



**SUBJECT MEDIUM TERM PLANNING RHE**

Year Group: One	TERM: Spring	Theme: Family Online safety
<p>National Curriculum: RHE</p> <p><b>What makes a family?</b></p> <p><b>FA1 – who is in my family?</b></p> <ul style="list-style-type: none"> <li>• Understand that families are made up of a special group of people, which changes gradually over time.</li> <li>• Understand that these people are all connected in different ways, and that these connections are important</li> </ul> <p><b>Fa2 – do families always stay the same?</b></p> <ul style="list-style-type: none"> <li>• Understand how changes and events can influence our feelings</li> </ul> <p><b>Fa3 – How should families treat each other?</b></p> <ul style="list-style-type: none"> <li>• Understand that children and adults both have responsibilities to each other.</li> <li>• Understand that we should feel loved, cared for</li> </ul> <p><b>Online safety</b></p> <p><b>OS1 Screen Time (L1)</b></p> <ul style="list-style-type: none"> <li>• Understand that people need to get the correct balance of time spent online and offline</li> </ul> <p><b>Os2 personal information (S1)</b></p> <ul style="list-style-type: none"> <li>• Understand why we shouldn't share personal information</li> <li>• Understand how to keep our personal information private and safe when we are online</li> </ul>		

Context: This unit builds on the work the children have covered in their SEAL sessions in FS2 on Relationships (Summer1).

During this unit the children will learn that a family is a group of people who are connected in different ways. The children will learn to talk about the people that make up their own household. They will learn that we should all feel loved and cared for and that both children and adults have responsibilities to each other.

Children will also learn that families can change over time. The children will learn that bereavement, birth or moving house can lead to change within a family. The children will then consider how these changes would make them feel.

### Online Safety

This unit will build on work the children have covered during Safer Internet day in FS2 – Spring 2.

This unit is part of the Sheffield online safety curriculum and links to the online safety lesson that are taught through the computing curriculum.

During this unit the children will learn to identify what it means to be having screen time and understand that too much screen time can affect someone's mood. They will learn that people need to enjoy a range of different activities during the day for example being active and spending time with others.

Concepts: Relationships, Change, Feelings  
Staying safe.

Vocabulary:

## Family

Family	A group of people who are related to each other
Change	To make something different
Different	Something that is not the same
Same	Something equal
Responsibility	Being dependable and making good choices.

## Online safety

Screen	looking at a television, phone or tablet
Online	Being connected to the internet
offline	Not connected to the internet.
Private	Something that is just for you and not to be shared.
Personal information	Information that can tell you who a person is. This could be their name, address or birthday

<p>The children will also learn what their personal information is for example age, address and birthday. They will learn why this is private and should not be shared online.</p>		
<p>Prior Knowledge: The children will be able to talk about the special people in their own family and say who lives in their house.</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?) The children will learn how family structure can vary based on religion, ethnicity, gender and age</p>	
<p>End points /by the end of this unit pupils will... Be able to say what a family is. Identify at least one change that can take place in a family over time. Understand that children and adults both have responsibilities in a family. Be able to say what their personal information is Understand that too much screen can affect someone's mood</p>	<p>Crucial knowledge What is a family? <b>A group of people who are related to each other.</b> What changes could happen for a family? <b>Birth, death, moving</b> Birth, death or moving house are all types of change that can take place in a family. What is personal information? <b>Name address, birthday</b></p>	

### Lesson Number 1

<h3 style="text-align: center;">Lesson Number 1</h3>		
<p>What makes a family? Key learning: Understand that families are made up of a special group of people who are all connected to each other</p>	<p>Concepts: Relationships, Change, Feelings</p>	<p>Lesson structure: <b>Presentation: Who's in my family?</b> Introduction Partner talk: How many people live in your house? How many people are in your family?</p>

<p><b>Success Criteria:</b>  I can say what a family is  I know that families may change over time.  I understand that people in a family are connected and these connections are important.</p>	<p><b>Suggested resources:</b>  Presentation- who is in my family.  Family tree recording sheet.  Recipe for a happy family recording sheet.</p>	<p>Are there any other adults that you trust, who are not actually part of your family?  Make the connection with the Rights of a Child. I have a right to live with a family who care for me Article 9.</p> <p><b>Direct teaching</b>  <b>Class discussion:</b>  - Do families always stay the same?  Have some people left? (died or moved away)  - Have some new people joined? (been born, new marriages/partners of your relatives)  - What are the different roles (jobs) that people in your family do? (Who cooks the food? Who cleans the house? Who goes to school? Who goes to work? Who needs looking after? [mention young carers] Who makes people laugh?  - Do these roles stay the same, or should they be shared?</p> <p><b>Class activity - Stand up/Sit down:</b>  Read out a job/chore/role that might be done in the house. Children stand up if they do it sometimes, sit down if they don't</p> <p><b>Class activity:</b>  Create a recipe for a happy family. Shared writing exercise, where teacher takes suggestions for and writes the ingredients and instructions that create a happy home:  1) A dollop of smiles  2) A sprinkle of hugs  3) 500g of kind words  extra support for any children that require it.  Follow up activity: Make "Tree of my life"  Make a "network" - all the people in your life and how they relate to each other, and to you  Concentric circles of intimacy Extension: Write on the branches how each person connects to each other (partner, carer, married, sister, mother, uncle, friend etc...)</p> <p><b>Additional Activities,</b>  Children to create their own recipes for a happy family</p> <p>key questions  Who is in my family?  Do families always stay the same?  Are there any new members of your family?</p> <p><b>Challenge:</b>  Adaptive teaching for SEND:</p>
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<b>Vocabulary:</b> Family, different, people, change, roles, unique, different, loss		

Lesson Number 2		
<b>Key learning:</b> Do families always stay the same?	<b>Concepts:</b> Relationships, change, feelings	<b>Presentation: Do families always stay the same? &amp;</b> Introduction Big question Do families always stay the same? Stimulus Book: <i>Bad Bye, Good Bye</i> <i>By Deborah Underwood (2014)</i> <a href="https://www.youtube.com/watch?v=R0x3RgqIcRk">https://www.youtube.com/watch?v=R0x3RgqIcRk</a> Direct Teaching Read book and ask questions <ul style="list-style-type: none"> <li>- How does the book change? (compare beginning and end)</li> <li>- Why was there so much 'bad' at the start of the book?</li> <li>- What changes?</li> <li>- Have you ever felt like the character in the book?</li> <li>- What advice would you give them?</li> </ul> Class discussion <ul style="list-style-type: none"> <li>- What changes can happen to families? [moving home, losing toys, pets dying, friends moving away – discuss death of people if it comes up, but don't dwell on it]</li> <li>- How might we feel when these changes occur?</li> <li>- When we feel sad, are these feelings forever? [no, they get less painful over time. We don't forget, but we learn to be happy again and find new exciting reasons to be joyful]</li> </ul> Activity Create an illustration of a good moment and a bad, in the style of the book: Good _____ Bad _____ For example "Good bike" for when you received one as a birthday present or "Bad Bruise" for when you fell off and hurt yourself.
<b>Success Criteria:</b> I can say how change can affect our feelings I know that every family is unique I can say how a family may change over time.	<b>Suggested resources:</b> Bad Bye Good Bye By Deborah Underwood. <b>Presentation: Do families always stay the same?</b>	

		<p>Key Questions</p> <p>Do families always stay the same?</p> <p>What changes can happen to families?</p> <p>How might we feel when these changes happen?</p> <p>Challenge:</p> <p>Adaptive teaching for SEND:</p>
<p>Vocabulary: Family, change, moving, forever, feelings</p>		

Lesson Number 3		
<p>Key learning:</p> <p>To understand how families should treat each other</p>	<p>Concepts:</p> <p>Family, relationship</p>	<p><b>Presentation: How should families treat each other</b></p> <p><b>Introduction</b></p> <p>Partner talk</p> <ul style="list-style-type: none"> <li>- How do we have fun in our families?</li> <li>- What is family life like for you?</li> <li>- Describe a typical day in your house at a weekend</li> </ul> <p>Direct Teaching</p> <p>Class discussion</p> <ul style="list-style-type: none"> <li>- What would the “perfect child” look like? [No such thing - part of growing up is trying things, getting things wrong, and learning from our mistakes]</li> <li>-What does the “perfect family” look like [doesn’t exist - all families have problems, but every member of the family should try and make it a nice place to be]</li> </ul> <p>Shared writing</p> <ul style="list-style-type: none"> <li>- We can never be perfect, but we can try to treat our families kindly</li> <li>- On whiteboard, teacher makes a list of ways in which we should try to act</li> </ul> <p>Class discussion:</p> <p>Review lists made during shared writing activity</p> <p>[Be polite (please, thank you), be kind (ask for examples), be considerate (be quiet when appropriate, do something nice for a person you love), ask for permission, ask our family how they are, do jobs that help make the house nice]</p> <p>These are our responsibilities</p> <p>Class discussion:</p>
<p>Success Criteria:</p> <p>I can tell you about the different responsibilities children and adults have in a family.</p> <p>I know what to do if my needs are not being met.</p> <p>I understand I should feel loved and cared for and safe in my own house.</p>	<p>Suggested resources:</p> <p>Presentation: How should families treat each other?</p> <p>Poster making resources</p>	

		<p>- What should we expect from our families? [Care (children need to be looked after), love (nice words, smiles, hugs), rules (children need to know what is right and wrong), &amp; privacy (we all need time to be alone), someone to listen to our problems]          These are our families' responsibilities          How should we feel at home [safe from harm, special, listened to]          - What should you do if you are not getting these things? Talk to an adult that you trust (teacher, relative,          call child line 0800 1111)          Follow Up activity  <b>Activity: Describe your home</b>          Families are never perfect, so we are going to include the negative parts of our family as well.          Create a poster using these colour codes:          Green - Things that make me smile about my family          Red - Things that are not perfect about my family          Blue - Responsibilities</p>
<p><b>Key Vocabulary:</b> Family, responsibility, kindness</p>		

Lesson Number 4		
<p><b>Online safety</b>  <b>Screen Time</b>            Key learning:            To know people need to get the correct balance of time spent online and offline.</p>	<p><b>Concepts:</b>            Safety, feelings</p>	<p><b>Lesson structure</b>  <b>Presentation: Screen Time</b>            Introduction            Watch:            What can happen if we spend too much time online? Can too much gaming affect our mood?            Discuss as a class</p>
<p><b>Success Criteria:</b>            I know what it means to be online and off line            I know my mood can change if I spend too much time online            I can tell you why people need to balance the time spent on and off line.</p>	<p><b>Suggested resources:</b>            Presentation: Screen Time            Read and Murphy: Screen Time and Mindfulness            Digital 5 a day recording cards</p>	<p><b>Direct Teaching</b>            Watch:            Red and Murphy: Screen Time and Mindfulness  <a href="https://www.youtube.com/watch?v=FNQmoOLF6YY&amp;t=7s">https://www.youtube.com/watch?v=FNQmoOLF6YY&amp;t=7s</a>            Watch:            The Digital 5 A Day CHALLENGE - by the Children's Commissioner   Simply Luke  <a href="https://www.youtube.com/watch?time_continue=650&amp;v=MsUGmyjqw2w">https://www.youtube.com/watch?time_continue=650&amp;v=MsUGmyjqw2w</a>            Look at the 5 elements of the 'Digital 5-a-Day'</p>

- Connect
- Be active
- Get Creative
- Give to others
- Be mindful

From: <https://www.childrenscommissioner.gov.uk/2017/08/06/digital-5-a-day/>

What is a healthy amount of screen time?

When is a sensible bedtime?

Discuss in pairs before feeding back to the class.

Follow up activity

[Use PowerPoint Activity: Digital 5-a-Day – \(Print\)](#)

Children sort pictures of online

activities into 6 piles:

- Connect
- Be active
- Get Creative
- Give to others
- Be mindful
- Not part of our digital 5-a-day

Key Questions

What can happen if we spend too much time online?

Can too much gaming affect our mood?

What is a healthy amount of screen time?

When is a sensible bedtime?

Challenge:

Adaptive teaching for SEND:

Vocabulary: screen, connect, online, offline, mood



<p><b>Online safety</b>  <b>Personal information</b>  Key learning:  To understand how to use our personal information online.</p>	<p>Concepts:  Safety</p>	<p><b>Use Presentation: Delivery for Webster - Personal Information</b>  Lesson structure:  Introduction</p> <ul style="list-style-type: none"> <li>• What is personal information?</li> <li>• Why should we keep our personal information safe online?</li> </ul> <p>Direct Teaching  Read eBook:  <a href="https://cdn.netismartz.org/ebooks/DeliveryForWebster-Book.pdf">https://cdn.netismartz.org/ebooks/DeliveryForWebster-Book.pdf</a></p>
<p>Success Criteria:  I know what personal information is  I know why we shouldn't share personal information  I know how to keep personal information private and safe when we are online.</p>	<p>Suggested resources:  Presentation: Delivery for Webster – personal information.  Ebook – delivery for Webster  Smart Crew 3 Video clip</p>	<p>- Why was Webster excited about the pop-up, with the dragon on it (page 2)  - Was the game really free? (page 3)  - Why did Webster end up with a lot of junk mail? (page 19)  - Why would anyone want to send you junk mail? (page 23)  Sort information on board into 2 categories  Watch:  Smart Crew 3: Personal Information  <a href="https://www.childnet.com/resources/the-adventures-ofkara-Winston-and-the-smart-crew/chapter3">https://www.childnet.com/resources/the-adventures-ofkara-Winston-and-the-smart-crew/chapter3</a></p> <ul style="list-style-type: none"> <li>• Have you ever been asked a personal question by someone online?</li> <li>• Which of the following questions are worrying?</li> <li>• What's your real name?</li> <li>• How are you?</li> <li>• What games do you like?</li> <li>• Where do you live?</li> <li>• Can you send me a picture of you?</li> <li>• Do you like unicorns?</li> </ul> <p><i>Alternative resource:</i>  Watch:  Hector's World - Episode 1: "Details...Details..."  <a href="https://www.youtube.com/watch?v=zEA7324y00A">https://www.youtube.com/watch?v=zEA7324y00A</a>  Discuss video:  What problems did they face?  What could they do better? To stay safer?  Activities  Independent activity for strong readers, or adult-supported small group activity:  <b>Activity 1 - Personal Information and sharing – Use proforma.</b>  Sort information into "safe" and "not safe to share". Are there any grey areas?</p>

Examples include:

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

Activity 2:

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

Key Questions

What is personal information?

Why should we keep our personal information safe online?

Challenge:

Extension opportunity:

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

Adaptive teaching for SEND:

Vocabulary: personal information, private