

Autumn 1 – 2019-20 (British Value: Mutual Respect)

		Learning Intention	Lesson overview	Possible resources/ideas for lesson including NETs
Health and Prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Y3 To understand the importance of looking after your body	Healthy body, breakfast, dressed well, brushing teeth, Sleep What happens if you don't sleep enough? If you don't wash? If you're in the sun for too long?	Clean teeth/ dirty teeth Sun burnt Body map for each table – what would the body look like for that theme: sunburn, teeth, tiredness, cleanliness (washing) and hunger
		Y4 To develop a positive body image	Body consciousness – What makes you feel good about yourself? How do you feel about yourself?	http://healthpoweredkids.org/lessons/self-esteem-and-body-image/ Detailed lesson focusing on self-esteem and body image.
		Y5 To develop a positive body image in the wider world	Body image, media perception, say nice things to each other Signs of physical illness (intro)	
		Y6 To understand the importance of a positive body image	Body image, magazine, social media, To look at what affects our body image What is a positive and negative body image? What affects our body image? When body image goes wrong. Media	Smart board presentation on P drive

Internet Safety and Harms	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices.	Y3: To discuss how free time is spent, and the importance of balance	Introduce what 'time online' means. Make a list of all they times they spend their free time doing, balance using a 'see-saw' time online vs time offline.	See saw Pictures of devices Screens in folder
		Y4: To identify if our time online is healthy	Recap: online vs. offline What do the class think is 'too much'? Class discuss how online time should be spent. –i.e. just fun or some balance between educational activities and homework. Role play discussion between an adult and a child about screen time Write a diary entry about the role play conversation.	Screens on P drive
		Y5: To discuss the pros and cons of time spent online	Identify how spending too much time at a computer/on a phone can cause health problems. Discuss the pros of using the internet. Produce a poster showing each side	
		Y6: To give advice to someone who is spending too much time online	Ask children to name ten things they do each do. Which do they spend most time on? Which do the spend too much or too little time on? Look at the letter from the child, Inaiya (aged 10) suffering from online addiction. Children are to annotate the letter, extracting examples of online addiction and coming up with solutions. Examples <ul style="list-style-type: none"> Preoccupation: The individual thinks about previous gaming activity or anticipates playing the next game 	Screens on P drive

- **Withdrawal:** symptoms when gaming is taken away (irritability, anxiety, boredom, cravings, or sadness)
- **All-encompassing:** the need to spend increasing amounts of time engaged in video games
- **Loss of interests** in previous hobbies
- **Deceptive:** Lies about usage
- **Escapism:** Use of video games to escape or relieve a negative mood
- **Jeopardy:** Jeopardized or lost a significant relationship, job, education etc.

Solutions

- Don't stop altogether: reduce slowly
- Set limits
- Eliminate how many systems you own
- Take a break every hour
- Limit how much money you spend on video games
- Find other hobbies, choose games with physical activity
- Include your family
- Seek help at school
- Find other hobbies

Using the online SC, write a letter advising her how else they could spend time, and why is it unhealthy to spend all their time at their computer/on a phone.

Mental Wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health.	Y3: To understand and develop a growth mindset	Introduce GM- fixed and growth-mindfulness. Show Class dojo episode one and discuss Brain gym. Brain health linked to body health. Water, sleep correct foods, happy relationships	Class dojo. https://www.youtube.com/watch?v=2zrtHt3bBmQ https://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things Mindfulness. Breathing exercises. U tude cosmic kids.com
		Y4: To be understand and develop a growth mindset	Embed GM and develop further examples of a fixed and growth and benefits and limitations.	Exercises-yoga and tai chi. Meditations. Time-to-change.org.uk-timed activities
		Y5: To understand the importance of mental wellbeing	Growth mindset- what are the two types of mind-set? Coping with stress. Expectations. Blob Tree- each blob has a different mind-set. In pairs choose one and explain how he feels. How can he change? What could the impact of his mind-set have on his health? What is mental health? Then children share ideas and create a poster in books with advice on how to cope with that emotion. EG: stress/ fear of failure/ loneliness Plenary- share ideas	BBC Teach video: https://www.youtube.com/watch?v=vRQkxeBDEF0 Blob Tree Twinkl mental health pp- some images pasted into smart
		Y6: To be able to develop a growth mindset What is mental health?	Who to talk to when worried- motivational/ inspirational quotes. Coping with stress. Expectations. Continue to discuss mental health- recap what they discussed in year 5	

Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Y3: To know what makes a good friend	<p>What are friends? Who are you friends with? Describe the personality traits of your friend. What makes a good friend?</p> <p>Task: Draw an imaginative friend – use key words around them to describe what they would be like.</p>	<p>Stick man figure Word banks – personality words</p>
		Y4: To know how to make friends	<p>What are friends? Who's your friend? Why are you friends? As a class, complete quiz which will help children learn how to make and keep friends. https://www.educationquizzes.com/ks1/personal-social-and-health-education/friends/ Task: Complete friendship booklet</p>	<p>Making friends clip https://www.youtube.com/watch?v=6qu2cQnULjE https://www.youtube.com/watch?v=RVmLtKqMfF4</p>
		Y5: To understand differences and similarities	<p>Starter: TTYP how are we same and different GAME: Choose 5 children to stand at the front of the class. Choose another child to describe one of them. "This person has" "This person likes....." "This person is good at....." "This person usually....." Who can guess who is being described? Swap over.</p> <p>Explain differences between different people-race, colour, ethnicity, cultures and religion. Task: create a poster comparing differences between you and your partner.</p>	<p>Ppt resource in mtp being safe folder</p>

		Y6: To respect and values others	What makes a good friend? What characteristics do they possess which makes them a good friend? Think about what are healthy and unhealthy boundaries and categorize them.	Healthy and unhealthy statement cards
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Autumn 2 – 2019 (British Value: Tolerance)

		Learning Intention	Lesson overview	Possible resources/ideas for lesson including NETs
Health and Prevention	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Y3 To understand what is an appropriate amount of sleep is.	Talk about the importance of sleep – why do we need it? What are the signs of lack of sleep? What are the signs of a good sleep? How do you get that? Create a poster on how to get a good night sleep.	https://www.twinkl.co.uk/resource/t-c-254520-getting-a-good-nights-sleep-guide
		Y4 To understand our sleep cycle and what happens at each stage.	Recap on the importance of sleep. Look ta the sleep cycle and explore what happens at each stage. Explore how much sleep is needed for different aged children. Draw a flow chart of the sleep cycle.	Sleep cycle powerpoint on p drive.
		Y5 To understand how lack of sleep affects you mentally	Recap importance of good quality sleep. How can sleep affect your brain/mood? How does lack of sleep affect your weight and in turn your mood? Compare using a ‘see-saw’ –mental effects of good quality sleep vs lack of sleep	Screens on P drive
		Y6 To explore the myths and truths around getting a good nights sleep.	To discuss with the class what they think is a good nights sleep is and what they feel like when they have had one. For example, do they concentrate better at school with a good nights sleep or do they enjoy playing more when they have energy?	Smart board and resource pack on p drive

Internet Safety and Harms	The impact of positive and negative content online on their own and others' mental and physical wellbeing.	Y3: To explain how to be safe online	<p>What is online? What are the risks of being online? How can you be safe online?</p> <p>Role play: how to be safe online vs how to be unsafe online.</p> <p>What advice would you give to someone being unsafe? Write a few sentences with your advice.</p>	See screens for scenarios One books needed
		Y4: To understand that online content can be negative as well as positive	<p>What does negative and positive online content mean? How do you know if something is negative or positive? What should you do if something is not right – flag it. What might happen if you don't flag things up? Task – Draw a flag and write the rules.</p>	Screens on P drive.
		Y5: To look at examples of positive and negative content, and discuss their impact	<p>Discuss whether or not anyone has seen anything online that made them feel bad. EG: messages, videos, news stories, webpages. How did they feel? What did they do in reaction? Make a list of strategies for what to do if they are in this situation: eg: tell an adult, take a break, avoid the site with that content. Read an example of someone who was made to feel worthless by something they saw online. Write a letter</p>	
		Y6: To analyse online content's effect on wellbeing	<p>Show the new word 'wellbeing' in a range of contexts. Children to use the context to establish meaning. Share definition. Children could use it to create their own sentence. Las could use a stem.</p> <p>Mindmap a range of content children view online.</p>	Screens on P drive.

			<p>Select an example. Ask what positive and negative effects it could have.</p> <p>Discuss the graphs, eliciting children's online usage.</p> <p>Children to use examples of the four types of content: body image, cyberbullying, oversharing and harmful information.</p> <p>Group/partner work: annotate impacts on wellbeing.</p> <p>Share findings. Children to add to their tables.</p>	
Mental Wellbeing	<p>That there is a normal range of emotions) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	Y3: To know that there are a range of emotions	<p>Discuss the range of emotions, happy, sad, anxious, confused, angry etc and know that they are all valid emotions that everyone experiences. Talk different situations and how to manage emotions. Provide varied vocabulary- writing frames for stem sentences. Drama.</p>	<p>What is mental health?KS1 powerpoint from twinkl</p> <p>http://content.twinkl.co.uk/resource/b5/1b/t-t-253148-emotions-board-game_ver_9.pdf?_token_=exp=1559725548~acl=%2Fresource%2Fb5%2F1b%2Ft-t-253148-emotions-board-game_ver_9.pdf%2A~hmac=9f0cb257ec78d1cdaea2398c51cb2afe13cf1b6915e6ac82a5c3ef9d3c4d6ac1</p>
		Y4: To know that there are a range of emotions	<p>Discuss the range of emotions, happy, sad, anxious, confused, angry etc and know that they are all valid emotions that everyone experiences. Talk different situations and how to manage emotions. Provide varied vocabulary- writing frames for stem sentences. Discuss dilemmas and role play- conscience alley.</p>	<p>What is mental health? KS2powerpoint from twinkl</p>
		Y5: To understand how to talk about my emotions	<p>What does the word emotion mean? Can you tell how someone is feeling from looking at them? Recap emotions- explain how different children/people can feel different emotions for the same activity. Different images portrayed. Link to mental health- in table groups how can a person portray that emotion and how can they overcome it.</p>	<p>Emotion cards- different images portrayed. Can you tell how someone is feeling from looking at them?</p> <p>Anger map and worries sheet</p>


			Share ideas and then complete an anger map individually and a worry sheet. If children want to discuss ideas at the end please share what to do if they feel those emotions.	
		Y6 To understand different ways to deal with my emotions	What is an emotion? How do you feel at different times? Different pairs/groups. write a short script to show scenarios which might trigger someone to feel a certain emotion.	Act out and freeze frame. Look at the posters and make own.Twinkl
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.	Y3: To know what is an appropriate touch	What does kind hands means? Explore personal space. What is appropriate touch? Can you touch someone unwillingly? https://www.youtube.com/watch?v=8iTPPh1d2j8 https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ https://www.youtube.com/watch?v=zNTUMNKSJwk Give children different scenarios of appropriate touch – how would they make you feel and why? Task: Body map – which areas of the body are inappropriate to touch.	https://www.twinkl.co.uk/resource/t-s-3559-appropriate-ways-to-touch-people-social-stories https://www.twinkl.co.uk/resource/cfe-s-70-my-body-belongs-to-me-social-story-booklet UNSAFE Touching
		Y4: To know what secrets are safe	What is a secret? Do you have any secrets? Who have you kept the secret with/ from? Why do we have secrets? Task: Sorting activity- safe and unsafe secrets. As a class, discuss each scenario Task: Go through PowerPoint with the class and discuss the different scenarios of keeping secrets.	Secret Vs Surprises https://www.youtube.com/watch?v=mBZ8kSYRCC8

		<p>Y5: To recognise inappropriate contact and who to approach</p>	<p>Starter: PW recap prior learning, what is a safe touch what is not a safe touch TTYP Watch links Go through social situations/ppt and discuss inappropriate contact Show appropriate method of contact-see poster, then go over inappropriate . Main Task: Teach your children the following safety rules:</p> <ul style="list-style-type: none"> • It's not okay to touch someone else's private body parts. • It's not okay for someone to touch his or her own private body parts in front of you. • It's not okay for someone to ask you to touch his or her private body parts. • It's not okay for someone to ask you to take your clothes off or to take pictures or videos of you with your clothes off. • It's not okay for someone to show you photos or videos of people without their clothes on. <p>Poster on inappropriate ways of contact and what to do.</p> <p>Plenary cups and arms</p>	<p>https://youtu.be/zNTUMNKSNwk https://youtu.be/S_ozRNyUZNI PPT saved I being safe folder in MTP area.</p>
		<p>Y6: To respect another person's personal space and boundaries</p>	<p>Children can learn when certain touch is necessary and when touch is not appropriate and can be refused. Ensure clear ground rules about personal space</p>	<p>https://www.youtube.com/watch?v=mYP4FH6xZW4 https://teachingsexualhealth.ca/wp-content/uploads/sites/4/6-DA-Personal-Space-and-Touch-2015.pdf</p>

Spring 1 – 2020 (British Value: Forgiveness)

		Learning Intention	Lesson overview	Possible resources/ideas for lesson including NETs
Health and Prevention	About personal hygiene and germs including bacteria and viruses and the importance of handwashing.	Y3 To explain how to wash your hands properly	Why do we need to wash our hands? Glitter activity – how far can the germs spread? Watch https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/ Write instructions on how to wash your hands thoroughly	Video Glitter (on playground) Instruction toolkit
		Y4 To understand what personal hygiene is.	Discuss what the children think personal hygiene is. Look at powerpoint showing different types of personal hygiene. <ul style="list-style-type: none"> - Brushing teeth - Washing hands - Wearing clean clothes - Showering or bathing regularly Make poster showing different types of personal hygiene.	https://www.twinkl.co.uk/resource/cfe2-p-112-cfe-second-level-personal-hygiene-powerpoint Personal hygiene powerpoint on p drive.
		Y5 To understand the importance of hand washing	Why do we need to wash our hands- in what situations do we need to? As a class, play a 'germ transfer' type game. Discuss what situations germs transfer between hands and importance of when to wash hands.	https://www.momjunction.com/articles/personal-hygiene-tips-for-kids_00372473/#gref – ideas for hand hygiene games
		Y6 To understand how hand washing can stop the spread of germs and disease	Why should you wash your hands? How can germs be spread? Fortune teller activity	All resources on p drive Create the handy tips fortune teller(in resources) Resource pack Also available online https://www.carex.co.uk/media/wysiwyg/carex/gb/cms/media/P-Activity_Session_Plan_Key_Stage_1-2_Oct13.pdf

Internet Safety and Harms	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.	Y3: To know how to behave respectfully online	Recap what online means. Discuss what bad behaviour online looks like https://www.youtube.com/watch?v=Fmi03EuR6q8 Have a discussion about what is right or wrong. Role play and thought tracking – show Share videos on slides and think about how it might feel being that person Children thought track how the person being bullied might feel. Now what advise could they give to the bully? What behaviour should they display? https://www.youtube.com/watch?v=bkl_inGltDc	Examples of unkind issues https://www.hockeycanada.ca/en-ca/hockey-programs/safety/cyberbullying/facts/examples-kids-teens-adults
		Y4: To consider the effect of online actions when sending and receiving messages	Identify how messaging can hurt people’s feelings. Know how to respond to a hurtful message online Task – text/email scenarios Children answer questions about appropriate responses and what they should do.	Screens Powerpoint Question sheets
		Y5:		
		Y6: To understand how to be a good digital citizen	What is a good digital citizen? Netiquette: what could this term mean? If you wouldn’t say it in person, don’t say it online. Look at these three categories: <ul style="list-style-type: none"> • Cyberbullying • Blackmail • Trolling Discuss what children understand by these terms. Co-construct definitions	Screens on P drive.

			<p>Table discussions: share examples of each.</p> <p>What is wrong with the communication? What could the recipient do?</p> <p>Task: create a set of rules for being a good digital citizen.</p> <ul style="list-style-type: none"> Remember the Human Adhere to the same standards of behavior online that you follow in real life Know where you are in cyberspace Respect other people's time and bandwidth Make yourself look good online Share expert knowledge Help keep flame wars under control Respect other people's privacy Don't abuse your power Be forgiving of other people's mistakes 	
Mental Wellbeing	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Y3: To understand and explore feelings of anger and how to deal with it	<p>What is anger? What makes your angry? What are the signs of anger? How does it affect your body?</p> <p>Task: worksheet – my anger triggers.</p>	<p>https://www.twinkl.co.uk/resource/t-c-202-seal-how-to-help-your-anger-cards</p> <p>https://www.twinkl.co.uk/resource/t-c-254805-my-anger-triggers-activity-sheet</p>
		Y4:		
		Y5: To understand when to ask for help	<p>Work through Twinkl mental health powerpoint- lots of discussion on times when we may be confused about feelings. Am I still normal? When should they ask for help? Discuss and create a poster explaining mental health and how people can get help.</p>	<p>Twinkl powerpoint on mental health and well being. When help is needed. What is normal and when help is needed</p>
		Y6 To understand actions are appropriate to feelings.	<p>To recognise signs of how another person is feeling. Discuss how they know and what they can do to help the other person. Think about they could change a negative thought into a positive thought. Watch the BBC clips and discuss the different emotions</p>	<p>https://content.twinkl.co.uk/resource/83/54/us-p-23-stages-of-loss-and-grief-death-display-poster.pdf?_token=&exp=1562247714~acl=%2Fresource%2F83%2F54%2Fus-p-23-stages-of-loss-and-grief-death-display-poster.pdf%2A~hmac=22f4f0c1514188e0af472bf2500b1a09a130a6fd011c7d45eca5a048e387a372</p> <p>https://content.twinkl.co.uk/resource/01/75/t-c-</p>

				255094-making-negative-thoughts-into-positive-thoughts-activity-sheet-english.pdf? token =exp=1562247808~acl=%2Fresource%2F01%2F75%2Ft-c-255094-making-negative-thoughts-into-positive-thoughts-activity-sheet-english.pdf%2A~hmac=79202691f22dd4ce1b466f8d2a8badcd30f5d19ac8492dd5269e90eebc86e8ed https://www.bbc.com/bitesize/topics/ztkk7ty/resources/1
Being safe	The importance of permission-seeking and giving in relationships with friends, peers and adults.	Y3: To understand the importance of asking for permission	<p>What is permission? Give scenarios where people have to seek permission and consequences of not? Each table has a different scenario to role play from the MAY I resource https://www.teach-this.com/images/resources/may-i.pdf</p> <p>Children decide if there should be a consequence</p>	<p>Scenarios https://www.kidsmartz.org/ https://www.teach-this.com/images/resources/may-i.pdf</p>
		Y4: To understand the consequences of not asking for permission	<p>Recap what is permission? Class carry out permission activity (adapt to your class). Discuss the consequences of not asking for permission for each action. Move onto asking for permission for different reasons e.g. staying out late, buying something online, going to friend's house etc and get each table to discuss the consequences (seriousness) of not asking for permission.</p>	<p>https://www.teach-this.com/images/resources/may-i.pdf</p>
		Y5: To understand the effects of peer pressure	<p>Starter TTYP, what makes a good friend Mind map qualities of a good friend after discussion, chn to create a mind map on sugar paper either with learning partner or as a table group. Whole class, what are the qualities for a good/bad friend? What are the qualities of your best friend? Take ideas from chn add onto mind map</p>	<p>https://binged.it/2LuKifD lesson plan resource in y5 resource folder</p>

			<p>What is peer pressure? TTYP. Take ideas then explain to chn what it means. Show video. Chn make notes</p> <p>Task: split class into small groups, show questions that they will discuss, jot ideas on sugar paper.</p> <p>Roleplay activities on screen Present mission to chn: befriend someone they have never become friends with in year5. Has to be someone that could do with a friendly face.</p>	
		<p>Y6: To make the right decisions</p>	<p>Discuss what the saying, "Beauty is only skin deep "might mean. Choose a person they like and write about the qualities they have(not what they look like). Then write about their own qualities.</p> <p>Watch the video. Discuss the word 'body image' with children. What does it mean, and what things do they think can affect the way people feel about their bodies? Talk in class about what children can do to avoid causing others to develop a negative body image. Discuss what they have learned about making a decision. What makes a right decision?</p>	<p>A picture or drawing of someone they like</p> <p>http://10.4.0.200/espresso/primary_uk/subject/module/video/item1081434/grade2/module1070013/index.html?source=search-all-KS2-all-all&source-keywords=make%20decisions</p>

Spring 2 – 2020 (British Value: Honesty)

		Learning Intention	Lesson overview	Possible resources/ideas for lesson including NETs
Health and Prevention	How bacteria and viruses are spread and treated.	Y3 To understand what a bacteria and virus is.	What are bacteria and viruses? Share PowerPoint with class. Draw two types of germs and then explain what they are and where they can be found. Give a picture of a body map and explain where the virus or bacteria can be found and what the signs would be.	https://www.twinkl.co.uk/resource/t2-s-204-types-of-germ-powerpoint
		Y4 To identify common illnesses and how to prevent them	Make a list of the common illnesses that children have. Look at powerpoint which identifies whether common illnesses are caused by a virus or by bacteria. Discuss the best ways to treat and prevent common childhood illnesses. Children to research common childhood illnesses and sort into those caused by bacteria and those caused by a virus. Children to match common illness names with symptoms.	https://www.twinkl.co.uk/resource/cfe-sc-26-germs-and-diseases-resource-pack Powerpoint and resources on p drive.
		Y5 To understand the effects of microbes on the body	Information cards of different microbes (bacteria, fungi and virus) – similar to top trumps given out. Children to learn and carousel activity of finding different partners and learning how each work and what diseases they can cause. Notes in magpie books. Discussion. Use the information collected about microbes to design their own 'superbug' and annotate – detail the effects on the body.	Information cards about microbes. Advice about resistance to antibiotics.

		Y6 To understand that microbes can sometimes make you ill.	Diseases and infections are caused by bacteria, viruses and fungi. Identify each illness and cause in the given scenarios. Discuss what is wrong with each child Complete word search or cross word.	All resources on p drive Smart screens Crossword Wordsearch Teachers notes Further support can be found on https://e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Harmful Microbes
Internet Safety and Harms	The importance of keeping personal information private.	Y3: To understand why you need to keep personal information private	What is personal and private information? https://www.youtube.com/watch?v=MjPpG2e71Ec Give children a variety of examples of information and children to sort into two groups: what is okay to share online and what is not okay to share online Explore why you need to keep your information private online. What could happen if you didn't? Role play different scenarios: decide if it is a safe or unsafe situation. Then as a class write what they have learnt and what they people should have done	Scenarios in folder.
		Y4: To understand how to keep your personal information private.	Explain need for strong passwords to ensure personal information cannot be accessed. Discuss privacy settings and how they control what people see on your online accounts. Task – complete activity sheet	Screens Powerpoints
		Y5: To understand how personal data is stored and shared online	Starter: Data Jargon buster matching activity (p11 of Quick links Safer internet day) What happens when I share personal information online: with a website on registration/ in a chat on a game.	

			<p>What is different? What could happen? Why is it important to be careful, and never share your information with strangers, or online without parental permission? What should you do if you are asked for that information.</p>	
		<p>Y6: To understand the importance of keeping personal information private</p>	<p>Write down everything you know about the person next to you. How do you know? Where did you find out? Who do we share information with online? What information do we share?</p> <p>Show children the two profiles: Priya and Ryan. They are to highlight the text, deciding whether it is information that could be shared openly, shared in certain circumstances or kept private.</p> <p>Discuss with whom they might share such information and why. What could be the consequence of oversharing?</p> <p>Task: children complete table showing with whom they would share personal information.</p> <p>Plenary: https://www.independent.co.uk/news/uk/home-news/facebook-fraud-risk-personal-information-like-page-data-to-go-short-film-a7120061.html</p>	

Mental Wellbeing	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Y3: To explore the importance of relaxation	What is relaxation / rest? How do you relax or rest? What activities or things do you do? Why is it important to have relaxing time? Task: mindfulness colouring with mindfulness music. How did you feel after doing this activity? Why is it important?	Mindfulness colouring Mindfulness music
		Y4:		
		Y5: To understand the importance of self-care	What is self-care? Why is it important? Recap mental health the importance of a healthy mind and body. How can we achieve this? What can we do to help ourselves feel healthy? Family, free time and hobbies. Create a schedule for them – making time for the above things. Plan a calendar month	Mindfulness activities Blank calendar Images of family, friends, outdoors, ideas for free or low cost family days out.
		Y6 To know how to take care of their minds as well as their bodies	Discuss what they do to keep their body healthy. Discuss ideas on how to look after their mental health and how looking after your body helps your mind.	Children to keep a diary over a set period of time to show how they look after their bodies and their minds. Show examples of how to relax eg mindfulness pictures
Being safe	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Y3: To know who is a safe adult who can be trusted	What does safe mean? Who is an adult you can trust? Why? Who is an adult you feel safe with and why? Are there any differences between them? Why? https://www.youtube.com/watch?v=tWg30kFDQT8 Give a variety of scenarios with adults that are safe or unsafe. Thought tracking. Think about stranger danger https://www.youtube.com/watch?v=SY7RhBszp0k	Scenarios https://www.kidsmartz.org/~media/KidSmartz/ResourceDocuments/KidSmartz_Trusted_Adult_Word_Search.pdf https://www.kidsmartz.org/~media/KidSmartz/ResourceDocuments/KidSmartz_Trusted_Adult_Word_Search.pdf

		<p>Y4: To recognise who is a stranger and how to react</p>	<p>Who is a stranger? How do you know if a person is a stranger? Watch and discuss YouTube clip https://www.youtube.com/watch?v=SY7RhBszp0k Task: Complete stranger danger quiz https://www.educationquizzes.com/ks1/personal-social-and-health-education/stranger-danger/ Task: Design a poster about stranger danger</p>	<p>YouTube clip – a friendly stranger https://www.youtube.com/watch?v=SY7RhBszp0k https://www.schoolbeat.org/en/parent/s/know-what-could-affect-your-child/personal-safety/what-you-need-to-know/stranger-danger/ Excellent website https://www.safety4kids.com.au/safety-zone/stranger-danger/care-for-your-friends</p>
		<p>Y5: To be able to deal appropriately in different situations</p>	<p>Starter, sort pictures in friendly and unfriendly behaviour TTYP: why is this friendly/unfriendly Show resolve conflict card. Chn to read play top trumps so that they understand Task: role play scenario and use the cards to show how to behave appropriately in the situations Write a poem how to deal appropriately in different situations Plenary: cups and arms</p>	<p>https://www.twinkl.co.uk/resource/t-t-4334-good-friend-discussion-and-sorting-cards https://www.twinkl.co.uk/resource/t-t-3643-how-to-be-a-good-friend-cards conflict cards role play scenarios on screen</p>
		<p>Y6: To be able to deal appropriately in different situations</p>	<p>Children to discuss what dangers there might be as they get older and have more freedom. Watch the videos to show different scenarios. Make a smart choice poster for different scenarios to help warn other children. Watch the final video. Discuss the implications when things are posted online.</p>	<p>https://www.youtube.com/watch?v=GWqTzeITGLY – inappropriate teachers / grooming https://www.youtube.com/watch?v=XoyyvBoDoaA https://www.youtube.com/watch?v=z1n9Jly3CQ8</p>

Summer 1 – 2020 (British Value: Responsibility)

		Learning Intention	Lesson overview	Possible resources/ideas for lesson including NETs
Health and Prevention	The facts and science relating to immunisation and vaccination.	Y3 To understand what a vaccine is and why they are good to have	<p>What is a vaccination? Talk about the flu jab (nasal spray) https://www.nhs.uk/Video/Pages/flu-heroes-nasal-flu-spray-for-kids.aspx</p> <p>How it works and why it is good to have them. https://www.youtube.com/watch?v=k7DGeWIKu0Q https://www.nhs.uk/Video/Pages/vaccinationanimation.aspx</p> <p>Task: have a class debate about having vaccinations vs not having vaccinations – What are the pros and cons?</p>	<p>Videos https://www.healthforkids.co.uk/staying-healthy/stopping-flu/</p>
		Y4 To identify diseases that have been controlled by vaccines.	<p>Recap why it is good to have vaccinations. Show the children part two of the NHS immunisation video (+ part 1 if forgotten from last year) https://www.nhs.uk/Video/Pages/Vaccinationanimation2.aspx</p> <p>Explore with the children diseases which are controlled by vaccination in the UK using https://www.nhs.uk/conditions/vaccinations/childhood-vaccines-timeline/?tabname=nhs-vaccination-schedule</p>	

		Y5 To understand what a vaccine is and how it works	Children to use different parts of the script to learn the Edward Jenner vaccination story. Roleplay – children to work out the importance of vaccinations for chicken pox and cowpox and how they work.	'Discovery of vaccination' script- Edward Jenner
		Y6 To understand how vaccines work and which vaccines happen at various stages of your life.	Watch clips of selected videos (links on smart screens) Ordering activity on how vaccines work Children create vaccination timeline	How vaccines work worksheet Smart screens https://e-bug.eu/games_home.aspx?cc=eng&ss=1&t=vaccination timeline
Internet Safety and Harms	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place.	Y3: To explore online abuse	How can the internet be an unsafe and negative place? What possible situations can happen? Explore what online abuse is. What might it look like? What is cyberbullying? https://www.youtube.com/watch?v=916K8xRxQZw https://www.youtube.com/watch?v=peDosNN713w How might that make you feel? What advice would you give them? Create a poster explaining why you should not cyberbully and how to respond if you do receive it	
		Y4: To explore online bullying	What is 'bullying'? What does cyberbullying look like? Children discuss cyberbullying scenarios and how they think they should respond. Write a paragraph to show what they have learned.	Screens on p drive.

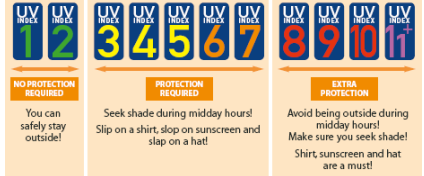
		<p>Y5: To discuss ways of responding to online abuse/ cyber-bullying</p>	<p>Look at an example of abuse online. Discuss ways of responding in the given situation, and debate the best strategy. E.g.: ignore it, report it online, tell a parent, retaliate. Decide on the best choice as a class, and write an explanation of what you should do and why.</p>	
		<p>Y6: To explore online harassment</p>	<p>Starter What is 'trolling'? A deliberate act making random or divisive comments on internet forums, comment sections or games to harass, provoke an emotional reaction or argument with the reader.</p> <p>Show a picture of a troll. Why has this term been chosen?</p> <p>Give some model sentences that use the word harass (Y5/6 statutory spelling list key word). Ask children to conjecture its meaning using the context. Children to write their own sentence using a given opener.</p> <p><u>Why do people troll (mindmap)?</u></p> <ul style="list-style-type: none"> • Physical and emotional distance makes the receiver seem less real • Easier to be mean on the internet than in person • Attention-seeking • Jealousy: they think the receiver deserves it (as they receive too much positive attention) • They get excitement/a buzz; this can become addictive • They like the feeling of control • The like getting retweets, Facebook likes etc. <p>Watch first half of video about why people troll http://www.bbc.co.uk/guides/zcg72p3</p>	

			<p>How to deal with trolls (mindmap)</p> <ul style="list-style-type: none"> • Don't feed the trolls — don't interact with them • Tell a trusted adult • Take screenshots of the interactions • Block and report them • If it's serious, tell the police (e.g. doxing: sharing personal information e.g. someone's whereabouts) <p>Watch second half of video about why people troll http://www.bbc.co.uk/guides/zcq72p3</p> <p>As videos are being watched and ideas shared, box up on the flipchart, using the two headings above.</p> <p>Children are to write two paragraphs using the information they have learnt.</p>	
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.	Y3: To explore loneliness	<p>What is loneliness? How can you recognise when someone is lonely? https://www.youtube.com/watch?v=BjRRrG8Vr6I</p> <p>Do thought tracking bubbles – How do you think the man was feeling at different stages. What can he do to help himself? What advice would you give?</p>	<p>Video Thought tracking bubbles</p>
		Y4:		
		Y5: To understand how to deal with loneliness	<p>Show an image and case study of Edith and elderly lady who is lonely. What is loneliness? What is isolation? Key facts about how loneliness can impact health. Share a poem about a young boy starting a new school. Share ideas. Roles play a new child at a school. Can they do a negative and</p>	<p>Edith- an elderly lady case study. On screen Poem about a lonely child</p>

			positive? How can loneliness impact someone? What can we do to help?	
		Y6 To know the difference between loneliness and being alone	Watch the video. What advice would you give to someone who is lonely? How could you help someone who is lonely? What makes loneliness work? How does social media make a lonely person feel worse?	https://www.youtube.com/watch?v=BjRRrG8Vr6I
Being safe	<p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>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</p> <p>How to recognise who to trust and who not to trust.</p>	Y3: To recognise when they feel unsafe around adults.	<p>Recap people we can trust from previous lesson.</p> <p>Give children 2 scenarios – one with an adult that will make the children comfortable and one adult that will make them uncomfortable (e.g. a stranger giving a sweet, or an adult shouting emotional abuse or physical abuse)</p> <p>https://www.youtube.com/watch?v=0VNOo09SSrE</p> <p>Do thought tracking</p> <p>What would you do to report this? Who could you speak to? Think about safe adults</p> <p>Make a list of all the people you can speak to when you feel unsafe.</p> <p>Design a poster about who to talk to</p>	Thought tracking Scenarios
		Y4: To report feelings of being unsafe	<p>Recap why do we have feelings and emotions?</p> <p>Talk through different types of feelings in our bodies e.g. sweating, shaking, butterflies, heart pounding etc. Ask children why these feelings can feel wrong and make you feel uncomfortable around adults?</p> <p>Task: Complete a Helping Hand of all the people you can speak to when you feel unsafe</p> <p>http://www.safetynetkids.org.uk/Activities/draw-your-own-helping-hand/</p>	<p>Helping Hand</p> <p>http://www.safetynetkids.org.uk/wp-content/uploads/2011/05/Draw-your-own-helping-hand.pdf</p>
		Y5 to know how to recognise and report feelings of being unsafe or feeling bad about any adult.	<p>Starter: guess the feeling youtube video</p> <p>What is child abuse? TTYP</p> <p>Discuss how to stay safe online and in physical world</p>	<p>Resources in y5 folder in MTP folder</p> <p>https://youtu.be/dOkYKyVFnSs .</p> <p>https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/</p>


			<p>Show ppt about abuse how to stay safe Main Do thought tracking What would you do to report this? Who could you speak to? Think about safe adults Make a list of all the people you can speak to when you feel unsafe. Design a leaflet about who to talk to Plenary Edit cups and arms, share a good one</p>	<p>https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/</p>
		<p>Y6:</p>	<p>Recap on all of the lessons taught previously and the main points they have learnt. Work in groups to write on sugar paper. Watch the video about respect. Why is respect so important? Listen to the song about how to keep safe and what to say. Discuss what a stranger means to them. Are all strangers bad? Write a story for younger children about stranger danger</p>	<p>https://www.youtube.com/watch?v=GOzrAK4gOSo https://www.youtube.com/watch?v=-lL07JOGU5o https://www.youtube.com/watch?v=SY7RhBszp0k</p>

Summer 2 – 2020 (British Value: The Rule of Law)

		Learning Intention	Lesson overview	Possible resources/ideas for lesson including NETs
Health and Prevention	Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage including skin cancer.	Y3 To understand how to keep safe in the sun	How does the sun affect our bodies? How can we protect ourselves? Task: Create a poster advising on how to be safe in the sun.	https://www.twinkl.co.uk/resource/t-m-493-sun-safety-display-posters https://www.twinkl.co.uk/resource/t-t-20666-sun-safety-powerpoint
		Y4 To understand what a UV rating is and how it helps us stay safe.	Recap how to stay safe in the sun. Explore the idea that the sun produces ultra violet radiation which is the harmful part of the sun's rays. Explore how weather forecasters give the UV rating for each day and the number they give tells us what to do. Children create their own UV Rating poster.	https://www.weatheronline.co.uk/weather/maps/forecastmaps?CONT=ukuk&MAPS=ugin&LAND= 
		Y5 To understand how to reduce the risk of sun damage	Recap how the sun affects the body – pros and cons – create a table Discuss how we can protect ourselves from the sun. Produce a persuasive poster about the dangers of sun damage and how we can reduce the risk.	
		Y6 To discuss ways to prevent exposure to the sun and how damage can be affected.	<ul style="list-style-type: none"> • avoidance of sunburn; • increased use of appropriate clothing to cover the skin; • increased use of shade; • avoidance of exposure to the sun when it is at its strongest; • use of high factor sunscreens to complement the other essential sun protection measures. Design a sun cream bottle which advertises	Additional information in the school teaching pack in the resources folder Smart screens Bottle outline

			the benefits of the cream and the importance of reducing the risk of sun damage	
Internet Safety and Harms	How online abuse, trolling, bullying and harassment can have a negative impact on mental health.	Y3: To understand the effect online abuse has on mental health	<p>What is online abuse? What is cyber bullying?</p> <p>Watch video of online abuse: Teacher to hot seat as that person to discuss thoughts and feelings.</p> <p>Then give children another scenario that they act out and then do thought tracking for.</p> <p>Children write their responses around picture of a child receiving abuse.</p>	<p>https://www.childnet.com/ufiles/1-Understanding-cyberbullying1.pdf</p> <p>https://www.understood.org/en/fr/ends-feelings/child-social-situations/online-activities-social-media/cyberbullying-what-you-need-to-know</p>
		Y4: To understand the effect bullying has on mental health	<p>Recap: What is 'bullying'? What does it look like? Why do people do it?</p> <p>Explore the effect it can have on mental health.</p> <p>Create a poster to raise awareness of Cyberbullying on mental health</p>	Screens on P drive.
		Y5: To identify trolling online, and respond appropriately	<p>What is 'trolling'? What does it look like? Why do people do it?</p> <p>Look at some examples of posts/comments online. Which of these count as trolling? What is the best way to respond to these types of messages/posts?</p>	"make a deliberately offensive or provocative online post with the aim of upsetting someone or eliciting an angry response from them
		Y6: To understand the effect harassment has on mental health	<p>What are the key types of online harassment?</p> <p>Matching activity looking at these key words and their definitions:</p> <ul style="list-style-type: none"> • cyberbullying • cyberstalking • doxing • hacking • hate-speech • threats • private-image sharing • blackmail 	Screens on P drive.

			<ul style="list-style-type: none"> trolling <p>Discuss with children and mindmap the effects of these types of online harassment on mental health.</p> <p>Ask children to come up with actions people can take if these offences were committed against them.</p> <p>Task: children to create a poster showing the types o harassment, their effects and actions victims could take.</p>	
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).	Y3: To understand what to do when you are not able to control your emotions.	<p>What are emotions? Play emotion board game – when have you felt that emotion? Why? What emotions do we struggle to control? Which ones are good and which ones are harder to control? What can you do to help you with this? Who can you speak to in the school to help you with this? – School website to look at staff list.</p>	http://content.twinkl.co.uk/resource/b5/1b/t-t-253148-emotions-board-game_ver_9.pdf?_token_=exp=1559725548~acl=%2Fresource%2Fb5%2F1b%2Ft-t-253148-emotions-board-game_ver_9.pdf%2A~hmac=9f0cb257ec78d1cdaea2398c51cb2afe13cf1b6915e6ac82a5c3ef9d3c4d6ac1
		Y4:		
		Y5: To understand who to turn to and recognise when a friend needs help	Recap Spring 1- when might we need help? Who should we turn to? How can we be a good friend and notice if someone seems to have problems? Share a story of Martha a child that was bullied. How could her friends have helped her? Bullying on line- link to on line safety that day. Create a leaflet or fact-file for how to get help if you need it. That could be given to year 5 children.	Use lap tops link with computing. Martha bullying case study- Twinkl
		Y6:		

Being safe	Where to get advice e.g. family, school and/or other sources	Y3: To know where to get advice when you feel unsafe	Recap on feelings that are unsafe and what to do. Watch ChildLine video https://www.youtube.com/watch?v=fCA6EhBhiC8 Introduce circle of networking (child in the middle, immediate family, friends, school and community) Task: create their circle of networking – who can they talk to.	Circle of networking  https://www.childline.org.uk/
		Y4: To understand the importance of getting advice	Why is advice important? Why do you need advice? What do you do with advice? Gimme 5 – who can you get advice from? Share and discuss Discuss different scenarios that chn will need to get advice e.g. lying, bullying, stealing, emotional stress, worry, physical pain etc. Group activity: Chn pick a scenario and mind map the consequences of getting advice/ not getting advice. Groups share their ideas with the class	https://rights4children.org.uk/people-and-places/wherever-you-live/ https://www.childline.org.uk/
		Y5: Y5 to know how to ask for advice or help for themselves or others, and to keep trying until they are heard,	Starter: what is advice? Why is advice important? Why do you need advice? What do you do with advice? Discuss the different places where the children can get advice. What do they know? Look at some of the different charities where they could get support. NSPCC Childline Task: create a poster/leaflet on where to get advice, create a replica of a Childline/NSPCC advert. Plenary: cups and arms	https://www.childline.org.uk/ www.nspcc.org.uk www.childline.org.uk

		Y6: To know where to get advice when you feel unsafe	Discuss the different places where the children can get advice. What do they know? Look at some of the different charities where they could get support. NSPCC Childline	www.nspcc.org.uk www.childline.org.uk

Useful link for being safe unit https://www.youtube.com/channel/UCdC2_Ejij_BxbNkHhzatEaw

<https://www.youtube.com/watch?v=h3nhM9UIJjc> good consent video