



SUBJECT MEDIUM TERM PLANNING

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| Year Group: Two | TERM: Spring 1 | Theme: Family Online Safety |
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National Curriculum: RHE
 Fa4 – When should I say no?
 - Understand that other people need permission before they can touch us
 - Understand that some parts of our bodies are more private than others
 - Know that if someone doesn't want us to touch them, we must respect that
 FA5 – who owns my body?
 - Understand that certain parts of our bodies are very private, and only we get to decide what happens to them
 - Understand that secrets and surprises are different
 - Know how to report concerns
 FA6 –Are all families the same?
 Understand that families are highly varied; no family is the same
 OS1 Online strangers (P1)
 Understand that people online are strangers if we don't know them in real life
 - Understand that we shouldn't share private and personal information with strangers
 Os4 Fake News (NI)
 Understand that anybody can put things online
 Recognise the difference between truth and fiction
 Understand that things online are often not true
 Become more familiar with the term 'Fake News'

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| Context: This unit builds on the work on families covered in year 1, Spring 1. During this unit the children will learn more about how family structures can vary and that every family is unique The children will learn how gender, race, religion and age can differ in households. The children will also learn that their body belongs to them and that some parts of our | Concepts: Family, Relationships, Belonging Staying Safe | Vocabulary: <table border="1"> <tr> <td colspan="2"><u>Family</u></td> </tr> <tr> <td>Gender</td> <td>If someone identifies as a boy or girl</td> </tr> <tr> <td>Race</td> <td>A group of people who may have features in common. This could include skin tone or hair type.</td> </tr> <tr> <td>Age</td> <td>How many years you have lived since birth</td> </tr> <tr> <td>Private</td> <td>The things that are just for us.</td> </tr> <tr> <td>Trust</td> <td>The people that we rely on to help us.</td> </tr> </table> <u>Online Safety</u> | <u>Family</u> | | Gender | If someone identifies as a boy or girl | Race | A group of people who may have features in common. This could include skin tone or hair type. | Age | How many years you have lived since birth | Private | The things that are just for us. | Trust | The people that we rely on to help us. |
| <u>Family</u> | | | | | | | | | | | | | | |
| Gender | If someone identifies as a boy or girl | | | | | | | | | | | | | |
| Race | A group of people who may have features in common. This could include skin tone or hair type. | | | | | | | | | | | | | |
| Age | How many years you have lived since birth | | | | | | | | | | | | | |
| Private | The things that are just for us. | | | | | | | | | | | | | |
| Trust | The people that we rely on to help us. | | | | | | | | | | | | | |

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| <p>body are private. The children will learn that they should always ask permission before touching someone else and that they have a right to say "NO".</p> <p>The children will then move on to look at online safety during safer internet day. They will learn that people online are strangers if they don't know them in real life and that they must not share personal information with strangers. The children will learn that not everything they read online is real and start to recognise the difference between truth and fiction.</p> | | <p>Permission</p> <p>Fake</p> | <p>To be allowed to do something</p> <p>Something that is incorrect or untrue</p> |
| <p>Prior Knowledge: The children will already know that there are different types of families and that family structure can vary in terms of size and role. The children will also be aware that the structure may change over time through birth, death and moving</p> <p>The children will also know what it means to be online or off line and understand what their personal information is.</p> | <p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p> <p>Know that families offer each other support but sometimes they can experience problems e.g. divorce, illness</p> | | |
| <p>End points /by the end of this unit pupils will... be able to say how gender, race age or ethnicity may differ within a family.</p> <p>Explain what it means to ask for permission.</p> <p>Understand that parts of their body are private.</p> <p>Know that most people online are strangers</p> <p>Know that not everything they read online is real.</p> | <p>Crucial Knowledge</p> <p>Are all families the same? Why not?</p> <p>They can vary in terms of size, age, gender, religion.</p> <p>What does it mean to ask permission?</p> <p>To ask someone if you are allowed to do something.</p> <p>Should you believe everything you read online?</p> <p>No, somethings are made up</p> | | |

Lesson Number 1

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| <p>Key learning: Recognise that no family is the same</p> | <p>Concepts: Family, Relationships, Belonging</p> | <p>Lesson structure: Introduction Pose Question Are all families the same? Children to discuss and share their response.</p> |
| <p>Success Criteria: I can identify what makes a family. I can identify some differences between families. I can draw a picture of a family that is different to my own</p> | <p>Suggested resources: Flipchart Big Book of families Family Drawing recording Sheet.</p> | <p>Direct teaching Give the children two minutes to write as many ideas down as they can. Ask the children to discuss what is special about their own family. Look at images of different families, can the children see a family like theirs? Can they see a family that is different to theirs? Watch the video “The Great Big Book of Families”. Is your family similar/ different to the ones in this book? Yes/ No Quiz time – Children to work with a partner to answer questions about the story Challenge Question What religion might a family be? How many can you think of?</p> <p>Activities, Follow Up-- Children to draw a picture of a family that is different to theirs. Children to consider Race, gender, religion, disability etc.</p> <p>key questions Are all families the same? What makes a family? Challenge: Deepening – Children to add questions underneath that they would like to ask this family Adaptive teaching for SEND:</p> |
| <p>Vocabulary: family, Cultures, normal, difference, same, gender, religion</p> | | |

Lesson Number 2

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| <p>Key learning: To recognise when we should say no.</p> | <p>Concepts: Safety, feelings, respect</p> | <p>Lesson structure: Introduction Presentation: <i>When should I say no?</i> <i>Look at the book No Means No By Jayneen Sanders</i> https://www.youtube.com/watch?v=-UNGPCJctDk</p> |
| <p>Success Criteria: -I know that other people need permission before they can touch us - I know that some parts of our bodies are more private than others - I Know that if someone doesn't want us to touch them, we must respect that</p> | <p>Suggested resources:</p> | <p>Direct Teaching What is this book about? - Why is it important that our bodies are our own? [We need to protect ourselves; our bodies are very sensitive; only we know whether something feels good or is painful; they belong to us] - Is it ever ok for a person to touch another person without consent [Only for safety reasons: crossing a road, to rescue someone from danger, if a child is hurting someone else] Class discussion Video <i>Consent for kids</i> https://vimeo.com/184545127 Play until 1:50 N.B. This video contains themes that may not be fully understood by KS1 children, however it is useful when explaining the activity. After the 1:50 mark, it mentions that children cannot consent to "sexual stuff", which is not necessary at this stage. This theme is covered in a more child friendly way in the next unit - 'Fa5) Who owns my body? I do!' - Who needs consent before they can touch your bodies [everyone] Give examples of how to deal with unwanted touch. Model how to ask for things, and accept the reply. What do we do if someone is not asking for our consent or if they touch us when we say no? [Tell an adult you trust, it is not your fault, you never have to keep it a secret] Activities, <i>Practice consent</i> - Practice asking, and consenting to hugs Rules - Ask politely if you may do one of these things</p> <ul style="list-style-type: none"> • Wave to each other • Shake hands • Give them a soft pat on the back • Have a full hug <p>- Listen to the answer - Accept it and act appropriately - Check that you are not harassing, pestering, pressuring or forcing them to do anything - No means no - If you don't want to touch anyone, then you don't have to. You can ask to wave at them</p> |

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| | | <p>instead.</p> <p>key questions</p> <p>Are some parts more private than others? Yes - our hands are often touched - for example shaking hands. Our bodies are more sensitive than our arms. Our private parts (In between our legs) are the most sensitive. No-one should ever touch you here without your permission</p> <p>Challenge:</p> <p>Deepen -</p> <p>Adaptive teaching for SEND:</p> |
| <p>Vocabulary:</p> <p>Consent, private, permission</p> | | |

| Lesson Number 3 | | |
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| Key learning: | Concepts: | <p>Presentation: Who owns my body? I do!</p> <p>Lesson structure: Introduction</p> <p>Stimulus</p> <p>Watch: Pantosaurus (NSPCC)</p> <p>https://www.youtube.com/watch?v=-lL07JOGU5o</p> |
| Success Criteria: | Suggested resources: | <p>Class discussion</p> <p>Is it ok for someone to ask you to keep a secret? [No, you can always tell a trusted adult a secret - you should never get into trouble for sharing something, especially if it is making you worry]</p> <p>Direct Teaching</p> <p>Stimulus</p> <p>Miles Is the Boss of His Body <i>By Samantha Kurtzman-Counter (2014)</i></p> <p>https://www.youtube.com/watch?v=WYlpck6xE3E&ab_channel=DorothyS</p> <p>What was Miles upset about?</p> <ul style="list-style-type: none"> - Did anyone mean to upset him? - Is there anything that Miles' family needs to do better? - What should Miles do if people keep touching him in ways that he doesn't like? <p>[Tell a trusted adult or call Childline on 0800 1111]</p> <ul style="list-style-type: none"> - Is it ever ok for someone to touch you in a way that you don't like? - What is the difference between a secret and a surprise? |

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

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

Ask yourself

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

Class activity

Show children different scenarios. They decide if they are *secrets* or *surprises*. - Your brother's birthday party - they don't know it is happening, and your grandma told you to keep it to yourself

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

Key Questions

What is the difference between a secret and a surprise?

Is it ok for someone to ask you to keep a secret?

Activities

Print resources from NSPCC

Page 4: Decorate 'Pants' , Page 5: Label body parts.

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

Extension activity

Create a poster to remind younger children of the PANTS rule

[What's in your pants belongs only to you]

Challenge:

Adaptive teaching for SEND:

Vocabulary: Trusted adult, secret, surprise, worried

Lesson Number 4

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| <p>Key learning: To recognise the dangers of strangers online.</p> | <p>Concepts: Staying Safe, danger</p> | <p>Lesson structure: Introduction Presentation: Online Strangers Watch video: Jessie and Friends - Playing games Discuss the video/book</p> |
| <p>Success Criteria: - Understand that people online are strangers if we don't know them in real life - Understand that we shouldn't share private and personal information with strangers</p> | <p>Suggested resources:</p> | <ul style="list-style-type: none"> - What mistakes did the children make? - What can they do to make themselves safer? - Why is it easier for people to trick you online? - Who <i>can</i> you trust online? <p>direct teaching Class Discussion 1</p> <ul style="list-style-type: none"> - Is everyone online bad? [no - just like in real life, some people are good, some are bad] - Do online strangers sometimes make us happy (probably yes - we might like YouTubers or celebrities. <p>We can watch their videos, and enjoy them, but that doesn't make them our friends, and we shouldn't talk to them without an adult]</p> <ul style="list-style-type: none"> - Are people we meet online our friends [No, although we should still be kind to them] <p>Class Discussion 2</p> <ul style="list-style-type: none"> - What is personal information? [address, photos, telephone number, full name, school name] - Do we have to tell someone our private and personal information? [No: this belongs to us and no-one should force us to reveal it] - What could happen if a stranger got your personal information [They could find you, make nasty comments on your photos or send you nasty messages] - What is it 'fine to share' [favourite sport, music that you like, colour of your hair] <p>Plenary: Lee and Kim - Animal Magic https://www.youtube.com/watch?v=bv8AGkZHYJQ</p> <ul style="list-style-type: none"> - Can children predict the mistakes that the characters are making before they are revealed in the film, using the lessons they've learned so far? <p>Activities http://blog.friendshipcircle.org/wp-content/uploads/2012/01/Circles-of-Support.jpg Add the name of a person they know into each concentric section (for example, Blue = Family = Dad; Orange = Community Helpers = My teacher) Activity 2: Make an Online Safety Poster Use PicCollage, PowerPoint or similar to create an online safety poster, choosing one of the online safety tips in the presentation.</p> |

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| | | <p>Activity 3: Identify Personal Information Make a list of 'personal information' vs. 'fine to share' Key Questions Is everyone online bad? - Do online strangers sometimes make us happy? - What is personal information? - Do we have to tell someone our private and personal information? - What could happen if a stranger got your personal information?</p> <p>Challenge: Adaptive teaching for SEND:</p> |
| <p>66 Vocabulary: Truth, private, personal, information</p> | | |

| Lesson Number 5 | | |
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| <p>Key learning: To understand we can find "fake news" on the internet</p> | <p>Concepts: Safety,</p> | <p>Lesson structure: Introduction Presentation: Who puts things on the internet?</p> <ul style="list-style-type: none"> • Why would somebody lie on the internet? [to be funny, to trick you, to make money] • Why people want your information [To make money] • Spotting things that are true/not real • Creating our own fake news story |
| <p>Success Criteria:</p> <ul style="list-style-type: none"> • Understand that anybody can put things online • Recognise the difference between truth and fiction • Understand that things online are often not true • Become more familiar with the term 'Fake News' | <p>Suggested resources: Presentation: Who puts things on the internet? && Hector's World Episode 2: Fake news recorded activity.</p> | <p>Direct teaching Watch - Hector's World Episode 2: Terms & Conditions and giving personal information to unreliable websites: https://www.youtube.com/watch?v=Alsyt2LJAo As a class: Look at a mixture of factual/fictional websites and videos Children identify whether the information is true or not real Teacher models how easy it is to create something fake on the internet. They could:</p> <ul style="list-style-type: none"> • Make a fake video, using a green screen, and upload it to YouTube • Write a fake blog post Write an inaccurate tweet (in the style of an April Fools prank) <p>Activities</p> |

Activity (Print): Fake News

Children create real and fake news stories to put on the school website.

Can the other children guess which are real and which are fake?

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

A good website for strange but true stories is:

BBC - Newsround - "Strange, Stranger, Strangest"

Key Questions

- Why would somebody lie on the internet?
- Why people want your information?

Challenge:

Adaptive teaching for SEND:

Vocabulary: Internet, information, money, fake