

Link to NC – What they need to know by the end of primary school	Year 3	Year 4	Year 5	Year 6
Intro to RSHE	<p>Pupils learn what RSHE and Life Skills stands for and its importance to their development.</p> <p>Pupils are supported in coming up with agreement on behaviours within these lessons.</p> <ul style="list-style-type: none"> Slides showing some of the topics that we will be learning about in year 3 Discuss purpose of RSHE and Life Skills Come up with a class agreement for behaviour during RSHE and Life Skills <p>Respect RSHE and Life Skills Positive Healthy Vocabulary Emotions Worry box Prepare/ get ready Helpful adult scenario</p>	<p>Pupils understand what RSHE and Life Skills stands for and its importance to their development.</p> <p>Pupils can agree on behaviours within these lessons.</p> <ul style="list-style-type: none"> Slides showing some of the topics that we have already learnt about in year 3. Slides showing what we will be covering this year. Discuss purpose of RSHE and Life Skills Discuss gaps from previous year’s quizzes- we can adapt our lessons to suit their needs. Come up with a class agreement for behaviour during RSHE and Life Skills <p>Respect RSHE and Life Skills Positive Healthy Anonymous Worry box Helpful adult prepare scenario</p>	<p>Pupils understand what RSE stands for and can explain its importance to their development.</p> <p>Pupils come up with agreement on behaviours within these lessons.</p> <ul style="list-style-type: none"> Slides showing some of the topics that we have already learnt about in year 3 and 4 Slides showing what we will be covering this year. Discuss purpose of RSHE and Life Skills Discuss gaps from previous year’s quizzes- we can adapt our lessons to suit their needs. Come up with a class agreement for behaviour during RSHE and Life Skills <p>Respect RSHE and Life Skills Positive Healthy Worry box Anonymous prepare reliability productive adult navigate scenario</p>	<p>Pupils can articulate the purpose of RSHE and Life Skills confidently.</p> <p>Pupils discuss reasons for needing an agreement on behaviours within these lessons.</p> <ul style="list-style-type: none"> Slides showing some of the topics that we have already learnt about in year 3, 4 and 5 Slides showing what we will be covering this year. Discuss gaps from previous year’s quizzes- we can adapt our lessons to suit their needs. Discuss purpose of RSHE and Life Skills Come up with a class agreement for behaviour during RSHE and Life Skills <p>Respect RSHE and Life Skills Positive Healthy Attributes Worry box Anonymous Reliability Prepare Productive adult Navigate Scenario</p>
Worries <p>Concept of privacy and implications of it; it is not always right to keep secrets if they relate to being safe.</p>	<p>Children to know who they can go to about a worry they have</p> <ul style="list-style-type: none"> Children to learn number for Childline 	<p>Children to know who to go to if they have a concern</p> <ul style="list-style-type: none"> Recap Childline number Children to recap and learn staff at school who they can go to 	<p>Children to know what to do and who to speak to if they have a concern</p> <ul style="list-style-type: none"> Recap Childline number- Children to order the top reasons for calls Children to recap staff at school who they can go to 	<p>Children to know what to do and who to speak to if they have a concern</p> <ul style="list-style-type: none"> Recap Childline number and recap reasons for calls

	<ul style="list-style-type: none">Children to be able to identify the difference between a surprise and a secret – sweet bag activity.Children to discuss what makes someone a trusted adult – not another child. Trusted adults do not make you keep secrets. <p>Trusted adult secrets Childline police Emotions Worry Worry box Concern Staff</p>	<ul style="list-style-type: none">Children to make a list of who they can go to for support/ help if they have a worryChildren to discuss difference between secrets and surprise- recap the sweet activity <p>Trusted adult Childline police Emotions Worry Concern Staff reliable</p>	<ul style="list-style-type: none">Children to sort people into reliable/ unreliable trusted adults – eg- your teacher, a sibling, a stranger at the park, the police.Children to sort situations into secrets and surprises and discuss differences <p>Trusted adult Childline police Emotions Worry Concern Staff Reliability- unreliable/ reliable</p>	<ul style="list-style-type: none">Children to make a list of trusted adults to speak to about a worry- compare listsDiscuss reliability –who is a trusted adult? What should you do if another child tells you something that worries you? – You are not a trusted adult but you can tell one.Children to discuss difference between secrets and surprises- come up with examples and explain them <p>Trusted adult Childline police Emotions Worry Concern Staff Reliability- unreliable/ reliable</p>
<p>Asking for help</p> <p>How to report concerns about something they’ve seen online or experienced in real life, or feelings of being unsafe - abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice</p>	<p>How to ask for help - Child line</p> <ul style="list-style-type: none">Link to previous lesson- learn the numberChildren to find out the top ten reasons for calls to Child lineDiscuss when someone may want/ need to call ChildlineDiscuss where else to get advice e.g. family, school – who- name the staff members.A NSPCC version of the definitions of abuse <p>Trusted adult, Kindness Safe / unsafe</p> <p>Worries , Neglect, physical abuse,</p> <p>Sexual abuse, emotional abuse,</p> <p>domestic abuse</p>	<p>How to ask for help - Child line</p> <ul style="list-style-type: none">Recap the number for childlineChildren to discuss top ten reasons for calling ChildlineChildren to advise ‘scenarios’ on who to report to – for example, a trusted adult at school, home, Childline or the police.A NSPCC version of the definitions of abuse <p>Trusted adult, Kindness</p> <p>Safe/ unsafe Worries</p> <p>Neglect, physical abuse, Sexual abuse,</p> <p>emotional abuse, domestic abuse</p>	<p>How to ask for help - Child line</p> <ul style="list-style-type: none">Recap number for ChildlineChildren to order top ten reasons for calling ChildlineChildren to make a poster for a younger child to teach them what to do if they have a concern – who can they report to?A NSPCC version of the definitions of abuse <p>Trusted adult, Kindness</p> <p>Safe/ unsafe concerns</p> <p>Neglect, physical abuse, Sexual abuse,</p> <p>emotional abuse, domestic abuse</p>	<p>How to ask for help - Child line</p> <ul style="list-style-type: none">Recap numberOrder top ten reasons children call ChildlineChildren to look at the website – what advice do they give?Role- play the scenarios – who should they report the concerns to?A NSPCC version of the definitions of abuse <p>Trusted adult, Kindness</p> <p>Safe/ unsafe concerns</p> <p>Neglect, physical abuse, Sexual abuse,</p> <p>emotional abuse, domestic abuse</p>

<div><div>My feelings</div><div>emotions change during puberty</div><div>common for people to experience mental ill health. can be resolved if support is made available</div><div>Mental well-being -a normal part of life</div><div>Know different emotions and how they can affect our mental health and behaviours.</div><div>spot signs for needing support with mental health concerns.</div><div><div><div></div><div>The importance of self-respect and how this links to their own happiness.</div></div><div><div></div><div>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</div></div></div><div><div>Are their feelings and behaviours appropriate and proportionate?</div><div>Where and how to seek support</div><div>Know who to go to for support for themselves if they're worried about their mental health</div></div></div>	<div><div>Know what mental health means and some simple ways to support good mental health.</div><div><div></div><div>The names of common feelings- emotional literacy</div><div></div><div>Name times when someone may feel given emotions</div><div></div><div>Discuss that all emotions are ok and have purpose- it is the action that is important.</div><div></div><div>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</div><div></div><div>Speak to a trusted adult for support with mental health</div></div><div><div>Happy</div><div>Sad</div><div>Angry</div><div>Disgusted</div><div>worried</div><div>Surprised</div><div>Disappointed</div><div>Excited</div><div>scared</div><div>Embarrassed</div><div>Mental health</div><div>Mindful breathing</div></div></div>	<div><div>Know what mental health means and suggest things that can improve it</div><div><div></div><div>The names of more emotions including jealousy etc</div><div></div><div>Discuss purpose of emotions (suitcases)</div><div></div><div>Discuss how emotions change regularly and how you have more than one emotion at one time</div><div></div><div>Mindfulnessfeelings can</div></div><div><div>emotions</div><div>actions</div><div>Happy</div><div>Sad</div><div>Angry</div><div>Disgusted</div><div>Surprised</div><div>Disappointed</div><div>Excited</div><div>Embarrassed</div><div>Jealous</div><div>worried</div><div>proud</div><div>calm</div><div>scared</div><div>mindfulness</div><div>comfortable / uncomfortable feeling</div></div></div>	<div><div>Know what mental health means and suggest factors which affect it</div><div><div></div><div>The names of variety of emotions and reasons for these emotions</div><div></div><div>Emotions change throughout the day, week, years</div><div></div><div>Explain reasons for changes in mental health</div><div></div><div>Link mental health to puberty</div><div></div><div>Self-care techniques</div><div>Think about how they can foster their own self-esteem and a sense of their own identity- developing skills and interests.</div></div><div><div>Puberty</div><div>emotions</div><div>actions</div><div>Happy</div><div>Sad</div><div>Angry</div><div>Disgusted</div><div>Surprised</div><div>Disappointed</div><div>Excited</div><div>Embarrassed</div><div>Jealous</div><div>worried</div><div>proud</div><div>calm</div><div>scared</div><div>comfortable / uncomfortable feeling</div><div>self-care</div><div>mental health</div><div>professional support</div><div>Physical changes</div><div>Emotional changes</div></div></div>	<div><div>Know what mental health means and explain factors which affect it</div><div><div></div><div>The names of variety of emotions and reasons for these emotions</div><div></div><div>Include online situations including how someone may look fine but be suffering from depression etc</div><div></div><div>Link mental health to puberty</div><div></div><div>Anxiety over change self-care techniques</div></div><div><div>haopy</div><div>Sad</div><div>Angry</div><div>Disgusted</div><div>Surprised</div><div>Disappointed</div><div>Excited</div><div>Embarrassed</div><div>jealous</div><div>proud</div><div>calm</div><div>scared</div><div>anxious</div><div>self-care</div><div>mental health</div><div>professional support</div><div>comfortable / uncomfortable feeling</div><div>Know how to spot whether something is authentic online and about influencers who sell and idea, lifestyle or product.</div><div>Authentic</div><div>Consumer</div><div>Audience</div><div>Advert</div><div>comparison</div></div></div>
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<p>images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self esteem</p> <p>This is covered in our CW extensively</p>		<p>Know when and who to go to for support for themselves if they’re worried about their mental health</p> <ul style="list-style-type: none">● Difference between feeling sad for a short time or a long time- what to do if mental health is affected● Discuss that many people experience mental ill health and with support, many people can be helped <p>Trusted adult Child line Mental health</p>		<p>Know when, how and where to seek support for themselves or others for their mental health – <i>(can be a short session- or added to previous session)</i></p> <ul style="list-style-type: none">● How to recognise whether they or someone they know need professional support for their emotions● How to tell whether mental health is affected- feeling uninterested in things, not sleeping etc. <p>Trusted adult Child line Mental health Depression Anxiety Medical professionals therapists</p>
<p>My Body</p> <p>Key facts about puberty and changing adolescent body, from age 9 to age 11 - physical and emotional.</p> <p>Menstrual wellbeing including the cycle</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make</p>	<p>Know the correct vocabulary for the body parts</p> <ul style="list-style-type: none">● Children to label the body parts they know on a simple given drawing in pencil● Discuss importance of using the correct vocabulary- link to PANTS● Teach the names of the body parts outer body parts that you can see (see vocab)	<p>Reflect on how their body has changed and anticipate body changes</p> <ul style="list-style-type: none">● Children to look at how they have grown from the size of an egg to the size they are now already● Recap the correct vocabulary for the body parts● On a given venn diagram, children to note down in pencil the changes from puberty that they think will occur.	<p>Anticipate how their body may change as they approach and move through puberty</p> <ul style="list-style-type: none">● Recap learning from previous years – name the body parts.● Children to create the plan for a leaflet to explain the effects of puberty – see what they can put in their plan so far – do this in pencil.● Go into more detail on periods- the cycle and what to expect● Discuss mental health and puberty	<p>Pupils can explain what sexual intercourse is and how this leads to reproduction using the correct terms to describe male and female sexual organs</p> <ul style="list-style-type: none">● See videos● Ensure there is time for questions (on slips of paper) – read them first before reading with the children.● Remember to say this is how some people have sex so a baby can be

<p>different choices or have different preferences or beliefs.</p>	<ul style="list-style-type: none">Discuss how to keep body clean- what do we need to wash? How often etc. <p>Breasts Chest Feet Legs Armpits Face Buttocks</p> <p>Session 2 : Pupils to know the correct vocabulary for the body parts</p> <ul style="list-style-type: none">Recap the names of the body parts learnt in previous sessionAsk children to explain why we should use the correct vocabularyShow diagram of the private areas – children to learn the correct terms for these parts (see vocab)Revist the diagram from the beginning of the previous session, in a different colour, add to this the new labels that they have learnt and around the diagram, children to	<ul style="list-style-type: none">Children to look at a diagram showing boys and girls at various stages – list the differences they can seeAdd these to their venn diagram in a different colour <p>Anus Vagina Testies Vulva penis Self-care nipples Puberty Emotional changes Physical changes Menstrual cycle Periods Trusted adult</p> <p>Session 2- Pupils to know the emotional changes through puberty</p> <ul style="list-style-type: none">Watch the video from our school website- keep pausing to discuss.Discuss the emotional changes many people go through during pubertyChildren to add to their venn diagrams in a different colour <p>Anus Vagina Testies Vulva penis Self-care</p>	<ul style="list-style-type: none">Recap the changes of puberty using video found on school webiste –different options for period productsAdd to their plans in a different colourDiscuss finding others attractive- how to remain respectful <p>Anus Vagina Testies Vulva penis Self-care nipples Puberty Emotional changes Physical changes Menstrual cycle Periods Wet dreams attractive Trusted adult</p> <p>Session 2 Intro into wet dreams and feelings</p> <ul style="list-style-type: none">Watch videos which explain wet dreams etcChildren to discuss the fact that this is completely normal and what they can do if it happens to them – eg washing the sheetsCreate a shopping list for someone who may begin their period- what can they buy to keep them hygienic and safe?Add to their plans in a different colour- keep the plans for their folderChildren to produce the leaflet all about puberty changes – keep for folder. <p>Puberty Physical changes Emotional changes</p>	<p>produced- However, do not go into details about other ways to have sex.</p> <p>Sexual intercourse</p> <p>Anus Vagina Testies Vulva penis Self-care nipples Puberty Emotional changes Physical changes Menstrual cycle Periods Wet dreams sexuality attractive Trusted adult</p> <p>Session 2- continuation</p>
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	<p>explain the importance of using the correct vocabulary.</p> <p>Anus Vagina Testies Vulva penis Self-care nipples</p>	<p>nipples Puberty Emotional changes Physical changes Menstrual cycle Periods Trusted adult</p>	<p>Menstrual cycle periods feelings Range of scientific vocabulary including Vulva, Vagina, Penis, Breasts, Anus etc Wet dreams</p>	
<p>My relationships</p> <p>How important friendships are in making us feel happy and secure That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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.</p> <p>Each person’s body belongs to them, inappropriate or unsafe physical, and other, contact. 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.</p> <p>Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Healthy family life, commitment to each other How to improve or support respectful relationships.</p>	<p>Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships</p> <ul style="list-style-type: none">Discuss healthy relationships within a family – what would be present or not.The importance of setting healthy boundaries in relationships.Learning about boundaries in play and in negotiations- eg. Resources, toys etc. <p>Respect Trust Love Caring Sharing interests Support Friendship truthfulness Healthy and unhealthy relationships Trusted adult</p>	<p>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable and ways to respond</p> <ul style="list-style-type: none">Recap healthy/ unhealthy relationshipsLook at behaviours online, how they may differ- still important to be respectfulLearn what consent mean and how it can be denied or withdrawn at any time – link to holding hands, sharing things etc.Link to unsafe/ safe touches <p>Online behaviour Real world behaviour Online relationships real world relationships appropriate and inappropriate content Secrets and safety Privacy</p> <p>child on child- pressure, unkindness</p>	<p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships</p> <ul style="list-style-type: none">Recap healthy/ unhealthy relationshipsDiscuss how important friends are to us- should encourage one another in positive ways.Child on Child relationshipsHealthy/ unhealthy relationshipsJealouslyWelcomingCaring/ encouragingConflict <p>Healthy relationships Unhealthy relationships Trusted adult</p>	<p>Pupils can identify healthy and unhealthy relationships and what to do if a relationship is making them unhappy</p> <ul style="list-style-type: none">About living in relationships<ul style="list-style-type: none">not feeling pressuredhow someone shows real kindnessHow to feel and act when a relationship comes to an end <p>https://www.youtube.com/watch?v=Tm_gyeNwzW8</p> <p>The above video is a good one to use- however think about whether you feel it’s appropriate in your year group</p> <p>Peer pressure</p> <p>Child on Child sexual abuse</p> <p>prejudice</p> <p>Consent</p> <p>How to manage conflict- how to be assertive and express needs of boundaries, managing disappointment and frustration</p> <p>Discuss the difference between assertiveness and control and between being kind and neglecting your own needs.</p>

<div>Changing relationships</div> <div>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.</div> <div>Pupils understand that the relationship with their parents changes as they get older- How can they keep communication lines open with the adults that care for them</div> <div>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.</div> <div>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</div>	<div>Pupils can explain journey of friendships</div> <div><ul style="list-style-type: none">Discuss - why do friends fall out? Even best friends?How do friendships change over time?Discuss how friendships that have been damaged by unkindness can be repaired.Is there ever a time to walk away from a friendship forever?</div> <div><ul style="list-style-type: none">Age appropriate harassment scenario</div> <div>Child on child bullying/ harassment</div> <div>Trusted adult</div>	<div>Pupils can understand that adults can separate/ divorce and that it can be a difficult time</div> <div><ul style="list-style-type: none">Basic facts that some people split up.Understand that the parents of a divorced/separated child still love themDisucss feelings around divorce and separation.’ Be careful not to over simplify (eg they will have two Christmases, two bedrooms etc as this is not always the case).Read the glue story – discuss emotions</div> <div>Marriage</div> <div>Divorce</div> <div>Separation</div> <div>Emotions</div> <div>Resilience</div>	<div>Pupils understand about death and the grieving process and the emotions that come with this</div> <div><ul style="list-style-type: none">Discuss how death is a fact of lifeShow children how they can best remember someone positivelyGo through what usually happens at a funeralRead picture books linked to this- many are being bought this yearWho to talk to if you need more support</div> <div>Grieving</div> <div>Funerals</div> <div>Emotions</div> <div>life and death</div>	<div>Pupils understand how their relationships with friends may change in the next 3-4 years. Children know how to treat a boyfriend or girlfriend and how to deal with rejection</div> <div><ul style="list-style-type: none">Discuss predictions of relationship changes- why?Are they all positive or all negative?Think about how relationships have already changed in the past - ;ess dependent on grown-ups, more freedom with friends etc.Emotions that come with changing relationships</div> <div><ul style="list-style-type: none">Take a timeline of how their relationship with their parents has changed up to this point- how they are more independent than they were in Year 3 and as a baby Etc.Why it is important that children keep communicating with their careers.</div> <div>relationships</div> <div>Hormones</div> <div>independence</div> <div>Responsibility</div> <div>To know that friendships change over time and some end due to different reasons.</div> <div><ul style="list-style-type: none">Know why some friendships might end.Discuss how to end friendships respectfullyDiscuss dos and don’ts around ending friendshipsDiscuss emotions ties with ending friendships for both people and strategies to manage these feelings.</div>
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				Conflict, resolution, friendship, emotions, values, respectful, gossip
<p>My beliefs</p> <p>What a stereotype is, and how stereotypes</p> <p>Families look different from their family, but that they should respect those differences</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important</p> <p>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.</p> <p>Different types of bullying (including cyberbullying Sexual harrassment)</p> <p>Consequence of discrimination including the use of prejudice-based language and it will not be tolerated.</p> <p>kindness is good for our own mental health as well as the person/people we are being kind to.</p>	<p>Know about gender stereotypes</p> <ul style="list-style-type: none">● understanding that there is not one way to be a boy or one way to be a girl● Being respectful to each other's gender- boys will be boys is not an acceptable reason to be unkind <p>Gender</p> <p>‘boys will be boys’ – not helpful</p> <p>‘like a girl’</p> <p>Stereotype</p> <p>Child on child stereotypes</p>	<p>Know about differences and similarities between people including family and personal identities</p> <ul style="list-style-type: none">● Discuss how families are made up in a variety of ways● Mention young carers here too● Read ‘families- Osbourne’● Discuss how people can be very different to one another- this should be celebrated.● May be physical, with beliefs, with personalities, choices etc. <p>Respect</p> <p>Child on Child- racism, homophobia, prejudice</p> <p>Families</p> <p>Racism</p> <p>Homophobia</p> <p>Gay</p> <p>Homosexual</p> <p>Bi Sexual</p> <p>Mixed ethnic group</p> <p>(DO NOT USE BAME- Sonlee GOV website)</p>	<p>Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying</p> <ul style="list-style-type: none">● Practical steps they can take in a range of different contexts to improve or support respectful relationships.● History of gender identity● How to report bullying- homophobic or transphobic bullying● Discuss how people who are gay have been persecuted in the recent history- it wasn’t until 1987 that homosexuality stopped being considered a mental health problem.● Discuss the terms homosexual, heterosexual and bisexual.● Make children aware that using some words like ‘gay’ as a negative is really hurtful to all people but especially young people who over the next 4-5 years will be coming to terms with their sexuality.● How to challenge a stereotype in any form. <p>Sexuality</p> <p>Homosexual</p> <p>Bisexual</p> <p>Hetrosexual</p> <p>Transexual</p> <p>Pronouns</p> <p>Misgendering</p> <p>Non-binary</p> <p>transgender</p>	<p>Pupils know some cultural practices are against British law and universal human rights.</p> <ul style="list-style-type: none">● About different types of traditions and beliefs, some of which are not accepted and are against the law in Britain.● FGM● What is okay and what is not, reminder of pants as a guide, privates are private, always remember your body belongs to you, no means no, talk about secrets that upset you. (Child ON Child SEXUAL ABUSE) <p>FGM</p> <p>Respect</p> <p>beliefs</p> <p>British Law</p> <p>Human rights</p> <p>Appropriate touch</p> <p>Inappropriate touch</p> <p>Safe touch</p> <p>Unsafe touch</p>

<div>Healthy lifestyles</div> <div>The benefits of physical excersise, time outdoors, community participation etc on mental well-being.</div> <div>The characteristics and mental and physical benefits of an active lifestyle</div> <div>Importance of building in regular excersise</div> <div>What constitutes a ‘healthy diet’ – careful with language.</div> <div>Children understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</div> <div>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</div> <div>Pupils understand that people may take substances to feel better in the short term (mental health)</div> <div>Children understand about dental health and the benefits of good oral hygiene and dental flossing including</div>	<div>Know the characteristics and mental and physical benefits of an active lifestyle.– We need to be mindful that health is complicated- and not link health to weight. Pupils understand that we are more likely to engage in health promoting behaviours if we have a positive body image.</div> <div>Link to mental health</div> <div><ul style="list-style-type: none">Discuss healthy lifestyles and how that can help our physical and mental health – a variety of health promoting behaviours not just ‘excercise’ for example- doing things that make them feel happy – seeing friends, watching a movie with their mum etc – excercise can help to boost our mood, can improve our sleep, stamina, mobility – NOT LINKED TO OUR WEIGHT.Movement should feel joyful – exercising for intrinsic motivations is associated with feelings of appreciation for our body.Discuss how body image is directly linked to health because the way we think and feel about our body can impact on the choice we make for it.Avoid using the words ‘ healthy choices’ ‘ healthy foods’ ‘unhealthy foods’ ‘good/bad foods’ etc.Know that bodies come in all shapes and sizes and regardless of shape, size and ability, all have the right to enjoy moving their bodies and engaging in sport.</div> <div>Physical exercise Physical health Mental health Joyful movement</div> <div>Know how to stay safe in the sun</div> <div><ul style="list-style-type: none">Children look at facts about the sun. They discuss the difference between</div>	<div>know that foods are neutral meaning all foods fit. Food has many roles. It is fuel, for celebration, role in culture, identity and community.</div> <div>Understand that some foods have a different nutritional values and have purposes for different things such as carbohydrates- long lasting energy. Foods high in sugar – important for a diabetic having low blood sugars and also for needing a quick boost of energy.</div> <div><ul style="list-style-type: none">Factors effecting food choice- religion, culture, allergies, medical reasons, cost, social reasonsMovement- link intrinsic motivations to physical movement – such as mental health, improved sleep, more flexibilities etc – not linked to looks.</div> <div>Allergies</div> <div>Social, cost, medical, cultural, religious reasons</div> <div>Healthy relationship with food</div> <div>Nutrition</div> <div>Physical excersise</div> <div>Health promoting behaviours</div> <div>3.7million children in UK live in households for whom having enough fruit and veg etc is unaffordable</div> <div>Know about dental hygiene</div>	<div>Know the importance of good quality sleep for good physical and mental health</div> <div><ul style="list-style-type: none">a lack of sleep can affect our physical bodies, mood and ability to learn.Discuss why we actually need sleep, what it does and how it allows our body to rest and repair.Discuss how to get ready for sleep- not playing computer games that may cause excitement or stress (No back lit screen time. Reading with a lamp etcDiscuss the link between healthy sleep patterns and keeping mentally healthy.Children can design an evening timetable where they show when to start to wind down, when to stop being on their screens etc.Practice a couple of mindfulness meditations</div> <div>Sleep hygiene mental health physical health screen time mindfulness</div> <div>Know the difference between legal and illegal harmful substances</div> <div><ul style="list-style-type: none">Look at the effects of smoking and drinking then look at adverts from the past</div>	<div>Know the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.</div> <div><ul style="list-style-type: none">Children can come up with ideas on how to make sure children are enjoying being active. Maybe lunchtime club- just dance club, running club, scooter club, children to have a sponsored walk/bike to school week (one idea per class)Recap of previous years- especially year 4 – added link to body image using digital media</div> <div>Healthy relationship with food</div> <div>Nutrition</div> <div>Physical excersise</div> <div>Health promoting behaviours</div> <div>Complex</div> <div>Media- body image</div>
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<div>regular check-ups at the dentist</div>	<div>adverts about the sun now and adverts about the sun in the past.<ul style="list-style-type: none">Spot risks in pictures of people in the sunChildren create their own 30 second advert to be shown in the summer term during assemblies (do this as a class so there are 4 adverts)</div> <div>Sun damage Cancers Aging burn</div>	<div><ul style="list-style-type: none">Look at bacteria in the mouth and how it can affect our teeth and gumsThe importance of daily teeth cleaning including learning a song to make sure the children are cleaning for long enough.</div> <div>Dental health</div>	<div>about drinking and smoking- what do they show? Glamorising etc<ul style="list-style-type: none">Discuss whether they think that if alcohol had been found now whether the children think governments would keep it legal?Why do people drink and smoke? Feels good, they worry less e.g. link to mental health and how it could be masking (especially drink) worries or anxieties.The effect of cannabis on a growing brain.Practise how to say no to strangers dealing drugs and, more importantly, your peers.Child on Child peer pressure</div> <div>Smoking Vaping Alcohol Medication Drugs Legal drugs Illegal drugs Cannabis Peer pressure Child on Child peer pressure</div>	<div>Pupils understand that Screen time and computer game usage can be detrimental to their mental health<ul style="list-style-type: none">Discuss why too much screen time may be detrimental to mental health – as part of this discuss anger that can arise from computer gamesHow going outside and playing a game or interacting with family and friends is healthy and beneficialIntroduce the idea of volunteering giving a feel good factor (after SATS could volunteer to litter pick around Scarning Fen for an afternoon)</div> <div>Screen time and sleep</div> <div>Exercise</div> <div>Mental health</div> <div>Physical health</div> <div>Media literacy</div> <div>Photoshop/ edited images</div> <div>Self-respect</div> <div>search engines</div> <div>Sexualising young people<ul style="list-style-type: none">(Sexualising young people deciding what’s attractive- media making people seem like objects)</div>
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<p>Healthy lifestyles- Road safety</p>	<p>Know how to safely cross the roads. Know the rules inside the car to stay safe- seatbelt, carseat under 135cm etc.</p> <ul style="list-style-type: none"> “Stop, Look, Listen, Think ” sequence and discuss how it can be applied in a range of settings. <p>Useful resources - https://www.think.gov.uk/resource/lesson-1-do-you-stop-look-listen-think/</p> <ul style="list-style-type: none"> Children know their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport. Children understand the risks and the effects of risky behaviour and can develop strategies to cope with dangerous situations caused by others. <p>Stop, look, listen, Responsibility Seat belts Car seats</p>	<p>Know how to identify a safe place to cross a road and how to be a considerate traveler.</p> <p>Useful resources - https://www.think.gov.uk/resource/lesson-2-take-the-lead/</p> <ul style="list-style-type: none"> Children know the key road skills that I will need when I am old enough to travel without an adult. Children know how to plan a safer journey to school. Children know their responsibilities as a pedestrian, cyclist, passenger in a car or on public transport. <p>Stop, Look, Listen responsibility</p>	<p>Know about road safety issues in their local area. They will explore local statistics and consider a range of awareness resources relating to road safety.</p> <p>Useful resources: https://www.think.gov.uk/resource/expect-the-unexpected/ https://www.think.gov.uk/wp-content/uploads/2018/09/4.-Road-ready-lesson-1.pdf</p> <ul style="list-style-type: none"> Watch the government ‘Expect the Unexpected Film’ Use ‘THINK!’ Map to explore statistics of accidents in Dereham / wider local community. <p>Safety Distractions (talking, headphones etc)</p>	<p>Know how to encourage others to be safe on the roads</p> <p>Useful resources - https://www.think.gov.uk/resource/lesson-5-campaign-spotlight</p> <ul style="list-style-type: none"> Working in groups children will look at factors that increase road safety, from education to relevant parts of the green cross / highway code. They will use their knowledge to create a campaign (in whatever form you choose) to educate peers / promote the importance of road safety <p>Road safety Highway code</p>
<p>Keeping safe with technology</p> <p>That for most people the internet is an integral part of life and has many benefits.</p> <p>Benefits of rationing time spent online, impact of positive and negative content online on mental and physical wellbeing.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online.</p>	<p>Know the benefits and disadvantages of the internet and how to stay safe online</p> <ul style="list-style-type: none"> Benefits and disadvantages of using the internet A good idea to limit the time spent on it and the time of day – eg not straight before bed. Children talk about which video sites they use. Children can talk about if they have ever made videos. Who checks to make sure these are ok? What things should you never do online? Children/people/youtubers sometimes say they will do certain things if they get so many followers, what is the danger of that? Children make a class guide on how to make sure they are safe when watching shows on you tube. <p>Trusted adult</p>	<p>Know how to be safe online including which information is safe to share</p> <ul style="list-style-type: none"> What is exciting about electronic equipment (tv, computer, tablet, phone etc.)- Why does everybody want the latest technology? Explain and link back to health- health promoting behaviours Discuss how long they think is enough screen time a day, what other things could they do to fill their time- maybe introduce a little mindfulness, being kind to others/their parents Look at scenarios- is this safe to share online etc – discuss reasons Various videos show online dangers (let me know which you choose) Discuss what happens if someone speaks to you whilst you were on 	<p>Children understand that a mobile phone is a privilege that parents allow. Children should be using a mobile phone safely and responsibly.</p> <ul style="list-style-type: none"> Make sure that we discuss that children get a phone at different times of their life and that it is their parent’s decision- discuss why parents might want children to wait for a phone. Produce a list of what modern phones can do and list whether each feature could present a danger to children Make an analogy about younger children not understanding some dangers (eg why do parents put reins on toddlers) just like that example parents understand dangers of a mobile phone more than children of 10 and 11 so it is important to listen. <p>Responsibility Mobile phone safety Online safety</p>	<p>Know about the pressures of keeping up with the latest technology and how this may affect the relationships with your care givers</p> <ul style="list-style-type: none"> Children are given the question ‘why is it important to have the latest technology?’ and discuss answers. What are the reasons that not everyone has the latest technology? How may people feel if they haven’t got the latest phone? Link to bullying and that being unkind to someone because they don’t have something is cruel How does their relationship with their parents become affected when they are told you can’t have something

	<p>Children understand that some things are not right for their age which is why they have age restrictions</p> <ul style="list-style-type: none">● Get the children to think about what they can do now that they couldn't do when they were younger, how does it feel now you are allowed to do them?● What things are the children excited to be able to do within the next few years- discuss why they are not ready for these things yet.● Look at computer game age certificates, why do these certificates exist?● What could you say to a child who feels very sad that they aren't allowed to play a game because their parents say they aren't old enough? (Child on child pressure) <p>There is a minimum age for joining social media (13) which protects them from inappropriate content or unsafe contact with others.</p> <p>-Mention this but go in more detail in year 4</p> <p>Trusted adult inappropriate (films tv etc) Child on Child pressure</p>	<p>Pupils understand that they need to show the same respect to people online as they do to people who they meet face to face</p> <ul style="list-style-type: none">● Discuss internet trolls and how this can affect children and their mental health● Why is it easier to be unkind on the internet than it is in real life?● Do you think the person who is the victim would be more worried by online abuse or face to face abuse?● What to do if people are unkind to you online (screenshot for evidence etc.) <p>Trolls kindness Respect</p>	<ul style="list-style-type: none">● Link above to buying a fifa bundle (where people pay but don't know what they're getting) (This a form of gambling). <p>Gambling Microtransactions in game currency/money real money</p> <p>Pupils have considered how to manage accidental exposure to explicit images and upsetting online material including who to talk to about what they have seen</p> <p>Children understand that a mobile phone is a privilege that parents allow.</p> <p>Children should be using a mobile phone safely and responsibly.</p> <ul style="list-style-type: none">● Give a few examples of 'problem page style problems' to the children about phones and get them to answer it<ul style="list-style-type: none">○ Parents not allowing their children a phone○ Child's friends has sent them something they didn't like○ Someone keeps being messaged by someone much older than them (discuss the anxiety that may cause link to mental health)● Create a 'contract' between children and parents about things they must agree to if the child is allowed on their parents phone/ given a phone of their own <p>Trusted adult inappropriate (films tv etc) Child on Child pressure Trusted adult inappropriate (films tv etc) Child on Child pressure</p>	<p>Children understand the need to be careful when online and people may not be who they appear online.</p> <p>Children understand that sending a picture of themselves to others online mean that picture can be used in all sorts of ways. Material provided online- once it is circulated, there is no way of deleting it everywhere.</p> <p>Know the importance of being careful about information shared online.</p> <p>Children understand that it is better to be honest and admit mistakes than to keep carrying them on</p> <ul style="list-style-type: none">● There are lots of videos out there on online safety and giving away details- watch a few of these.<ul style="list-style-type: none">● Print off 6 photos of each child. Get them to give them to each other in class. Then get swap them again and again. How easy is it to control your picture after you've given it out?● Discuss how people are unkind and that they may appear kind at first- some children have been asked for photos in their underwear. When they give these photos the other person asks for more 'private photos' or they'll send the underwear photos to family and friends- talk about having the courage to admit you've done something wrong rather than get into more and more uncomfortable circumstances. <p>Grooming safe</p>
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				<p>unsafe</p> <p>Respect</p> <p>Children understand how to make sure their social media is safe and secure and can look out for unwanted harassment</p> <ul style="list-style-type: none">• What is social media? How many different social media platforms can you think of?• What are the benefits and negatives of Social media?• What age are you legally allowed social media?• Becoming addicted to likes and followers and friends- the problem that this gives- think twitter and Instagram where people say that more is better- but by allowing people you don't know in, you expose yourself to more unwanted attention.• Checking the settings on your social media account – Who can see what you can see?• Do not accept harassment- it's not banter <p>Harassment</p> <p>child on child abuse</p>
<p>Basic first aid</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>Pupils know how to recognise early signs of physical illness</p>	<p>Pupils will know how to make a clear and efficient call to the emergency services.</p> <ul style="list-style-type: none">• Learn own address• Learn number to call for emergency services <p>999 emergency</p>	<p>How to make an emergency call and what makes an emergency.</p> <ul style="list-style-type: none">• Recap 999 <p>Children know how to put someone in the recovery position</p>	<p>Pupils know how to give CPR to someone. Pupils know what to do if someone is choking</p> <ul style="list-style-type: none">• Heart start- first half of training<ul style="list-style-type: none">○ Choking○ Recovery position• Recap recovery position• Recap burns and scalds (quick)	<p>Pupils can understand how to give CPR to someone</p> <ul style="list-style-type: none">• Heart start <p>CPR</p>

<p>such as weight loss or unexplained changes to the body</p> <p>How to make a clear and efficient call to emergency services if necessary. •</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Ambulance</p> <p>Police</p> <p>Fire service</p> <p>Trusted adult</p>	<p>Children to know what do to if someone has a burn or scald</p> <ul style="list-style-type: none">• Learn the steps for burns and scald• Learn the steps for the recovery position <p>burns</p> <p>scalds</p> <p>emergency services</p> <p>recovery position</p> <p>999</p>	<p>Recovery position</p> <p>999</p> <p>emergency services</p>	<p>Emergency</p> <p>recovery position</p> <p>Pupils know how to recognise signs of illness and what do to about it.</p> <ul style="list-style-type: none">• Discuss checking your body for lumps and bumps and how that becomes even more important as you get older. Checking in the toilet for blood.• Link back to puberty and the fact the body is changing rapidly so if you're worried ask someone.• Discuss the difference between low mood for a few days and depression• Design, make and answer a class problem page• Who to go to if you think something is wrong <p>Lumps</p> <p>Bumps</p> <p>Changes</p> <p>Concerns</p> <p>Doctor</p> <p>Health professional</p>
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For extra information and slides for the racism unit, please visit <https://www.antiracism.education/primary> .

Racism	Year 3	Year 4	Year 5	Year 6
Talking about Racism	<p>Pupils will understand the term ‘racism’.</p> <ul style="list-style-type: none"> - Begin lesson with supporting chn to see their similarities and differences (fruit salad). - Explain the importance of setting ground rules - create a set of ground rules for class. - Give chn pictures of people from different backgrounds and ask them to sort in different ways. - Discuss questions ‘what is race?’ and ‘Why do we need to talk about race and racism?’ - chn to write their initial ideas of what the definition is. - Discuss official definitions - Chn to sort diff scenarios, labelling them as racist act/not racist act. - <p>Race Racism Differences Similarities Anti-racist Racist</p>	<p>Pupils will understand the term ‘racism’.</p> <ul style="list-style-type: none"> - Begin lesson with supporting chn to see their similarities and differences (fruit salad). - Explain the importance of setting ground rules - create a set of ground rules for class. - Give chn pictures of people from different backgrounds and ask them to sort in different ways. - Discuss questions ‘what is race?’ and ‘Why do we need to talk about race and racism?’ - chn to write their initial ideas of what the definition is. - Talk about the fact that race is a social construct and their are no biological differences between groups of people. - Discuss official definitions - Chn to sort diff scenarios, labelling them as racist act/not racist act. - <p>Race Racism Differences Similarities Anti-racist Racist</p>	<p>Pupils will understand the term ‘racism’.</p> <ul style="list-style-type: none"> - Begin lesson with supporting chn to see their similarities and differences. - Explain the importance of setting ground rules - create a set of ground rules for class. - Give chn pictures of people from different backgrounds and ask them to sort in different ways. - Discuss questions ‘what is race?’ and ‘Why do we need to talk about race and racism?’ - chn to write their initial ideas of what the definition is. - Talk about the fact that race is a social construct and their are no biological differences between groups of people. - it and there is no scientific way to separate race due to the spectrum of genetic heritage. - Discuss official definitions - Chn to sort diff scenarios, labelling them as racist act/not racist act. - - Begin to discuss that there are different categories of racism (personal and interpersonal racism) - <p>Race Racism Personal racism Interpersonal racism Differences Similarities Anti-racist Racist</p>	<p>Pupils will understand the term ‘racism’.</p> <ul style="list-style-type: none"> - Begin lesson with supporting chn to see their similarities and differences. - Explain the importance of setting ground rules - create a set of ground rules for class. - Give chn pictures of people from different backgrounds and ask them to sort in different ways. - Discuss questions ‘what is race?’ and ‘Why do we need to talk about race and racism?’ - chn to write their initial ideas of what the definition is. - Talk about the fact that race is a social construct and their are no biological differences between groups of people. - it and there is no scientific way to separate race due to the spectrum of genetic heritage. - Discuss official definitions - Chn to sort diff scenarios, labelling them as racist act/not racist act. - - Discuss that there are different categories of racism (personal, interpersonal and institutional/systemic) explaining what each of these mean. (discuss notting hill carnival) <p>Race Racism Personal racism Interpersonal racism Systemic racism Differences Similarities Anti-racist Racist</p>

Defining anti-racism	<p>Pupils to know and understand what it means to be anti-racist</p> <ul style="list-style-type: none"> - Revisit meaning of race and racism - Present chn with the term ‘anti-racist’ - Discuss difference between non-racist and anti-racist (<i>video by John Amaechi</i>) - Present children with different scenarios and discuss what would be an anti-racist response. - in groups then as a class. - Discuss ‘which response would be anti-racist? Why?’ - Why is the other response not anti-racist? <p>Race Racism Differences Similarities Anti-racist Racist Anti-racism</p>	<p>Pupils to know and understand what it means to be anti-racist</p> <ul style="list-style-type: none"> - Revisit meaning of race and racism - Present chn with the term ‘anti-racist’ - Discuss difference between non-racist and anti-racist (<i>video by John Amaechi</i>) - Present children with different scenarios and discuss what would be an anti-racist response. - in groups then as a class. - Discuss which response would be anti-racist? Why? - Why is the other response not anti-racist? <p>Race Racism Differences Similarities Anti-racist Racist Anti-racism</p>	<p>Pupils to know and understand what it means to be anti-racist</p> <ul style="list-style-type: none"> - Revisit meaning of race and racism - Present chn with the term ‘anti-racist’ - Discuss the prefix ‘anti-’ and how it changes the meaning of racism. - Discuss difference between non-racist and anti-racist (<i>video by John Amaechi</i>) - Present children with different scenarios and discuss what would be an anti-racist response. - in groups then as a class. - Discuss ‘which response would be anti-racist? Why?’ - Why is the other response not anti-racist? - Chn to use sentence stems to reflect on the lesson (on the racism slides website). <p>Race Racism Differences Similarities Anti-racist Racist Anti-racism</p>	<p>Pupils to know and understand what it means to be anti-racist</p> <ul style="list-style-type: none"> - Revisit meaning of race and racism - Present chn with the term ‘anti-racist’ - Discuss the prefix ‘anti-’ and how it changes the meaning of racism. - Discuss difference between non-racist and anti-racist (<i>video by John Amaechi</i>) - Present children with different scenarios and discuss what would be an anti-racist response. - in groups then as a class. - Discuss ‘which response would be anti-racist? Why?’ - Why is the other response not anti-racist? - Chn to use sentence stems to reflect on the lesson (on the racism slides website). <p>Race Racism Differences Similarities Anti-racist Racist Anti-racism</p>
Redefining racism	<p>Pupils are able to use their knowledge of race/racism to ‘myth bust’.</p> <ul style="list-style-type: none"> ● Revisit the meaning of racism and anti-racism. ● Present children with the word ‘race’. Ask chn to choose from a selection of definitions which one matches the word. ● Discuss and define what a myth is and present children with a range of myths about race and racism. - children to discuss in pairs. <p>Systemic Racism Anti-racism Race</p>	<p>Pupils are able to use their knowledge of race/racism to ‘myth bust’.</p> <ul style="list-style-type: none"> ● Revisit the meaning of racism and anti-racism. ● Present children with the word ‘race’. Ask chn to choose from a selection of definitions which one matches the word. ● Discuss and define what a myth is and present children with a range of myths about race and racism. - children to discuss in pairs. ● Discuss briefly about systemic racism and how their is often misrepresentation in big systems <p>Systemic Racism Anti-racism</p>	<p>Pupils understand what systemic racism is and the impact it has.</p> <ul style="list-style-type: none"> ● Recap key terminology so far: Race, racism and anti-racism. ● Clarify the word systemic - link to system. ● Discuss what systemic racism might mean. ● Show visuals of people who hold power of the different ‘systems’ that are part of our world (government, education, NHS etc). (visuals in folder). (you’ll find that the people in power are a disproportionate amount of white people). ● Share some statistics about representation within these systems. Explain that these statistics show that people of colour are poorly represented in many institutions. 	<p>Pupils understand what systemic racism is and the impact it has.</p> <ul style="list-style-type: none"> ● Recap key terminology so far: Race, racism and anti-racism. ● Clarify the word systemic - link to system. ● Discuss what systemic racism might mean. ● Share some statistics about representation within systems such as government, NHS, education etc.). Explain that these statistics show that people of colour are poorly represented in many institutions. ● Look at the impact of a system on people of colour, then work as a class to identify the impact/ consequence. ● Explain that sometimes people try to find reasons/ excuses why such systems and

		Race	<ul style="list-style-type: none">● Look at the impact of a system on people of colour, then work as a class to identify the impact/ consequence.● Discuss what an anti-racist person might do when faced with something they believe to be systemic. - highlight that it is very difficult for one person to change a system. <p>Systemic Racism Anti-racism</p>	<p>policies are in place.</p> <ul style="list-style-type: none">● Discuss what an anti-racist person might do when faced with something they believe to be systemic. - highlight that it is very difficult for one person to change a system. <p>Systemic Racism Anti-racism</p>
Understanding racial socialisation and stereotypes	<p>Children understand some views and opinions are a result of racial socialisation.</p> <ul style="list-style-type: none">- Share the word stereotypes and discuss the meaning.- Share some common stereotypes that they will relate to.- Ask children if they agree with these statements. Explain that these are stereotypes.- Show children pictures of various people. Ask children what jobs they think they do? What language they think they speak? Where they think they might live? Why do they think that? Children to jot these initial ideas on post-its.- Reveal factual information about them.- Explain that some of our answers may be down to our racial stereotypes. <p>Stereotypes Representation</p>	<p>Children understand some views and opinions are a result of racial socialisation.</p> <ul style="list-style-type: none">- Share the word stereotypes and discuss the meaning.- Share some common stereotypes that they will relate to.- Ask children if they agree with these statements. Explain that these are stereotypes.- Show children pictures of various people. Ask children what jobs they think they do? What language they think they speak? Where they think they might live? Why do they think that? Children to jot these initial ideas on post-its.- Reveal factual information about them.- Explain that some of our answers may be down to our racial stereotypes. <p>Stereotypes Representation</p>	<p>Children understand that some views and opinions may be a result of racial socialisation.</p> <ul style="list-style-type: none">- Share some common stereotypes and discuss the meaning. (don't tell them they are stereotypes yet).- Discuss and explore the meaning of stereotypes and why we have stereotypes.- Discuss what racial stereotypes are.- Introduce the idea of racial socialisation,- Ask the children to create a list of words related to hero and villain. - discuss the features you find and whether the physical features/behaviours are associated with certain character traits.- Chn to discuss representation in shows/movies they watch. Who is normally the hero? Who is the villain? Do they typically have any particular racial groups. <p>Stereotypes Representation</p>	<p>Children understand that some views and opinions may be a result of racial socialisation.</p> <ul style="list-style-type: none">- Share a story title and basic story plot with the children without pictures. Ask children to conjure up an image of what they think the characters might look like. One character to be described as heroic and the other described as the villain.- Provide chn with a range of illustrations of people (different 'racialised' features) and ask which character will play which role. Discuss why they might think certain people should play certain roles. Are these based on things they have seen before?- Discuss their similarities and difference.- Discuss and explore the meaning of stereotypes and why we have stereotypes.- Discuss what racial stereotypes are.- Introduce the idea of racial socialisation,- Ask the children to create a list of words related to hero and villain. - discuss the features you find and whether the physical features/behaviours are associated with certain character traits.- Chn to discuss representation in shows/movies they watch. Who is normally the hero? Who is the villain? Do they typically have any particular racial group. <p>Stereotypes</p>

				Representation
Unconscious bias (Short session)	<p>Understand that they might judge people, based on their appearance. Understand that they should challenge their assumptions. Understand that we can't tell what someone's like from superficial characteristics.</p> <ul style="list-style-type: none"> - Discuss what a trait is - something that makes someone special - hair colour, hobbies, family ... - Look at pictures of a range of children and activities. - match the children with the activity they might like. - Discuss - how did you decide who liked what? Did you feel sure of your decisions? <p>Discuss how sometimes we judge people on how they look and why we may have these biases because of:</p> <ul style="list-style-type: none"> - Stories we read - People on TV - Things adults say. <p>Discuss on importance of treating everyone fairly and kindly no matter what they look like.</p> <p>Bias Trait Assumption</p>	<p>Understand that they might judge people, based on their appearance. Understand that they should challenge their assumptions.</p> <ul style="list-style-type: none"> - CT to describe various occupations. - children to draw representations of what these people look like. - Discuss any stereotypes that were picked up on, considering skin colour, hair, age, gender, disability. <p>Discussion</p> <ul style="list-style-type: none"> - Bias - assumptions made about people - Unconscious bias - judgements about someone without knowing what we're doing. - How would you feel if someone treated you unkindly because of the way you look? - What can we do if we notice ourselves being biased. <p>Bias Trait Assumption</p>	<p>Children to understand and identify their own biases. Understand that stereotypes may lead us to have conscious or unconscious biases. Learn how to challenge bias and avoid making assumptions based on superficial characteristics.</p> <ul style="list-style-type: none"> - Matching activity of people with various jobs. Can they tell who has which job? Why did they make their choice? (links of people here: https://static1.squarespace.com/static/623afdda1ba1e078112ad1d6/t/62864f77ee208f2216b7002d/1652969337594/KS2_Lesson_5_Unconscious+Bias_Worksheet.pdf) - Discussions including the following: <ul style="list-style-type: none"> - Bias - assumptions made about people - Unconscious thoughts - something happening in your head without realising it. - Unconscious bias - judgements about someone without knowing what we're doing. - What can we do about these thoughts. <p>Bias Trait Unconscious Assumption Stereotype Influence Inclusive</p>	<p>Children to understand and identify their own biases. Understand that stereotypes may lead us to have conscious or unconscious biases. Learn how to challenge bias and avoid making assumptions based on superficial characteristics.</p> <ul style="list-style-type: none"> - CT to read names of various occupations - children to draw representation of what people look like. - Discuss stereotypes had considering skin colour, hair, age, gender, disability. - Explain what an unconscious bias is. - Discussions including the following: <ul style="list-style-type: none"> - Bias - assumptions made about people - Unconscious thoughts - something happening in your head without realising it. - Unconscious bias - judgements about someone without knowing what we're doing. - What can we do about these thoughts. <p>Bias Trait Unconscious Assumption Stereotype Influence Inclusive</p>
Representation matters	<p>To understand the importance of representation and empathise with people who may be under-represented.</p> <p>Present children with a variety of images, showing activities.</p> <ul style="list-style-type: none"> - Asking children to choose an activity 	<p>To understand the importance of representation and empathise with people who may be under-represented.</p> <p>Ask children to think about the TV shows, films and books that look like them.</p>	<p>To understand the importance of positive representation and visibility in the media. To develop skills to critically evaluate media.</p> <p>Discuss the following questions:</p> <ol style="list-style-type: none"> 1. How often do you see main characters that are like you in TV programmes and 	<p>To understand the importance of positive representation and visibility in the media. To develop skills to critically evaluate media.</p> <p>Discuss the following questions:</p> <ol style="list-style-type: none"> 1. How often do you see main characters that are like you in TV programmes and

	<p>that they like and one that represents who they are and what they like to do,</p> <ul style="list-style-type: none"> - Remove the images that are child-friendly. - Ask chn to consider how it feels to have their choice taken away and to not be represented. <p>Ask chn to think about the tv shows, films and books that look like them.</p> <p>D</p> <p>iscuss how it feels to have characters that look like them/ how may it feel if they don't know characters who look like them.</p> <p>Representation Diversity Represent Difference Character</p>	<p>Discuss how it feels to have characters that look like them/ how may it feel if they don't know characters who look like them.</p> <p>Discuss how this is known as representation.</p> <p>Activity: Look at a picture of a child who is a person of colour. They are looking through books and tv shows but can't find any characters that look like they do. Think about how this person may feel.</p> <p>Children to draw a character for a tv series or book that would make this child represented. What clothes will they wear? What will they be like?</p> <p>Have an open compassionate dialogue to discuss the difference between children with different skin tones, reinforce both are positive.</p> <p>Representation Diversity Represent Difference Character</p>	<p>films? How does this make you feel?</p> <ol style="list-style-type: none"> 2. How would it feel if you never or rarely saw main characters that look like you on TV? 3. How would you feel if the character that looks like you in TV programmes and films were always the 'baddies' or given negative characteristics? <p>Activity:</p> <p>Watch the series of Sainsbury's adverts that feature a range of british families. https://www.youtube.com/watch?v=GqtcPLywgRU https://www.youtube.com/watch?v=WEHGzRgxH-U https://www.youtube.com/watch?v=8DdL6PuE4yU</p> <p>Discuss: were these adverts representative of the people in our country?</p> <p>Did they represent the people in your school community? Do you feel that they represented you and your family? - Does this feel important?</p> <p>Discuss how some members of the public took to social media to complain that that adverts featured black families that some white people believed didn't represent 'british families'.</p> <p>Representation Diversity Analysis Portray</p>	<p>films? How does this make you feel?</p> <ol style="list-style-type: none"> 2. How would it feel if you never or rarely saw main characters that look like you on TV? 3. How would you feel if the character that looks like you in TV programmes and films were always the 'baddies' or given negative characteristics? <p>Paired discussion:</p> <ul style="list-style-type: none"> - If we were only ever to see the world 'Musim' being used alongside the words 'terror' or 'terrorism' in newspaper articles, and if Muslim actors were only offered film roles relating to terrorism, what could happen? What harm could this cause to the Muslim community? What harm could this cause to those who are not part of the Muslim community? <p>Representation Diversity Analysis Portray</p>
Myth busting	To understand what a myth is and challenge assumptions about people and culture.	To understand what a myth is and challenge assumptions about people and culture due to race.	To understand the impact racial myths can have and to understand why each myth cannot be true.	To understand the impact racial myths can have and to understand why each myth cannot be true.
			<p>Share the definition of a myth - a made-up story, idea or concept.</p> <p>Recap the terms of race and racism from previous sessions.</p> <p>Split the class into groups of 3 or 4. Provide each group with a set of myth cards. Children to read</p>	<p>Share the definition of a myth - a made-up story, idea or concept.</p> <p>Recap the terms of race and racism from previous sessions.</p> <p>Split the class into groups of 3 or 4. Provide each group with a set of myth cards. Children to read</p>

			<p>each out and decide if they are true or false. - chn need to explain why they have made their choices.</p> <p>Discussion - who benefits / who is harmed from these myths?</p> <ul style="list-style-type: none">- Why might these myths have been created in the first place? (discuss how people in power use it to justify historica	<p>each out and decide if they are true or false. - chn need to explain why they have made their choices.</p> <p>Discussion - who benefits / who is harmed from these myths?</p> <ul style="list-style-type: none">- Why might these myths have been created in the first place? (discuss how people in power use it to justify historical
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<https://www.antiracism.education/primary>

Blue = ofsted review
Highlighted blue = covered in CW
Pink = key vocabulary
Green- new curriculum- 2026
[Primary \(KS1 and KS2\) lessons — Anti-Racism Education](#)