

**2020**

**THE BIRMINGHAM  
APPROACH TO  
RELATIONSHIPS AND  
HEALTH EDUCATION IN  
PRIMARY SCHOOLS**

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# 1. FOREWORD

In 2015, we published an equalities toolkit for schools, *All Different; All Equal*, along with the Birmingham Curriculum Statement which set out our aspirations for children and young people in Birmingham. We also worked with BRAP, an equalities charity in Birmingham to offer advice, support and training to schools on Mastering Equality and Unconscious Bias.

During that year, we welcomed our first cohort of 25 schools working with Unicef to become Rights Respecting Schools and we can now announce that over 250 schools are working towards the Gold, Silver and Bronze awards, progressing faster than any other schools in the country.

The achievement of our schools, along with the partnership that Birmingham City Council enjoys with Unicef is something to celebrate and we do this annually with children and young people from across the city, coming together to perform drama, poetry, music and film at the Repertory Theatre.

Following the publication of the Children and Social Work Act, 2017 and the subsequent changes to Department for Education policy due to take effect in September 2020, we have seen protests outside two primary schools in Birmingham. This has had a detrimental impact on pupils, their families, staff and governors and has largely been fuelled by misinformation.

To respond to this, and the autonomy afforded to schools by the changes, we have not only updated the equality toolkit, but have developed, with primary schools in Birmingham, a standalone resource to support primary schools to meet the requirements of the statutory teaching of relationships and health education in primary schools.

This resource includes helpful documents to enable staff and parent consultation, advice for

governors, model letters and a set of resources and lesson plans from Year 1 to Year 6, all of which meet the statutory requirements for September 2020. There are additional optional resources for sex education, which although not compulsory for primary schools, will be helpful for those schools that wish to include sex education in their offer to pupils. This resource will enable schools to meet the minimum requirements of the mandatory curriculum changes, and to build on this to ensure that all children are included.

We want all children in Birmingham, whoever they are, whatever family they are from, to feel valued and respected, and to see themselves reflected in the resources and the relationships that are modelled through the craft of teaching in our schools every day.

We are grateful to the schools that volunteered to develop the resources with us, and also those that agreed to be part of the pilot, following which many changes have been made.

We have also valued the partnerships with SACRE, brap, University of Birmingham, DfE and OFSTED that have thoughtfully contributed to the development of this toolkit.

In coming months, we will publish additional good practice case studies, as schools master the policy changes.



A stylized handwritten signature in black ink, consisting of a large 'T' and 'O' followed by a flourish.

**Dr Tim O'Neill**  
Director Education  
and Skills

## **2. BIRMINGHAM CURRICULUM STATEMENT**

## 1. PREAMBLE

In Birmingham community cohesion means working towards a society in which strong and positive relationships flourish and continue to be developed in schools, the workplace and wider community. This is achieved through our shared values of democracy, the rule of law, individual liberty, tolerance and mutual respect for people. The Equality Act 2010 places a duty on us to have due regard to eliminate discrimination, advance equality of opportunity and to foster good relations. To achieve this, every child in Birmingham should have the best opportunity to go as far as they can in life and education is the key to that success. This is our commitment to equip children and young people to be happy, talented, confident and ambitious citizens of Birmingham and of the world.

## 2. THE STATEMENT

A statement for our children in Birmingham: a guarantee for their future.

ALL children in Birmingham will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. It will prepare them for adult life by:

- enabling them to play an active role in their school and community
- experiencing a culturally rich and diverse life
- developing and benefitting from a range of positive relationships

The curriculum will:

- promote children's engagement in learning through enquiry-led approaches that develop skills, dispositions and attitudes to learning
- equip children for their futures in a rapidly changing world recognising the importance of technology, science, languages and communication for dialogue and understanding between different groups
- value, celebrate and build on children's religious and cultural heritage and develop a sense of identity, honouring the United Nations Convention on the Rights of the Child (UNCRC)
- promote the fundamental shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- help children develop an understanding of all faiths and none, and participate in the celebration of different religious events in understanding and accepting differences
- develop children holistically: their intellectual, practical, aesthetic, spiritual, social and emotional capacities
- ensure an understanding of protected characteristics of the Equality Act and how through diversity they can be celebrated
- develop children to take the lead, accepting responsibility for their behaviour, to show initiative and compassion for others, to make a positive difference in their own lives and in the lives of those living and working in their local, national and global communities

At school, all children and young people will be given the opportunity to learn the benefits of physically and emotionally healthy lifestyles, by participating in high quality personal, social and health education including sex and relationships education. Opportunities will be provided for children to explore their talents and abilities through:

- developing an appreciation of the arts
- taking part in a wide range of physical activities, sports and games
- developing a sense of self in a non-judgemental, mutually supportive environment
- experiencing music and its intrinsic value for enjoyment and self-expression through performing, singing and the playing of instruments
- experiencing social, moral, spiritual and cultural education that broadens children's awareness and understanding of the world and their place within it
- independent careers advice that inspires and motivates them to fulfil their potential

The UNCRC, Article 29 states that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment. We will not allow any attempts to narrow the curriculum, or to deny our children and young people their right to education.

Signed



A handwritten signature in blue ink, appearing to read 'Jayne Francis'.

**Councillor Jayne Francis**  
Cabinet Member for  
Education, Skills and  
Culture



A handwritten signature in black ink, appearing to read 'John Cotton'.

**Councillor John Cotton**  
Cabinet Member  
for Social inclusion,  
Community Safety and  
Equalities

Date: March 2019

# **3. RATIONALE FOR CREATIVE CONSULTATION ON RELATIONSHIPS AND HEALTH EDUCATION (RHE)**

In Birmingham, community cohesion means working towards a society in which strong and positive relationships flourish and continue to be developed in schools, the workplace and wider society. This is achieved through our shared values of democracy, the rule of law, individual liberty, mutual respect and tolerance of others.

Relationships are the essence of interactions between people from different walks of life and so it is imperative that we design a consultation process that represents the value of these relationships with all stakeholders. Parents and carers are the prime educators for their children and should therefore be encouraged to be involved in their child's education by schools.

Constructive dialogue between schools and parents regarding the RHE curriculum, along with other aspects of a school's activities supports mutual understanding and ultimately, benefits pupils' progress.

Consultation is a process by which an organisation will seek the opinions of relevant people about a particular activity or proposal over a specific period of time. The purpose of this is to better understand their views and take them into account when making decisions.

For schools, consultation is about providing formal channels through which all stakeholders can express their views about certain aspect of the school's life and is more commonly thought of in schools as parental engagement.

The broad process for engagement involves the school providing information to all parents, in an accessible way, on their proposed programme and policy. Parents are then given reasonable time to consider this information and the school provides reasonable opportunities for parents to feed back. This provides the school with opportunities to make careful considerations of the views expressed.

Schools will ultimately make final decisions and engagement does not amount to a parental veto. The Department for Education will support schools that, having engaged with parents and carefully considered their views, take reasonable decisions about the Relationships Education aspect of the wider policy.

### **CURRICULUM VISION:**

The programme of study for RHE aims to provide pupils with a rich, broad and cohesive curriculum which will enable pupils to engage with meaningful learning experiences and prepare them to become global citizens. It aims to develop knowledge, critical thinking skills and positive attitude towards themselves and others. Pupils will engage in opportunities to apply the knowledge and skills learned throughout their school life and beyond. This programme of study has been designed to consider a range of themes and issues that young pupils may encounter in their lives.

The programme of study places strong emphasis on the personal development and mental well-being of pupils as we believe they are just as important as the academic subjects taught in schools. It also aims to provide pupils with opportunities to engage in a range of activities that will not only enrich their lives, but equip them with skills for life. Furthermore, it aims to prepare pupils for life both in modern British society and the global community, by fostering positive attitudes and qualities that enables them to become confident, caring, respectful and responsible citizens. This will complement pupils' understanding of their own rights in our Rights Respecting Schools (Article 28/29 UNCRC).

The programme of study for RHE draws on the application of skills and knowledge identified in the Department for Education guidance and in legislation. It will enrich and empower pupils and provide them with a platform to raise their aspirations, seek knowledge, develop critical thinking skills and encourage the art of empathy through discussion and dialogue.

There is a broad spectrum of special educational needs, which the 'SEN and Disability Code of Practice 0 to 25 years' (DfE 2015) classifies under the following headings:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

At the time of publication, work is underway with Birmingham special schools to develop a programme of study for pupils in line with recommendations from the PSHE Association which includes some aspects of Relationships and Health Education and Sex Education:

1. Self-awareness (me, who I am, my likes, dislikes, talents and interests)
2. Self-care, support and safety (looking after myself and keeping safe)
3. Relationships: Managing Feelings (understanding feelings and that how I feel and how others feel affects choices and behaviour)
4. Relationships: Changing and Growing (how I and others are changing; new opportunities and responsibilities)
5. Healthy lifestyles (being and keeping healthy on the 'outside' and on the 'inside')
6. The world I live in (living confidently in the wider world)

To conclude, engaging in a holistic programme of study pupils will be able to participate and contribute to life as global citizens and leaders.

## **INTERFACE BETWEEN RELIGIOUS EDUCATION, RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION**

For many, a life guided by faith or an institutional world view can offer direction, rules and guidance. It helps people understand relationships, intimacy, orientation and gender. Religious Education can provide some clarity when pupils are learning about, and going through, the transition from childhood to adulthood. Religious Education should be considered for its unique treasury of ideas, tools and texts as pupils seek to understand healthy relationships.

Schools provide a unique and safe space for pupils to be curious, to ask questions without fear of judgement, to learn from teachers and gain knowledge about relationships and sex. This includes exploring a range of pertinent issues, from relationship types to raising awareness about the dangers of, for example, sexting and grooming. The 24 Dispositions of the Birmingham Agreed Syllabus for Religious Education provide support by offering pupils an understanding of how to navigate their way through life and are pertinent to those with or without a religious belief. Since they are character based, they equally support those of no religion. Religious Education also recognises that religion and non-religious worldviews present not only many benefits, but also challenges and tensions when exploring these issues. Relationships Education includes questions of values and beliefs which can become controversial, particularly when some denominations within religious traditions do not approve of homosexuality or abortion, both of which are legal in the UK. As such, there is an opportunity to discuss the difference between religious law and British law.

Religious Education should not shy away from difficult or sensitive issues. Indeed, there is a requirement in the Section 175 Annual Safeguarding Audit for schools to demonstrate how they actively give time for such explorations. The dispositions can effectively stimulate discussion of sensitive issues within a framework that transcends the purely secular but does not uniquely echo the beliefs of one tradition. Pupils need to be presented with a balanced range of viewpoints and teachers should be able to deal honestly and sensitively with issues, answer appropriate questions and offer support.

The Agreed Syllabus for Religious Education recognises pupils and adults as active persons with intrinsic value that prohibits seeing others as mere objects to be exploited, used or abused. It encourages unselfish relationships that enable pupils to flourish throughout their education and beyond.

Reference to the 24 Dispositions has been made in each Year Group Overview in the lesson resources section of this document.

## **4. SUPPORTING THE DEVELOPMENT OF THE RELATIONSHIPS AND HEALTH EDUCATION PROGRAMME**

## INTRODUCTION

Head teachers are best placed to identify the most appropriate staff members to lead on aspects of this programme and those most likely to be included are the PSHE lead, Designated Safeguarding Lead, members of Senior Leadership Team and a representative from the governing board (see matrix process). Leaders will need to work together and familiarise themselves with this resource which is set within the wider context of Department for Education guidance.

## WHAT DOES THIS MEAN FOR YOUR SCHOOL?

The leadership working group will develop the rationale for the RHE/RSHE consultation with supporting documents from BCC, NAHT, PSHE Association and DfE which can be found below. The process needs to take into consideration the direct school community, context and aimed outcomes. One of the aims could be to personalise the rationale to meet the needs of the pupils.

Here are some useful links:

<https://www.naht.org.uk>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

The working group should then identify the roles and responsibilities for each team member and draft the process of consultation, taking into consideration the school's needs analysis and any additional data (ONS) in line with the information from the RHE guidance. Safeguarding is paramount throughout the

curriculum so do make reference to Keeping Children Safe in Education 2019.

Schools may wish to access additional training from organisations including the PSHE Association, NAHT, NEU, Stonewall, BRAP and Services for Education

Keeping Children Safe in Education 2019  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835733/Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)

Working Together to Safeguard Children 2018  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

Sexual violence and sexual harassment between children in schools and colleges  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

Prevent Duty 2015 updated April 2019  
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

## **IMPLEMENTATION**

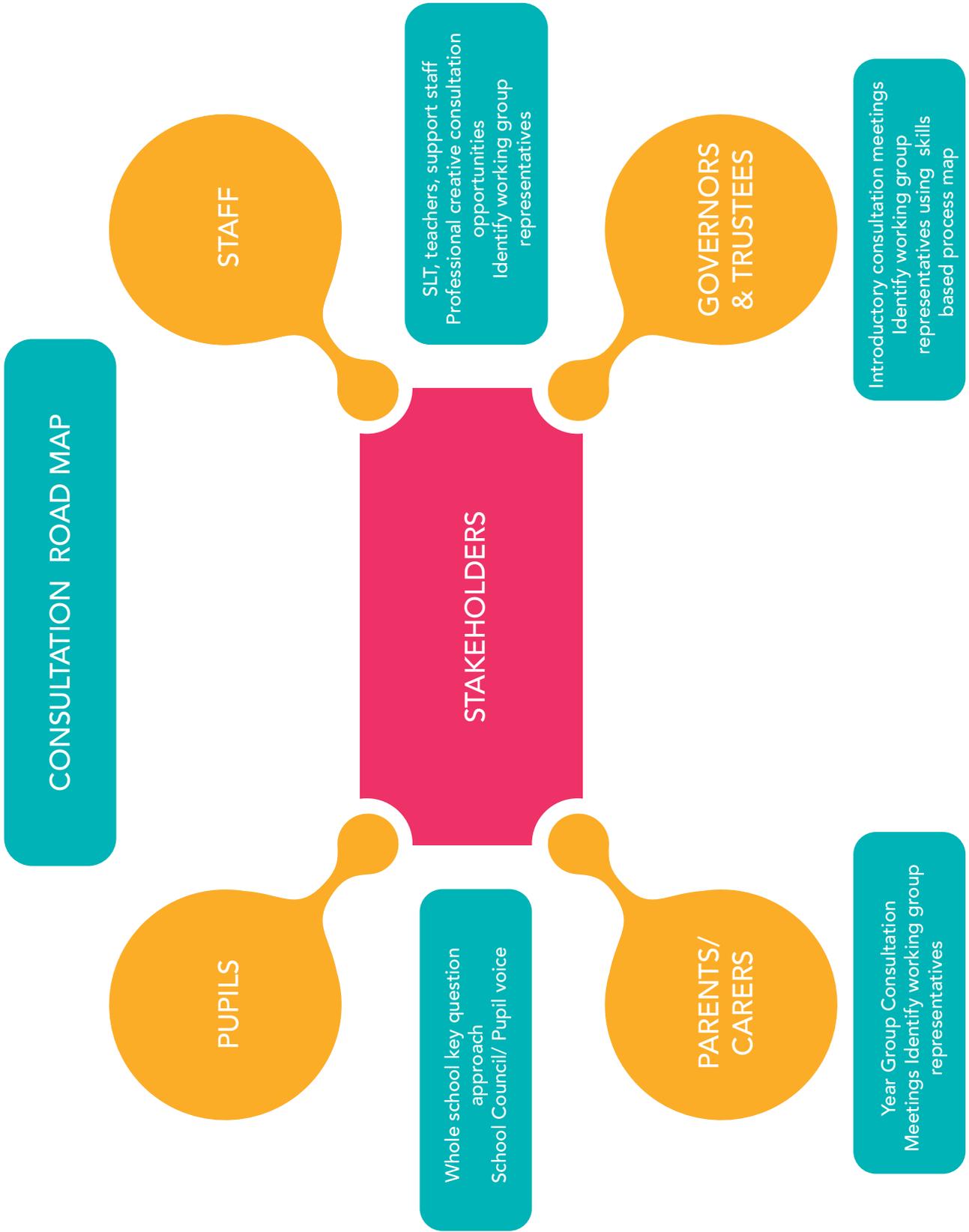
The working group, led by the head teacher will then support senior school staff to be able to

- develop a skilled staff team who understand the importance of PSHE in primary schools
- develop pupil audit questions (sample questions provided in this resource)
- review BCC resources and consider additional options dependent on school context
- consider how this resource reflects the needs of the school and adjust or differentiate accordingly, before meeting with parents
- prepare and present whole school inset to share rationale and vision with staff
- prepare for consultation with parents and decide how to structure invitations
- prepare letter to inform parents of year group consultation meetings
- prepare agenda for consultation meetings (included)
- deliver year group meetings to introduce RHE, the proposed curriculum and then feedback any queries raised
- working party to consider queries raised and develop policy

## **COMPLETION**

- establish a working party review of curriculum queries led by senior leader with any unresolved issues referred to the local authority for advice
- bespoke curriculum designed and finalised by working party and communicated to parents via newsletter
- policy and curriculum completed and ratified by school trustees/ governors
- present the new curriculum to stakeholders
- inform any external partners of consultation outcome

## 5. CONSULTATION ROADMAP



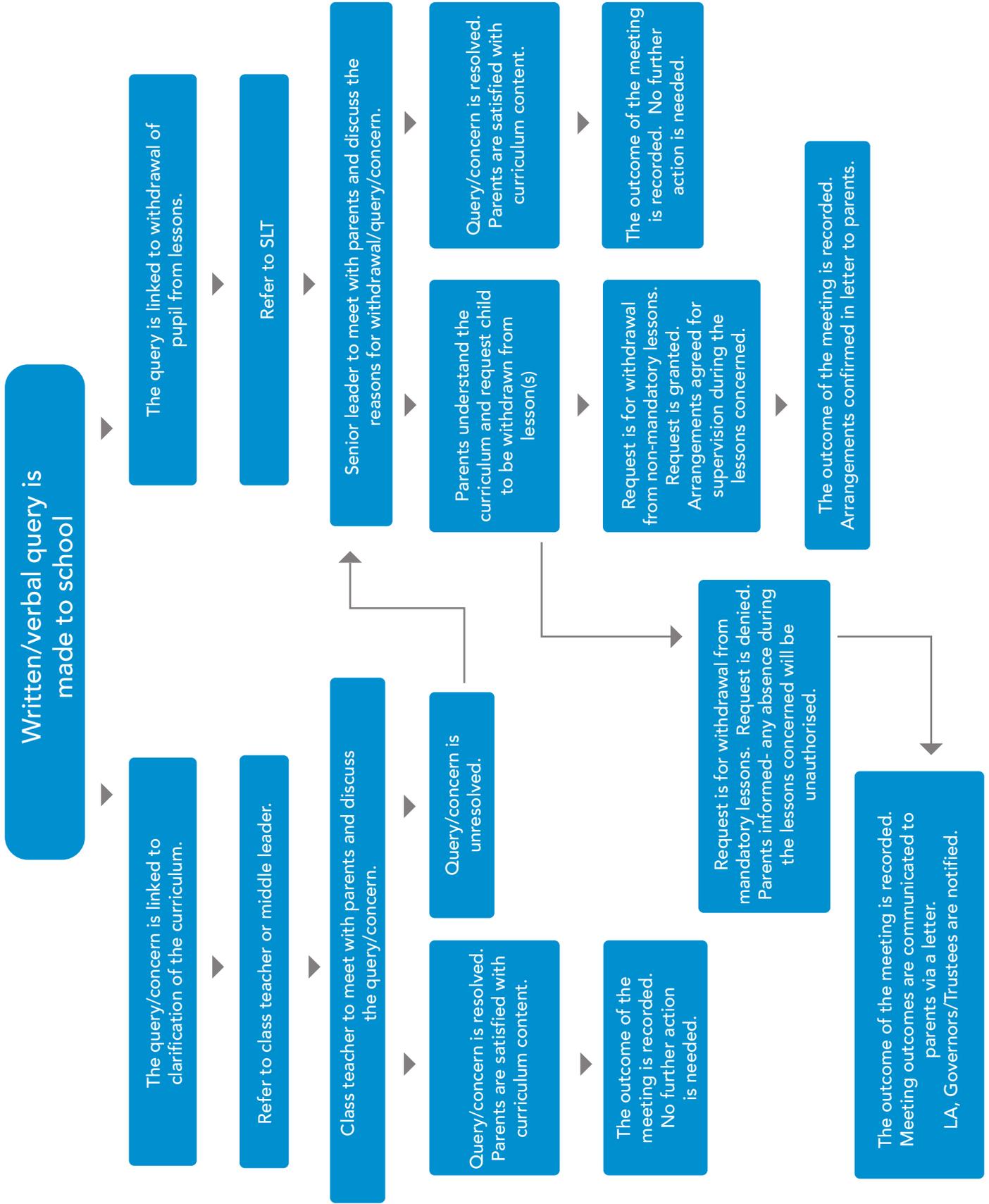
## **6. CONSULTATION PROCESS FOR SCHOOLS TO FOLLOW**

Stage	<b>Relationships and Health Education (RHE) consultation process for schools</b>
Stage 1 Introduction	<ol style="list-style-type: none"> <li>1. Allocate leadership and governance</li> <li>2. Develop rationale with leads</li> <li>3. Identify roles and responsibilities</li> <li>4. Assess school needs and data- e.g. ONS or local health data</li> <li>5. Staff consultation</li> </ol>
Stage 2 Implementation	<ol style="list-style-type: none"> <li>1. Training for SLT</li> <li>2. School identify a staff working group e.g. Lead for PSHE</li> <li>3. Devise audit questions to assess pupil needs</li> <li>4. Review current curriculum in line with new guidance</li> <li>5. Complete pupil audit</li> <li>6. Collate data and feedback from staff and pupils and use to inform planning</li> <li>7. Select a range of resources for consultation in line with pupil needs</li> <li>8. Network with local schools and partnerships</li> <li>9. Prepare consultation curriculum and resources</li> <li>10. SLT and group lead to deliver school based approach to RHE training to all staff</li> </ol>
Stage 3 Completion	<ol style="list-style-type: none"> <li>1. Parental consultation begins (school decides how to present information to parents/ carers)</li> <li>2. Inform parents of consultation i.e. letter</li> <li>3. Hold year group meetings -showcase resources and curriculum to parents/carers</li> <li>4. Expression of interest form for parents to complete if they would like to be involved in the working party. Two parents from each year group will be selected to represent the year group</li> <li>5. School leadership to select members and inform successful candidates via a letter</li> <li>6. Parents/carers who attend consultation to complete feedback forms for school</li> <li>7. Arrange working party meeting and invite parents/carers to review curriculum and deal with any outstanding queries</li> <li>8. Final curriculum and policy drafted in line with feedback from all stakeholders and presented to the governing board</li> <li>9. Governors to ratify policy</li> <li>10. Present new curriculum and resources to all stakeholders</li> </ol>

**6A. GOVERNOR/TRUSTEE SKILLS MATRIX**

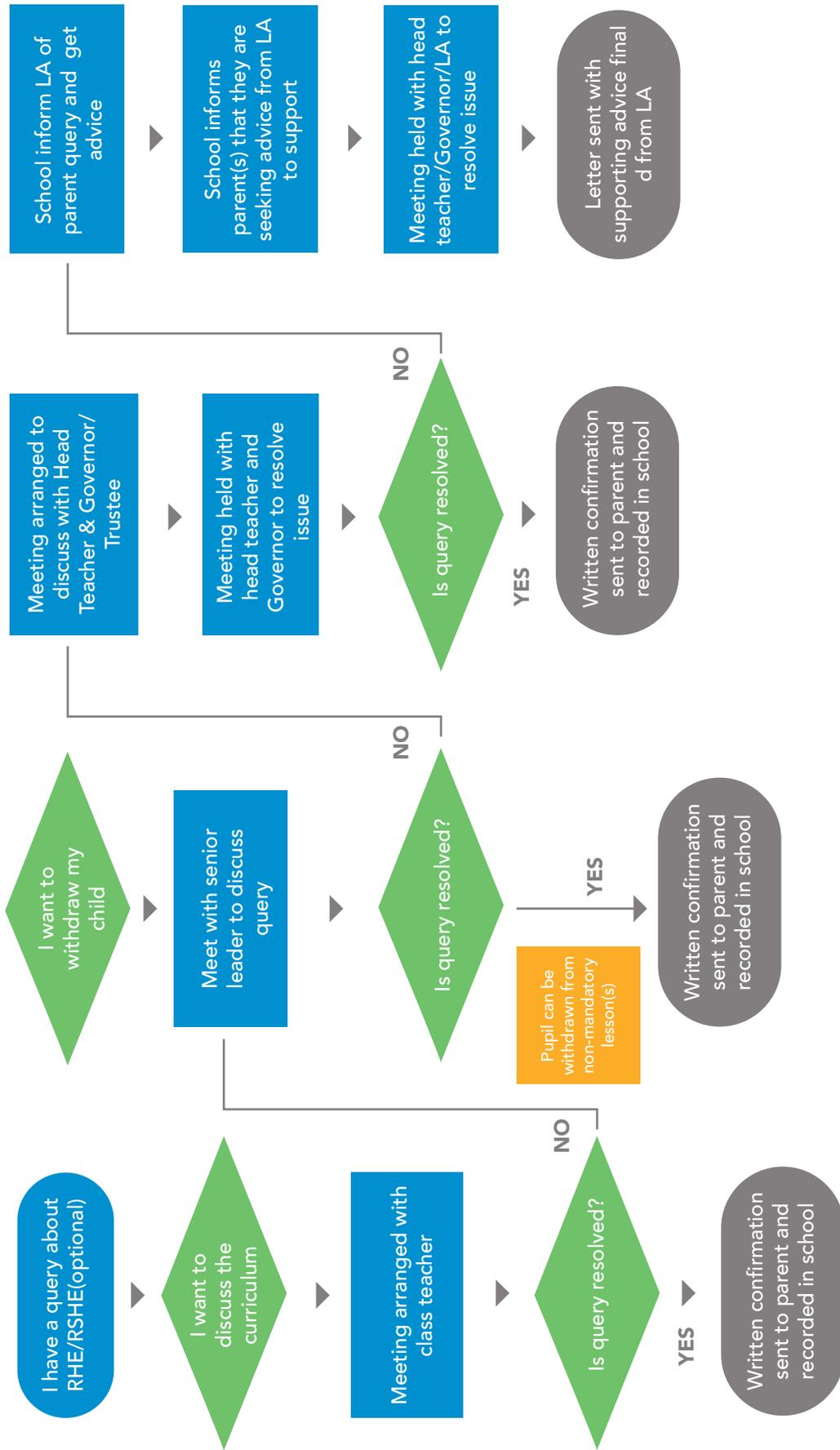
Governor and Trustee Skills Matrix for Relationship Education					
Leadership		Levels of knowledge and skills 0-5			
Awareness of the key aspects of national education policy e.g. curriculum, teaching, learning, etc. and education locally e.g. the types of school, local education issues					
Knowledge and experience of the community served by the school					
Experience of engaging and working with stakeholders (e.g. parents, community groups)					
Accountability		Levels of knowledge and skills 0-5			
Experience of working with leaders to establish expectations for improvement, outcomes and of how progress is to be reported					
Knowledge of the elements that make up a broad and balanced school curriculum					
Ability to ask questions and challenge leaders in an appropriate way on matters relating to the educational outcomes and wellbeing of all pupils					
Soft Skills		Levels of knowledge and skills 0-5			
Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching an informed view					
Capable of working along side and of building strong collaborative relationship with a range of stakeholders					
Skills, tact and diplomacy required when discussing issues that are of a sensitive nature and are used to bring people together in adversarial situations					
Structures		Levels of knowledge and skills 0-5			
Clear and practical understanding of what the strategic role of a governor in supporting the head teacher and senior leadership team in school					
Compliance		Levels of knowledge and skills 0-5			
Experience of complying with legal and statutory guidance and Nolan Principles					
Working knowledge of the legal duties and responsibilities of a governor in relation to the safeguarding of children and in respect of pupils with Special Educational Needs & Disabilities (SEND)					
Understand the importance of adhering to the school's policies and procedures					
Evaluation		Levels of knowledge and skills 0-5			
Have experienced the process of evaluation and reviewing the working practices of a team and of applying the learning to make improvements					
Positive Contribution		Levels of knowledge and skills 0-5			
Able to work as part of a team and build positive working relationships with a range of stakeholders					
Honest, transparent and acts with integrity					
Ability and confidence to speak up where there are concerns					

6B. PARENT QUERY FLOWCHART FOR STAFF TO FOLLOW



# 7. PARENTAL ENGAGEMENT SUPPORT MATERIALS

7A. PARENT QUERY FLOWCHART FOR PARENTS



## 7B. INTRODUCTION LETTER TO SEND TO PARENTS

Dear Parents/Carers

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of living in modern Britain. That is why, from September 2020, the law requires all primary age children to be taught Relationships and Health Education (RHE).

RHE will put in place the building blocks needed for children to form and maintain positive and safe relationships, including with family, friends and online.

By the end of primary school, it is mandatory for pupils to have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

**YOU CAN FIND FURTHER DETAIL BY SEARCHING 'RELATIONSHIPS AND HEALTH EDUCATION' ON GOV.UK.**

The above list does not include any teaching about sex education (but the school is considering whether to offer pupils some lessons on this subject in addition to the mandatory teaching required by the National Curriculum for Science)

The school is therefore developing its policy and curriculum on RHE (and sex education) and will shortly begin asking parents and carers for their views.

As part of RHE we intended to teach your child what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, the school will cover how to treat each other with kindness, consideration and respect.

In order to help us develop our policy and curriculum, the school intends to use the Relationships and Health Education programme that has been designed by Birmingham City Council, in partnership with Birmingham schools, as its starting point. This has been drafted with the aim of meeting the needs of children across the city. An essential part of the programme is to ensure that parents and carers are aware of what is being taught and to ensure that the curriculum is appropriate for all children in Birmingham.

As a school, we wish to encourage a positive engagement process that includes the views of pupils, parents, staff and governors in relation to the new curriculum. We will therefore contact you shortly to explain how the school would like you to become involved.

In the meantime, if you have any questions please make an appointment to speak with your child's class teacher.

Yours sincerely

**Head Teacher**

## 7C. EXAMPLE: YEAR GROUP CONSULTATION LETTER

**(Please amend appropriately for your school)**

Dear Parents/Carers

We write further to our letter dated (date of introductory letter) as the school is embarking on the development of its Relationships and Health (and sex) Education policy and curriculum.

Relationships and Health Education will be mandatory from September 2020, and the school is also considering whether to include additional non-mandatory teaching on sex education in upper KS2. We will be holding [year group parental engagement sessions/inviting comments by letter etc.] so that all parents/carers have the opportunity to share their views in order to support the school in developing its policy.

By the end of primary school, the school must have taught pupils about:

### **Relationship Education:**

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

### **Health Education:**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

In addition to the above and the requirements of the National Curriculum in science, the school is also considering whether to offer the following sex education lessons in (Year 6), which parents would have a right to withdraw their children from:

(School inset details here)

The school is basing its policy and curriculum on the template documents prepared by Birmingham City Council, and the school's draft version of these documents are available to view online at (school insert address) or in hard copy at (the school office)

There will also be a one hour discussion group for your child's year group on..... at ..... and which you are invited to attend to ask questions and provide your views to .....who is the PSHE Programme Leader and (recommend at least one other member of staff or governor attend)

This is important to us and will enable us to take your views into consideration as part of the policy development.

Yours sincerely

Child's name and year group.....

**I will** be able to attend the discussion group on the.....

Signed..... Date.....

**I will not** be able to attend and enclose a completed questionnaire/my views

Signed..... Date.....

**7D. LETTER TO WITHDRAW FROM NON-MANDATORY SEX EDUCATION LESSON(S) ONLY**

Dear Parent/Carers

In the ..... term we will be delivering the sex education unit of the school's new Relationships, **Sex** and Health Education programme which is part of the wider Personal, Social and Health Education curriculum.

Each class will receive ..... lesson(s) taught by school staff as outlined in the new half term curriculum letter and in our Relationships, Health and Sex Education Policy which is available on our website.

We have selected resource materials on the basis of previous consultation and each lesson will be fine-tuned to meet the needs of the pupils.

The lessons will commence on (insert date)

Year group-

Lesson title-

If you do have any concerns please contact (name) to discuss these. These lessons are carefully and sensitively designed to be age appropriate and factual, but please note that you do have the legal right to withdraw your child as these lessons are in addition to the mandatory Relationships and Health Education and National Curriculum for Science that the school legally has to deliver.

If you would like to withdraw your child, please complete the form below and return it to school as soon as possible, so that we can arrange supervision for your child while their class is involved in these lessons.

.....

**Upper Key Stage 2 – Sex Education lesson- Withdrawal**

Name.....

Child's Name & Class.....

I confirm that I wish to withdraw my child from the sex education lessons taking place on [date].

Signed (Parent/Carer)..... Date.....

## 8. GLOSSARY

## 8. GLOSSARY

Term	Definition
Safeguarding	Safeguarding is a term used in the United Kingdom and Ireland to denote measures to protect the health, well-being and human rights of individuals, which allow people — especially children, young people and vulnerable adults — to live free from abuse, harm and neglect
Curriculum	The subjects that are included in a course of study or taught in a school, college, etc.
Engagement	Key stakeholders will be involved in a project or policy process from its inception right through to implementation and subsequent review
Equality	Is ensuring individuals or groups of individuals are not treated less favourably on the basis of their specific protected characteristic, including on account of their race, gender reassignment, disability, religion or belief, sexual orientation, sex, age, marital/civil partnership status and pregnancy/maternity
Rationale	Set of reasons or a logical basis for a course of action or belief
Religion	A particular system of faith and worship
Culture	The ideas, customs, and social behaviour of a particular people or society
Relationships	The way in which two or more people or groups regard and behave towards each other
Identity	How you see yourself and the way you identify, and the way that you are seen by others
Resources	Materials developed or created to support the delivery of teaching and learning in the classroom
Consultation	Is a process whereby schools gather views and opinions of parents, carers and stakeholders so that their views can help schools to develop their policies or practices. Consultation may take place using different methods, e.g. online, face to face meetings and letters and at various stages in the development of a particular policy
Non-mandatory	Refers to something that schools can decide to do, but which may not be mandatory to follow
Mandatory	Refers to something that schools have to do, for example because they have a formal legal duty
Values	Principles or standards of behaviour; one's judgement of what is important in life
Beliefs	Trust, faith, or confidence in (someone or something), which includes a lack of philosophical belief
Ethnicity	The fact or state of belonging to a social group that has a common national or cultural tradition
Resilience	An ability to recover from or adjust easily to misfortune or change
Fundamental British Values	'Fundamental British values' includes democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
Tolerance	The willingness to accept or tolerate somebody/something despite the fact that they may hold opinions and have characteristics that you do not share

# 9. PRIMARY SCHOOL RHE/RSHE POLICY TEMPLATE

## **RELATIONSHIPS & HEALTH EDUCATION POLICY/RELATIONSHIPS, SEX & HEALTH EDUCATION POLICY 2020 (DELETE AS APPROPRIATE)**

### **School Vision and Rationale**

**Insert school vision/values here if required**

This policy should be read in conjunction with:

**Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers (insert link)**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

(If Sex Education is taught – In addition to the requirements of the National Curriculum in Science, the school teaches Sex Education in year (year groups) and information about the contents these specific lessons and your right to withdraw your child from them can be found below)

### **SCHOOL CONTEXT**

Our school community comes from a wide and diverse society. A proportion of pupils are eligible for the pupil premium funding and this is used to provide additional support for those pupils for their wellbeing and academic achievements.

*(Please extend or delete to represent your school).*

### **POLICY DEVELOPMENT AND CONSULTATION**

The policy has been developed through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

### **Relationships and Health Education**

At (insert school name here) understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about the understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex (and the schools policy on that subject is explained further below).

### **Aims and Objectives of this policy and the relationships education curriculum:**

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually
- Relationship Education provides a foundation for further work at secondary school
- To help young people to respect themselves and others
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene
- To help pupils understand the significance of marriage and stable relationships and its importance for family life **\*Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances\***
- To help pupils move more confidently and responsibly into and through adolescence
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs
- (Any other aims and objectives)

## MORAL AND VALUES FRAMEWORK

### THE PROGRAMME WILL REFLECT THE SCHOOL PHILOSOPHY AND ETHOS TO ENCOURAGE THE FOLLOWING VALUES:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

## CONTENT OF PROGRAMME

### PRIMARY

- Outline how Relationships and Health Education is provided to support personal, social and emotional well-being
- Our Relationship and Health Education curriculum has been developed through progressive units beginning from Year 1 to Year 6 (Please see overview below)

## SEX EDUCATION

**Either:** The school has decided following consultation with parents that it will only teaching that it will provide about sex education is that which is included in the National Curriculum for Science. Parents do not have a right to withdraw their child from these lessons.

**Or:** The school believes that in order to further the aims and objectives outlined above it is necessary to provide children with sex education lessons in addition to the lessons that are mandatory under the national curriculum for science. The school's sex education programme will include [number] of lessons in year (year group) covering the following topics (topics). Parents will be notified in writing before these lessons take place so that they can notify the school that they would like to withdraw their child from these specific lessons.

## ORGANISATION AND METHODS OF TEACHING

### Planning and delivery of programme

- This scheme of work has been planned by school staff and supporting external agencies
- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected
- The discrete puberty programme will be taught in Years 5 & 6 in selected single sex groups by trained, confident staff
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated
- Resources used have been selected through the parent and staff partnership and the materials selected are appropriate for each year group and enhance the learning

### Overview of Mandatory requirements (Where are themes taught?)

Year Group	Relationship Education			Health Education		
	Relationship	Safety On & Offline	Families	Mental Well being	Health Prevention	Changing Bodies
1	*		*	*		
2	*	*	*	*		
3	*		*	*	*	
4	*	*	*	*		
5	*	*	*	*	*	*
6	*	*	*	*	*	*

## AREAS OF RESPONSIBILITY:

### Head Teacher and Governors

- Ensure the framework is followed
- Ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

### Teaching Staff

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of RHE and (Sex Education) in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of pupils, following the school's usual procedures

## SPECIFIC ISSUES

### Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

### Changing Facilities for Physical Education; Upper Key Stage 2

In our school we ensure that pupils are offered privacy when changing for physical education. Separate facilities will be offered to maintain privacy and self-esteem.

**Use of External Providers [if required]**

External providers should be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow the school's agreed scheme of work and that all delivery with pupils will be evaluated.

**Answering Difficult Questions**

- If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually
- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles
- Teachers will focus heavily on the importance of healthy relationships
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern

**WORKING WITH PARENTS**

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place.

Parents will be consulted when this Relationship and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with (name).

**Parent Withdrawal**

Parents have a right to withdraw their child from sex education lesson(s) but not from Relationships and Health Education lessons.

Where a pupil is withdrawn from sex education, the class teacher will ensure that the pupil receives alternative appropriate education, which may include the child working on an alternative project. In some cases, parents may be asked to come into school and supervise their child on an alternative project but this would be discussed on an individual basis.

Any complaints will be addressed through the school's complaints procedure.

**PROVISION FOR MENSTRUATION**

Named role or person will be available to support pupils and will have all the necessary resources.

Sanitary disposal units are situated in the .....

**Other related documents & policies**

- Cross reference to other related policies,
- Education Act 2002
- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook 2019
- Relationship & Health Education Statutory Guidance 2019 (DfE)
- United Nations Convention on the Rights of the Child

**EQUAL OPPORTUNITIES/INCLUSIVITY**

The school's Relationships and Health [and sex] Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

**MONITORING AND EVALUATION**

This policy will be managed by the PSHE Co-ordinator/Science Coordinator and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually.

**DISSEMINATION OF THE POLICY**

A summary of this policy will appear in the school prospectus and on the website.

Parents will be supplied with a fully copy on request.

The policy will be communicated to all staff and governors.

**RATIFIED BY**

**PSHE Lead** ..... **DATE** .....

Head Teacher/ Principal ..... ..

**Governor** ..... ..

**REVIEW DATE** ..... **(Annually)**

## 10. PUPIL AUDIT QUESTIONS

**10A. PUPIL AUDIT QUESTIONS****KS1****FAMILIES**

- What is a family?
- What are families for?
- Are all families the same?
- How might I show my family that I care?
- How might a family show that they care for you?
- Do animals have families?
- How do they show that they care?
- How are they different to our families?

**FRIENDS**

- What is a friend?
- How do you know when someone is trying to be friendly?
- What might unfriendly behaviour look like?
- What actions could you take if someone is treating you unkindly?
- What is a bully?
- What are the different ways that a person might be bullied?
- How is bullying different to friends falling out?
- What feelings and emotions might someone display if they are being bullied?

**SAFETY**

- Who are the people that keep you safe?
- When and where do you feel the safest?
- What emotions might you feel if you were feeling unsafe?
- What signs might your body give?
- Who would you go to for help if you were worried or concerned?
- What do you want to be when you grow up?
- How do you know all of this information?

**MENTAL HEALTH AND WELLBEING**

- What feelings might a person want to share with their friends?
- How might your feelings change your behaviour/ actions?
- How might a person manage big feelings?
- What actions could a person do to make the big feelings into small feelings?
- Where might a person go to get help for some of their big feelings?
- What actions can we take to keep our feelings positive and happy?

**COMMUNITY**

- What is a community?
- Can you name some people that are in the community?
- What are some of the positive/good things about being in a community?
- How might people be different in a community group?
- Do we treat all people the same? If yes-why? If no – why?
- Why might people find community groups difficult?

## 10B. PUPIL AUDIT QUESTIONS LOWER KS2

### FRIENDSHIPS

- What makes a good friend?
- What qualities/ characteristics might a friend have?
- Should people have more than one friend?
- What characteristics might you see in a negative friendship? How might they treat you?
- What is gossip?
- How might gossip change a friendship?
- What is bullying?
- Are there different ways that a person might be bullied?
- Who could help if a person were being bullied?
- What is a victim? Bystander?
- What is conflict?
- What actions can a person take to resolve a dispute (conflict)?

### FAMILY RELATIONSHIPS

- Do all families look the same?
- How might they be different?
- How do families care for each other?
- Are all couples married?
- What makes a good couple relationship?
- How should couples treat each other?

### SAFETY

- What does the word 'safe' mean?
- Who are the people that keep you safe?
- What does 'unsafe' mean?
- How would you feel if you were unsafe?
- If you were asked to keep a secret about someone being unsafe what would you do?
- How do you keep yourself safe?
- How might you keep yourself safe online?
- How might your friends help to keep you safe?

### COMMUNITY

- What is a community?
- How is a community different to a friendship group?
- Why is it good to live in a community?
- What feelings might a person feel if they were not included in a community?
- How should community people treat each other?

### MENTAL HEALTH AND WELLBEING

- How might a person keep their mind and body healthy?
- Why is it important to keep your body healthy?
- Where might people go if they are feeling unhealthy?
- What other things might they do to make themselves better?
- Why is sleep important?
- What are big/ small feelings?
- Why might a person experience a big feeling?
- What can they do to reduce the size of that feeling?
- Who are the key people who can help them?

## 10C. PUPIL AUDIT QUESTIONS UPPER KS2

### RELATIONSHIPS

- What is a relationship?
- Are there different types of relationships?
- What qualities make a good, stable relationship?
- Are friendships the same as relationships?
- What behaviours could you see in a negative relationship?
- What is peer pressure?
- When might you feel pressure in a relationship?
- If you were in a negative relationship – what could you do?
- What action do adults take if they want to make their loving relationship legal?
- Is it easy or hard being a parent?
- If you had a personal question about different relationships what would you do?

### THEME: PUBERTY/GROWING UP

- What happens when you grow up?
- What happens to your body?
- What happens to your feelings?
- What things can you do when grow up?
- What things happens to boys, girls
- Hair where does it grow?

### THEME: YEAR 6 LESSON 7 (NON-NATIONAL CURRICULUM)

- What things happen to boys, girls as they grow up?
- What is a teenager?
- How might responsibilities change as you become a teenager?
- What happens to the body as you grow up?
- What is puberty?

### SAFETY

- What does the word 'safe' mean?
- What feelings & emotions would you have if you felt safe?
- What does it mean to be unsafe?

- What feelings & emotions would you experience if you were in an unsafe situation?
- What signs would your body show?
- What would you do if you found yourself in an unsafe situation?
- Who would you speak to if you felt unsafe/ uneasy?
- What would you do if you saw someone else in an unsafe situation?
- Do you have a TV/ Laptop/ tablet in your bedroom?
- Do you have a smart phone?
- Are there child locks on your internet- do you know why they might be there?

### MENTAL HEALTH AND WELLBEING

- What is mental health?
- Can you describe the difference between experiencing a big and small feeling?
- What things can you do to keep a healthy mind and body?
- What signs might you see for both positive/ negative mental health?
- What words describe positive mental health?
- What language might be used by someone experiencing negative mental health? (What might they say about themselves?)
- How could you support someone with poor mental health?

### COMMUNITY

- What is a community?
- What are the benefits of belonging to a community?
- What are some of the challenges of belonging to a community?
- What is diversity?
- Treat everyone the same – is this a positive or negative statement?
- Is equality important?
- Are all people treated the same in society?

# 11. CURRICULUM PACK

### 11A. GOOD PRACTICE PRINCIPLES FOR RELATIONSHIPS AND HEALTH EDUCATION\*

1. Start where children and young people are, find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant, and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

\* (PSHE Association,2014)

## 11B. THE IMPORTANCE OF SETTING GROUND RULES FOR PSHE

Before teaching about mental health and mental wellbeing, clear ground rules should be established. This may also be known as class contract or class agreement and is one of the main ways of ensuring there is a safe teaching and learning environment.

The ground rules should be consistently kept to and revisited throughout the lesson and should be clearly displayed in the classroom. Teachers should model good use of the ground rules and reinforce or renegotiate them as required. In order for ground rules to be effective they should be developed and agreed with the pupils themselves, rather than 'given' or imposed by the teachers. Teachers will want to explain that PSHE lessons cover a wide range of topics and can include talking about things that people have different feelings about and that it is important to ensure that everyone in the room feels able to participate.

### Example 1 Shared Agreement Ground Rules

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down
- We use the correct vocabulary when possible, if we are unsure, we ask the teacher
- We keep the conversation in the room
- We know we can ask for further help or advice if we want to

### Example 2 Rights and Responsibilities Ground Rules

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to
- We have the responsibility to ensure people do not feel judged or 'put down'
- We have responsibility to use the correct vocabulary so as not to cause offence
- Everybody has the responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

*Adapted from the PSHE Association & Islington Healthy Schools*

## 11C. HEALTH EDUCATION GUIDANCE

Mental Wellbeing	Y1	Y2	Y3	Y4	Y5	Y6
Mental wellbeing is a normal part of daily life, in the same way as physical health				4		
There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations		5		5		1, 4
How to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about own and others' feelings	1,3	2	5	1,5	3,5	2
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate				5	5	2,3
Benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness			2		5	
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	1,2	1	5			
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	3, 5	3	5		1	
Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	5	3	5	2	4	3, 4
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		4		4	5	5,6
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough				4		4

Numerals within the grid pertain to the lesson within the year group unit of work

## 11C. HEALTH EDUCATION GUIDANCE

<b>Internet Safety and Harms</b>	Y1	Y2	Y3	Y4	Y5	Y6
For most people the internet is an integral part of life and has many benefits					4	
The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing			4		4	5
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private			4		4	5
Why social media, some computer games and online gaming, for example, are age restricted			4		4	5
The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health					4	5
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					4	
Where and how to report concerns and get support with issues online			4		4	5
<b>Physical Health and Fitness</b>	Y1	Y2	Y3	Y4	Y5	Y6
Characteristics and mental and physical benefits of an active lifestyle	These elements of the guidance can be delivered through cross curricular activities through other curriculum areas, enrichment and school partnerships with external agencies					
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise						
Risks associated with an inactive lifestyle (including obesity)						
How and when to seek support including which adults to speak to in school if they are worried about their health						
<b>Basic First Aid</b>	Y1	Y2	Y3	Y4	Y5	Y6
How to make a clear and efficient call to emergency services if necessary						
Concepts of basic first-aid, for example dealing with common injuries, including head injuries						
Numerals within the grid pertain to the lesson within the year group unit of work						

**11C. HEALTH EDUCATION GUIDANCE**

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Healthy Eating</b>						
What constitutes a healthy diet (including understanding calories and other nutritional content)						
Principles of planning and preparing a range of healthy meals						
Characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)						
<b>Drugs, Alcohol and Tobacco</b>						
Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking						5
<b>Health and Prevention</b>	Y1	Y2	Y3	Y4	Y5	Y6
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body						
Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer						
Importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn						
Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist						
Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand-washing					6	6
Facts and science relating to allergies, immunisation and vaccination						
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body						
<b>Changing Adolescent Body</b>	Y1	Y2	Y3	Y4	Y5	Y6
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes					6	6
Menstrual wellbeing including the key facts about the menstrual cycle					6	6

Numerals within the grid pertain to the lesson within the year group unit of work

**11C. HEALTH EDUCATION GUIDANCE**

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Healthy Eating</b>						
What constitutes a healthy diet (including understanding calories and other nutritional content)						
Principles of planning and preparing a range of healthy meals						
Characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)						
<b>Drugs, Alcohol and Tobacco</b>						
Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking						5
<b>Health and Prevention</b>	Y1	Y2	Y3	Y4	Y5	Y6
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body						
Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer						
Importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn						
Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist						
Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand-washing					6	6
Facts and science relating to allergies, immunisation and vaccination						
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body						
<b>Changing Adolescent Body</b>						
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						
Menstrual wellbeing including the key facts about the menstrual cycle					6	6
Numerals within the grid pertain to the lesson within the year group unit of work						

*These elements of the guidance can be delivered through cross curricular activities through other curriculum areas, enrichment and school partnerships with external agencies*

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## 11D. RELATIONSHIP GUIDANCE

<b>Families and People Who Care for Me</b>	Y1	Y2	Y3	Y4	Y5	Y6
Families are important for children growing up because they can give love, security and stability		1, 2, 5				1
Characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		1, 2		1		1
Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	1	2	3			3
Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up		2		1		
Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong				1		
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed					3	4
<b>Caring Friendships</b>	Y1	Y2	Y3	Y4	Y5	Y6
How important friendships are in making us feel happy and secure, and how people choose and make friends	1, 3, 4			1		1
Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1, 4			1	1	1
Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	3, 4, 5	3 5			1	
Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	5				1, 2	
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed				2	1, 2	4

Numerals within the grid pertain to the lesson within the year group unit of work

## 11D. RELATIONSHIP GUIDANCE

<b>Respectful Relationships</b>	Y1	Y2	Y3	Y4	Y5	Y6
Importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	1,2	3	2, 3	3		2, 3
Practical steps pupils can take in a range of different contexts to improve or support respectful relationships			3	1	3	1, 2
Conventions of courtesy and manners	4			1		1, 2, 4
Importance of self-respect and how this links to their own happiness	4	3, 5	5	3		2, 4
In school and in wider society pupils can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	4		1, 3			2, 3, 4
Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help		3		2		
What a stereotype is, and how stereotypes can be unfair, negative or destructive	2			3		3
Importance of permission-seeking and giving in relationships with friends, peers and adults					2	
<b>Online Relationships</b>	Y1	Y2	Y3	Y4	Y5	Y6
People sometimes behave differently online, including by pretending to be someone they are not			4			
The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous			4			
Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them			4			
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met			4			
How information and data is shared and used online.					3,4	

Numerals within the grid pertain to the lesson within the year group unit of work

## 11D. RELATIONSHIP GUIDANCE

Being Safe	Y1	Y2	Y3	Y4	Y5	Y6
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	4	5	4		4	4
The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe		4			3	
Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact		4			3	
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know		4, 5			4, 5	
How to recognise and report feelings of being unsafe or feeling bad about any adult		4, 5		2	3, 4, 5	2
How to ask for advice or help for themselves or others, and to keep trying until they are heard		4, 5		4	3, 4, 5	2
How to report concerns or abuse, and the vocabulary and confidence needed to do so				2	3, 4, 5	
Where to get advice, for example family, school or other sources				4	3, 4	2

Numerals within the grid pertain to the lesson within the year group unit of work

# 12. LONG TERM CURRICULUM PLAN

## 12. LONG TERM CURRICULUM PLAN

Year Group	Relationship Theme	Health & Wellbeing Theme	Guidance	Links to PSHE Framework
Y1	My Friends and Me	Being Healthy	<ul style="list-style-type: none"> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Mental wellbeing</li> <li>• Basic first aid</li> <li>• Health Prevention</li> </ul>	R6, R9, R12 H1, H3, H6, H7, H12 L10
Y2	Being Safe	Healthy Living	<ul style="list-style-type: none"> <li>• Being safe</li> <li>• Online relationships</li> <li>• Respectful relationships</li> <li>• Families and people who care for me</li> <li>• Healthy eating</li> <li>• Physical health and fitness</li> <li>• Internet safety and harms</li> </ul>	R1, R3, R12, R10, H1, H2, H3, H4, H13, H16
Y3	Understanding the Wider World	Healthy Lifestyle	<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Respectful relationships</li> <li>• Mental wellbeing</li> <li>• Physical health and fitness</li> <li>• Health prevention</li> <li>• Healthy eating</li> </ul>	H1, H2, H4, H6, H23, R1, R2, R3, R10, R12, R13, R14, R18 L6
Y4	Understanding and Appreciating Positive Relationships	Healthy Behaviours Online & Offline	<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Respectful relationships</li> <li>• Being safe</li> <li>• Health prevention</li> <li>• Internet safety and harms</li> </ul>	R2, R3, R4, R5, H7, H14, H23, H24 L2, L6, L18
Y5	Keeping Safe in Virtual and Physical Relationships	Healthy Mind & Body	<ul style="list-style-type: none"> <li>• Caring friendships</li> <li>• Being safe</li> <li>• Online relationships</li> </ul>	R2, R3, R5, R9, R12, R18 H2, H6, H7, H13, H14, H15, H17, H18, H19, H22, H23 L2, L10, L6, L18
Y6	Challenging Stereotypes and Prejudices Through Topical Issues	Healthy Choices	<ul style="list-style-type: none"> <li>• Respectful relationships</li> <li>• Being safe</li> <li>• Families and people who care for me</li> <li>• Online relationships</li> </ul>	H1, H2, H4, H13, H14, H17 H18, H19, H25, H20, H23 L18, R2, R14, R16 R24

## **12. LESSON PLANS AND RESOURCES**





# OVERVIEW

SMSC (Spiritual, Moral, Social & Cultural)	Unicef Articles	Fundamental British Values
<p><b>The spiritual development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• willingness to reflect on their experiences</li> </ul> <p><b>The moral development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong</li> <li>• understanding of the consequences of their behaviour and actions</li> </ul> <p><b>The social development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• willingness to participate in a variety of communities and social settings</li> </ul> <p><b>The cultural development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> </ul> <p><b>R.E Dispositions</b></p> <p>Caring for Others, Animals and the Environment            Sharing and Being Generous            Being Merciful and Forgiving            Being Fair and Just            Being Modest and Listening to Others            Cultivating Inclusion, Identity and Belonging            Being Courageous and Confident            Being Open, Honest and Truthful</p>	<p>The United Nations Convention on the Rights of the Child has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.</p> <p>Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.</p> <p><b>Please see <i>listed articles on individual lesson plans</i></b></p>	<p>Mutual respect and tolerance of those with different faiths and beliefs and for those without faith</p>
	<p><b>Skills</b></p> <p>Creative Thinking            Teamwork &amp; Collaboration            Reflective Learning            Resilience            Communication            Presentation</p>	<p><b>Protected Characteristics (Equality Act 2010)</b></p> <p>Age            Disability            Race            Religion &amp; Belief            Sex            Sexual Orientation</p>



# My friends and me

## Lesson 1

**Title:** The same and different

**Learning objectives:**

- To recognise that some things are the same and some things are different about themselves, other children and their friends

## Lesson 2

**Title:** Boys and girls

**Learning objectives:**

- To know that being a boy or girl doesn't make a difference to what we can do or like

## Lesson 3

**Title:** Understanding what a friend is

**Learning objectives:**

- To be able to identify the characteristics of a good friend
- To know how to keep a friendship going
- To know how to manage emotions
- To know why friends are important
- Understand what makes a friend special

## Lesson 4

**Title:** The friendship recipe

**Learning objectives:**

- To be able to identify the characteristics of a good friend

## Lesson 5

**Title:** Keeping friendships

**Learning objectives:**

- To know that our words and actions can hurt others
- To be able to identify actions I can take to resolve a conflict in my friendships

# Year One

## Lesson 1

Lesson length: 60 minutes

### Unit title: My friends and me

Lesson title: The same and different

Year  
1

#### Learning Objectives

To recognise that some things are the same and some things are different about themselves, other children and their friends.

#### Relationships and Health Education

##### Learning Outcomes

##### Families and people who care for me

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

##### Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

##### Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

##### Mental wellbeing

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- simple self-care techniques, , time spent with friends and family and the benefits of hobbies and interests

#### Suggested Activities

Pupils think about the other pupils in their class and things they have in common with each other.

The teacher might ask them to arrange themselves in groups; for example pupils with long hair, pupils with a brother, pupils who like singing, pupils with the same surname.

##### Activity Discuss with pupils

*Which things were the same and which things were different?*

*Were they always with the same group of pupils?*

*Were they always in the same group as their friends?*

Talk about how the pupils are similar from each other – gender, names, families, things we like, religion, colour of our skin, hair, our clothes, if we have a disability etc.

Pupils talk to a partner to find out three things they have in common and three things that are different about them.

*Can they find out things they didn't already know about each other?*

*Did any of the things they found out surprise them?*

*Why is it good that there are differences between us?*

*Do we only have to be friends with children who are the same as us?*

Consider how although we often choose friends because of shared interests, as we get to know each other we may find we also have differences and it is important to be respectful of those differences. That is what make our friends interesting!

Read the story 'Happy in Our Skin' which celebrates similarities and differences.

##### Activity Pupils draw a picture of themselves and their friend(s).

They draw or write something they have in common and something that is different between them.

**Debrief** Pupils to share one thing that makes their friend/ partner different to them but special

#### Unicef articles

Article: 5,8,9,15,18,20,21,22,23

#### Resources

Happy in Our Skin

Fran Manushkin

ISBN: 978-0-7636-7002-3

#### Key vocabulary

Similar

Different

Respect

Shared interests

Friends

Friendship

# Year One

## Lesson 2

Lesson length: 60 minutes

### Unit title: My friends and me

Lesson title: Boys and girls

Year  
1

#### Learning Objectives

To know that being a boy or girl doesn't make a difference to what we can do or like.

#### Relationships and Health Education

##### Learning Outcomes

##### Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- what a stereotype is, and how stereotypes can be unfair, negative or destructive

##### Mental wellbeing

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

#### Suggested Activities

Show pupils a range of different stereotypical boys' and girls' things (this could include clothes, pencil case items, toys etc)

Ask them to sort them into things that are for boys and things that are for girls  
What made them decide which group they belonged in?

Challenge the idea of choice being restricted by these stereotypical views, for example:

- a. Should you only be able to wear pink if you are a girl? Why?
- b. Should you only be able to play football if you are a boy? Why?

This could also include showing role models of people who break the stereotype – i.e. a female footballer, a male ballet-dancer, and male chefs  
Here talk about cultural clothing that maybe different i.e. Scottish kilt, Arab robe, Priest attire.

Talk about how limiting what we can do, based on gender is unfair and why it would be wrong to tease someone for making a non-stereotypical choice.

Read the stories 'William's doll' and 'I'm a girl!'

Both explore the characters that break the stereotype of what a girl or boy 'should' be like.

Stress the importance of choosing the things you like and like doing, and not what you think a boy or girl 'should' do.

**Activity** Pupils draw a toy/activity they would like to try that they don't usually choose.

**Debrief** Pupils are to reflect on the lesson and identify one thing that they would like to try even if it is seen as an activity for the opposite gender.

I am a ..... and would like to try .....

#### Unicef Articles

Article: 12, 13

#### Resources

William's doll  
Charlotte Zolotow  
ISBN 978-0-06-443067-8  
I'm a girl!  
Yasmeen Ismail  
ISBN 978-1-4088-5700-7

#### Key vocabulary

Boys  
Girls  
Choice  
Respect  
Stereotype  
Choice

# Year One

## Lesson 3

Lesson length: 60 minutes

### Unit title: My friends and me

Lesson title: Understanding what a friend is



#### Learning Objectives

- To know how to keep a friendship going
- To know how to manage our emotions
- To know why friends are important
- Understand what makes friends special

#### Suggested Activities

- Explore what a friend is with the class – can they give a definition
- How do we make friends?
  - Is it easy to make friends?
  - How do we show that we are friends?
- In response to feedback ensure that the pupils know that it is not about giving gifts but it is about how we treat people.  
Ask pupils to consider friendship characteristics  
What do you expect a friend to be like? Allow them to finish the sentence stem
- Friends are .....

#### Relationships and Health Education

##### Learning Outcomes

##### Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

##### Mental health

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

(e.g. kind, loyal, respectful, sharing, caring, say sorry, look out for each other)

Read the story – “Will you be my friend?” by Molly Potter

- Why is friendship important?
- What can you do to show that you are a friend?
- How does it feel to have new friends?
- Can you help to answer the questions in the quiz?

Go onto consider the story and identify any of the characteristics that have already been mentioned with any new ones that are spotted.

##### Class activity - Friends together

Draw around a child and as a class give the outline a name

Ask the pupils to think about what they would have to do to be a good friend- Using the speech bubble template write responses down and stick them to the character.

Ask pupils to consider a person who is a very special friend to them

- They need to think why this person is so special
- How do they show that they are a friend?
- What do they do if their friend is sad?

**Debrief** Activity speech/presentation- Give pupils the opportunity to come to the front and share why they have chosen peers as a friend.

#### Unicef Articles

Article: 3, 5, 12, 13, 14, 15, 19, 31

#### Resources

Body outlines  
Speech bubble template  
Will you be my Friend? by Molly Potter

#### Key vocabulary

Friend  
Care  
Share  
Look after  
Help  
Choose

# Year One

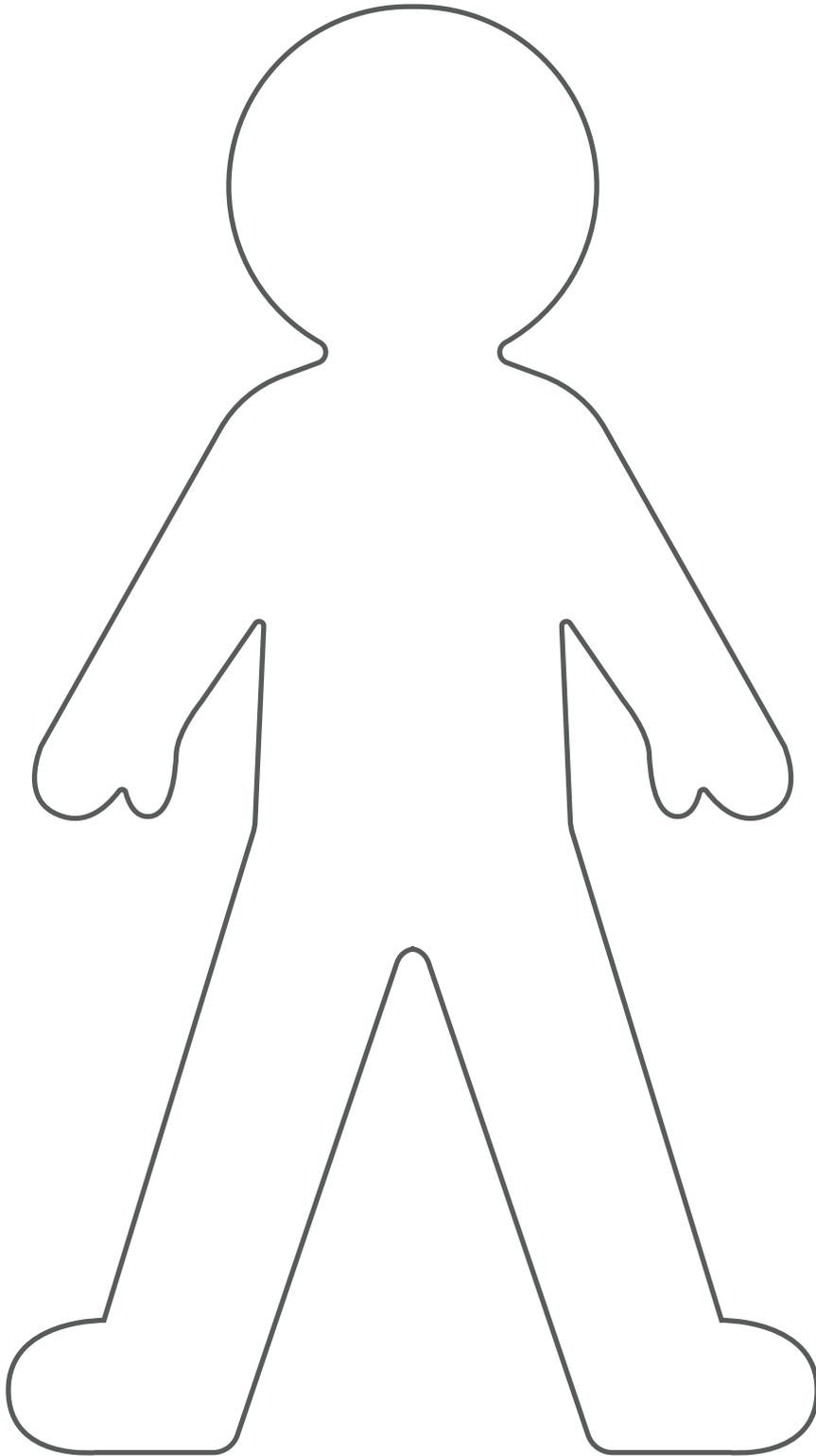
## Lesson 3

Lesson length: 60 minutes

### Unit title: My friends and me

Lesson title: Understanding what a friend is

Year  
**1**



**Year One**

Lesson 3

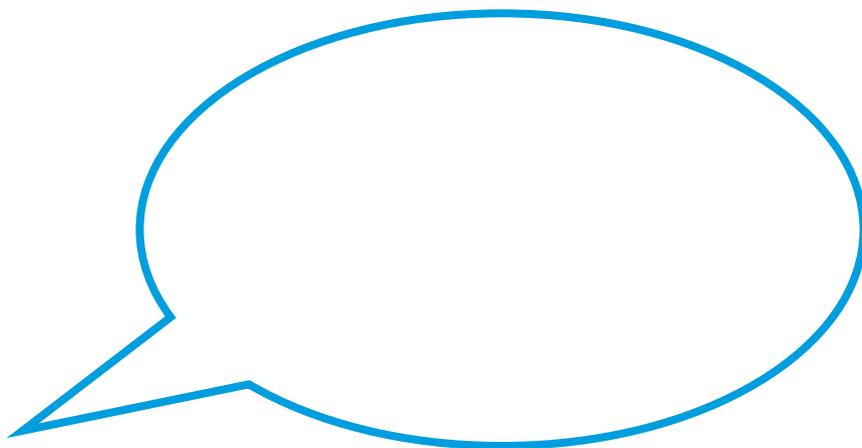
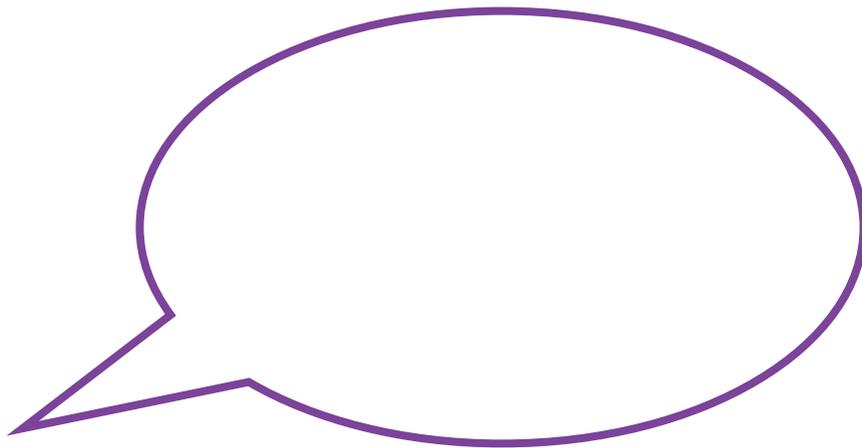
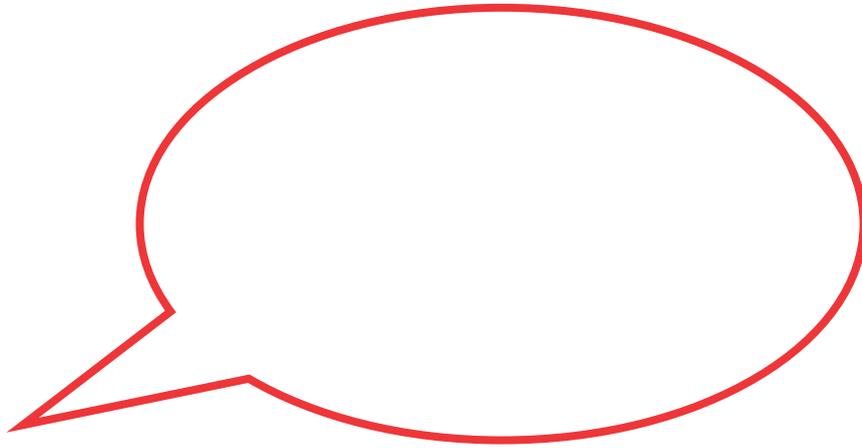
Lesson length: 60 minutes

**Unit title: My friends and me**

Lesson title: Understanding what a friend is

Year

**1**



# Year One

## Lesson 4

Lesson length: 60 minutes

### Unit title: My friends and me

Lesson title: The Friendship Recipe

Year  
1

#### Learning Objectives

To be able to identify the characteristics of a good friend

#### Suggested Activities

Recap on the last lesson and ask the pupils to identify some of the key characteristics of being a good friend.  
Ask pupils to think of different ways that they could share their findings.

#### Relationships and Health Education

##### Learning Outcomes

##### Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

##### Caring friendships

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

##### Respectful relationships

- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

##### Mental wellbeing

- mental wellbeing is a normal part of daily life, in the same way as physical health
- there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

*What makes a good friend for you?*

*What kinds of things do you expect to give and receive?*

Show the pupils a picture of a large cake- Ask what does a chef use to make a cake? – Guide the discussion so that the pupils are aware that a cake needs ingredients and that the chef needs to follow the recipe carefully to make a successful cake.

Explain what a recipe is and show a model of a chocolate cake recipe. Highlight that a recipe lists the right amount of each ingredient so that the end result is successful.

There are different ingredients needed to make a positive friendship.

##### Activity Making a friendship cake

- What would be the key ingredients that go in the cake?
- What ingredients would you add on the outside?
- What would you put on the top of the finished cake?

Talk about how the pupils are similar from each other – gender, names, families, things we like, religion, colour of our skin, hair, our clothes, if we have a disability. These are initial ingredients we may choose for our cake however, emphasise that we can choose friends on different characteristics (ingredients) such likes, interests, shared values and these characteristics (ingredients) often become more important.

##### Paired activity -Design your cake

Working with a partner – think about the important friendship ingredients needed to make the best cake. Choose your ingredients and adding the amount of spoonfuls. Then make your cake by sticking them in a tower shape  
Share what you included with the class

- What key characteristics would you add to your cake ingredients?
- Teacher to use one example to model writing the recipe of the friendship cake made with the whole class
- Pupils to support teacher with the recipe by identifying which ingredients were added from the cake made

**Debrief** Pupils can identify at least three characteristics that are important when making and developing friendships.

Finish the sentence stem - I am a good friend because..... (this can be a verbal or written exercise).

#### Unicef Articles

Article: 12, 15

#### Resources

Picture of a cake  
Example cake recipe  
Speech bubble template

#### Key vocabulary

Friend  
Care  
Share  
Look after  
Help  
Choose  
Together

# Year One

## Lesson 4

Lesson length: 60 minutes

### Cake template

Year  
**1**





## FRIENDSHIP CAKE

- 1 cup greetings
- 1/2 cup smiles
- 1 large hug
- 2/3 cup love
- 2 cups hospitality
- 1 teaspoon sympathy



Mix greetings and smiles thoroughly.  
Add hugs separately. Slowly stir in love.  
Sift sympathy and hospitality  
and fold in carefully.  
Bake in warm heart. Serve often

# Year One

## Lesson 4

Lesson length: 60 minutes

## Friendship cake

Year  
**1**



**Add the amount of spoons to each ingredient and cut out your circle to make your cake**

\_\_\_\_\_  
**HUGS**

\_\_\_\_\_  
**SMILES**

\_\_\_\_\_  
**HAPPINESS**

\_\_\_\_\_  
**KINDNESS**

\_\_\_\_\_  
**GENTLENESS**

\_\_\_\_\_  
**LAUGHTER**

\_\_\_\_\_  
**LOVE**

\_\_\_\_\_  
**FUN**

\_\_\_\_\_  
**SHARING**

# Year One

## Lesson 5

Lesson length: 60 minutes

### Unit title: My friends and me

Lesson title: Keeping friendships

Year  
1

#### Learning Objectives

To recognise how our words and actions can hurt others

To be able to identify actions I can take to resolve a conflict in my friendships

#### Suggested Activities

Recap from previous lesson: What is a friend and what are some of the main qualities?

Discuss the sort of things pupils do when they fall out with their friends? These might include things like:

- calling each other names
- spreading rumours (you may need to explain what rumours are)
- getting other friends involved or taking sides

#### Relationships and Health Education

##### Learning Outcomes

##### Caring Friendships

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right

##### Mental wellbeing

- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing

Discuss the morality of these actions: Are they right or wrong? Why? What is the impact of such behaviour?

Read the story "Montee the Manatee" by Natalie Pritchard

- What behaviours were good for friendship in the story?
- What behaviours were negative (not so good) for friendship building?
- What advice would you give Monty?

Now ask the class to come up with some positive ideas of what to do if you fall out with your friend.

Make a list on the flip chart - record it as a "Top Tips List for Friendship"

##### Activity The Ripple Effect - The power of words

Teacher to ask pupils to write their names on post its and bring to the carpet. Standing in a circle- in the centre of the circle are the names of classmate face down on the floor. Each pupil has the opportunity to choose a name from the carpet and say something kind about the person they have selected.

**Debrief** Highlight that although we may fall out with friends, we can use our words to rectify the situation by saying 'sorry' where necessary, asking for help to resolve the conflict, include the other person in future activities.

#### Unicef Articles

Article: 3, 5, 12-16, 18, 19, 31

#### Resources

Monty the Manatee by Natalie Pritchard  
Post it notes

#### Key vocabulary

Angry  
Frustrated  
Happy  
Unsure  
Rumours  
Conflict  
Sorry



Year  
**2**



# OVERVIEW

SMSC (Spiritual, Moral, Social & Cultural)	Unicef Articles	Fundamental British Values
<p><b>The spiritual development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul> <p><b>The moral development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>understanding of the consequences of their behaviour and actions</li> </ul> <p><b>The social development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> </ul> <p><b>The cultural development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> </ul>	<p>The United Nations Convention on the Rights of the Child has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.</p> <p>Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.</p> <p><b>Please see listed articles on individual lesson plans</b></p>	<p>Mutual respect and tolerance of those with different faiths and beliefs and for those without faith</p>
R.E Dispositions	Skills	Protected Characteristics (Equality Act 2010)
<p>Being Thankful Caring for Others, Animals and the Environment Sharing and Being Generous Cultivating Inclusion, Identity and Belonging Creating Unity and Harmony Being Courageous and Confident Being Curious and Valuing Knowledge Being Open, Honest and Truthful</p>	<p>Creative Thinking Reflective Learning Teamwork &amp; Collaboration Empathy Resilience Communication Presentation</p>	<p>Age Disability Race Religion &amp; Belief Sex Pregnancy &amp; Maternity Sexual Orientation</p>



# My family and me

## Lesson 1

**Title:** My family

**Learning objectives:**

- To identify different ways that families and individual members care for each other
- To be able to describe their families
- To understand that families are special

## Lesson 2

**Title:** What makes a family?

**Learning objectives:**

- To think about our families, how they may be different and how families love and care about each other

## Lesson 3

**Title:** Respecting differences

**Learning objectives:**

- To be kind and respectful towards people who are different from us

## Lesson 4

**Title:** Feeling safe inside and out

**Learning objectives:**

- To be able to recognise safe and unsafe situations
- To be able to recognise the physical signs of being unsafe
- To know what to do if feeling unsafe while on technology (online)

## Lesson 5

**Title:** Being safe with friends and families

**Learning objectives:**

- To be able to name and recognise a range of emotions
- To be aware of the different people who can help us
- To know that we can express our feelings in an appropriate way

# Year Two

## Lesson 1

Lesson length: 60 minutes

### Unit title: My family and me

Lesson title: My family

Year  
2

#### Learning Objectives

To identify different ways that families and individual members care for each other.

To be able to describe their family.

To understand that families are special.

#### Suggested Activities

Whole class discussion: what does the word 'family' mean?

Ask pupils to think about the members that could make up a family e.g. - mum, dad, step-parent, sister, foster-parent, uncle, nan, cousins.

Emphasise that everyone's family will be different, but it is the love and care that is given by families that is important.

Discuss that family members can sometimes change, for example a new baby, step-parent, half-brother or foster parents.

Read the story 'My Family, Your family' by Lisa Bullard which shows how families support one another.

- What do you think it means by "the people we belong with"?
- What different things do the family members do for each other?
- What do they all share with one another?
- What makes a family special – what characteristics might be present (love, care, respect)?

**Whole class** - Ask pupils to think about their own family and their special people, and what makes them special.

**Activity** - In pairs pupils ask each other to identify three things they like about their family.

Pupils to think about their own family and the time they spend together.

What do they do together?

- chores, shopping, mealtimes
- activities at home and outside
- maybe argue or disagree sometimes
- be there to support and look after one another
- adults protect and care for children

Share pupils' ideas. Recap the importance of family and that it is about the support and love that you get and give. Discuss that in families we may not always agree and that we have to work at the relationships we have. We may have to compromise and share.

**Activity** Ask pupils to draw themselves and one of the special people in their family doing something they enjoy doing together.

**Debrief** Highlight that all members are important regardless of age/gender. Ask pupils to finish the sentence stem – 'My family are special because .....'

#### Additional activity for comparison

Compare the story of Cinderella to identify how sometimes people can be mistreated in families

Optional extra story: 'My Brother'.

#### Relationships and Health Education

#### Learning Outcomes

##### Families and people who care for me

- that families are important for children growing up because they can give love security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

##### Mental wellbeing

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

#### Unicef Articles

Article: 3,5,8,9,10,12,13,14,18,19,20, 21,23

#### Resources

My Family, Your family - by Lisa Bullard

My Brother by Anthony Browne

Cinderella by Disney Book Group

#### Key vocabulary

Family  
Different  
Stepfamily  
Adopted  
Half-brother/sister  
Names of family members (including home language terms where appropriate)  
Love  
Care  
Support  
Share  
Protect  
Care

## Year Two

### Lesson 2

Lesson length: 60 minutes

## Unit title: My family and me

Lesson title: What makes a family?

Year  
2

### Learning Objective

To think about our families, how they may be different and how families love and care about one another.

### Relationships and Health Education

#### Learning Outcomes

##### Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

#### Mental wellbeing

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

### Suggested Activities

Recap on previous learning about families.

Ask pupils about their families (taking care to be sensitive to individual pupils' circumstances):

- Who has a brother or sister?
- Who has a baby in their family?
- Who lives with a grandparent?
- Who is expecting a new family member?
- Are all our families the same as each other?
- In what ways might families be different?

Read the story 'Who's in My Family?' which explores a range of differences and similarities between families and how care and love is at the heart of a healthy family life.

Discuss some of the differences (i.e. their homes, things they like, their parents and who they live with).

- What different families were there in the book?
- What do all families have in common?
- What are the great things about our families?
- What is the 'job' of a parent?
- What is your role as a child in your family?

Pupils should recognise that there are many different family make-ups but that they are all equally valid and those differences should be respected.

Remind pupils how all families should support each other and enjoy sharing time together and that parents should keep their children safe. Families might sometimes have difficulties and may change (for example if parents separated/divorced) but that the most important thing is the love and care they have for one another.

**Activity** Pupils to create an imaginary family, drawing a picture of them and writing a sentence about what makes them a family.

**Debrief** In a circle time activity pupil to say one thing that makes a family special.

**Additional read** 'Don't Call Me Names.' by C.W.Graham & Kristy Lyons (this book can be used to discuss additional needs).

### Unicef Articles

Article: 7,8,9,10,12,18,19,20,21,22,23

### Resources

Who's in My Family  
by Robie H. Harris

Don't Call me names  
by C.W. Graham & Kristy Lyons

### Key vocabulary

Family  
Love  
Care  
Differences  
Similarities  
Names of different family members

## Year Two

### Lesson 3

Lesson length: 60 minutes

## Unit title: My family and me

Lesson title: Respecting differences

Year  
2

### Learning Objectives

To be kind and respectful towards people who are different from us.

### Suggested Activities

Think about what makes our identity.  
What makes us special? What makes us an individual?  
What makes us who we are?

### Relationships and Health Education

#### Learning Outcomes

#### Caring Friendships

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

#### Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- the importance of self-respect and how this links to their own happiness

#### Mental wellbeing

- bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

This can include physical attributes; i.e. sex, race, age, appearance but also our religion, our interests and our beliefs.

Discuss some of the things about their identities that the class have in common with one another, and some of the differences they might have.

How would it feel to be the only person who was 'different'?

What would it be like if a child started in our class/school who was different to everyone else?

Consider all children from across the world in different countries.

Read the story – *Something Else* by Kathryn Cave & Chris Riddell which tells the story of a creature who is ostracised from a community for being different.

#### Discuss the story

- why did something else get treated differently?
- how did it make him feel and behave?
- why is it wrong to treat someone unkindly just because they are different?
- what would it feel like if you were told 'You don't belong here'?

Reflect on the fact that a group of people all joining together against someone else is bullying and that if we knew someone was being bullied we should tell a trusted adult.

Explain to pupils that we should be proud of who we are and of our identity. We should also be respectful of others who may be different from us.

**Activity** Role play imagine 'something else' came to our school.

How would we make him feel welcome?

What would we say? What would we do?

How would you include him as part of your family/friends?

**Debrief** If 'something else' mentioned that he/she was feeling sad because they were being bullied online, what advice would you give them and who would you tell?

### Unicef Articles

Article: 12,13,14,20,21,22,23,30

### Resources

*Something Else*  
by Kathryn Cave & Chris Riddell

### Key vocabulary

Identity  
Similarities  
Differences  
Bullying  
Respect  
Trusted adult

## Year Two

### Lesson 4

Lesson length: 60 minutes

## Unit title: My family and me

Lesson title: Feeling safe inside and out

Year  
2

### Learning Objectives

To be able to recognise safe and unsafe situations

To be able to recognise the physical signs of feeling unsafe

To know what to do if feeling unsafe while on technology (online)

### Suggested Activities

Discuss what the term 'safe' means, give dictionary definition.  
Talk about feeling safe - what feelings do you experience? (Popcorn style)  
Invite pupils to give answers and say where they feel safest.  
'I feel really safe when .....

Continue discussion by asking 'What things make us feel scared? '  
Are there things we need to keep safe from?  
Explain that some things that make us worried or concern might be the actions of others or things that we see on-line (tablets or mobile phones).

### Relationships and Health Education

#### Learning Outcomes

##### Being safe

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard

##### Mental wellbeing

- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

##### Activity - Jelly in your belly

Draw around the outline of a child and ask class to surround outline on carpet. Explore things they think might make children , record responses around the outside of the outline.  
Highlight that there are real and imaginary dangers and that it is difficult to sometimes tell the difference.

Address misconception that the people that make us scared are always strangers. Further the discussion and highlight sometimes people make us feel uncomfortable and scared as well as situations and places.  
It may be someone you know that makes you feel uncomfortable.

Use selected power point slides from PANTS NSPCC resource - <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>  
Introduce the concept of private parts - there are parts of the body that should not be touched or shown by others and these are called the private body parts. Explain where they are (show a picture of boys and girls in their pants) and that they need to tell an adult they trust if someone tries to touch or asks them to look at their private parts.

##### Activity - Warning Signs (use the body outline as a prompt)

Discuss the body signals our body gives when we feel we are in danger or that something is wrong.  
Explore the emotions – worry, fear, anxiety, overwhelmed.  
Body signs - place small pictures on outline.

- heart beating harder
- sweaty palms
- dry mouth
- tickly tummy
- knocking knees
- shaking

Re-emphasise the discussion relating to feeling body safe especially around the private parts and that no one should be touching (pants area) unless a doctor or parent is helping you if you need it.

Clarify with pupils that it is not always right to keep secrets. When is it okay to keep a secret? e.g. a birthday present or mum is expecting a baby. Explain that it is not right to keep a secret if you are told that you must never share it. If you feel unhappy or uncomfortable you must tell a trusted adult.

Continued



<p><b>Year Two</b> Lesson 4 (Continued) Lesson length: 60 minutes</p>	<p><b>Unit title: My family and me</b> Lesson title: Feeling safe inside and out</p> 	
	<p><b>Help and Support</b> Identifying trusted adults</p> <ul style="list-style-type: none"> <li>• Whose job is it to keep us safe? Who can keep us safe at school / home/ church/ mosque/ temple/ clubs etc.</li> <li>• Record these people on the white board. Explain these are our ‘trusted adults’</li> </ul> <p><b>Activity</b> Helping hand Ask pupils to design their helping hand and for each finger &amp; thumb attach the name of persons who they would speak to at home (2) at school (2) and a friend.</p> <p><b>Debrief</b> Talk about people who care for us and how they make us feel safe Identify people who make you feel safe and people who can help to keep us safe (these can include family support workers, police officers, teachers etc).</p>	
<p><b>Unicef Articles</b> Article: 1, 2, 3, 4, 5, 6, 13, 16, 17, 18, 19, 33, 34, 35, 36</p>	<p><b>Resources</b> Body outline Swimming costume picture for boys &amp; girls NSPCC- PANTS resource – power point <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/</a></p>	<p><b>Key vocabulary</b> Scared Anxious Anxiety Uncomfortable Tickly tummy Knocking knees Fear Names of people who keep us safe</p>

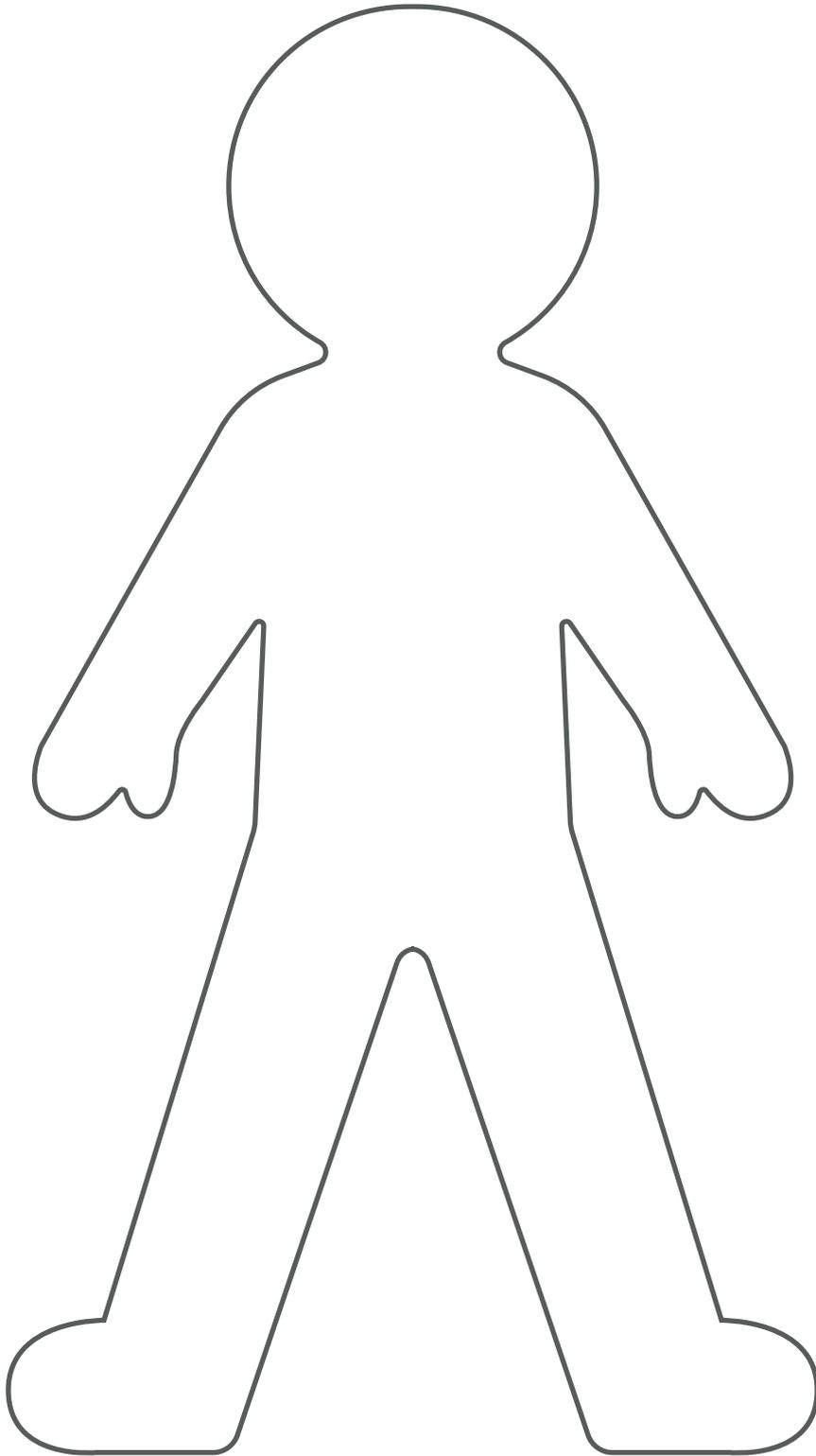
## Year Two

### Lesson 4

Lesson length: 60 minutes

## Unit title: My family and me

Lesson title: Feeling safe inside and out



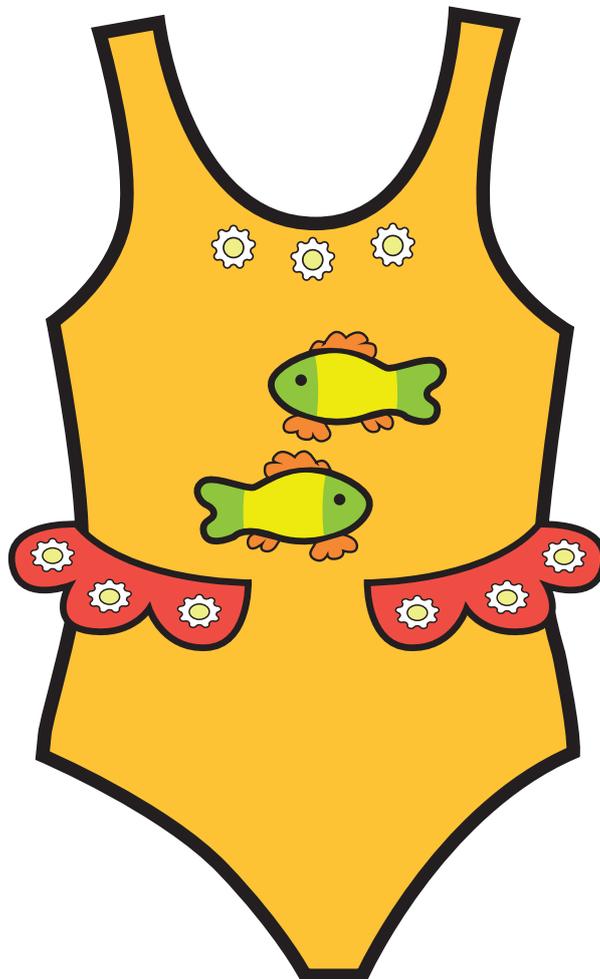
## Year Two

### Lesson 4

Lesson length: 60 minutes

## Unit title: My family and me

Lesson title: Feeling safe inside and out



# Year Two

## Lesson 5

Lesson length: 60 minutes

### Unit title: My family and me

Lesson title: Being safe with friends and families

Year  
2

#### Learning Objectives

To be able to name and recognise a range of emotions

To be aware of the different people who can help us

To know how we can express our feelings and emotions in an appropriate way

#### Suggested Activities

Begin by discussing the range of emotions that we experience when they are in positive friendships and relationships. Then explore the negative emotions that they may experience. (Use emoji's or feelings pictures to support.)

In group discussion ask the pupils.

- Are there particular times/ events when they might experience really positive emotions?
- Ask pupils to think about colours that might represent these emotions.
- Do the same for negative emotions - list them and identify associated colours

#### Relationships and Health Education

##### Learning Outcomes

##### Caring friendships

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

##### Respectful relationships

- the importance of self-respect and how this and how this links to their own happiness
- Families and people who care for us
- that families are important for children growing up because they can give love, security and stability

##### Mental wellbeing

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

##### Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard

##### Activity Watch the clip from the film 'Inside Out'

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

In the story - Riley has lots of different feelings living inside her head.

- Name the different feelings and associate the colours
- Explore each emotion in detail and ask pupils to think of times when they have experienced each one
- Lead by modelling your own experiences. Then choose pupils to share experiences that they know

Recap that these colours that represent our emotions inside can impact our feelings with both friendships and relationships positively and negatively.

- How do we share our exciting and happy feelings?
- Who do we choose to share them with?
- What we can do with the feelings that make us upset and cross?
- Would it be safe to share these feelings with anyone? Why?
- How would we share them?

You may want to also use the Anna Freud mental health resource for primary: <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/talking-mental-health-animation-teacher-toolkit/>

Explain that what we feel inside does not always show on the outside. We should not hold feelings in and we need to talk, so we should find people who we feel comfortable with and that we trust – our 'trusted adults'. Recap who our trusted adults are from previous lesson.

If we are happy, sad, scared, worried, excited, we also need to know how to share these feelings sensibly with our friends, family and trusted adults.

**Activity** Pupils to work in groups of 3 or 4. One pupil is the 'trusted adult', one is a child with something important to tell and the others are friends.

The pupils role play sharing a worry with the trusted adult, including making sure they are listening, that they know what they have to say is important and to keep trying until they are heard.

**Debrief** Pupils in pairs to practice some useful phrases when they have something important or difficult to share with a trusted adult. For example 'I have something important to tell you...' 'Can I talk to you about something important...?'

#### Unicef Articles

Article: 2, 3, 5, 6, 8, 9, 10, 11, 12, 13, 14, 18, 19, 20, 21, 22, 23, 24, 25, 3, 34, 35, 36.

#### Resources

Inside out clip  
Feelings emoji's  
Anna Freud Primary resource  
<https://youtube/nCrjevX3-Js>

#### Key vocabulary

Sad	Happy
Anxious	Scared
Excited	Safe space
Sensibly	Trusted adult
Important	

## Year Two

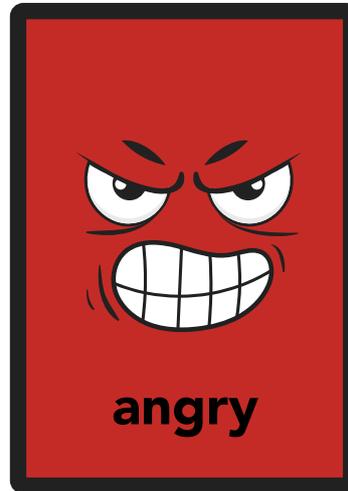
### Lesson 5

Lesson length: 60 minutes

## Unit title: My family and me

Lesson title: Being safe with friends and families

Year  
**2**







# OVERVIEW

SMSC (Spiritual, Moral, Social & Cultural)	Unicef Articles	Fundamental British Values
<p><b>The spiritual development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• use of imagination and creativity in their learning</li> <li>• willingness to reflect on their experiences</li> </ul> <p><b>The moral development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> </ul> <p><b>The social development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• use of a range of social skills in different contexts.</li> <li>• liberty and mutual respect and tolerance of those with different faiths and beliefs</li> </ul> <p><b>The cultural development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> </ul>	<p>The United Nations Convention on the Rights of the Child has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.</p> <p>Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.</p> <p><b>Please see listed articles on individual lesson plans</b></p>	<p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs and for those without faith</p>
<p><b>R.E Dispositions</b></p> <p>Being Thankful            Caring for Others, Animals and the Environment            Sharing and Being Generous            Being Fair and Just            Living by Rules            Being Accountable and Living with Integrity            Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment            Being Modest and Listening to Others            Cultivating Inclusion, Identity and Belonging            Being Open, Honest and Truthful</p>	<p><b>Skills</b></p> <p>Independent Enquiry            Creative Thinking            Reflective Learning            Teamwork &amp; Collaboration            Empathy            Resilience            Communication            Presentation skills</p>	<p><b>Protected Characteristics (Equality Act 2010)</b></p> <p>Age            Disability            Race            Religion &amp; Belief            Sex            Sexual Orientation            Marriage &amp; Civil Partnership</p>



# Being part of the wider world

## Lesson 1

**Title:** My community

**Learning objectives:**

- To belong to a group/s and a community
- To expect people to respect you and in turn respect others including people in position

## Lesson 2

**Title:** How does a community support one another?

**Learning objectives:**

- To be able to signpost to services within a community and beyond
- To know about people/places that support communities locally and nationally

## Lesson 3

**Title:** Diversity in the UK

**Learning objectives:**

- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- To think about the lives of people living in other places and people with different values and customs

## Lesson 4

**Title:** The online community

**Learning objectives:**

- To understand how to stay safe online.

## Lesson 5

**Title:** Managing your feelings

**Learning objectives:**

- To develop an understanding of mental health and well-being
- To recognise that our feelings are individual and unique
- To know that some feelings are harder to cope with than others
- To develop new coping strategies and know how to use them in times of need

<p><b>Year Three</b> Lesson 1 Lesson length: 60 minutes</p>	<p><b>Unit title: Being part of the wider world</b> Lesson title: My community</p> 	
<p><b>Learning Objectives</b></p> <p>To understand how we belong to a group/s and a community</p> <p>To expect people to respect you and in turn respect others including people in positions of authority</p>	<p><b>Suggested Activities</b></p> <p>What is a community? Share the dictionary definition: a group of people who live together in one place.</p> <p>What is the wider society? Share the dictionary definition: A collective group of people living in close proximity.</p> <p>In groups, on a sheet of paper write 'me' in the centre and the people who are in your community around the outside (concentric circles) (Elicitation of what pupils already think). See example below</p> <p>Me - Local community/area – Birmingham – England – World</p> <p>How are the people in the different parts of the circle different? Guide pupils in appreciating the range of diversity, including age, religion, ethnicity, people with/without children, type of home they live in, unemployed and employed, identified in the UK.</p> <p>For example show pictures of a crowd of people in Birmingham city centre, some pictures of different places of worship, shops which sell food from other cultures, pictures of different ethnic food shops, people in different traditional clothes, families in park, older people and the environment etc.</p> <p><b>Activity</b> For this activity you may want to carry out a short community walk in the local area or the city centre.</p> <p>What can we say about diversity in our local community?</p> <ul style="list-style-type: none"> <li>• All these people are ethnically diverse and British</li> <li>• We are different but equal</li> <li>• Who are people in positions of authority? Why should we respect them? e.g. in your home, school &amp; community</li> <li>• Who should you respect and how?</li> <li>• Why and how should we respect ourselves and others?</li> </ul> <p><b>Debrief</b> Discuss how children's rights link with this.</p>	
<p><b>Relationships and Health Education</b></p> <p><b>Learning Outcomes</b></p> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> </ul>		
<p><b>Unicef Articles</b> Article: 7,8,9,10,14,15,24,26</p>	<p><b>Resources</b> Big sheets of paper</p>	<p><b>Key vocabulary</b> Community Diversity Respect/respectful Ethnic/ethnicity British Authority Employed/unemployed</p>

## Year Three

### Lesson 1

Lesson length: 60 minutes

## Unit title: Being part of the wider world

Lesson title: My community

Year  
**3**



# Year Three

## Lesson 2

Lesson length: 60 minutes

### Unit title: Being part of the wider world

Lesson title: How does a community support one another?

\*NB Please source the pictures for the activity below from your locality

Year  
3

#### Learning objectives

To be able to signpost to services within a community and beyond

To know about people/places that support communities locally and nationally

#### Suggested activities

Recap previous learning. What makes a community?

How do people in a community help and support one another? For example, we might help an elderly neighbour with their bins. We all help each other by using litter bins. Drivers make sure they drive safely to take care of pedestrians.

Who do we have in the community that helps us?

Ask pupils to write suggestions on post it notes (Doctors, dentist, ambulance, NHS, libraries, police etc...) Share suggestions (checking which are repeated and which only a few pupils suggest).

#### Relationships and Health Education

##### Learning outcomes

##### Mental health and wellbeing

- the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental well-being and happiness

##### Respecting relationships

- the importance of respecting others even through differences

**Activity** Pupils to match the name of a service or person with a brief description of its role. (For example 'The Health Centre: we can go there if we feel ill or need advice on being healthy' 'The library: we can borrow books or use the internet there' 'Family Support Worker: someone who can help our family when we have a problem).

Discuss and clarify correct matches. Check understanding by asking where people would go for different support. For example; Where would a mum go for support with a new baby?

Who might need more help in our community? Why? (Pregnant women, single-parent, disabled people, the elderly)

Look at role of leisure centres and parks.

On a map of your local area put a cross where there is a leisure centre and a circle for parks.

- Who works there?
- Are they paid?
- Why volunteer?
- What activities can you do at a leisure centre and parks?
- How does it make you feel?

Explain the benefits of physical exercise and time outdoors to our mental wellbeing and happiness.

**Activity** Pupils draw a poster for their local park about what you can do there and why it is good for you.

**Debrief** Pupils work in groups and identify two positives about their local community/area.

#### Unicef Articles

Article: 7,9,10,12,13,14,17,18,19,21,22,23,24,25,26,27,28,31

#### Resources

List of places/people and their role  
Map of local area

#### Key vocabulary

Voluntary  
Community  
Mental wellbeing  
Physical

# Year Three

## Lesson 3

Lesson length: 60 minutes

### Unit title: Being part of the wider world

Lesson title: Diversity in the UK

Year  
3

#### Learning Objectives

To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

To think about the lives of people living in other places, and people with different values and customs.

#### Suggested Activities

Reflect on the different people, and the differences between people living in our community that we have learned about in lessons 1 and 2.

Define what is meant by religion and race

What types of religion and race are represented in our local community?

- Religious identity – refers to a group membership to a religion e.g. Islam, Judaism, Christianity etc.
- Ethnic identity – refers to a person’s social identity within a context based in culture e.g. traditions and history (wedding practices)
- Race - a race is a grouping of humans based on shared physical or social qualities

#### Relationships and Health Education

##### Learning Outcomes

##### Families and people who care for me

- that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care

##### Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

##### Activity looking at ethnic identity in the UK

Look at ratio of different ethnic identities in the UK\*

- 86% White
- 7.5% Asian
- 3.3% Black

Explain what ‘percentage’ means – i.e. out of 100 people 86 are white. Remind pupils that most people of different ethnic identities are also British. Discuss the benefits of having people of different ethnic groups in the UK, languages, customs, music, festivals, foods etc.

Look at ratio of different religious identities in the UK\*

- 59% Christian
- 25% no religion
- 5% Muslim

Explain that the UK is officially a Christian country and that people in the UK are also free to practise any religion they choose. Learn about different religions through books or film clips, identifying similarities and differences; for example BBC clips.

Meet a young Jewish boy

<http://www.bbc.co.uk/education/clips/z2c76fr>

Meet a young Christian boy

<http://www.bbc.co.uk/education/clips/zxpc82p>

Meet a young Sikh girl

<http://www.bbc.co.uk/education/clips/zyhg9qt>

Explain to pupils that it’s important to learn about different cultures and religions so that we can be respectful towards them.

Share and discuss the ‘golden rule’ common to many religions and cultures ‘Treat others as you would like others to treat you’.

**Debrief** Pupils write a letter to an imaginary pupil (or one of the children from the film clips) about their own ethnic and religious identity.

#### Unicef Articles

Article: 2,6,14,15,17,18

#### Resources

BBC.co.uk/teach  
My Religion and Me Series  
(book series) Franklin Watts

\*data from Office for National Statistics  
(www.ons.gov.uk)

#### Key vocabulary

Religious identity  
Ethnic identity  
Race

# Year Three

## Lesson 4

Lesson length: 60 minutes

### Unit title: Being part of the wider world

Lesson title: The online community

Year  
3

#### Learning Objectives

To understand how to stay safe online

#### Relationships and Health Education

##### Learning Outcomes

##### Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

##### Being safe

- what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)

##### Internet safety and harms

- where and how to report concerns and get support with issues on line
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted

#### Suggested Activities

Explain what is meant by an online community - a group of people with common interests who use the internet (e.g. websites, email, instant messaging) to communicate, work together and pursue their interests over time.

**Activity** Ask pupils what social network sites they know of? How old do you have to be to use them?  
(Facebook, twitter, Instagram, snapchat, YouTube, PlayStation, Xbox etc.)  
Reiterate age limits: Facebook is 13, some are 16 years, TikTok is 13.

Read the story '#Goldilocks' A Hashtag Cautionary Tale which shows the consequences of sharing pictures online.

**Activity** Discuss in pairs: is it easy to talk to someone you have just met? Sit back to back and pass notes to each other (teacher organises pairs but can't see each other or talk).

Rules: Do not share name, age or gender. (Personal details)  
How do you know the person you are writing to is a male/female /old/young? (imagine you are sending messages electronically)  
Why is it important to be respectful and polite when we are 'talking' online?  
Why shouldn't we send unkind or hurtful messages?  
Additional resources-  
<https://www.nspcc.org.uk>

Trust Me - Childnet resource  
<https://educateagainsthate.com/resources/trust-childnet-resource/>

**Activity** Online gaming  
Who do you play with?  
How do you know?  
Can you be sure they are who they say they are?  
Acknowledge that regular online contact could be unsafe may and lead to 'making friends' with someone you don't really know. Parents should also know who you are talking to and you should never arrange to meet someone you don't know in real life. Recap own school's e-safety rules.  
Explain the importance of never sharing personal details.  
If someone you met online knows your name and school you attend what are the risks?

**Debrief** Discuss what to do if we feel unsafe online: To tell a trusted adult. What should we do if we know we have made a mistake online or have done something we think might have been a bad decision?

#### Unicef Articles

Article: 3,4,5,7,8,11,12,13,14,15,16,17,18,19,30,31,34,36

#### Resources

#Goldilocks by Jeanne Willis/Tony Ross  
Post-it notes  
School's own e-Safety rules

Additional resource-  
<https://educateagainsthate.com/resources/trust-childnet-resource/>

#### Key vocabulary

Online  
Offline  
Anonymous  
Risks  
Pretend

# Year Three

## Lesson 4

Lesson length: 60 minutes

### Unit title: Being part of the wider world

Lesson title: The online community

Year  
3

#### Learning Objectives

To understand how to stay safe online

#### Relationships and Health Education

##### Learning Outcomes

##### Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

##### Being safe

- what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)

##### Internet safety and harms

- where and how to report concerns and get support with issues on line
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted

#### Suggested Activities

Explain what is meant by an Online community - a group of people with common interests who use the Internet (websites, email, instant messaging etc...) to communicate, work together and pursue their interests over time.

**Activity** Ask pupils what social network sites they know of? How old do you have to be to use them?

(Facebook, twitter, Instagram, snapchat, YouTube, PlayStation, Xbox etc.)  
Reiterate age limits: Facebook is 13, some are 16 years, TikTok is 13.

Read the story '#Goldilocks' A Hashtag Cautionary Tale which shows the consequences of sharing pictures online.

**Activity** Discuss in pairs: is it easy to talk to someone you have just met? Sit back to back and pass notes to each other (teacher organises pairs but can't see each other or talk).

Rules: Do not share name, age or gender. (Personal details)

How do you know the person you are writing to is a male/female /old/young? (imagine you are sending messages electronically)

Why is it important to be respectful and polite when we are 'talking' online?

Why shouldn't we send unkind or hurtful messages?

Additional resources-

<https://www.nspcc.org.uk>

Trust Me - Childnet resource

<https://educateagainsthate.com/resources/trust-childnet-resource/>

**Activity** Online gaming

Who do you play with?

How do you know?

Can you be sure they are who they say they are?

Acknowledge that regular online contact could be unsafe may and lead to 'making friends' with someone you don't really know. Parents should also know who you are talking to and you should never arrange to meet someone you don't know in real life. Recap own school's e-safety rules.

Explain the importance of never sharing personal details.

If someone you met online knows your name and school you attend what are the risks?

**Debrief** Discuss what to do if we feel unsafe online: To tell a trusted adult.

What should we do if we know we have made a mistake online or have done something we think might have been a bad decision?

#### Unicef Articles

Article: 3,4,5,7,8,11,12,13,14,15,16,17,18,19,30,31,34,36

#### Resources

#Goldilocks by Jeanne Willis/Tony Ross

Post-it notes

School's own e-Safety rules

Additional resource-

<https://educateagainsthate.com/resources/trust-childnet-resource/>

#### Key vocabulary

Online

Offline

Anonymous

Risks

Pretend

# Year Three

## Lesson 5

Lesson length: 60 minutes

### Unit title: Being part of the wider world

Lesson title: Managing your feelings

Year  
3

#### Learning Objectives

To recognise that our feelings are individual and unique

To develop an understanding of how concerns and worries can affect your mental health

To know that some feelings are harder to cope with than others

To develop new coping strategies and know how to use them in times of need

#### Suggested Activities

Teacher to introduce the terms "mental health and wellbeing" - Ask pupils if they have ever heard the words before.

Explore the definitions with the whole class

- Good mental health is (See definition below)

Highlight that people experience a range of different feelings and manage them everyday but in some cases their feelings and concerns overwhelm them. Ask pupils if they know any characters in a nursery rhyme that might have had not so good mental health and wellbeing.

**Supporting resource** <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/talking-mental-health-animation-teacher-toolkit/>

#### Relationships and Health Education

##### Learning Outcomes

##### Mental wellbeing

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a
- varied vocabulary of words to use when talking about their own and
- others' feelings
- simple self-care techniques, including the importance of rest, time
- spent with friends and family and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- importance of self-respect and the importance of respecting relationships

**Activity** Introduce the new story of Humpty Dumpty. Explain to the pupils that they are going to hear a different side of the story today.

- What were his small / big feelings?
- Identify positive and negative feelings (write the negative ones in the stress bucket)
- What things might make him feel ok at the moment? (that he has lots of friends to help/ that he is beginning to feel better)
- What might he be worried about? i.e. (meeting up with the soldiers/ not going to the party/ upsetting the king)
- How might Humpty feel if he has to climb a wall again?
- What could he do to deal with his feelings?

Alternative book - What's Worrying You? by Molly Potter

**Activity** In groups make a story board showing how Humpty dealt with the situation.

Identify 2 of his small / big feelings.

- What might he be worried about?
- Where to get help? If so where from?
- How could he overcome any obstacles that he may face?
- The best advice for Humpty and his friends?

**Definition** Mental Health is about our feelings, our thinking our emotions and our moods (things that we cannot see) but affect our lives in lots of ways (Anna Freud- national centre for children and families).

**Debrief** Finally, groups feedback the advice they gave to Humpty. Recap that If a person is feeling low or upset there are different things that they could do to help.

- Speak to a trusted adults
- Write them a letter
- Talk to a friend
- Call ChildLine/NSPCC

#### Unicef Articles

Article: 3,6,7,8,12,13,14,15,16,19,23, 24,25,39

#### Resources

Humpty story  
Story board template below  
Anna Freud resource  
What's Worrying You? by Molly Potter

#### Key vocabulary

Big feelings  
Small feelings  
Challenge  
Strategies  
Mental health  
Positive  
Negative

## The Alternative Humpty Dumpty Story

Humpty Dumpty lived in a large community at the Kings Palace. They were all friend and they all made sure that they looked after each other and always had someone to talk to.

The King was inviting all of Nursery Land to his party. Humpty Dumpty was invited, but he couldn't come as he had fallen and hurt himself. The Head Servant came into the kitchen and said he had heard gossip that Humpty had not had an accident, but someone had pushed him off the wall! He had heard that it was one of the King's soldiers that had done it, and two other soldiers stood by and just laughed because he was different.

The King didn't know that Humpty's fall wasn't an accident and thought Humpty was being his usual careless clumsy self. He said "I don't want Humpty at my party now, as his bandages will scare all my friends away."

The servants meet Humpty and tell him what the King said.

Humpty is very upset tells the servants that the soldiers pushed him off the wall, laughed and always called him 'Egg Head'.

It made him feel like he wasn't wanted at the party and didn't know what to do.

Humpty explains that what really hurt him were the soldiers who stood and did nothing to help him, and just left him broken on the floor.

Talk about what the King has said and his behaviour towards Humpty. –

How might his behaviour have made Humpty feel?

Was he aware of the whole situation?

Should the servants tell Humpty that he can't come to the party? What kind of feelings might humpty experience because of this behaviour? Who could he talk to?







# OVERVIEW

SMSC (Spiritual, Moral, Social & Cultural)	Unicef Articles	Fundamental British Values
<p><b>The spiritual development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> </ul> <p><b>The moral development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> </ul> <p><b>The social development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> </ul> <p><b>The cultural development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</li> </ul>	<p>The United Nations Convention on the Rights of the Child has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.</p> <p>Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.</p> <p><b>Please see listed articles on individual lesson plans</b></p>	<p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs and for those without faith</p>
R.E Dispositions	Skills	Protected Characteristics (Equality Act 2010)
<p>Being Thankful</p> <p>Caring for Others, Animals and the Environment</p> <p>Sharing and Being Generous</p> <p>Being Regardful of Suffering</p> <p>Being Merciful and Forgiving</p> <p>Being Fair and Just</p> <p>Being Accountable and Living with Integrity</p>	<p>Creative Thinking</p> <p>Reflective Learning</p> <p>Teamwork &amp; Collaboration</p> <p>Self-awareness</p> <p>Empathy</p> <p>Effective Participation</p> <p>Resilience</p> <p>Communication</p> <p>Sensitivity to others</p> <p>Presentation</p>	<p>Age</p> <p>Disability</p> <p>Race</p> <p>Religion &amp; Belief</p> <p>Sex</p> <p>Sexual Orientation</p> <p>Marriage &amp; Civil Partnership</p> <p>Pregnancy &amp; Maternity</p>



# Understanding and appreciating positive relationships

## Lesson 1

**Title:** Positive relationships

**Learning objectives:**

- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

## Lesson 2

**Title:** Understanding the different types of bullying

**Learning objectives:**

- To understand what is bullying and how bullying occurs
- To be aware of the different types of bullying

## Lesson 3

**Title:** Challenging stereotypes and misconceptions

**Learning objectives:**

- To recognise and challenge stereotypes

## Lesson 4

**Title:** Mental well-being and my family

**Learning objectives:**

- To understand that people may experience and recover from mental ill health in the same way as physical ill health
- To know how to seek support if they need help or advice about their own or someone else's mental health

## Lesson 5

**Title:** Secrets and surprises

**Learning objectives:**

- To know that the body gives signals when in danger
- To understand that it is important to think about the risks in situations and what will keep them safe
- To understand that there are different types of touch that people like and dislike
- To know that a person has the right to personal space

# Year Four

## Lesson 1

Lesson length: 60 minutes

### Unit title: Understanding and appreciating positive relationships

Lesson title: Positive relationships

Year  
4

#### Learning Objectives

To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

#### Relationship and Health Education

##### Learning Outcomes

##### Families and people who care for me

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

##### Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

##### Respectful relationships

- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners

##### Mental wellbeing

- how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about own and others' feelings

#### Suggested Activities

Reflect on the relationships pupils have in their lives; for example those with friends, with siblings and parents, with extended family and with teachers and other adults.

Optional - You may want to use the following book - The Great Big Book of Families by Mary Hoffman and Ros Asquith.

**Activity** Pupils can draw a mind map, with 'me' in the centre of all the different relationships they have in their lives.

Notice that each person's map is different, some may have more or fewer people, sometimes we might see our special people every day but sometimes infrequently.

- Which of these people are special to us?
- What makes them special?
- How do special people treat one another?

**Activity** Discuss the value of caring for one another. How do people show that they care about each other?

Ask pupils to act out or draw examples of the following ways of showing they care about the special people in their lives.

- Showing respect to one another (listening, using manners, sharing)
- Spending time doing something together (sharing interests and experiences)
- Supporting someone when they are feeling upset (listening, offering help, showing that you care)

Clarify what 'empathy' means with pupils.

**Activity** Why is empathy important in caring relationships?

Compare how children would show they care for an adult compared to a friend or sibling. Discuss the responsibility adults have towards children – for example a parent has a duty to comfort a child who is upset, but a child should not be expected to look after an adult. (\* Be sensitive to pupils who may be young carers).

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

Discuss that when adults get married this represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Recognise that not all children have married parents, and that children can have stable, caring relationships with parents who are not married).

How can we show we care about people who live far away?

Watch the BBC film clip about maintaining a long-distance relationship.

<http://www.bbc.co.uk/education/clips/zjypyrd>

**Debrief** Circle time- pupils talk about different ways that they care for someone special to them and how they maintain good relations.

#### Unicef Articles

Article: 5-25, 27, 30, 31, 32, 37, 38, 39

#### Resources

BBC KS2 Bitesize  
<http://www.bbc.co.uk/education/clips/zjypyrd>  
Young Minds-<https://youngminds.org.uk/find-help/looking-after-yourself/>  
Optional- The Great Big Book of Families by Mary Hoffman and Ros Asquith

#### Key vocabulary

Relationships	Friends
Respect	Mutual respect
Family	Siblings
Marriage	Commitment
Stable	Caring
Empathy	

# Year Four

## Lesson 2

Lesson length: 60 minutes

### Unit title: Understanding and appreciating positive relationships

Lesson title: Understanding different types of bullying

Year  
4

#### Learning Objectives

To understand what bullying is and how bullying occurs

To be aware of the different types of bullying

#### Suggested Activities

Teacher to begin the lesson by posing question 'What is a bully?'

**Activity** Ask each pair to come up with a definition. Record responses.

Then go onto completing with the dictionary definition:

'A bully is someone who threatens another person repeatedly in order to gain control over them. This may be done in different ways.'

**Activity** Introduce a selection of scenarios. As a whole class

Who is involved in bullying situations? How do they develop?

Teacher to expand on the different groups involved in bullying – victim, bystander and abuser (bully).

#### Relationships and Health Education

#### Learning Outcomes

##### Respectful relationship

- about different types of bullying, the impact of bullying, responsibility of bystanders and how to get help

##### Being safe

- how to recognise and report feelings of being unsafe or feeling bad about an adult
- how to report concerns or abuse, and the vocabulary and confidence needed to do so

##### Caring friendships

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek advice from others, if needed

##### Mental wellbeing

- bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

Further the activity by pupils going onto consider

- Are their different types of bullying? e.g racial, gender
- Make a list of as many as they know. Take feedback

How many different types did they come up with?

Discuss the different ways a person may be bullied explore the different definitions.

Consolidate that bullies can be adult and or children.

Watch the playground clip from the film 'Matilda'.

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

**Activity** Feelings / Action / Outcome (scenario sheet below)

In groups ask pupils to consider the feelings and emotions of the different groups- victim / bystanders / bully (clarify these).

- Next go onto thinking about whether the situation could be resolved
- Could they identify any of the behaviours from the definitions
- What type of bullying was not evident in the clip
- Feedback to the class

#### Definitions

##### PHYSICAL BULLYING

This is when someone is punched, hit, kicked or attacked. Bullies operate in clever ways and will "accidentally" bang into someone or trip them over. They can operate on their own or in groups.

##### VERBAL BULLYING

Bullies can threaten people or call them names. They may taunt the victim or repeat what they said in a silly voice. They will sometimes humiliate them by making them look stupid.

##### SILENT / INDIRECT BULLYING

This is where they ignore you or try and stop you from joining in. They may send an individual to 'Coventry'.

##### CYBER BULLYING

This is where a person is being bullied online by a person/s through text messaging, WhatsApp, social media, online, gaming. Rumours can be spread if you have a mobile phone they may send you 'hate' text messages. Sometimes they will continually follow you around.

**Debrief** Consider how you might help someone who has been bullied and how you can get help?

<https://www.childline.org.uk>

#### Unicef Articles

Article: 3,6,12,15,16,17,18,19, 23,30,31,36

#### Resources

Worksheet - Feelings/ Actions/ Outcomes.

Definitions of types of bullying

YouTube clip-Matilda

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

ChildLine <https://www.childline.org.uk>

#### Key vocabulary

Physical

Cyber

Indirect

Bystander

Victim

Abuser

## Year Four

### Lesson 2

Lesson length: 60 minutes

## Unit title: Understanding and appreciating positive relationships

Lesson title: Understanding different types of bullying

Year  
4

## Understanding different types of bullying scenarios

<p>A group of boys are playing football. A girl asks to play she is told, No way! The boys shout girls are useless at football!</p>	<p>A Muslim girl is wearing a hijab for the first time at school, other girls in the class keep asking her to take it off or to look underneath- someone pulls it and it comes off. She does not know who pulled it off.</p>
<p>A boy is teased because he has long hair A group of girls circle him and start to call him names and say that he looks like a girl.</p>	<p>A group of children are running backward and forwards teasing a deaf boy, saying that he is thick and stupid because of his disability.</p>
<p>A new girl has just arrived in the country. She brings her lunch from home and others see that is it different from everyone else's. Someone leaves a note in her lunch box stating 'Yucky' that is nasty – it looks disgusting.</p>	<p>Three boys push another off the friendship bench and do not allow him to get back on the bench. When asked they tell others that he is not to sit with them because he has spots.</p>
<p>A boy likes to read at playtime and sit quietly. A group of other boys start to tease him and say he is a 'geek' because he always gets top marks.</p>	<p>Two girls are good friends and get on well and do lots of activities together. People start to call them names. One day a pupil from another class shouts in the dinner hall - You girls are gay!</p>

<p><b>Year Four</b> Lesson 3 Lesson length: 60 minutes</p>	<p><b>Unit title: Understanding and appreciating positive relationships</b> Lesson title: Challenging stereotypes and misconceptions</p> 	
<p><b>Learning Objectives</b></p> <p>To recognise and challenge stereotypes and misconceptions</p>	<p><b>Suggested Activities</b></p> <p><b>Activity</b> Read the story about twins ‘John and Ellen’ (Equality and Human Rights Commission resource), explaining to pupils that they need to listen carefully as they will need to answer quiz questions afterwards.</p>	
<p><b>Relationships and Health Education</b></p> <p><b>Learning Outcomes</b></p> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>	<p>Following the story, pupils answer questions identifying which of the twins did each thing in the story. (The story is not explicit, but the tendency is to assume the girl or boy did each thing based on stereotypes).</p> <p>Discuss pupils’ answers; i.e. why did they assume the girl baked the best cake and the boy forgot his ingredients? Explain that these are stereotypical views of what girls and boys are like. Are these assumptions fair? Are they true?</p> <p>Extend to other examples of stereotypes. Ask pupils to describe a person who would be a librarian, a scientist, a ballet dancer, a boxer, an astronaut, a nurse or a surgeon (for example). Do they think they have chosen stereotypes or not?</p> <p>Share some examples of non-stereotypical role models; i.e. Mae Jemison (an Afro-American astronaut) or Sergei Polunin (a Russian male ballet dancer).</p> <p><b>Activity</b> How can stereotypes be negative and destructive? Discuss with pupils how stereotypes can limit our aspirations and self-belief. A girl may choose not to pursue a dream of being an astronaut, or a boy might feel he can’t be a dancer. Explain that damaging stereotypes are not only about careers and talents, but also about our own wellbeing and self-respect.</p> <p><b>Activity</b> Discuss expressions such as ‘boys don’t cry’ and ‘girly-throw’.</p> <ul style="list-style-type: none"> <li>Why are these unfair?</li> <li>How is it damaging to say girls are not good at throwing and boys shouldn’t show their feelings?</li> <li>How are these attitudes disrespectful?</li> </ul> <p><b>Possible extension activity:</b> watch ‘like a girl’ film and discuss. <a href="https://www.youtube.com/watch?v=XjQBJWYDTs">https://www.youtube.com/watch?v=XjQBJWYDTs</a></p> <p><b>Debrief</b> Teacher to pair up pupils- pupils to identify ‘unique’ qualities in their partners.</p>	
<p><b>Unicef Articles</b> Article: 3,5,8,12,13,14,16,18,36</p>	<p><b>Resources:</b> Equalities and Human Rights Commission – ‘Challenging stereotypes’ Resource Worksheet 1 and 2</p>	<p><b>Key vocabulary</b> Stereotype Assumption Respect Mutual respect Aspiration Negative Destructive Self-respect Misconception</p>

John and Ellen are twins. They are 16 years old. This is a story about their lives on a normal school day.

One twin gets up early at six in the morning, leaves the bed unmade and goes off to do a paper round. The other twin stays in bed until their dad knocks on the door at seven, gets up, makes the bed and goes down to the kitchen.

By this time, the twin that has done the paper round has come back to the house and the family has breakfast together. One twin makes their own toast and gets their own cereal. The other twin waits for the toast to be made by their dad.

The first lesson of the day is Maths with Mrs Brown. There is a Maths test today. One twin does really well on the test and the other makes a lot of mistakes.

The second lesson of the day is PE. Mr Edge lets pupils choose from three activities. One twin chooses football and the other twin chooses gymnastics.

During lunch break one twin goes out to the playing field to sunbathe and talk to friends. The other twin goes to the IT room and plays computer games.

After lunch, the twins have a cookery lesson. One twin bakes a really good cake, which the teacher says is the best in the class, and the other twin doesn't cook anything because they've left their ingredients at home.

It's afternoon break next. Both twins go to the toilet. One twin checks their reflection in the mirror and brushes their hair. The other twin doesn't look in the mirror at all and goes straight out to find their friends.

After dinner with their parents, one twin goes upstairs straight away to do their homework and the other twin watches TV for an hour or so. Before bed, one twin kisses their mum and dad good night, and the other shouts 'good night' down the stairs.

## Year Four

### Lesson 3

#### WORKSHEET 2

### John and Ellen's day - Questions

Which twin do you think did what? Answer each question by circling the name of the twin.

- |   |      |       |
|---|------|-------|
| 1. Who does a paper round in the morning?             | John | Ellen |
| 2. Who makes their own bed?                           | John | Ellen |
| 3. Who gets their own breakfast?                      | John | Ellen |
| 4. Who does well on their Maths test?                 | John | Ellen |
| 5. Who plays football in PE?                          | John | Ellen |
| 6. Who plays computer games during lunchtime?         | John | Ellen |
| 7. Who sunbathes and chats to their friends at lunch? | John | Ellen |
| 8. Who bakes a good cake?                             | John | Ellen |
| 9. Who forgets the ingredients for their cake?        | John | Ellen |
| 10. Who checks their reflection in the mirror?        | John | Ellen |
| 11. Who does their homework straight after dinner?    | John | Ellen |
| 12. Who kisses their mum and dad good night?          | John | Ellen |



# Year Four

## Lesson 5

Lesson length: 60 minutes

### Unit title: Understanding and appreciating positive relationships

Lesson title: Secrets and surprises

Year  
4

#### Learning Objectives

To know that the body gives physical signals when in danger

To understand that it is important to think about the risks in situations and what will keep them safe

To understand that there are different types of touch that people like and dislike

To know that a person has the right to personal space

#### Suggested Activities

**Activity** Discuss the learning objectives and ask for examples of the ways people touch each other.

In pairs ask the pupils to think of as many different types of touch e.g. hug kisses, scratches, pushes. Record them on the board. Ask whether it makes a difference as to who is touching them and why? i.e. Do you like to be hugged by everyone or certain people?

Discuss which touches are liked and disliked. Emphasise that everyone is different, and it is important to know what each of them likes and dislikes. Everyone has the right to say what is ok and what is not ok for them.

#### Activity Body Safety

Further the discussion by asking the pupils

- Which parts of the body are deemed as 'private parts'?
- Is there a way that we can communicate this with others easily?

(Show the pupils a picture of swimwear/pants and highlight that these items are an easy way to cover their private parts)

Refer back to earlier activity of good and bad (wanted and unwanted) touches .

As a class discuss the difference between appropriate/'good' touch, and inappropriate/'bad' touch.

Move the discussion on to talk about positive and negative feelings linked to 'good' touch/'bad' touch.

How might good/ bad touches make a person feel? Explore emotions. Talk about why people might touch you:

- to show affection (hugs, kisses, cuddles)
- to keep you safe (holding your hand when you cross the road)
- if you're ill or hurt (doctors and nurses).

Then talk about touch which maybe doesn't feel good but is necessary such as:

- grabbing you to stop you running into a busy road, or other danger
- examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present).
- reinforce that if someone needs to break any of the rules of PANTS they should explain why. **Children can say no**, and should never be forced to keep secrets that make them feel worried or uncomfortable
- highlight that others should not touch or be asking to look at private parts of the body unless it is a trusted adult and you are ill/ or need help and have asked for help. <https://youtu.be/h3nhM9UIJjc> Consent

**Activity** Make a PANTS acrostic poster message.

#### Debrief

- **Stop:** Consider is someone being hurt / or made to feel unsafe or insecure including yourself?
- Will someone be in danger or harm?
- Ask pupils to think of examples.
- **Make a decision-** Identify a trusted adult you can speak to if unsure- if your body warning signs are alert- Tell someone (even if it is an adult who has told you to keep a secret)
- **Action-** Tell someone you trust

#### Relationships and Health Education

##### Learning Outcomes

##### Mental wellbeing

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

##### Being safe

- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so

#### Unicef Articles

Article: 3,4,5,11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 24, 25, 31, 32, 33, 34, 35, 36, 37

#### Resources

NSPCC PANTS acrostic poem – see below  
Consent  
<https://youtu.be/h3nhM9UIJjc>  
Body outline diagram

#### Key vocabulary

Safe	Unsafe
Appropriate touch	Inappropriate touch
Danger	Harm
Decision	Consent

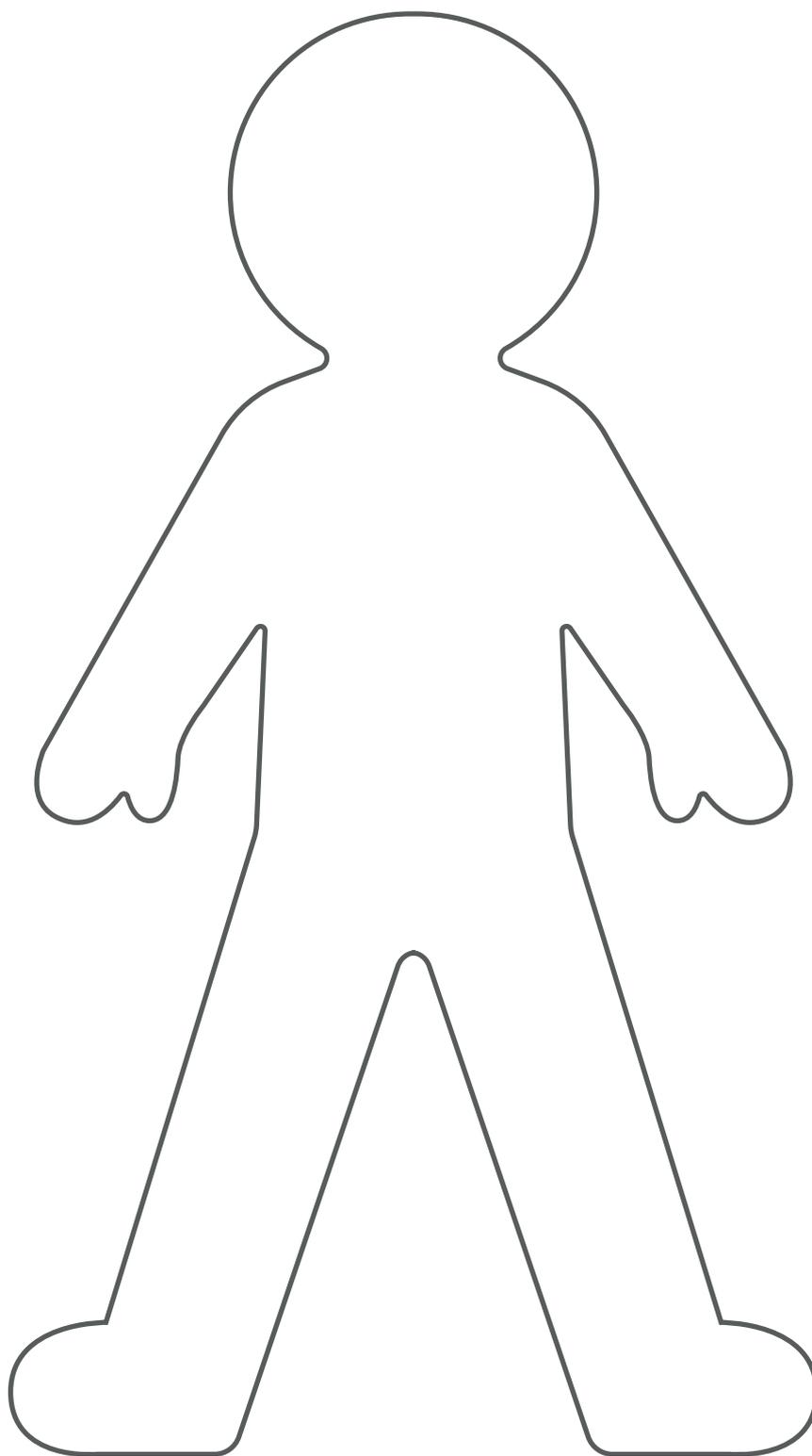
# Year Four

Lesson 5

Lesson length: 60 minutes

## Body Outline

Year  
**4**



## Year Four

Lesson 5

Lesson length: 60 minutes

Example acrostic poem from NSPCC

Year  
4

### THE PANTS RULES

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**P**RIVATE ARE PRIVATE

**A**LWAYS REMEMBER YOUR  
BODY BELONGS TO YOU

**N**O MEANS NO

**T**ALK ABOUT SECRETS  
THAT UPSET YOU

**S**PEAK UP, SOMEONE  
CAN HELP





# OVERVIEW

SMSC (Spiritual, Moral, Social & Cultural)	Unicef Articles	Fundamental British Values
<p><b>The spiritual development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>• willingness to reflect on their experiences</li> </ul> <p><b>The moral development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.</li> <li>• understanding of the consequences of their behaviour and actions</li> </ul> <p><b>The social development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> </ul> <p><b>The cultural development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> </ul>	<p>The United Nations Convention on the Rights of the Child has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.</p> <p>Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.</p> <p><b>Please see <i>listed articles on individual lesson plans</i></b></p>	<p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs and for those without faith</p>
<p><b>R.E Dispositions</b></p> <p>Being Merciful and Forgiving            Being Fair and Just            Living by Rules            Being Accountable and Living with Integrity            Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment            Being Modest and Listening to Others            Cultivating Inclusion, Identity and Belonging            Being Loyal and Steadfast            Being Courageous and Confident            Being Reflective and Self-Critical</p>	<p><b>Skills</b></p> <p>Independent Enquiry            Reflective Learning            Teamwork &amp; Collaboration            Effective Participation            Critical thinking            Self-awareness            Resilience</p>	<p><b>Protected Characteristics (Equality Act 2010)</b></p> <p>Age            Disability            Race            Religion &amp; Belief            Sex            Sexual Orientation            Gender reassignment</p>



# Keeping relationships healthy and safe

## Lesson 1

**Title:** The value of friendships

**Learning objectives:**

- To consider the value of views and contributions of others
- To understand the value of friendships
- To recognise that in friendship groups, all people have equal status but offer different qualities
- To know that we can work together to achieve simple goals and targets
- To show care for others as well as for themselves
- To be able to ask topical questions

## Lesson 2

**Title:** Conflict resolution

**Learning objectives:**

- To become more aware of how to strengthen peer relationships
- To understand that conflicts are not necessarily negative
- To know how different reactions to conflict help shape its outcome

## Lesson 3

**Title:** Unhealthy relationships

**Learning objectives:**

- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support

## Lesson 4

**Title:** Online safety in the wider world

**Learning objectives:**

- To recognise that online relationships can be positive and negative.
- To know how to stay safe and who to report concerns to

Continued





# Keeping relationships healthy and safe (continued)

## Lesson 5

**Title:** Building resilience in relationships

**Learning objectives:**

- To be able to identify and name a range of emotions
- To understand how good physical health can support positive mental and emotional health
- To understand how to build resilience

## Lesson 6

**Title:** Growing up and puberty

**Learning objectives:**

- To understand that relationships and responsibilities change as you move into adulthood
- To describe the changes as humans develop to old age

<p><b>Year Five</b> Lesson 1 Lesson length: 60 minutes</p>	<p><b>Unit title: Keeping relationships healthy and safe</b> Lesson title: The value of friendships</p> 	
<p><b>Learning Objectives</b></p> <p>To consider the value of views and contributions of others</p> <p>To understand the value of friendship Recognise that in friendships groups all people have equal status but offer different qualities</p> <p>To know that we can work together to achieve simple goals and targets.</p> <p>Show care for others as well as for themselves</p> <p>To be able to ask topical questions</p>	<p><b>Suggested Activities</b></p> <p>Begin the lesson by teacher posing the following questions What is a friendship? Are there different levels of friendship? Does it matter if there is? What are the benefits/ pitfalls? Further the class discussion by asking 'Why are friends important? What makes them important/ special? e.g. do things together, how they make us feel, you can have different friends, friendships with opposite sex.</p> <p><b>Activity</b> Understanding friendships Using a continuum line ask pupils to take part in a agree disagree activity to reflect their views. Make pupils aware that they will be expected to give reasons for their position on the continuum.</p> <ul style="list-style-type: none"> <li>• You should not have friends that are older than you</li> <li>• You get different/better friendship experience from those of the same sex</li> <li>• Friends of the same age are safer than friends that are older</li> <li>• Friendships can be negative as well as positive</li> <li>• You should have no more than two best friends</li> </ul>	
<p><b>Relationships and Health Education</b></p> <p><b>Learning Outcomes</b></p> <p><b>Caring friendship</b></p> <ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> </ul>	<p>Reiterate – friendships may look different, but it is the equality within the friendship that is important rather than who with or the number of people.</p> <p><b>Activity</b> Discussion on peer pressure</p> <ul style="list-style-type: none"> <li>• Exploring what is peer pressure?</li> <li>• Highlight that some friendships can have an unequal balance – these can become difficult to maintain as there is often a demand and response relationship– as one party can feel pressurised into doing things they feel are wrong or uncomfortable</li> <li>• What action could a person take if they feel pressured?</li> </ul> <p><b>Activity</b> “Feelings, Issues, Outcomes” Teacher to read out a scenario: Jo and Alex friendship. In groups On flip chart paper – write headings issue feelings solution/ outcome Discuss the scenario -Identify what the issue is, explore the feelings experienced by all characters, Solution / Outcome – what actions should be taken, how can the issue be resolved.</p> <p><b>Debrief</b> Discuss the different points made and make a list of top tips to resolve peer pressure situations. Finally, reflect on positive and negative values that you might find in a friendship and top tips to deal with challenging situation.</p>	
<p><b>Unicef Articles</b> Article: 3, 4, 8, 12, 13, 14, 15, 31</p>	<p><b>Resources</b> Agree/Disagree cards Flip chart paper Markers</p>	<p><b>Key vocabulary</b> Pitfalls Benefits Peer pressure Issues Outcomes Negative Positive</p>

## Year Five

### Lesson 1

Lesson length: 60 minutes

## Unit title: Keeping relationships healthy and safe

Lesson title: The value of friendships

Year  
**5**

### Scenario: Jo and Alex friendship

'Feelings, issues & outcomes'

Jo and Alex have been best friends since nursery. They have always been in the same class in primary school and spend lots of time together out of school too. When they start secondary school, Jo meets Sunni. They really like one another and start spending time together. Jo wants Alex and Sunni to be friends too, but Sunni and Alex don't like one another very much. They both want Jo for a friend, but don't want to hang out with one another. One day Alex gives Jo an ultimatum either to keep him/her as a friend or Sunni but stated Jo could not have them both. Sunni then begins to hang around with different class members they always invite Jo to join in but ignore Alex when he/ she tries joins in a conversation- Different social media groups are formed also and leave out Alex, the group keep showering Jo with gifts and invitations to events.

#### Key questions:

1. How can this situation be resolved?
2. Is there any peer pressure?
3. What feelings are being experienced by the different characters?

# Year Five

## Lesson 2

Lesson length: 60 minutes

### Unit title: Keeping relationships healthy and safe

Lesson title: Conflict resolution

Year  
5

#### Learning Objectives

To become more aware of how to strengthen peer relationships

To understand that conflicts are not necessarily negative

To know how different reactions to conflict help shape its outcome

#### Suggested Activities

**Activity** Recap on the previous lesson about friendships- Explain that friendships can be challenging, and conflict may arise, so this lesson is about handling conflict Explore.

- Why and when might friendships (even the closest friendships) start to change? Give prompts
- when someone moves away;
- when another person comes into the group;
- If there's an argument.

#### Relationships and Health Education

##### Learning Outcomes

##### Caring Friendship

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek advice from others

##### Respectful Relationships

- the importance of permission-seeking and giving in relationships with friends, peers and adults

Explore together some of the reasons why and how they change, and are there any times when it is inappropriate or wrong to continue a friendship?

Highlight that conflict can be a clear reason for the breakup of friendships and relationships but first we need to be in agreement as to what conflict is. See definition.

##### Activity Conflict Resolution

What is conflict resolution?

**Definition** - a process of resolving a disagreement between two or more parties Further the class discussion by sharing that we often think of conflicts as bad or unfortunate situations to be avoided if possible. However, in most cases, conflicts are opportunities to make something better.

Although conflicts are seen negatively it is often the way in which people choose to respond to them.

There are always multiple ways to react in conflict situations, some destructive and others constructive.

Emphasize that constructive approach is likely to lead to learning, problem solving and better relationships.

Destructive ways will lead to escalation and negative outcome(s)

- What is challenging about coming up with constructive response when you're actually in a conflict?

The T-charts list only constructive and destructive responses to conflict.

Are all responses either constructive or destructive, or might your response affect conflict in a different way?

##### Activity Destructive and Constructive Responses

Constructive - Having or intended to have a useful or beneficial purpose.

Destructive - Negative and unhelpful. Causing great and irreparable damage.

The aim of the activity is to help pupils understand that our responses help determine whether conflicts lead to fall out or productive solution.

Group pupils into groups of 3

- In groups, give pupils a conflict to read. (It can be imaginary or real).
- Ask them to create a T-chart for the conflict, listing three constructive ways that they might respond to that conflict and three destructive ways.

##### Debrief

- Take feedback from each group showing their T-chart to the class.
- Active listeners are then given 2 mins to come up with a consequence for every constructive and destructive response shared

#### Unicef Articles

Article: 3, 4, 5, 6, 12, 13, 14, 15, 19, 31

#### Resources

T-chart Worksheet  
Pens  
Flipchart paper  
Scenario

#### Key vocabulary

Constructive  
Destructive  
Conflict  
Consequence



EXAMPLE to display on the white board

**“My brother always wears my clothes”**

**Constructive**

- 1. Ask if he knows which clothes belong to me. Offer to mark my tags.
- 2. He seems to like my shorts. Offer to show him where I bought them.
- 3. Explain that his wearing my clothes bothers me. See if he has any solutions.

**Destructive**

- 1. Yell at him or hit him whenever I see him in my clothes.
- 2. Wear his clothes without asking, since he’s in mine.
- 3. Keep all my clothes dirty so he won’t want to wear them.

**Conflict Scenario**

Jo and Allie have art class together. Allie is one of the best artists in school, while Jo’s skills are not as good. Yesterday, Allie joked that Julio’s painting looked like “fat stick figures.” Jo agreed and laughed away the comment. But today, Allie again made fun of Jo’s art again, pointing and snickering at it with her friends. This time Jo snapped, and reached across the table to paint a big, blue streak on Allie’s paper. Allie jumped up and yelled at Jo. The art teacher separated the two and arranged for mediation. Allie is absolutely furious that Julio marked her piece. It’s the first rule of art, you DO NOT add to someone else’s work without permission! And that wasn’t just any painting; Allie was going to submit it to the art show. Julio doesn’t see what the big deal is. Yes, he marked one of Allie’s pictures, but Allie’s portfolio is FULL of pictures just as good. If she wanted to, she could make another beautiful painting in no time.

<b>Constructive</b>	<b>Destructive</b>

# Year Five

## Lesson 3

Lesson length: 60 minutes

### Unit title: Keeping relationships healthy and safe

Lesson title: Unhealthy relationships

Please ensure that there is an opportunity to debrief pupils if they are worried and signpost them to additional support if a disclosure is made

Year  
5

#### Learning Objectives

To recognise ways in which a relationship can be unhealthy and who to talk to if they need support

#### Relationships and Health Education

##### Learning Outcomes

##### Families and people who care for us

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

##### Respectful relationships

- practical steps they can take in a range of different contexts to improve or support respectful relationships

##### Being safe

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

##### Mental wellbeing

- how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about own and others' feelings

#### Suggested Activities

**Activity** Recap the different relationships we have in our lives e.g. with family members, with friends and with peers. What makes a positive relationship?

Affirm that people in positive relationships care for and respect one another. Discuss the things we can do that show that we care about the people in our lives. Recap previous learning in this unit about problems that may occur within relationships with friends and how these can be resolved.

**Activity** Think about when relationships within families might make someone unhappy or upset. Ask children in groups to identify some issues that might create stress within a family (for example, a parent loses their job, someone is ill, the house needs repairing, siblings fall out, a new baby, divorce/ separation) or alternatively give them a selection of scenarios (see resource sheet) and ask groups to sort them from least to most stressful.

Discuss that all families have problems sometimes and it's normal for family members to fall out or have different opinions, especially as children grow up. If you are worried or unhappy it can help to talk about how you're feeling with your family or with another trusted adult.

Sometimes there may be more serious issues in families and these are never okay. Share definitions of different types of abuse: See below scenario examples

- Physical abuse: This is when someone does anything to physically injure you on purpose
- Emotional abuse: When someone is always putting you down, shouting at you, ignoring you or making you feel bad about yourself
- Sexual abuse: If someone forces, pressures or tricks you into doing something sexual. (Remind pupils of the NSPCC underwear rule)
- Neglect: This is when you don't get what you need to survive and feel safe at home; including things like food or having someone take care of you
- Domestic abuse: When someone abuses someone in a relationship. It can affect you if it's your relationship or between people in your family

What should a child do if they feel unhappy or unsafe, or are worried they or someone they know may be being abused?

**Activity** Discuss with children the importance of talking to a trusted adult even when;

- they have been asked to keep it a secret
- someone they love is hurting them or someone else in their family or close relations/family friends
- they are worried that no-one will believe them
- they have already tried telling someone who didn't listen

**Debrief** Ask all children to identify a trusted adult they could speak to, and also explain how they can contact ChildLine. Discuss how asking for advice or help, or reporting abuse can be very difficult but it is vital to speak up about it and seek help.

[Childline.org.uk](https://www.childline.org.uk)

#### Unicef Articles

Article: 3-32, 35,36

#### Resources

Definitions of types of abuse taken from [Childline.org.uk](https://www.childline.org.uk)  
PANTS Underwear rule resources at <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>

#### Key vocabulary

Relationships  
Family  
Abuse (physical, emotional, sexual)  
Neglect  
Domestic abuse  
Trusted adult  
Advice  
ChildLine



**Scenario 1**

A child is being ignored at home by not being fed or given clean clothing to wear

**Scenario 4**

A boy continually kicked another pupil outside the school gates

**Scenario 2**

A woman is hitting her husband and taking away his money and has to borrow from his friend to go to work

**Scenario 5**

A pupil is being called names because he enjoys dance lesson rather than athletics

**Scenario 3**

A child has sent a semi-naked picture of themselves to an unknown contact on-line via social media

**Neglect**

**Domestic Abuse**

**Sexual Abuse**

**Emotional Abuse**

**Physical Abuse**

<p><b>Year Five</b> Lesson 4 Lesson length: 60 minutes</p>	<p><b>Unit title: Keeping relationships healthy and safe</b> Lesson title: Online safety in the wider world</p> <div style="text-align: right; border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <span style="font-size: 24px; font-weight: bold;">Year 5</span> </div>	
<p><b>Learning Objectives</b></p> <p>To recognise that online relationships can be positive and negative</p> <p>To know how to stay safe and who to report concerns to</p>	<p><b>Suggested Activities</b></p> <p>Begin the lesson by discussing what an online community is.</p> <p>How is an online community built and how do people stay in touch (discuss the range of devices used by people)</p> <ul style="list-style-type: none"> <li>• Why is online communication so popular?</li> <li>• What are the benefits of online communication?</li> <li>• What are the pitfalls? (discuss excessive time on devices)</li> <li>• What are some of the way that people communicate on-line?</li> </ul> <p>Go onto discuss whether virtual relationships are as valuable as face to face relationships.</p>	
<p><b>Relationships and Health Education</b></p> <p><b>Learning Outcomes</b></p> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• where to get advice, for example family, school or other sources</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• about the benefits of rationing time spent on online, the risk of excessive time spent on electronic devices and the impact of positive and negative content on their own and others' mental and physical wellbeing</li> <li>• why social media, some computer games and online gaming, e.g. age- restrictions</li> <li>• that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which have a negative impact on mental health</li> <li>• where and how to report concerns and get support with online issues</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> </ul>	<p><b>Activity</b> In groups ask children to answer the following questions</p> <ul style="list-style-type: none"> <li>• What makes face to face contact different to a virtual relationship?</li> <li>• Does text express the emotion/ intent of the communication?</li> <li>• Is non- verbal communication important?</li> <li>• How does a person know who they are communicating with?</li> </ul> <p>Come back as a class and take feedback. Ensure that children know the age restrictions for the different sites.</p> <p><b>Activity</b> Changes in online relationships Discuss how relationships can change negatively online just like physical relationships.</p> <p>When a relationship breaks down how might this be communicated? Introduce the term cyber bullying – ask children to think about the ways this may occur.</p> <p>Does face to face bullying and cyber bullying have the same impact Or is cyberbullying more harmful?</p> <p><b>Activity</b> Is cyber bullying real bullying? Ask groups to consider the statement - Cyber bullying is more harmful than face to face bullying –see below Place (agree/ disagree/ unsure heading cards) at different points in the classroom- ask children to consider the statement and move to the heading that they agree with- once positioned ask children to share why they are in that position. Watch video – Create no Hate <a href="https://youtu.be/MV5v0m6pEMs">https://youtu.be/MV5v0m6pEMs</a></p> <p><b>Activity</b> Discuss the impact of the words on the victim Expand the discussion to how to stay safe from negative online behaviours</p> <ul style="list-style-type: none"> <li>• Trolling</li> <li>• Isolation from group chats (WhatsApp/Facebook/Instagram)</li> <li>• Negative name calling – (racism, homophobia)</li> <li>• On line grooming - Child Sexual Exploitation, Radicalisation, Child criminal exploitation</li> </ul> <p><b>Debrief</b> You may want to signpost pupils to: <a href="https://www.childline.org.uk/info-advice/bullying-abuse-safety/">https://www.childline.org.uk/info-advice/bullying-abuse-safety/</a> Highlight that cyberbully can be more damaging because of the accessibility to the victim is 24 hours.</p>	
<p><b>Unicef Articles</b> Article: 3, 5, 8, 12, 13, 14, 15, 16, 17, 18, 19, 31, 34</p>	<p><b>Resources</b> Headings cards Video clip-Create no hate</p>	<p><b>Key vocabulary</b> Trolling Bullying Harassment Search engine</p>

"Cyber bullying is more harmful than  
face to face bullying"

**AGREE**

**DISAGREE**

**UNSURE**

## Year Five

### Lesson 4

Lesson length: 60 minutes

## Building resilience handout

Year  
**5**

### Mental Health

- What is positive mental health?
- What does it look like?
- Is there negative mental health if so what are the signs?

### Emotional Health

- What are emotions?
- What is emotional well-being?
- How do we show emotional wellbeing in our day to day life?

### Physical Health

- What does it mean to be physically healthy?
- Are there different things that contribute to good physical health?
- How might physical health impact your mental health?

Mental Health	Emotional Health	Physical Health
1	1	1
2	2	2
3	3	3
Is there a connection between positive health and being resilient?		

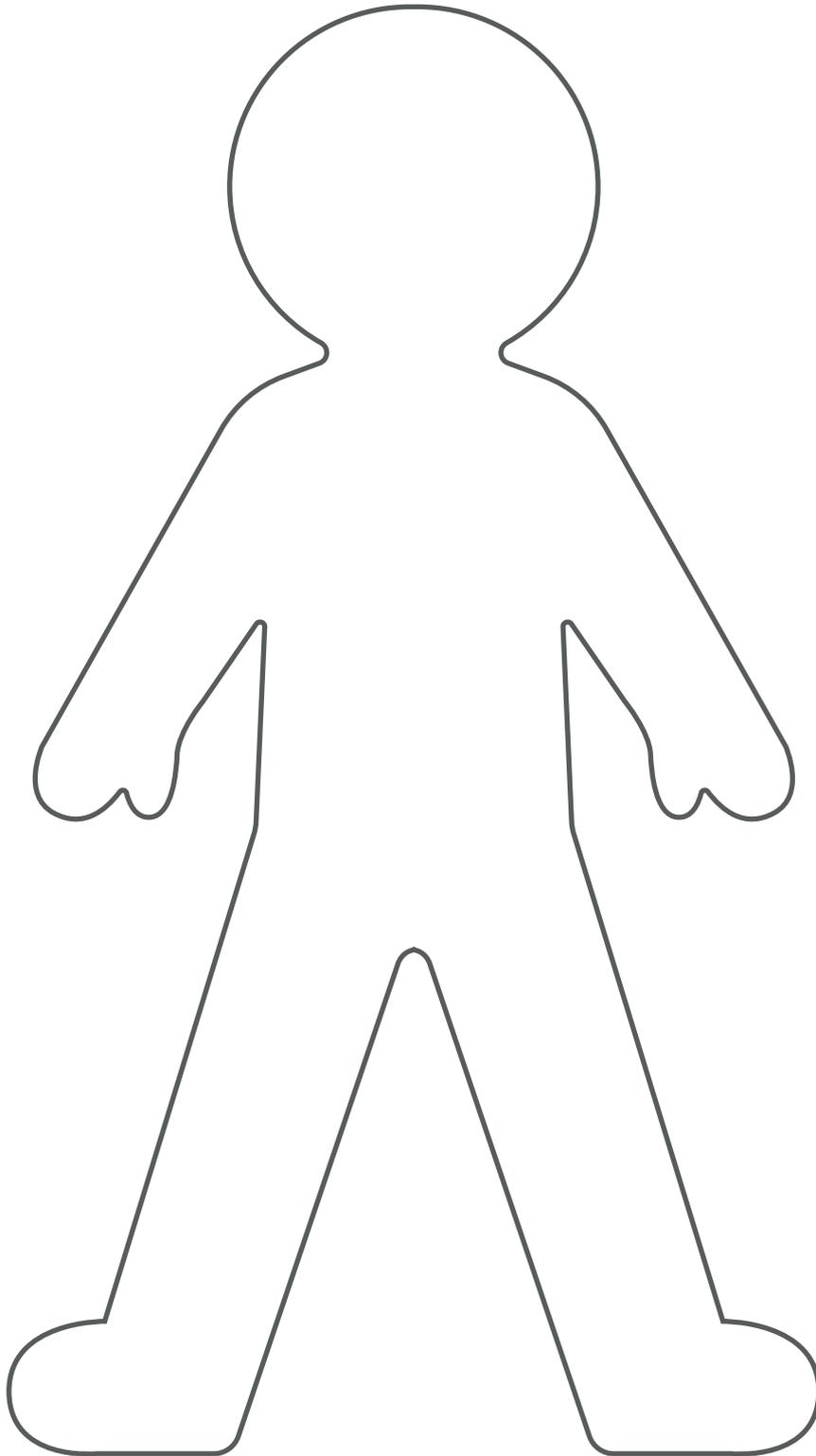
# Year Five

## Lesson 4

Lesson length: 60 minutes

### Body outline

Year  
**5**



## Year Five

### Lesson 5

Lesson length: 60 minutes

## Unit title: Keeping relationships healthy and safe

Lesson title: Building resilience in relationships

Year  
5

### Learning Objectives

To be able to identify and name a range of emotions

To understand how good physical health can support positive mental and emotional health

To understand how to build resilience

### Suggested Activities

**Activity** Start the lesson by introducing the term 'Resilience' What is the groups' understanding?

Definition: the capacity to recover quickly from difficulties, toughness.

Ask is there a correlation/link between positive health and resilience? e.g. it is easier to try again if you are feeling unwell in yourself however, if you feel miserable/exhausted you don't want to have another go so you give up.

**Activity** Consider the following headings 'Physical, Emotional and Mental Health' - What are they? Are there differences between them?

Mental wellbeing can be defined as feeling good, feeling that life is going well, and feeling able to get on with daily life. It is a broader indicator of social, emotional and physical wellness. It is influenced by a range of factors, including a child or young person's family, their community and school environment, their physical health and their social and emotional skills.

(Anna Freud Mental Health Foundation- definition)

**Emotional health** - is your ability to express feelings which are based upon the information you have processed. It is our ability to cope with our feelings-based on life events and how we acknowledge our emotions as well as others around you. (It does not mean feeling happy all the time).  
(Samaritan definition 2019)

**Activity** In groups ask pupils explore the different types of health- Discuss the 3 headings and answer the questions handout to record their findings- refer back to previous question in introduction.

Take feedback and expand the discussion.

Watch the clip - 5 ways to build resilience: <https://www.youtube.com/watch?v=1FDyiUEn8Vw>

**Activity** Whole class discussion

Explore positive emotional health in more detail relating to our decision making. Which emotions do they think are the most dominant in positive emotional/ mental health? Rank these on the board according to responses .

Support the pupils by adding any additional emotions that are not listed.

Round up by ensuring that pupils understand that how they manage their emotions is one of the strategies for building resilience.

### Relationships and Health Education

#### Learning Outcomes

#### Mental wellbeing

- to be able to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and other's feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- know the benefits of physical exercise, time outdoors community participation, voluntary and serve based activity on mental well-being and happiness
- where and how to seek support including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone's' mental wellbeing

Continued



<p><b>Year Five</b> Lesson 5 Lesson length: 60 minutes</p>	<p><b>Unit title: Keeping relationships healthy and safe</b> Lesson title: Building resilience in relationships</p> 	
	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Ask each group to make notes about the background of character after watching the the clip. <a href="https://youtu.be/l1yRq7_Cknw">https://youtu.be/l1yRq7_Cknw</a> – I need help - This will show scenarios that you can use for discussion</li> <li>• Give groups person outline template and fold in half one side posing as negative (left) and positive side (right)</li> <li>• List on left side issues and negative responses of character.</li> <li>• Discuss as a group - What advice would you give?</li> <li>• What resilience skills could they undertake to be healthy?</li> <li>• Record on the right hand side everything that person could do to bounce back from their situation</li> </ul> <p>Ask each group to feedback to the class, explaining why they chose the strategies and how they might benefit the person</p> <p><b>Debrief</b> Recap the 5 strategies for building resilience Summarise that resilience building is build when we face challenges in friendships/ school work/ relationships and health.</p>	
<p><b>Unicef Articles</b> Article: 3-8, 12-19, 24,25</p>	<p><b>Resources</b> Understanding resilience worksheet Body outline handout Scenarios- <a href="https://youtu.be/l1yRq7_Cknw">https://youtu.be/l1yRq7_Cknw</a></p>	<p><b>Key vocabulary</b> Big feelings Small feelings Mental health Emotional health Anxious Worried Happy Overwhelmed Frustrated Physical health Depressed</p>

## Year Five

### Lesson 5

Lesson length: 60 minutes

## Building resilience handout

Year  
**5**

### Mental Health

- What is positive mental health?
- What does it look like?
- Is there negative mental health if so what are the signs?

### Emotional Health

- What are emotions?
- What is emotional wellbeing?
- How do we show emotional wellbeing in our day to day life?

### Physical Health

- What does it mean to be physically healthy?
- Are there different things that contribute to good physical health?
- How might physical health impact your mental health?

Mental Health	Emotional Health	Physical Health
1	1	1
2	2	2
3	3	3
Is there a connection between positive health and being resilient?		

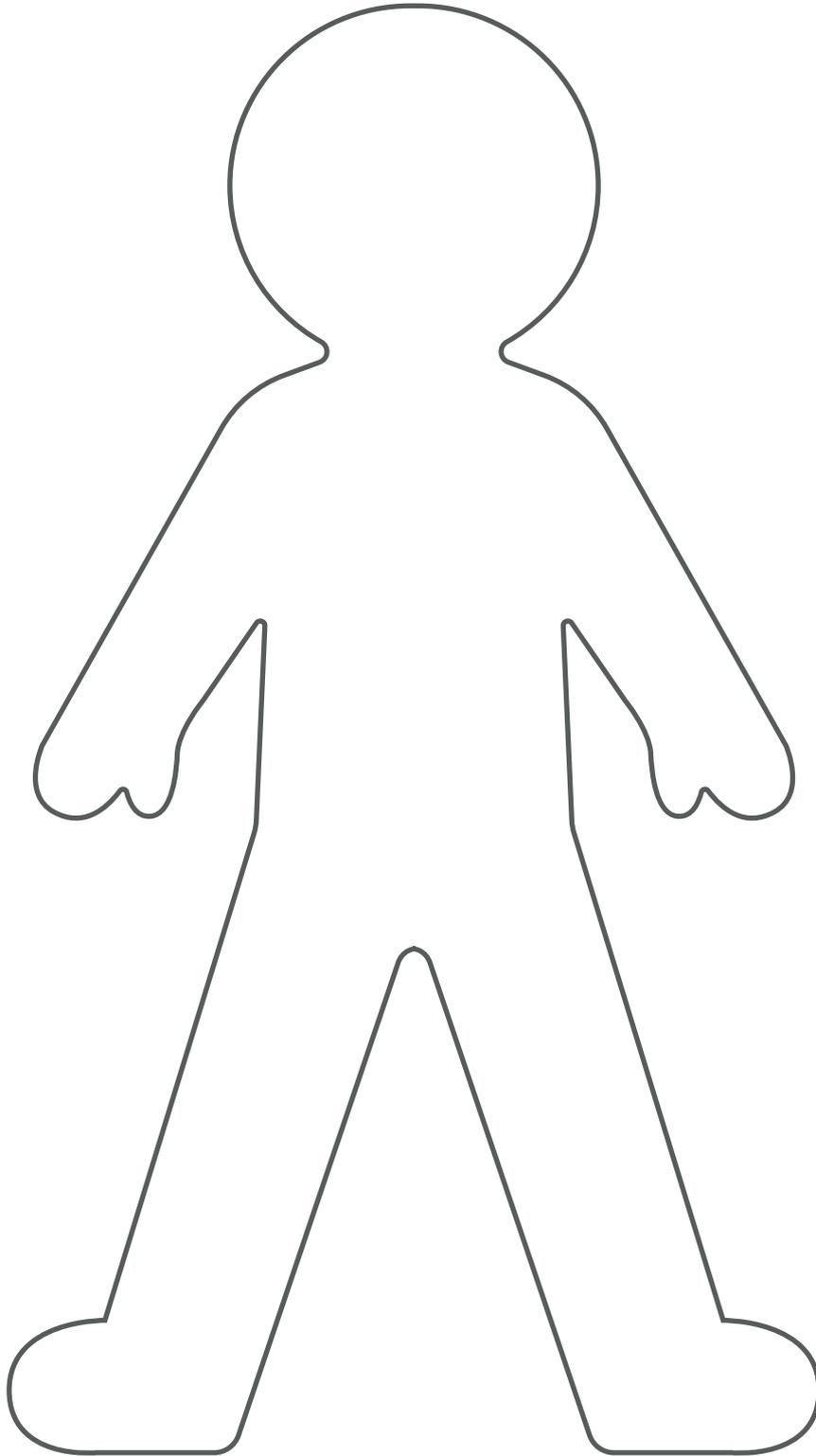
# Year Five

## Lesson 5

Lesson length: 60 minutes

### Body outline

Year  
**5**



<p><b>Year Five</b> Lesson 6 Lesson length: 60 minutes</p>	<p><b>Unit title: Keeping relationships healthy and safe</b> Lesson title: Growing up and puberty</p> 	
<p><b>Learning Objectives</b></p> <p>To understand that relationships and responsibilities change as you move into adulthood</p> <p>To describe the changes as humans develop to old age</p>	<p><b>Suggested Activities</b></p> <p>Begin by exploring the different stages of the human life cycle.</p> <p>You may want to compare life cycles of different species.</p> <p><b>Activity</b> Discuss with pupils where they feel they are in the life cycle and what changes occur for their stage of the life cycle.</p> <p>Introduce the word puberty - Pupils may be able to define this word or provide them with a definition.</p> <p>Puberty is the name for the time when your body begins to develop and change as you move from being a child to an adult. During puberty, your body will grow faster than at any other time in your life.</p> <p>Puberty can happen from the age of 8 years -16 years; it starts and ends at different times for individuals.</p>	
<p><b>Relationships and Health Education</b></p> <p><b>Learning Outcomes</b></p> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• The importance of permission-seeking and giving, in relationships with friends, peers and adults</li> </ul> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> </ul>	<p><b>Explore questions:</b></p> <ol style="list-style-type: none"> <li>1. What happens?</li> <li>2. When does it happen?</li> <li>3. Why does it happen?</li> </ol> <p><b>Optional</b> You may want to use the books 'Bits and Bobs, Sweats and Spots' by Sandra Passmore &amp; Lana Gaskin.</p> <ul style="list-style-type: none"> <li>• List the changes that happen to boys/girls</li> <li>• Females - changes to breasts and nipples</li> <li>• Males - change in scrotum and genitals</li> <li>• Include changes in skin, hair etc.</li> </ul> <p>Why does this happen?</p> <ul style="list-style-type: none"> <li>• Explore emotional changes that occur</li> <li>• Discuss when and why personal hygiene is important e.g. religious/cultural links if necessary</li> <li>• Go through the responses and provide feedback</li> </ul> <p>(You may also include a discussion on personal hygiene)</p> <p><a href="https://raisingchildren.net.au/pre-teens/healthy-lifestyle/hygiene-dental-care/hygiene-pre-teens-teens">https://raisingchildren.net.au/pre-teens/healthy-lifestyle/hygiene-dental-care/hygiene-pre-teens-teens</a></p> <p><b>Optional</b> You may want to show a range of personal hygiene products that young people can use.</p> <p><b>Debrief</b> Circle time - pupils to reflect on learning from the lesson and how to respect each other during this sensitive time of change.</p>	
<p><b>Unicef Articles</b> Article: 12,13,14,16,28</p>	<p><b>Resources</b> Show a range of personal hygiene products</p> <p><b>Optional</b> 'Bits and Bobs, Sweats and Spots' by Sandra Passmore &amp; Lana Gaskin</p>	<p><b>Key vocabulary</b> Puberty Relationships Peers Respect Emotional</p>





# OVERVIEW

<b>SMSC (Spiritual, Moral, Social &amp; Cultural)</b>	<b>Unicef Articles</b>	<b>Fundamental British Values</b>
<p><b>The spiritual development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>• knowledge of, and respect for, different people's faiths, feelings and values</li> <li>• willingness to reflect on their experiences</li> </ul> <p><b>The moral development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>• understanding of the consequences of their behaviour and actions</li> <li>• interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul> <p><b>The social development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>• willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• acceptance and engagement with the fundamental British values</li> </ul> <p><b>The cultural development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</li> </ul>	<p>The United Nations Convention on the Rights of the Child has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.</p> <p>Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.</p> <p><b>Please see listed articles on individual lesson plans</b></p>	<p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs and for those without faith</p> <div style="text-align: right;">  <p>Continued</p> </div>



# OVERVIEW Continued

R.E Dispositions	Skills	Protected Characteristics (Equality Act 2010)
<ul style="list-style-type: none"> <li>Caring for Others, Animals and the Environment</li> <li>Sharing and Being Generous</li> <li>Being Regardful of Suffering</li> <li>Being Merciful and Forgiving</li> <li>Being Fair and Just</li> <li>Living by Rules</li> <li>Being Accountable and Living with Integrity</li> <li>Being Temperate &amp; Exercising Self-Discipline</li> <li>Being Modest and Listening to Others</li> <li>Cultivating Inclusion, Identity and Belonging</li> <li>Remembering Roots</li> <li>Being Courageous and Confident</li> <li>Being Open, Honest and Truthful</li> <li>Being Reflective and Self-Critical</li> <li>Being Silent and Attentive</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Effective Participation</li> <li>Self-Management</li> <li>Resilience</li> <li>Communication</li> <li>Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Religion &amp; Belief</li> <li>Sex</li> <li>Sexual Orientation</li> <li>Marriage &amp; Civil Partnership</li> </ul>



# Being a respectful and responsible individual

## Lesson 1

**Title:** Changing family relationships

**Learning objectives:**

- To be aware of how families change
- To know roles and responsibilities within a family may change
- That there are a range of families in society
- To know that marriage is a legal commitment between two people

## Lesson 2

**Title:** Respecting differences

**Learning objectives:**

- To recognise that actions have consequences for themselves and others
- To consider why some groups are disadvantaged in society
- To be able to express feelings in different ways and recognise the impact on others
- To be aware of the importance of respect when dealing with others

## Lesson 3

**Title:** Challenging prejudice and discrimination

**Learning objectives:**

- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including use of prejudice-based language, how to respond and ask for help)



# Being a respectful and responsible individual (continued)

## Lesson 4

**Title:** Healthy and unhealthy relationships

**Learning objectives:**

- To understand how important it is to know your own qualities
- To be aware and set your own boundaries and expectations
- To reflect on the differences and similarities in different relationships
- To know that there are qualities that are not conducive to positive relationships

## Lesson 5

**Title:** Building resilience

**Learning objectives:**

- To be able to ask for help when dealing with difficult situations

## Lesson 6

**Title:** Growing up and puberty

**Learning objectives:**

- To be aware of how body changes occur internally as well as externally
- To be aware of how the emotions change during puberty
- To be aware of changes that occur in both genders (optional)

## Lesson 7

**Title:** How babies are made

**Non-mandatory – Sex Education lesson**

\*NB please note that parents can withdraw child from this lesson

**Learning objective:**

- To understand how a baby is made
- To know that commitment and friendship is important in a positive relationship

# Year Six

## Lesson 1

Lesson length: 60 minutes

### Unit title: Being a respectful and responsible individual

Lesson title: Changing family relationships

Year  
6

#### Learning Objectives

To be aware of how families change

To know roles and responsibilities within family may change

To know that there are a range of families in society

To know that marriage is a legal commitment between two people

#### Suggested Activities

Recap on ground rules with pupils.

**Activity** Discuss are all families the same? How might they be different? What are the different relationships within a family?

THINK-PAIR-SHARE

- Two interesting things about their family?
- What different things do family member like to do?
- They will have three minutes to think, pair, share

Take feedback and discuss how families can be similar and different even in a class group. Continue the discussion and ask pupils to challenge, develop or support. This will help pupils to articulate their opinions and understanding of a wide range of views.

- Do families always stay the same?
- How might they change?

(Explain different types of families for e.g. clarify the difference between step-siblings with half-siblings as this can be a difficult concept to understand for pupils).

**Activity** Discuss changing situations such as siblings moving to go to university, an additional member – elderly grandparents coming to stay, new baby.

- How do people in families cope with change?
- What key characteristics are important during a time of change?

Emphasise that for most people the family unit are a supportive unit who look out for each other in times of stress or celebrations. Explore how families strengthen their bond. Think about people/couples going onto start their own families.

- What kind of things do they need to think about?
- What roles do the different people within the family do?
- What might their responsibilities be?

Highlight that people in close relationships support each other through love, care, communication and responsibilities.

Some couples choose to show their commitment through marriage.

Some couples decide that they are happily committed as they are.

Ask the children – what is marriage? Expand on the legal implications.

- Why might some people choose to get married?

Highlight that this may be because of their religious belief or that they want to share their commitment in Law.

Show children a model of a family tree. Discuss how the different family members are included.

#### Relationships and Health Education

##### Learning Outcomes

##### Families and people who care for me

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that families are important for children growing up because they can give love, security and stability
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

##### Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

Continued



<p><b>Year Six</b> Lesson 1 Lesson length: 60 minutes</p>	<p><b>Unit title: Being a respectful and responsible individual</b> Lesson title: Changing family relationships</p> 	
<p><b>Relationships and Health Education</b></p> <p><b>Learning outcomes</b></p> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul>	<p><b>Activity</b> In group's pupils design their own family. They need to decide on the amount of family members, how they are related, and if the couples are married/not. This may include step-families with different surnames.</p> <p><b>Debrief</b> At the end of the lesson pupils should have the opportunity for reflection and appreciation. This could be through a reflective piece of writing.</p>	
<p><b>Unicef Articles</b> Article: 3-14, 18-23, 25, 30</p>	<p><b>Resources</b> Flip chart paper Coloured pens</p>	<p><b>Key vocabulary</b> Single parent families Blended families Adopted families Nuclear families Foster families Same sex parents Family tree Surnames Commitment Law Marriage</p>

# Year Six

## Lesson 2

Lesson length: 60 minutes

### Unit title: Being a respectful and responsible individual

Lesson title: Respecting differences in other people

Year  
6

#### Learning Objectives

To recognise that actions have consequences for themselves and others

To consider why some groups are disadvantaged in society

To be able to express feelings in different ways and recognise the impact on others

To be aware of the importance of respect when dealing with others

#### Suggested Activities

**Activity** Review the last lesson and explore whether the pupils can give a definition of what 'equality' means. How does it apply to life in school and do they think society in England treats everyone equally? Can anyone identify how inequality is sometimes shown in society.

(You can also provide the pupils with the list of key vocabulary below).

**Activity** As a class - The Equality Car park - 20 children

- 10 children to receive a character card
- Each character has a specific partner to observe them
- Select 10 pupils and ask them to assume the characters given out to them. Character cards will have backgrounds of people who are one of the 9 protected characteristics (one character will have a card that do not fit any of the characteristics. 10 character cards altogether).

#### Relationships and Health Education

##### Learning Outcomes

##### Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

##### Being Safe

- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources

Equality Act 2010 (Protected characteristics).

- Race
- Religion
- Sex
- Gender reassignment
- Age
- Disability
- Pregnancy/maternity
- Marriage/Civil partnership
- Sexual orientation

**Activity** Pupils to stand in line across back of classroom, assume their roles and consider feelings and emotions of character after each statement. Pupils to listen to the statement read out by teacher and if they feel comfortable in that situation, they are to take a step forward. If they are not comfortable, they should remain where they are.

As the statements are read some pupils will move forward right to the front of the classroom – the line will be staggered.

At the end of the statements – explore which statements they did not move forward to and why- Allow observers to ask and answer questions

Then highlight that many of the people at the back of the line are people from the 9 protected characteristics and that the government recognised that some people are disadvantaged because of their life situation.

**Activity** Respecting others

As a class discuss the following:

- How can we treat people more equally?
- Introduce the term discrimination refer to protected characteristic above and provide examples of how they might be discriminated against
- How could we make our school more inclusive? (Include Children's rights to support this action list)
- You may also discuss how pupils would deal with a situation if they or someone else experienced discrimination. Pupils should have the opportunity to recognise their emotions and think about how this may affect an individual's mental wellbeing

Continued



<p><b>Year Six</b> Lesson 2 Lesson length: 60 minutes</p>	<p><b>Unit title: Being a respectful and responsible individual</b> Lesson title: Respecting differences</p> 	
<p><b>Relationships and Health Education</b></p> <p><b>Learning outcomes</b></p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>	<p><b>Debrief</b> discuss</p> <ul style="list-style-type: none"> <li>• How did assuming this new character make them feel?</li> <li>• Are they now more empathetic towards others who are different?</li> <li>• Are there any more groups that they think should be included in this group, if so why?</li> </ul> <p>Finally, we do our best to treat others fairly and equally and sometimes we get it wrong – however, by apologising and learning from our mistakes we can make the life of others who are less vocal and visible easier. Some of these characteristics are easily visible but some can be easily forgotten and so having an approach to treat everyone with respect will help reduce disagreements and victimisation.</p>	
<p><b>Unicef Articles</b> Article: 2-25, 28, 30, 31</p>	<p><b>Resources</b> 9 Protected Characteristics of Equality Act 2010 cards-see separate sheet Scenario cards Statements-see separate sheet</p>	<p><b>Key vocabulary</b> Protected Characteristics Xenophobic Victimisation Disadvantaged Discrimination Inequality Empathetic</p>

## Year Six

### Lesson 2

Lesson length: 60 minutes

## Activity instructions

Year  
6

**Activity Instructions** 10 pupils to make a line at back of room, read and assume character on card and share only their new name & number but not card content. Observers select a person to observe.

Teacher reads statements out; pupils in line take a step forward if they feel confident in this situation. If not, they stay where they are.

### Take a step

- Parents are coming to parents evening to find out about your achievements at school
- Dads have been invited to take part in sports day activities on children in need day to raise money for the charity
- You have a 5-day school residential – you are expected to wear own clothes and not uniform and take part in all activities. You have been told there is a school picnic instead of lunch – you will be in mixed groups and everyone expected to bring a contribution
- You have been sent an invitation by post to a sleep over at your best friend's house. You find out all your friends are going with trips to cinema and ice skating all day
- You are going to the new secondary school fun day. It is a non uniform day at the secondary school so all pupils will be in their own clothes
- In your friendship group everyone takes turns to invite the group round on a Saturday to play/hang out- you realise that you are next on the list
- There is a school prom for leavers from 6-9pm on the last Friday of term. Pupils are invited to a buffet, games and music

## Detailed description of background and protected characteristics

No characteristics

Tom is an English boy in Y6 with 2 married parents. Only child and the family are very affluent. Very popular at school with pupils and staff. He is excelling academically and is captain in the football team/ plays on the cricket team. Chair of the school council. Goes on regular holidays around the world.

Pregnancy and maternity

Phillip is a German boy who lives with his mum who is pregnant, but she has become bed bound because of the pregnancy. He has become her carer. They are both worried about baby, Mum's partner works abroad, and so is not always accessible. Phillip is struggling with chores and keeping the house clean. Mum's maternity money is barely enough for them to manage. He wants to invite friends over or go out but because mum needs his help, he is reluctant to go.

Age

Adam is a Caribbean decent. He has been adopted by his grandparents. He has no contact with his parents. His home has lots of adaptations for the elderly. Grandparents live on pensions only. They cannot afford named products for football or sport. Majority of his friends have the latest gadgets. His grandpa has recently been in and out of the hospital. His grandma has high levels of anxiety. He never invites others around.

Continued



## Year Six

### Lesson 2

Lesson length: 60 minutes

## Activity instructions

Year  
6

### Disability (hidden)

Sarah from Israel has just started to attend school in Y6. She has made a few friends but gets teased because she regularly bumps into things. Her friend at school are unaware that she has been prescribed glasses which are very strong – but they are uncomfortable. she wore them once but was teased- so has broken two pairs and hid the last pair. She has to wear them on the weekend, she hates seeing school peers out on the weekend. Parents assembly is due, selected to read from the Torah.

### Gender reassignment

Keisha is Nigerian comes from a large traditional family where dad has 2 wives and she has older 4 brothers who are encouraged to follow their dreams. She is doing well at school especially in science and maths. She likes to get involved in experiments and lots of the activities that the boys seem to take part in. At home she is expected to follow family female traditions and roles. She wants to be a quantum physics scientist, but her parents want her to be a teacher or nurse. She has shared her dreams, but it has been ignored. Careers week is coming up, but she is nervous about parents coming to school.

### Race

Halima from Bangladesh – is new to the country. Her family – single parent with 5 siblings 3 older/ 2 younger, family get food from the foodbanks, and mom gives home cooked food for lunch boxes. People tease her because of her lunch box contents- so she has stopped eating at lunch time. Comment have been made about her dark colour and she found skin lightening cream in her bag.

### Sex

Jo has been going to school with mates. She is dual heritage with friends from both genders. Her older brother has recently started to wear makeup and skirts. There is lots of gossip about him that she has been denying however on transition day she is going to secondary school. Her mum knows her dad doesn't. She doesn't invite anyone home.

### Religion

Imran is an Algerian boy - very confident and is doing well academically and wants to be involved in some of the clubs during lunch and afterschool. Family are strict Muslims and he has to use the school prayer room at break and lunch times. He is not allowed to stay for clubs after school as he has to go to mosque. His friends often have sleep overs, but he has not been allowed to stay or have one.

### Mariage and Civil partnership

Alice is English living with her parent and a step-parent. She has 4 siblings but there is never enough money for luxuries. She does a lot of baby- sitting as parents have to be at work. Finds academic work challenging, often too tired to concentrate at school. Is involved with the cheer leader team and rights respecting team at school. Looking forward to secondary school.

### Sexual orientation

Jermaine is a welsh boy with same gender parents. (Female) No one at school knows he comes from a same gender family. He has lost contact with father. He has excellent sports skills – all rounder and plays on the football team. The team have been given letters for the Dads/Lads team with a match due in a month and all his friends are talking about it. They share their excitement about having competition that includes dads. Being one of the key team players- friends are asking if his dad will attend because they want him on their team.

Continued



## Year Six

### Lesson 2

Lesson length: 60 minutes

## Activity instructions

Year  
6

<p><b>Name:</b> Jo <b>Religion:</b> None <b>Race/Ethnicity:</b> Dual Heritage <b>Family:</b> Mum, Dad, brother is transgender aged 14yrs</p> <p>Concern –Secondary school transition non uniform day</p>	<p><b>Name:</b> Imran <b>Religion:</b> Muslim <b>Race/ Ethnicity:</b> Algerian <b>Family:</b> Mum, grandad, grandma, sister, two brothers, strict traditional customs followed</p> <p>Concern: sleepover parties/ school clubs</p>
<p><b>Name:</b> Jermaine <b>Religion:</b> Buddhist <b>Race/ Ethnicity:</b> Welsh <b>Family:</b> Mum, mum, sister Concern: Dads and Lads football day and parents evening</p>	<p><b>Name:</b> Tom <b>Religion:</b> Christian <b>Race/ Ethnicity:</b> English <b>Family:</b> Dad, mum Concern none</p>
<p><b>Name:</b> Keisha <b>Religion:</b> Muslim <b>Race/ Ethnicity:</b> Nigerian <b>Family:</b> mum, dad, sisters, brothers, grandparents, aunt <b>Concern:</b> Aspirations day - expectations by parents to follow traditional roles</p>	<p><b>Name:</b> Adam <b>Religion:</b> Jehovah Witness <b>Race/ Ethnicity:</b> Barbadian <b>Family:</b> grandparents, 1 sister – home adapted for elderly Concern: poverty, sleep over days,</p>
<p><b>Name:</b> Alice <b>Religion:</b> C of E <b>Race/ Ethnicity:</b> English <b>Family:</b> stepfamily, brothers 6,5, 4yrs and 1 half-sister 2yrs old mum works long shifts discrimination due to c/ partnership status</p> <p>Concern- poverty, tired struggles in lessons</p>	<p><b>Name:</b> Phil <b>Religion:</b> Mormon <b>Race/ Ethnicity:</b> German <b>Family:</b> separated parents- mum pregnant no other siblings</p> <p>Concern- losing time from school to care for mum</p>
<p>Name: Sara <b>Religion:</b> Judaism <b>Race/ Ethnicity:</b> Israeli <b>Family:</b> dad, mum, 1 sister, grandmother Concern- Selected to read out story from the Torah in school parent assembly- so will have to wear newly prescribed glasses Already teased in school, very few friends</p>	<p><b>Name:</b> Halima <b>Religion:</b> Hindi <b>Race/ Ethnicity:</b> Bangladeshi <b>Family:</b> dad, grandmother, sisters, brothers-strict cultural food/practices only allowed</p> <p>Concern: 1 friend, teased for dark skin colour by peers, class picnic</p>

## Year Six

### Lesson 3

Lesson length: 60 minutes

## Unit title: Being a respectful and responsible individual

Lesson title: Challenging prejudice and discrimination

Year  
6

### Learning Objectives

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including use of prejudice-based language, how to respond and ask for help)

### Relationships and Health Education

#### Learning Outcomes

#### Families and people who care for me

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

#### Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- what a stereotype is, and how stereotypes can be unfair, negative or destructive

**Activity** Recap last week's learning about the Equality act 2010.

**Activity** What are the protected characteristics?  
Reflecting on last week's learning, why might these groups need special treatment?  
What does the equality act mean?

Give pupils in groups some photographs of people and some statements about them. They should try and match the person with the statement. e.g.

- someone who left school with no qualifications.
- someone who has been in prison
- someone who runs a successful business
- someone who does lots of work for charity
- someone who regularly shop lifts

Ask pupils to share their matches. Why did they make the decisions they did?  
Explain that these are examples of stereotypes, and reflect on how these can be damaging.

Use this learning to explore the concepts of prejudice and discrimination; making judgements about people based on a stereotype or assumption is being prejudice and prejudicial views can lead to discrimination.

For example, if all these people applied for a job, how would our prejudice lead to us discriminating against them?

What does it mean to be prejudiced? What does it mean to discriminate?

**Activity** Explain that there are names for particular types of discrimination; racism, sexism, homophobia and religious discrimination such as Islamophobia and anti-Semitism. Note that these groups of people are also included in the protected characteristics.

Explain that discrimination can take many forms (i.e. name-calling, bullying, not employing someone, making assumptions and generalisations).

**Activity** See example scenarios below  
Provide pupils with some scenarios which include a range of prejudice and discrimination examples.

- Ask them to identify if they think they are prejudice/discriminatory and if they constitute a particular type of discrimination.
- Do they think these behaviours are okay?
- Which do they think are most or least serious?

Refer back to Equality Act 2010 (note that these behaviours are against the law)  
Refer to UNICEF rights (article 12) We have the right to express our views, feelings and wishes. Does this mean we can say whatever we like?

Continued



<p><b>Year Six</b> Lesson 3 Lesson length: 60 minutes</p>	<p><b>Unit title: Being a respectful and responsible individual</b> Lesson title: Challenging prejudice and discrimination</p> 	
<p><b>Relationships and Health Education</b></p> <p><b>Learning outcomes</b></p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>	<p><b>Debrief</b> Discuss the importance of respect for one another's opinions and when expressing an opinion becomes illegal (inciting-hatred). Discuss the difference between having a personal opinion or religious belief and the law, and the importance of tolerance.</p> <p>Explain how to seek support if they feel they or someone they know is being treated in a discriminatory way.</p> <p>NB: You may relay school code/rules on how we treat each other with respect and who to report any concerns to.</p>	
<p><b>Unicef Articles</b> Article: 2-10, 12-25, 27, 28, 30, 31</p>	<p><b>Resources</b> See websites below</p>	<p><b>Key vocabulary</b> Stereotypes Prejudice Discrimination Racism Sexism Homophobia Islamaphobia Anti-Semitism Tolerance</p>

## Year Six

### Lesson 3

Lesson length: 60 minutes

## Example scenarios

Year  
**6**

### Scenario 1

A child is told that his/her afro hair is too big and is asked to go home and restyle his/her hair for school. Discuss...

### Scenario 2

A child who wears a turban is asked to remove it during his P.E lesson. Discuss...

### Scenario 3

A guest house owner charges twice her normal rates for people under 21. Discuss...

### Scenario 4

A female local resident has applied to be a bin collector. Discuss...

### Scenario 5

A transgender athlete who identifies as a female is stopped from participating in the women's Olympic trials. Discuss...

#### Useful websites for scenarios above:

Scenario 1: <https://www.bbc.co.uk/newsround/51444437>

Scenario 2: <https://www.globalcitizen.org/en/content/australia-religion-sikh-education-school-discrimin/>

Scenario 3: <https://www.equalityhumanrights.com/en/advice-and-guidance/age-discrimination>

Scenario 4: <https://www.telegraph.co.uk/women/womens-business/10431062/Im-the-only-one-of-my-friends-doing-a-job-like-this-my-life-as-a-bin-lady.html>

Scenario 5: [https://www.youtube.com/watch?v=qrgJQI3O\\_RQ](https://www.youtube.com/watch?v=qrgJQI3O_RQ)

# Year Six

## Lesson 4

Lesson length: 60 minutes

### Unit title: Being a respectful and responsible individual

Lesson title: Healthy and unhealthy relationships

Year  
6

#### Learning Objectives

To understand how important it is to know your own qualities

To be aware of and know how to and set your own boundaries and expectations

To reflect on the differences and similarities in different relationships

To know that there are qualities that are not conducive to positive relationships

**Activity** Begin the lesson by defining what a 'healthy' and 'unhealthy' relationship is. What type of characteristics do we expect to see in both? Make a list with the class. Explore the different types of relationships that people might find themselves in as they grow and mature. Discuss how friendships might change as young people move throughout puberty. Explore what might make friendships change.

As young people move into new friendships

- Why is it important to be clear about what you expect from the friendship/partnership?
- What are some of the qualities you would expect good relationships to have- are these the same in any type of relationship?
- What do you expect to give in a friendship?

#### Relationships and Health Education

##### Learning Outcomes

##### Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

##### Caring friendships

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

##### Respectful relationships

- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

##### Activity Ranking Qualities

In groups, sort the qualities then put them into a diamond 9 in order of importance.



- Take Feedback from groups - highlight that these qualities should be evident in friendships
- Discuss the importance of valuing the contributions of others in friendships - different friends bring different qualities. Valuing the contributions of others.
- Also, there is an expectation that you give as good or better than you receive

Now further the discussion and talk about unhealthy relationships identify what happen when a relationship becomes toxic?

- How could a person prepare so that they do not get hurt, targeted or used?
- Implementing personal boundaries in healthy relationships
- Identify what personal boundaries are - use definition
- Why they are important in any type of relationship?

Continued



<p><b>Year Six</b> Lesson 4 Lesson length: 60 minutes</p>	<p><b>Unit title: Being a respectful and responsible individual</b> Lesson title: Healthy and unhealthy relationships</p> 	
<p><b>Relationships and Health Education</b></p> <p><b>Learning outcomes</b></p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> </ul>	<p><b>Activity</b> Ask pupils to work in pairs and come up with a selection of healthy boundaries and the benefits.</p> <p><b>Discuss</b> What are the signs of unhealthy boundaries?</p> <p>Statements:</p> <ul style="list-style-type: none"> <li>• Saying 'Yes' when you mean 'No'</li> <li>• Allowing people to continue with actions when you feel uncomfortable</li> <li>• Talking on a personal level when you have just met a person (in person/ virtual)</li> <li>• Completely trusting someone you have just met</li> </ul> <p>Which types of relationships do not respect personal boundaries?</p> <p><b>Expand discussion</b> Abuse in relationships (DV) Forced marriage, bullying in friendships, unpick why these do not respect a person's boundaries.</p> <p><b>Debrief</b> Pupils should have time to reflect on their feelings and emotions about their friendships and challenging relationships e.g. pupils could write a 'Top Tips' guide to managing friendships.</p>	
<p><b>Unicef Articles</b> Article: 3-6,8,12-16, 19, 31, 33-36</p>	<p><b>Resources</b> Qualities cards Paper Pens Statements You may want to invite Women's Aid to deliver a presentation for primary pupils on the issues of Domestic violence/Forced marriage</p>	<p><b>Key vocabulary</b> Domestic abuse Healthy Unhealthy Boundaries</p>

## Year Six

Lesson 4

Lesson length: 60 minutes

**Unit title: Being a respectful and responsible individual**

Lesson title: Healthy and unhealthy relationships

Year  
**6**

respect	honesty	helpful
loyalty	communication	friendly
truthful	good sense of humour	trustworthy

# Year Six

## Lesson 5

Lesson length: 60 minutes

### Unit title: Being a respectful and responsible individual

Lesson title: Building resilience

Year  
6

#### Learning Objectives

To be able to recognise negative influences

To be able to ask for help when dealing with difficult situations

#### Suggested Activities

**Activity** Begin the lesson by discussing the following:

- How do we stay safe online? (previous learning)
- How do you know that you may be in danger on and offline? Are there any clear signs?
- What are the risks of not knowing who you are talking to on and offline? Discuss the potential harm. Ensure that pupils are aware that not everyone is who they say they are. Keep your personal information private.

#### Relationships and Health Education

##### Learning Outcomes

##### Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

##### Internet safety and harms

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being
- how to consider the effect on their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place, trolling, bullying, and harassment can take place, which can have a negative impact on mental health

##### Mental wellbeing

- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

Watch YouTube clip titled: Jigsaw for 8 -10 year olds

<https://www.youtube.com/watch?v=IB-sqbH5KpU>

**Activity** as a class discuss

What is grooming?

A nasty person who lies by using nice words to gain your trust. They will trick you into doing detrimental things and make bad choice. They can also hurt you and make you do things to hurt others or put others at risk.

Who can groom you?

Someone you don't know but there is also a high risk of it being someone you do know. It could be someone that you play online games with. Allow pupils time to discuss how someone can groom you e.g. buy presents, compliment, listen to their worries and their detrimental effect it has.

Who is at risk of being groomed?

Through discussion it should be made apparent that it is not just vulnerable children who are at risk. Any child is at risk of being groomed (girls and boys) Let us explore different types of grooming? e.g. gang grooming through gaming/ drugs and alcohol and child sexual exploitation.

Explore what might they make you do? What are the consequences of becoming a part of a gang? This could be friends of yours from school or family.

**Activity** Role play or hot-seat a person who is under pressure to become involved in an inappropriate activity such as being groomed to join a gang.

- What signs should you be aware of when you are online?
- What should you do to keep yourself safe?
- CEOP report online, ChildLine, contact police, tell your parents or a trusted adult

<https://www.ceop.police.uk/safety-centre>

<https://www.childline.org.uk>

**Activity** Create a poster of 'Top Tips' for keeping safe

**Supporting resource** <http://www.skipseducational.org/safety-net>

**Debrief** Encourage pupils to reflect on their experiences on and offline and to be courageous and brave when finding help and support.

#### Unicef Articles

Article: 3-6, 8, 12-19, 24-27, 31,33-37, 40

#### Resources

NSPCC  
ChildLine  
Skips Safety net  
CEOP

#### Key vocabulary

Online safety  
Personal information  
Grooming - Child Criminal  
Exploitation / Child Sexual  
Exploitation/Radicalisation  
Gang culture

<p><b>Year Six</b> Lesson 6 Lesson length: 60 minutes</p>	<p><b>Unit title: Being a respectful and responsible individual</b> Lesson title: Growing up and puberty</p> 	
<p><b>Learning Objectives</b></p> <p>To be aware of how body changes occur internally as well as externally</p> <p>To be aware of how the emotions change during puberty</p> <p>To know that humans develop to old age</p> <p>To be aware of the changes that occur in both genders</p>	<p><b>Suggested Activities</b> These lessons can be delivered in single gender or mixed groups.</p> <p><b>Activity</b> Explain that in this lesson pupils will learn more about the stages of their life cycle. Discuss what puberty is. Remind the class that puberty can happen at any time between the age of 8 and 16 and that it starts and ends at different times for everybody.</p> <p>Optional book- 'Bits and Bobs, and Sweats and Spots' by Lana Gaskin and Sandra Passmore. Recall the changes that occur for their own gender. Introduce a true/false game of changes to consolidate learning.</p>	
<p><b>Relationships and Health Education</b></p> <p><b>Learning Outcomes</b></p> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of permission-seeking and giving, in relationships with friends, peers and adults</li> </ul> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> </ul>	<p><b>Activity</b> Body changes – gender group lesson</p> <p><b>Girls</b> Discuss the menstrual cycle what happens using the diagram and picture cards. Internal diagrams. Females-changes to breasts and nipples and menstrual cycle. Menstruation, how to manage periods in school/home.</p> <p><b>Boys</b> Discuss male changes using the correct terminology - address any misconceptions using the diagrams .e.g. Changes in scrotum and genitals. Include changes in skin, hair etc. wet dream and internal changes.</p> <p><b>Optional</b> You may also want boys and girls to learn about the changes that happen to each other.</p> <p>Go onto personal hygiene and discuss why this is important for everyone experiencing puberty.</p> <p>Discuss with the class why puberty can be an exciting time and that there is a lot to look forward to.</p> <p><b>Activity</b> List activities such as starting to grow up, e.g. being given more responsibility, staying out later, getting taller, and wearing make-up.</p> <p>Discuss the changing responsibility at home, school and from a religious perspective with the main faiths - Christianity, Islam and others.</p> <p>Explore changing friendships and relationships with others- what is it a sign of?</p> <p><b>Debrief</b> Finally, emphasise that this is a time of responsibility and peoples' attitudes/ expectations toward you will change. It is a time to talk to a trusted adult and realise that it is a time of establishing your own personality.</p>	
<p><b>Unicef Articles</b> Article: 12,13,14 &amp;16</p>	<p><b>Resources</b> True/false game Personal hygiene products - Sanitary wear Optional book- 'Bits and Bobs, and Sweats and Spots' by Lana Gaskin and Sandra Passmore</p>	<p><b>Key vocabulary</b> Puberty Relationships Peers Respect Emotional</p>

## Year Six

### Lesson 6

Lesson length: 60 minutes

## Boys true false quiz with answers

Lesson title: Growing up and puberty

Year  
6

The mouth loses teeth	Hair grows under the arms
Skin develops wrinkles	Skin develops spots
Hair grows around the genitals	Puberty always starts at age 12
Testicles grow larger	Hips widen
Voice deepens	Waist becomes wider
Chest hair grows	Scrotum skin gets darker
Body sweats more	Grow taller
Facial hair begins to grow	Penis get smaller
Shoulders and muscles develop	The changes that occur can be chosen
<b>True</b>	<b>False</b>
<b>Unsure</b>	

## Year Six

### Lesson 6

Lesson length: 60 minutes

## Boys true false quiz with answers

Lesson title: Growing up and puberty

Year  
6

The mouth loses teeth False	Hair grows under the arms True
Skin develops wrinkles False	Skin develops spots True
Hair grows around the genitals True	Puberty always starts at age 12 False
Testicles grow larger True	Hips widen False
Voice deepens True	Waist becomes wider False
Chest hair grows True	Scrotum skin gets darker True
Body sweats more True	Grow taller True
Facial hair begins to grow True	Penis get smaller False
Shoulders and muscles develop True	The changes that occur can be chosen False

## Year Six

### Lesson 6

Lesson length: 60 minutes

## Girls true false quiz with answers

Lesson title: Growing up and puberty

Year  
6

The mouth loses teeth	Hair grows under the arms
Skin develops wrinkles	Skin develops spots
Hair grows around the genitals	Puberty always starts at age 12
Breasts develop	Hips widen
Voice deepens	Waist becomes wider
Vagina produces mucus	Periods begin
Body sweats more	Grow taller
Facial hair begins to grow	Nipples get smaller
Mouth produces bad breath	The changes that occur can be chosen
<b>True</b>	<b>False</b>
<b>Unsure</b>	

## Year Six

### Lesson 6

Lesson length: 60 minutes

## Girls true false quiz with answers

Lesson title: Growing up and puberty

Year  
**6**

The mouth loses teeth False	Hair grows under the arms True
Skin develops wrinkles False	Skin develops spots True
Hair grows around the genitals True	Puberty always starts at age 12 False
Testicles grow larger True	Hips widen False
Voice deepens True	Waist becomes wider False
Vagina produces mucus True	Periods begin True
Body sweats more True	Grow taller True
Facial hair begins to grow True	Nipples get smaller False
Mouth produces bad breath False	The changes that occur can be chosen False

# Year Six

## Lesson 7

Lesson length: 60 minutes

### Unit title: Being a respectful and responsible individual

Lesson title: How babies are made

Non-mandatory – Sex Education lesson



#### Learning Objectives

To understand how a baby is made

To know that commitment and friendship is important in a positive relationship

#### Suggested Activities

Begin the lesson by setting strong ground rules.

Recap with the class what positive and negative friendships are  
Can pupils identify key qualities that would be present in a positive friendship that would not be present in a negative relationship.

#### Activity Diamond 9

Pupils work in groups and look at the range of qualities card and in their groups decide which quality they think is the most important to the least important following the model below.



#### Activity

Discuss the feedback from the groups  
Further the discussion by asking pupils whether these qualities apply in relationships between couples and if so would they still keep them in the order that they are in. Highlight that some couples go on to decide that they want to have a family and with this they have lots of things to consider.

Read the story – ‘Where Willy Went’ By Nicholas Allen or ‘Boys and Girls, Men and women’ By Sandra Passmore & Lana Gaskin

- Discuss the pupil’s feelings about conception and how babies are born
- Were they surprised?
- What factors do parents/couples have to consider before having a baby? E.g. finance, place to live etc.

#### Activity

Pupils discuss whether they have had a new baby born in their family. This might be a sibling or cousin. Pupils discuss what it must be like for new parents and carers when a baby is born.

- How might their life change?
- How might people feel about that?

Pupils feedback the range of emotions that new parents might feel – record these on the board.

#### Activity

(Please note: ensure that you have taken into account vulnerable pupils that may be in LA care)  
In groups pupils to design a poster for a perfect parent or carer. Pupils to think about all the attributes they feel a perfect parent/carer would have to look after a small baby. This may include personality attributes as well as other material items.

**Debrief** Pupils may want to discuss the importance of a positive loving relationship before starting a family.

#### Relationships and Health Education

##### Learning Outcomes

##### Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- the importance of permission-seeking and giving in relationships with friends, peers and adults.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

#### Unicef Articles

Article: 5,8, 12,13,14, 16

#### Resources

Optional book  
Where Willy Went by Nicholas Allen

Optional book  
Boys and Girls, Men and Women by Lana Gaskin and Sandra Passmore

Qualities cards (use from lesson 4)

#### Key vocabulary

Sexual intercourse  
Sperm  
Egg  
Cell  
Attributes  
Commitment  
Relationships

## Year Six

### Lesson 7

Lesson length: 60 minutes

## Unit title: Being a respectful and responsible individual

Lesson title: How babies are made

Year  
6

### Where do babies come from?

When couples enter into a relationship as they get to know each other they want to show each other how much they love and care for each other this is often shown through the act of sexual relations.

Sexual intercourse or sex is when a man places his penis inside the woman vagina- during this interaction the sperm that builds inside the penis of the man releases inside the female's body. There are thousands of sperms that are released at one time but only one sperm can fertilise the female egg. As they begin to swim toward the female egg it is a frantic race to reach the egg before it dissolves as part of the monthly period.

Once the egg and sperm join this is the start of a baby. The sperm embeds itself inside the egg and the cells begin to divide and make the new family member.

## 14. USEFUL WEBSITES & LINKS

## 14. USEFUL WEBSITES AND LINKS

Safeguarding Issue	Links to Guidance & Advice cited in Keeping Children Safe in Education 2019	Source
Abuse	What to do if you are worried a child is being abused <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf</a>	DfE
	Domestic Abuse: Various Information/ Guidance <a href="https://www.gov.uk/guidance/domestic-abuse-how-to-get-help">https://www.gov.uk/guidance/domestic-abuse-how-to-get-help</a>	Home Office
	Faith based abuse: National Action Plan <a href="https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief">https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</a>	DfE
	Relationship Abuse: disrespect nobody <a href="https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/">https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/</a>	Home Office
Bullying	Preventing Bullying including cyber bullying <a href="https://www.gov.uk/government/publications/preventing-and-tackling-bullying">https://www.gov.uk/government/publications/preventing-and-tackling-bullying</a>	DfE
	Advice for 5-11year olds witnesses in criminal courts <a href="https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</a>	MoJ
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults <a href="https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines">https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines</a>	Home Office
	Child sexual exploitation: guide for practitioners <a href="https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners">https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners</a>	DfE
	Trafficking: safeguarding children <a href="https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance">https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance</a>	DfE and Home Office
Drugs	Drugs: advice for schools <a href="https://www.gov.uk/government/publications/drugs-advice-for-schools">https://www.gov.uk/government/publications/drugs-advice-for-schools</a>	DfE and ACPO
	Drug Strategy 2017 <a href="https://www.gov.uk/government/publications/drug-strategy-2017">https://www.gov.uk/government/publications/drug-strategy-2017</a>	Home Office
	Information and advice on drugs <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a>	'Talk to Frank' website
	ADEPIS platform sharing information and resources for schools: covering drug (&alcohol) prevention <a href="http://mentor-adepis.org/">http://mentor-adepis.org/</a>	Mentor UK
Honour Based Violence	Female genital mutilation information and resources <a href="https://www.gov.uk/government/collections/female-genital-mutilation">https://www.gov.uk/government/collections/female-genital-mutilation</a>	Home Office
	Female genital mutilation: multi agency statutory guidance <a href="https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation">https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation</a>	DfE DH and Home Office
	Forced Marriage: statutory guidance and government advice <a href="https://www.gov.uk/guidance/forced-marriage">https://www.gov.uk/guidance/forced-marriage</a>	Home Office and Foreign Commonwealth Office

Safeguarding Issue	Links to Guidance & Advice cited in Keeping Children Safe in Education 2019	Source
Health & Wellbeing	Fabricated or induced illness: safeguarding children <a href="https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced">https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced</a>	DfE DH Home Office
	Rise Above: Free PSHE Resources on Health& Wellbeing and resilience <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources</a>	Public Health England
	Medical conditions: supporting pupils at school <a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3">https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3</a>	DfE
	Mental health and behaviour <a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a>	DfE
Online	Sexting: responding to incidents and safeguarding children <a href="https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis">https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis</a>	UK Council for Child Internet Safety
Radicalisation	Prevent duty guidance <a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a>	Home Office
	Prevent duty advice for schools <a href="https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty">https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</a>	DfE
	Educate Against Hate Website <a href="https://educateagainsthate.com/">https://educateagainsthate.com/</a>	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges <a href="https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence">https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence</a>	Home Office
	Ending violence against women and girls 2016-2020 strategy <a href="https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020">https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020</a>	Home Office
	Sexual violence and sexual harassment between children in schools and colleges <a href="https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges">https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</a>	DfE
	Serious violence strategy <a href="https://www.gov.uk/government/publications/serious-violence-strategy">https://www.gov.uk/government/publications/serious-violence-strategy</a>	Home Office
PSHE Curriculum Design	Personal Social and Health Education Updates <a href="https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse/introduction-relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse/introduction-relationships-education-relationships-and-sex-education-rse-and-health-education</a>	DfE

### Government guidance

- Engaging parents with relationships education policy <https://www.gov.uk/government/publications/engaging-parents-with-relationships-education-policy>
- Relationships, sex and health education: guides for parents <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>
- Period product scheme for schools and colleges in England <https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england>
- Relationships education, relationships and sex education (RSE) and health education: FAQs - GOV.UK <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

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