'</i> by Na'ima bint Robert and Nilesh Mistry Buy: https://www.amazon.co.uk/Swirling-Hijaab-English-Early-Years/dp/1852691433 Preview: https://www.youtube.com/watch?v=0LWskwOjLNO</p> <ul style="list-style-type: none"> - How many different uses can the children remember for the hijab? (Can they remember all of them between the class?) - Does anybody know someone who wears a Hijab? - Who wears Hijabs? [Sometimes, Muslim women wear hijabs] - How should we treat people that wear different clothes to us? 	<p><u>Activity</u> <i>Religious symbol match</i></p> <p>Children match religious clothing with the religion that it comes from</p>

<p>with people they know</p> <p>Key vocabulary <i>Community, different</i></p> <p>PSHE links <i>L5. about the different roles and responsibilities people have in their community</i></p> <p><i>L6. to recognise the ways they are the same as, and different to, other people</i></p>	<p>[the same as everyone else - with respect and kindness]</p> <p>What other religious clothing and symbols can we think of that we might see in our communities? [Turbans, crosses, kippah, scarves and more! More examples and information here: https://www.tolerance.org/classroom-resources/tolerance-lessons/common-religious-clothing]</p> <p>Teachers are encouraged to fit this book into Literacy, Religious Education and Wider Curriculum lessons as they see fit.</p>	
<p><i>L15. that jobs help people to earn money to pay for things</i></p> <p><i>L16. different jobs that people they know or people who work in the community do</i></p> <p><i>L17. about some of the strengths and interests someone might need to do different jobs</i></p> <p><i>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</i></p> <p><i>L4. about the different groups they belong to</i></p> <p><i>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</i></p> <p><i>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</i></p>	<p>Class discussion</p> <ul style="list-style-type: none"> - What communities are you part of? - Why are your communities important? - What roles and responsibilities do people have in our school community? - What are the important places in our neighbourhood, where people help us? - What jobs do people do in our communities? - Why is it good to have a job? - How should we treat the people in our communities? - Should we talk to everyone in our community? [We should be careful of talking to strangers that we don't know without permission from our parents. Of course, we can say hello, and be polite, but we shouldn't trust people that we don't know] - How do we know if someone is a trusted adult? [There are a small number of adults that you can trust. However, if you ever feel uncomfortable, even with a trusted adult, you should tell someone else that you trust. You should always feel safe*] 	<p>Activity</p> <p><i>Who to trust?</i> Put the following people in the correct column</p> <ol style="list-style-type: none"> 1) Trusted adult 2) Talk to politely when a trusted adult is present <p>School staff Security guard Man with a nice dog Sports coach Police officer Doctor Woman in the park giving out sweets Bus driver Shopkeeper Older brother of your best friend</p>



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



Additional lesson plans from DECSY

These resources - from DECSY's project 'Arrivals: Making Sheffield Home' - focus on a collection of portraits of Sheffield residents who immigrated to Britain from another country.

The lesson plan asks the questions:

- Who are we?
- What would you do?

The objective is to build empathy for people who have arrived in Sheffield from another place, by listening to their stories and understanding their journeys.

Project home page

<https://www.decsy.org.uk/resources/arrivals-making-sheffield-home/>

Photography project page

https://www.jeremyabrahams.co.uk/arrivals_sheffield

Lesson plan

<https://www.decsy.org.uk/wp-content/uploads/2021/06/PSHEKS1web.pdf>

Information for teachers

*The key point is that children feel able to go to a trusted adult for help, even if they feel uncomfortable about someone in their family or at school. It is important to note that as well as risks posed by strangers, children may also be abused by people in their family, their peers and people known to them in the community.

<https://learning.nspcc.org.uk/media/1042/child-abuse-neglect-uk-today-research-report.pdf>

C3) What makes a boy or a girl?

Objectives

- Name their body parts, including external genitalia
- Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes

Key vocabulary penis, vagina, boy, girl

PSHE links

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H22. to recognise the ways in which we are all unique

R23. to recognise the ways in which they are the same and different to others

Presentation: What makes a boy or a girl?

Key Information

- Explain that there are some specific differences but many more similarities
- Most boys have a penis and most girls a vagina** (they are both very private parts of your body that only belong to you - no-one else should touch them without your permission)
- There are different areas to your private parts*, such as testicles (two round sacks near the penis) and vulvas (exterior part of female genitals).
- Clarify misconceptions if necessary - no need to go into details around what they are for, especially in terms of sex. Explain that they will learn about this in more detail when they are in KS2.
- Traits such as strength, bravery, kindness and being clever are not specific to one sex

Stimulus

Book: ***Sugar and Snails***
by Tsiang, Sarah

Poem about an elderly relative who helps two children redefine their perceived gender roles

Buy

<https://smile.amazon.co.uk/Sugar-Snails-Sarah-Tsiang/dp/177321005X>

Activity

Fair or unfair?

Sort statements into two piles: fair or unfair:

- Boys don't wear pink
- Anyone can wear pink
- Girls must have long hair
- Anyone can have long hair
- Girls can't play football
- Everyone can play
- Boys are strong
- You get stronger if you exercise

Additional Picture Books, resources and information

Book: ***The Paper Bag Princess***
by Robert Munsch

Fairytale with gender roles reversed

- Discuss how this is different from a traditional fairytale
- Do you think that princesses should wait to be rescued, or go on adventures themselves?

Book: ***Dogs Don't Do Ballet***
by Anna Kemp

Book about a dog who defies gender expectations to achieve their dreams

[**N.B.** questions taken from [Outside the Box](#)]

- Why does Biff feel happy/sad at this point of the story?
- Is Biff a ballerina yet? Why not? What is stopping him?
- Why do the characters in the story stop Biff doing what would make him happy?

After reading the whole book, facilitate a discussion, using the questions below, about how our expectations of others can hurt people's feelings.

Key Questions

- Did the characters in the story expect Biff to be fantastic at ballet? Were their expectations right or wrong?
- How did Biff feel when he wasn't allowed to do what he loved?
- What might have happened if Biff believed what everyone thought that dogs don't do ballet?
- Have you ever been told you can't do something, or that you must do something, because of who you are? How did this make you feel?
- Are boys/girls ever told they can't do things because they are boys/girls? Can anyone think of any examples?

[Outside the Box](#)

Excellent resource about reducing gender stereotypes and sexism and promoting equality for the whole school (lesson ideas from page 61 onwards)

* **N.B.** clearly, there are other parts of the reproductive system as well (vulva, clitoris, uterus, cervix, labia, womb, testicles etc.), which may be covered in UKS2. Children will have many different words for their genitals, but for reasons of safeguarding and consistency, it is useful for children to know the anatomical name of their most sensitive area. Some schools have chosen to choose the word 'vulva' as well/instead of 'vagina'. This is fine, so long as this vocabulary is consistent throughout the whole school. We have chosen to use vagina, as it is more commonly used. If children suggest or ask questions about words, please support this with positive feedback. School staff should feel free to answer any questions honestly. In particular, it is important that we ensure children are using anatomical words correctly. There is no need to go into details about what they are for, but acknowledging and respecting children's curiosity about an important part of their body is crucial.

** **N.B.** Teachers will be aware that some people are trans, which is an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Teachers are welcome to discuss this topic, if they feel properly informed to do so and they feel it is appropriate. We have decided not to mention it in KS1, not because we think it is inappropriate, but because we would rather wait until the children are old enough to fully understand the complexities of the issue. This will ensure that children are never confused about the subject. Trans issues are discussed in LKS2 "[Fr2\) Are all friends the same?](#)" and UKS2 "[Fr6\) How do I accept my friends for who they are?](#)"

At no point, no matter how young the child, should LGBTQ+ issues be seen as taboo. They are a healthy and normal part of our accepting, tolerant and diverse society.

[Useful links for teachers about gender and sexuality](#)

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.

C4) How do I save up to buy something?

Objectives

- Understand that money mainly comes from doing jobs
- Appreciate that different jobs are suitable for different people
- Understand how to make basic decisions about money (spending and saving)

Key vocabulary

Save, earn, spend

PSHE links

L13. that money needs to be looked after; different ways of doing this

L17. about some of the strengths and interests someone might need to do different jobs

The following links take you to various accredited resources that help children understand how to look after their money:

Values money and me

Understanding saving, earning, planning and budgeting
'I want it' <https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2>

Where does money come from?

<https://natwest.mymoneysense.com/teachers/resources-5-8s/topic3-where-does-money-come-from/>

What are needs and wants?

<https://natwest.mymoneysense.com/teachers/resources-5-8s/topic5-what-are-needs-and-wants/>

Why is it important to save money?

<https://natwest.mymoneysense.com/teachers/resources-5-8s/topic4-why-is-it-important-to-save-money/>

How can I keep track of money?

<https://natwest.mymoneysense.com/teachers/resources-5-8s/topic6-how-can-i-keep-track-of-my-money/>

Where can I keep my money safe?

<https://natwest.mymoneysense.com/teachers/resources-5-8s/topic-2-where-can-i-keep-my-money-safe/>

Whole class activity

Keep Helen's money safe

<https://natwest.mymoneysense.com/students/students-5-8/keep-helens-money-safe/>

- What's the best place to keep money if you want it to be safe?
- If Helen wants something big, like a bike, what are your top tips for her?

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.

<p>Os1) Screen time <i>(Online safety Curriculum reference - L1)</i></p> <p>Objectives - Understand that people need to get the correct balance of time spent online and offline</p> <p>Key vocabulary <i>Screen, connect, active, creative</i></p> <p>PSHE links <i>L7. about how the internet and</i></p>	<p><u>Presentation: Screen Time ##</u></p> <p>Watch: What can happen if we spend too much time online? Can too much gaming affect our mood?</p> <p>Watch: Red and Murphy: Screen Time and Mindfulness https://www.youtube.com/watch?v=FNQmo0LF6YY&t=75</p> <p>Watch: The Digital 5 A Day CHALLENGE - by the Children's Commissioner Simply Luke https://www.youtube.com/watch?time_continue=650&v=MsUGmyjqw2w</p> <p>Look at the 5 elements of the 'Digital 5-a-Day'</p> <ul style="list-style-type: none"> ● Connect ● Be active ● Get Creative 	<p><u>Activity: Digital 5-a-Day - Print</u></p> <p>Children sort pictures of online activities into 6 piles:</p> <ul style="list-style-type: none"> ● Connect ● Be active ● Get Creative ● Give to others ● Be mindful ● Not part of our digital 5-a-day
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<p><i>digital devices can be used safely to find things out and to communicate with others</i></p> <p><i>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</i></p> <p><i>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</i></p> <p><i>H4. about why sleep is important and different ways to rest and relax</i></p>	<ul style="list-style-type: none"> ● Give to others ● Be mindful From: https://www.childrenscommissioner.gov.uk/2017/08/06/digital-5-a-day/ <p>What is a healthy amount of screen time?</p> <p>When is a sensible bedtime?</p>	
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Os2) Personal information

(Online safety Curriculum reference - S1)

40-60 minutes

Objectives

- Understand why we shouldn't share personal information
- Understand how to keep our personal information private and safe when we are online

Key vocabulary

personal, information, private

PSHE links

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

Presentation: Delivery for Webster - Personal Information

- What is personal information?
- Why should we keep our personal information safe online?

Read eBook:

<https://cdn.netSMARTZ.org/ebooks/DeliveryForWebster-Book.pdf>

- Why was Webster excited about the pop-up, with the dragon on it (page 2)
- Was the game really free? (page 3)
- Why did Webster end up with a lot of junk mail? (page 19)
- Why would anyone want to send you junk mail? (page 23)

Sort information on board into 2 categories

Watch:

Smart Crew 3: Personal Information

<https://www.childnet.com/resources/the-adventures-ofkara-winston-and-the-smart-crew/chapter3>

- 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?

Alternative resource:

Watch:

Hector's World - Episode 1: "Details...Details..."

<https://www.youtube.com/watch?v=zEA7324y00A>

Independent activity for strong readers, or adult-supported small group activity:

Activity 1 - Personal Information and sharing - HA- Print

Sort information into "safe" and "not safe to share".

Are there any grey areas?

Examples include:

- Address
- Phone number
- Email address
- School name
- Name of clubs (for example, football club or dance academy)
- Photographs

Activity 2:

Create a Poster/ PicCollage / video explaining what personal information is and why we have to keep it safe.

Extension opportunity:

- Create avatars for drawers/pegs etc. that conceal the child's identity.
- Use an image which does not identify the child, but that still gets across their personality (eg. is holding a football).
- Create Nicknames to go with it (a name which cannot be used to identify them, but is memorable. E.g. "Blade08").

Discuss video:

What problems did they face?

What could they do better? To stay safer?

- You can share your age, but not your birthday. ("Why is this?")

Os3) Online strangers

(Online safety Curriculum reference - P1)

Objectives

- Understand that people online are strangers if we don't know them in real life
- Understand that we shouldn't share private and personal information with strangers

Key vocabulary

Truth, private, personal, information

PSHE links

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

Presentation: Online Strangers

Watch: Lee and Kim - Animal Magic

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

People on the internet are not always who they say they are, and may have malicious intentions - they might not be telling the truth

Discuss the video

- What mistakes did the children make?- What can they do to make themselves safer?
- Why is it easier for people to trick you online?
- Who can you trust online?

Class Discussion 1

- Is everyone online bad? [no - just like in real life, some people are good, some are bad]
- Do online strangers sometimes make us happy [probably yes - we might like YouTubers or celebrities. We can watch their videos, and enjoy them, but that doesn't make them our friends, and we shouldn't talk to them without an adult]
- Are people we meet online our friends [No, although we should still be kind to them]

Class Discussion 2

- What is personal information? [address, photos, telephone number, full name, school name]
- Do we have to tell someone our private and personal information? [No: this belongs to us and no-one should force us to reveal it]
- What could happen if a stranger got your personal information [They could find you, make nasty comments on your photos or send you nasty messages]
- What is it 'fine to share' [favourite sport, music that you like, colour of your hair]

Activity 1

Make an Online Safety Poster Use PicCollage, PowerPoint or similar to create an online safety poster, choosing one of the online safety tips in the presentation.

Activity 2

Make a list of 'personal information' vs. 'fine to share'

Os4) Fake News

(Online safety Curriculum reference - N1) 70 minutes

Presentation: Who puts things on the internet?

- Why would somebody lie on the internet? [to be funny, to trick you, to make money]
- Why people want your information [To make money]
- Spotting things that are true/not real
- Creating our own fake news story

Activity (Print): Fake News

Children create real and fake news stories to put on the school website. Can the other children guess which are real and which are fake?

Health and Wellbeing

Themes covered across 'Health and Wellbeing' sections:



Objectives

Understand that anybody can put things online

Recognise the difference between truth and fiction

Understand that things online are often not true

Become more familiar with the term 'Fake News'

Key vocabulary

Internet, information, money, fake

PSHE links

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

Watch - Hector's World Episode 2:

Terms & Conditions and giving personal information to unreliable websites:

<https://www.youtube.com/watch?v=AlsygT2LJAo>

As a class:

Look at a mixture of factual/fictional websites and videos Children identify whether the information is true or not real

Teacher models how easy it is to create something fake on the internet.

They could:

- Make a fake video, using a green screen, and upload it to YouTube
- Write a fake blog post
- Write an inaccurate tweet (in the style of an April Fools prank)

Show them to parents: Can they tell the truth from the fictional?

A good website for strange but true stories is:

BBC - Newsround - "Strange, Stranger, Strangest"

<https://www.bbc.co.uk/newsround/43245617>

Other ideas:

- Make a fake video, using a green screen, and upload it to YouTube
- Write a fake blog post
- Write an inaccurate tweet (in the style of an April Fools prank)

Section 4: Mental Wellbeing

Objectives / Questions

Discussions

Activities

Understanding my feelings

M1) Where do feelings come from?

40 minutes

Objectives

- Understand that we have a range of emotions, depending on our experiences and situations

- Know what to do when we experience strong emotions

- Build language to talk about feelings

Key vocabulary *Angry, happy, nervous, scared, sad, calm, surprised*

PSHE links

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H16. about ways of sharing feelings; a range of words to describe feelings

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they

Presentation: Where do feelings come from?

Book

The Colour Monster
By Anna Llenas (2016)

Buy

<https://www.bookdepository.com/Colour-Monster-Anna-Llenas/9781783704231> Preview
<https://www.youtube.com/watch?v=lh0iu80u04Y>

Class discussion

- Why was the monster multi-coloured?
- Why did the girl put the monster's feelings into different jars?
[So they could both understand those feelings better]
- Do we have our feelings in jars?
[No, they are all muddled up together, so we can't always tell which ones we are feeling - but if we understand our emotions, it is easier to work it out]
- Does everyone use the same colours for their emotions [No - different people might imagine different colours, or none]

Class discussion

- Show emotion words (angry, happy, nervous, scared, sad, calm, surprised)
- How many of these feelings have you come across?
- Why did you have these emotions?
[you don't always know, and you don't have to have a reason]
- What should I do when I have strong emotions [Listen to them, try and work out where the feeling is coming from, talk about it with an adult]

Activity - Wordmat

Wordmat vocabulary practice
Children quiz each other on the meaning of the words on the word mat

Activity - Map our emotions

Children have an outline of themselves, surrounded by jars ready for emotions to go into. They select emotion words from a list and put them into the jars, before colouring them as they see fit.

Extension activity

Children write about examples of when they have felt certain ways - for example "Scared - I felt scared when my sister went to the hospital"

don't feel good

you trust, don't take out a negative emotion on other people, always try and be kind]

More resources

SEAL archive: 'Relationships' and 'Good to be Me' - Blue Packs

<p>M2) Who am I?</p> <p>40 minutes</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that each of us has skills and talents that are valuable - Understand that we are important, unique people who deserve kindness and respect - Appreciate that other people are important, no matter how good they are at certain things <p>Key vocabulary Pride, unique</p> <p>PSHE links</p> <p><i>H21. to recognise what makes them special</i></p> <p><i>H22. to recognise the ways in which we are all unique</i></p> <p><i>H26. about growing and changing from young to old and how people's needs change</i></p> <p><i>L14. that everyone has different strengths</i></p>	<p><u>Presentation: Who am I?</u></p> <p>Story <u>Short story: 'Proud'</u> From SEAL - 'Good to be Me' - Blue Pack</p> <p>Class Discussion Answer questions based on the story:</p> <ul style="list-style-type: none"> - Why do you think Mariam laughed at Leon's writing? - Did Mariam feel proud because she worked hard at her writing or because she found it easy? - Which do you think Leon was most proud of, writing about his invention or making the invention? - What upset both Leon and Mariam? - Think of some words to describe Mariam's behaviour and Leon's behaviour - Think of something that you have done that you are really proud of: what was it and how did it feel? <p>Song 'Completely Uniquely Me' Many Sheffield schools have access to this song already, via The Sheffield Music Hub - Speak to your music coordinator for support <i>Buy / access song:</i> https://www.outoftheark.co.uk/songs/completely-uniquely-me.html</p> <p>Class Discussion</p> <ul style="list-style-type: none"> - Are we all good at everything? [No, we all have different strengths] 	<p>Activity Write down 3 things you're good at and 1 thing that you're not as good at.</p> <p>Does anybody have something that they're good at but someone else is not as good at?</p> <p>Could they help each other like in the story?</p>
<p>M3) What helps me to be happy?</p> <p>40 minutes</p> <p>Objectives - Understand the connection between their actions and the feelings of themselves and others</p>	<p><u>Presentation: What helps me to be happy?</u></p> <p>Key question What helps me to be happy?</p> <p>Partner talk</p> <p>were:</p> <ul style="list-style-type: none"> - Discuss which parts of their days - Fun? - Bad? - Healthy? - Unhealthy? <p>Key Information</p>	<p>Ongoing activity Children 'check in', by writing or moving their name onto a scale at the start of every session (Happy - O.k. - Sad - Angry - Frustrated etc.) [Consider doing this every morning during registration]</p> <p>Activity</p>

- Discover how our choice of activities can affect our happiness

Key vocabulary

feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors, worried, anxious, scared, nervous

PSHE links

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H23. to identify what they are good at, what they like and dislike

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H16. about ways of sharing feelings; a range of words to describe feelings

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H27. about preparing to move to a new class/year group

What helps me to be happy?

[We need a range of things to help us stay happy: hobbies, interests, socialising, family, sleep, physical exercise, time outdoors, being kind to yourself]

Discussion

What might stop us being happy?

- If we feel strong emotions, what can we do about it?
[Talk to a friend, talk to an adult you trust, draw a picture, write it down, do something you enjoy, listen to music, read a book, get some exercise]

Partner talk

A tough time for children can be when they move class or school

- How did you feel the last time you moved class?-
Did everyone feel the same?
- What emotions might you feel
[worried, anxious, scared, nervous]

Book

My New Home

By Marta Altés

Buy

<https://www.amazon.co.uk/dp/1447206517/ref=nosim?tag=contentwithli-21>

Preview

<https://youtu.be/-SJ8-Th32KQ?t=290>

Discussion

- Has anyone felt like the character in this book before?- What emotions are they feeling when they have to move to a new place?
[Lonely, worried, anxious, scared]
- What are they worried about?
[Change, being lonely, missing their old friends, not having any friends, not knowing what was coming next]
- If someone new moved to your class, what could you do to help them feel excited and happy?
[Talk to them, play with them, include them in your games, ask them how they are, check they are not on their own, talk to an adult if you are worried about them]

Optional extra book about worrying:

Ruby Finds a Worry

by Tom Percival

Buy

<https://www.amazon.com/Ruby-Finds-Worry-Tom-Percival/dp/1547602376>

Happy Suitcase

Children design a suitcase, full of the things that make them feel happy, safe and loved



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Preview

<https://www.youtube.com/watch?v=VCyiiHI2SJU>



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Sheffield ILS eLearning Service

Improving outcomes . Embracing technology

Section 5: Physical Wellbeing

Objectives / Questions

Discussions

Activities

Staying healthy

P1) How do I help my body stay healthy?

Objectives

- Understand that active lifestyles including regular exercise can keep our bodies more healthy -
- Appreciate that some people live with disabilities

Presentation: [How do I help my body stay healthy?](#) #

Big question

How do I help my body stay healthy?

Stimulus

Teacher draws a picture of a child on the board -
Ask children for ideas of how to make that child healthier

[Exercise, Diet, Sleep, Brushing teeth]

- Do children know why each one is so important?

Activity

Children draw an outline of themselves on a piece of paper

Throughout the lesson, they should add labels and pictures to the outline, to show the things that will help their bodies to stay healthy

Further Reading

Basic information about emotions and the brain

Poster, explaining the parts of the brain - created by [Lucy Holbrook](#) and DECSY

<https://drive.google.com/file/d/11Av-YXTyOcpMmPlyzVo2e9zC8Q0QHeF9/view?usp=sharing>

The Triune Brain presentation by Lucy Holbrook and DECSY

<https://docs.google.com/presentation/d/13XaVj-C0qIw00c9vF7YtMf9QyiYGlzG>

Why Do We Lose Control of Our Emotions?

Explaining the 'Flipping your lid' metaphor

[tps://www.youtube.com/watch?v=3bKuoH8CkFc](https://www.youtube.com/watch?v=3bKuoH8CkFc)

Young woman from 'Girls Empowerment Network' talking about emotional responses. What she is explaining is taken from Dan Siegal's "Hand Model of the Brain" which would complement the Triune Brain model. Dan Siegal is a clinical psychiatrist at UCLA in the USA whose work is useful for understanding brain science. He's written a book about the teenage brain written for both teens and their parents.

<https://www.youtube.com/watch?v=M35zzNndW8k>

Australian music therapist Allison Davies. Her work focuses on "brain care" rather than "behaviour" and in particular the role of music in regulating our brain and autonomic nervous system.

<https://www.youtube.com/channel/UCI2gnxFjSOWqm3IXtSmV4kQ>

Polyvagal theory - Neuroception, By Stephen Porges

<https://static1.squarespace.com/static/5c1d025fb27e390a78569537/t/5ccdff181905f41dbcb689e3/1557004058168/Neuroception.pdf>



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- Understand that we can't always have healthy bodies, because sometimes we get ill or injured

Key vocabulary

Exercise, diet, sleep, brushing, teeth

PSHE links

H1. about what keeping healthy means; different ways to keep healthy
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H10. about the people who help us to stay physically healthy

Link with KS1 Science Programme of Study

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Active Lifestyles

Presentation: Ten Minute Shake Ups

(from Public Health England's Change 4 Life Programme download original file and more activities from [here](#):

Activities: Ten Minute shake Ups

(From Public Health England's Change 4 Life Programme download original file and more activities from here: <https://campaignresources.phe.gov.uk/schools/resources/10-Minute-Shake-Up2017-upper-KS1-toolkit>)

More activities (P.E. Link)

Selection of 10 minute 'shake-up' activities <https://www.nhs.uk/10-minute-shake-up/shake-ups>

Diet [N.B. The lesson P2 goes into this in much more detail]

Class discussion

- Why do we need a healthy diet?
[To get the right nutrients into our bodies]
- Why do we need nutrients?
[They help us to grow, be strong and stop us from getting ill]
- Are there any foods that we should avoid?
[Sweets and fast foods contain lots of sugar and fat that taste nice but they don't contain many of the healthy nutrients that we need]

No activity

Sleep



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	<p>Stimulus Video* <i>Why Do We Need Sleep?</i> https://www.youtube.com/watch?v=_aAmaCeq9v4 * Video will be a little too complicated for some KS1 children, so consider watching it in small chunks</p> <p>[Go to activity]</p> <p>Class discussion Why do we need to get lots of sleep? - Children share what they have written down/drawn. Have they thought of everything?</p>	<p>Activity Watch the video for a second time Children write down/draw on mini-whiteboards as many reasons as they can why they should get enough sleep (11 hours a night) [It helps us remember things, helps us to learn, helps us to heal, stops us getting ill, keeps us in a good mood, helps us to grow, gives time for our muscles to get stronger]</p>
	<p>Teeth [N.B. The lesson P3 goes into this in much more detail]</p>	
	<p>Stimulus Video Brush Your Teeth, Teddles! https://www.bbc.co.uk/iplayer/episode/p07bjdyr/teddles-brush-your-teeth-teddles</p>	<p>No activity</p>
	<p>-teeth-teddles</p> <ul style="list-style-type: none"> - How many times a day should you brush your teeth? [2 times - always before bed] - How long should you brush your teeth for? [2 minutes] 	
<p>P2) How do I decide what to eat?</p> <p>Objectives</p>	<p>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]</p>	

- Identify the components of a balanced diet

Key vocabulary

Diet, healthy, unhealthy, fruit, vegetable, energy, Halal, Kosher

PSHE links

H2. about foods that support good health and the risks of eating too much sugar

Presentation: How do I decide what to eat? ##

Class discussion

- What foods help you to stay healthy?
[Vegetables, fruit, carbohydrates like pasta, protein like beans and a little bit of fat and sugar]
- We're going to watch some videos to find out more detailed information
- Can everyone eat the same food?
[No - Some people don't eat certain foods because of their beliefs]
- Can you think of any foods that people don't eat?
[Meat - vegetarians and vegans don't eat meat. Vegans don't eat any food that comes from animals. This can be for health, environmental or animal cruelty reasons

There are certain foods that people don't eat because of their religion - Many Hindus don't eat beef. Many Muslims and Jewish people don't eat pork. *Halal* is the word that describes the things that Muslims eat. *Kosher* is the word for the things that Jewish people eat.

Allergies and intolerances - some people get ill if they eat certain foods. They need to be extra careful to check the ingredients on things that they eat

Activity ##

Show each video, children fill out the worksheet as they go along, with boxes and questions to help structure the information

Healthy Eating: An introduction for children aged 5-11
<https://www.youtube.com/watch?v=mMHVEFWNLmC>

Show younger children why eating their fruit and veg is good for them
<https://www.youtube.com/watch?v=kteZneJm1EI>

Why do our bodies need protein?
<https://www.youtube.com/watch?v=KSPgaSGSYA>

Why should children include dairy in their daily food intake?
<https://www.youtube.com/watch?v=vAH9IVLWtZs>

Foods we need to eat less often
<https://www.youtube.com/watch?v=vADtodHhfKU>

Additional worksheet

[Activity 2 \(High ability\)](#)

[Activity 2 \(Lower ability\)](#)

- Children complete worksheet
[These worksheets are from the Change Life project. Original download, containing more resources, can be found in the [Be Food Smart: KS1 Toolkit](#)]

Whole school guidance

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.



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Information for schools in Doncaster

For further information and support:

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

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

Email healthylearning@doncaster.gov.uk

Homework

<https://campaignresources.phe.gov.uk/schools/resources/sugar-smart-world-take-home-pack>

Display resources for health eating

https://digitalcampaignsstorage.blob.core.windows.net/schools/production/uploads/ckeditor/attachments/232/Healthier_swaps_display_board_print-out.pdf

Further Resources

[Sugar Smart Maths Lesson](#)

[Sugar Smart Maths Worksheets](#)

[YouTube channel with more videos about eating healthily and where food comes from](#)

P3) How do we stop getting ill?

Objectives

- Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people

Presentation: How do we stop getting ill? #

Big question

What makes us ill?

[We can't always help getting ill - sometimes it just happens, but there are a few basic things that can make it much less likely]

Germ

- Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell

- Understand that we can prevent tooth decay by brushing our teeth regularly

Key vocabulary

Teeth, dentist, clean, wash, disease, germs

PSHE links

H1. about what keeping healthy means; different ways to keep healthy

H2. about foods that support good health and the risks of eating too much sugar

*H5. simple hygiene routines that can stop germs from spreading
H6. that medicines (including*

Many things can make us ill - bodies are complicated, but a big one is 'germs'.

They get into our body unless we stop them. They come from:

- Snot
- Poo
- Our hands
- Sneezes and coughs

They can make us sick if they get inside our bodies mostly through our mouth.

How do we stop germs getting spread around?

- Wash our hands with soap (especially before meals and after going to the toilet)
- Catch our coughs and sneezes in our hands and tissues (then clean them straight away with soap)

<https://www.birminghamandsolihullccg.nhs.uk/images/News/Coronavirus.jpg>

Why do we have to clean the rest of our bodies?

- Germs live in sweat and in our mouths
- If we don't brush our teeth, we can get smelly breath

Activity

Create poster to show one way of avoiding illness

- Washing hands
- Catching sneezes
- Brushing teeth
- Sugar in foods

Example:

<https://www.mydoorsign.com/safety-signs/hand-washing-signs/sku-5773.aspx>

vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

Link with KS1 Science Programme of Study

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

and bad teeth

- Explain how to brush teeth thoroughly
https://upload.wikimedia.org/wikipedia/commons/c/c2/Hvernig%3%A1_a%C3%B0_bursta_tennur.jpg
- If we don't wash our bodies with soap to get the sweat off, we can get smelly
- The most important places to wash are under your armpits and your genitals (penis for males or vagina for females) because they get the most sweaty
- Explain how to wash hands properly
<https://www.hey.nhs.uk/wp/wp-content/uploads/2017/01/Handwashing-1.png>

Teeth



	<p><u>Presentation: Change 4 Life Science lesson plan for keeping teeth healthy</u> [This presentation is from the Change Life project. Original download can be found here]</p> <p>Stimulus Video <i>Why do We Brush Our Teeth?</i> https://www.youtube.com/watch?v=aOebfGGcjVw</p> <ul style="list-style-type: none"> - How many times a day should you brush your teeth? [2 times - always before bed] - How long should you brush your teeth for? [2 minutes] 	<p>Experiment (Link with science) Children conduct a simple experiment to show the damage that sugar can do to teeth.</p> <p>[Follow guidance on pages 2-6 of the presentation]</p>
<p>P4) How can I stay safe?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Identify common dangers that they may encounter both at home and in the wider world: <ul style="list-style-type: none"> ● Chemicals and medicines ● Roads and cars ● Riding bicycles and scooters ● Environmental ● Railways ● Water ● Fires - Know what to do in an emergency situation <ul style="list-style-type: none"> ● Telling adults ● Calling emergency services <p>Key vocabulary <i>Chemical, medicine,</i></p>	<p><u>Presentation: How can I stay safe?</u></p> <p>Key question What dangers do I have to look out for?</p> <p>Class discussion What do I do in an emergency?</p> <ul style="list-style-type: none"> ● Tell adults ● Call emergency services (999) <p>Dangers inside the home</p> <p>Explain the basic harms that can be caused by each danger and simple tactics to avoid injury.</p> <p>Children identify dangers from around the house, including:</p> <ul style="list-style-type: none"> ● Chemicals and medicines ● Coin batteries ● Electrical products and wires ● Plug sockets ● Fires and matches ● Electric hobs ● Gas hobs ● Boiling water ● Falling down stairs and off tables, chairs and beds 	<p>Activity Children sort various pictures from <u>inside the home</u> into 'Danger' and 'No Danger' https://www.cbtrust.org.uk/wp-content/uploads/2016/06/Resized-Prevention-image-e1471869446556.jpeg</p>

needles, railway, emergency, police, fire brigade, ambulance

PSHE links

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H33. about the people whose job it is to help keep us safe

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

- Ropes and blinds
- Ponds

Video

Prevention and treatment of burns

<https://www.youtube.com/watch?v=n7aDyugYJOM&feature=youtu.be>

360° Photo

Identifying hazards in the kitchen

<https://firstaidchampions.redcross.org.uk/spot-the-danger/>

Whiteboard activity

Identify fire and burn hazards <https://www.essex-fire.gov.uk/homesafety/>

eBook

Bernie Bear and the Bad Idea

<http://www.cbtrust.org.uk/wp-content/uploads/2016/06/Bernie-Bear-PDFs-book.pdf>

Dangers outside of the House

Explain the basic harms that can be caused by each danger and simple tactics to avoid injury.

Children identify dangers when out and about in their communities:

- Roads and cars (covered in more detail later)
- Riding bicycles and scooters
- Railways
- Water (rivers, ponds, reservoirs, lakes and the sea)
- Needles and glass

Interactive game

Building site dangers

<https://firstaidchampions.redcross.org.uk/spot-the-danger/>

Activity

Children sort various pictures from outside the home into 'Danger' and 'No Danger'

Roads



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Website Resources from ' THINK'

<https://www.think.gov.uk/education-resources/explore-education-resources/?age%5B%5D=3-to-6>

Videos

Safer journeys anthem

<https://vimeo.com/242116708> First

Journeys

<https://vimeo.com/268800541>

Crossing roads: Kids know best

<https://vimeo.com/242114979>

Website



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	Road safety information http://www.brake.org.uk/educators#keystage1	
	Sun Safety	
	Information about the damage caused by the sun and how to protect ourselves: - Suncream - Sun hats - Covering up - Sunglasses to protect eyes	
	Revisit key question What do I do in an emergency? <ul style="list-style-type: none">• Tell adults• Call emergency services (999)	



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Section 6: Growing up

Objectives / Questions

Discussions

Activities

Growing

G1) Will I always be a child?

(link with science)

Objectives

- Recognise the 5 key stages of human life

Understand how their bodies will change as they age

- Consider how their lives will change as they get older

- Appreciate how increasing independence presents new dangers,

Presentation: Will I always be a child?

Big Question

Will I always be a child?

Stimulus

Show children diagram of ageing

What are the 5 key stages of life?

[baby, child, teenager, adult, elderly]

Stimulus

Show various pictures of people at different ages

Class discussion

What might each person worry about?

What might be the dangers?

The challenges?

The benefits?

The responsibilities?

Activity

Look at various pictures of the same person at different age

Can they put them in order? How

did they know which was the

youngest/oldest?

Activity

In pairs, children write/draw the best and worst bits of being each age



challenges, benefits and responsibilities

Key vocabulary

Change, age, baby, child, teenager, adult, elderly,

PSHE links

H26. about growing and changing from young to old and how people's needs change

H28. about rules and age restrictions that keep us safe

L1. about what rules are, why they are needed, and why different rules are needed for different situations

L5. about the different roles and responsibilities people have in their community

Links with KS1 Science

Programme of Study

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notice that animals, including humans, have offspring which

Images

Look at pictures of various people defying age expectations (For example, an elderly person running a marathon, a child talking at a conference)

Does everyone grow up the same?

grow into adults