

Internet Safety and Harms 2

Core Concepts

Safety RP1

Key Vocabulary

Restriction

Apps

PEGI-Pan European Game Information

Inappropriate

Communication feature

Stages

Stage 1 –Explore the different online games and apps available to children.

Stage 2- Discuss the dangers of online games and apps available to children.

Stage 3- Learn how to identify age restrictions on games and apps.

Stage 4- Debate effect of actions online to other people.

Unit Outcome

To explain how and why online games and apps are age restricted.

To consider the effect of their actions on others online.

Enquiry Questions

What games are the most popular online games right now?

What is the negative impact of buying a game which is not for your age?

What do you do if an older sibling gives you a game which is not for your age?

Useful Resources

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/>

<https://pegi.info/> This website allows you to write in any game to identify the age restriction

Subject Leader Files> RSHEPSE> Useful Resources> Year 5 6> Internet safety and harms> Gaming Planning Resource

Key Facts

1. Even if a game has a low age rating it is still possible for them to be exposed to inappropriate material as the age rating does not include communication features therefore a child may be speaking to somebody you don't know.

Families and People Who Care for Me 2

Core Concepts

Respectful Relationships Including Online RP3

Key Vocabulary

Security

Family

Relationship

Positive

Negative

Influence

stability

Stages

Stage 1 –Discuss what a caring home looks like.

Stage 2- Explore the impact of living in a stable and unstable home.

Stage 3- Debate how a stable and caring family effect children and in later life.

Unit Outcome

To know that stable and caring relationships are at the heart of happy and healthy families and children's security.

Enquiry Questions

What does a stable family environment look like?

What can you do to change the negative impact of your childhood?

Can you think of examples of a caring family?

Useful Resources

Please watch this video before showing it to children >>> <https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7rj6>

<https://ifstudies.org/blog/the-varying-effects-of-family-instability>

Physical Health 3

Core Concepts

Health RP2

Key Vocabulary

Healthy

Unhealthy

Routine

Obesity

Anorexia

Eating disorder

Physical illness

Stages

Stage 1 – Explore how to lead a healthy lifestyle

Stage 2- Build a routine which is healthy

Stage 3- Discuss risks associated with unhealthy lifestyles (introduce eating disorders)

Stage 4- Recognise and discuss signs of physical illness

Unit Outcome

To be able to build a routine independently which is healthy including exercise.

To discuss the risks associated with unhealthy lifestyle including obesity.

To recognize signs of physical illness.

Enquiry Questions

What do you believe are the biggest obstacles to leading a healthy life?

What kinds of activities can people do to stay fit which are free?

What risks are there associated with an unhealthy lifestyle?

What is more important, food or fitness?

Useful Resources

Read the section about physical health>>> <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

What is obesity?- <https://www.bbc.co.uk/bitesize/topics/ztnnb9g/articles/zdx8jty>

PIXL> PrimaryWise> Culture>Wellbeing>My Health> Year 5 and 6> Session 2 Fitness

Key Facts

1. Many believe that to be healthy children should do sixty minutes of physical activity every day.