

Adventurers Core 2 Relationships

LMTW 3D PSHE and Citizenship Coverage Matrix

UNIT 1

Communication

<p>Unit 1 Communication</p>	<p>Lesson 1 Clear Messages</p>	<p>Dot, Dot, Dash</p>	<p>Additional Year 3</p>	<p>RKR3 To know how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration communicate, clearly</p>
	<p>Lesson 2 Listening and Responding</p>	<p>I Hear You</p>	<p>Additional Year 3</p>	<p>RKR6 To know how to show the practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR3, CF1 CF2, BS7 recall, supportive, listening, respond</p>
	<p>Lesson 3 Expressing Opinions</p>	<p>It's Debatable</p>	<p>Additional Year 4</p>	<p>RKR1 To know how to pay attention to the needs and preferences of others, including in families and friendships RKR3, RKR4 communicate, opinions, consideration, views</p>
	<p>Lesson 4 Privacy</p>	<p>The Secrets Jar</p>	<p>Lightning Speed</p>	<p>BS2 To know the concept of privacy and its implications for children and adults, including that it is not always right to keep secrets if they relate to being safe CF7, OS4 responsible, choices, consider, consequences</p>

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UNIT 2

Bullying

Unit 2 Bullying	Lesson 1 Reactions	Dot, Dot, Dash	Athens v Sparta	RKR9 To know the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help RKR3, RKR6 ,CF6 isolated, hostile, incidents, bullying, attitude, behaviour, peer pressure, choice, bullying
	Lesson 2 Self-Worth	I Hear You	Additional Year 3	RKR8 To know the importance of self-respect and how this links to their own happiness RKR4, RKR5 self-esteem, peer-pressure, opinion
	Lesson 3 Persistence and Resilience	It's Debatable	Athens v Sparta	RKR3 To know how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration RKR8 resilience, persistence, character, traits
	Lesson 4 Negative Persistence	The Secrets Jar	Athens v Sparta	RKR9 To know the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help RKR11 challenges, seek, consequences, aggressiveness

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UNIT 3

Respecting Self and Others

<p>Unit 3 Respecting Self and Others</p>	<p>Lesson 1 Connections</p>	<p>Paper Chains</p>	<p>Under the Canopy</p>	<p>RKR5 To know that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs CF4 connected, similarities, recognise, respect</p>
	<p>Lesson 2 Family Links</p>	<p>Family Tree</p>	<p>Under the Canopy</p>	<p>F3 To know that the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care F1 family unit, differ, empathise, viewpoint</p>
	<p>Lesson 3 Family Changes</p>	<p>Two Homes</p>	<p>Under the Canopy</p>	<p>F2 To know the characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives F3 family units, change</p>
	<p>Lesson 4 Religious Views 1</p>	<p>Faith Findings</p>	<p>A World of Difference</p>	<p>RKR5 To know that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or background), or make different choices, or different preferences or beliefs RKR7 appreciate, cultures, religions, tolerance, faiths, beliefs</p>

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UNIT 3 CONT.

Respecting Self and Others

<p>Unit 3 Respecting Self and Others</p>	<p>Lesson 5 Religious Views 2</p>	<p>Inside Outside</p>	<p>A World of Difference/ Cry Freedom</p>	<p>RKR5 To know that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or background), or make different choices, or different preferences or beliefs RKR10 diversity, appreciate, challenge, stereotyping, discrimination</p>
	<p>Lesson 6 Self Respect</p>	<p>Let's R.O.C.K</p>	<p>Additional Year 3</p>	<p>RKR8 To know the importance of self-respect and how this links to their own happiness self-respect, happiness</p>
	<p>Lesson 7 Gender Stereotypes</p>	<p>His and Hers</p>	<p>Additional Year 4</p>	<p>RKR10 To know what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype RKR5, RKR8, C7 discrimination, stereotype, gender, challenge</p>
	<p>Lesson 8 Racial Discrimination</p>	<p>Coming to England</p>	<p>Additional Year 4</p>	<p>RKR10 To know what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype F2, RKR5, RKR9, C7, C8 race, discriminate, stereotype, immigrant, migration</p>

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UNIT 4

Healthy Relationships

<p>Unit 4 Healthy Relationships</p>	<p>Lesson 1 Friendship 1</p>	<p>Best Features</p>	<p>Additional Year 3</p>	<ul style="list-style-type: none"> • CF4 To know the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties • CF1, CF2 ,CF3, CF5 • features, positive, relationships
	<p>Lesson 2 Friendship 2</p>	<p>Circles Time</p>	<p>Additional Year 3</p>	<ul style="list-style-type: none"> • CF2 To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • CF1, CF4, RKR6 • communicate, opinions, co-operatively, fairness, consideration
	<p>Lesson 3 Friendship 3</p>	<p>Falling Out</p>	<p>Additional Year 3</p>	<ul style="list-style-type: none"> • RKR2 To know the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults • CF2, CF5 • friendships, repair, strengthen, resort, violence, boundaries, appropriate, peers, digital

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UNIT 4 CONT.

Healthy Relationships

	Lesson 4 Friendship 4	The BAFAs	Additional Year 4	<p>CF4 To know the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties</p> <p>CF2</p> <p>characteristics, mutual, respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing, interests, experiences, support, difficulties, relationships</p>
Unit 4 Healthy Relationships	Lesson 5 Boundaries	Don't Push It	Additional Year 4	<p>BS1 To know what sorts of boundaries are appropriate in friendships with peers and others (including online)</p> <p>BS2, BS3, BS4, RKR2, RKR3</p> <p>boundary, close friend, best friend, family member, personal space</p>
	Lesson 6 Trusting Strangers	Safe Strangers	Additional Year 4	<p>RKR11 To know how to seek help when needed or when they feel unsure who trust</p> <p>RKR2, BS4, BS5. BS7</p> <p>stranger, police, paramedic, teacher, doctor</p>

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SAFE ZONE

Online Safety and Awareness

<p>Safe Zone (Online Safety and Awareness)</p>	<p>Lesson 1</p>	<p>Self-Image and Identity</p>	<p>Additional Year 3</p>	<p>OS1 To know that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. OS2, OS4 avatar, identity, private</p>
	<p>Lesson 2.1</p>	<p>Online Relationships and Bullying</p>	<p>Additional Year 3</p>	<p>OS2 To know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. OS4 To know the importance of exercising caution about sharing any information about themselves online. To understand the importance of privacy and location settings to protect information online. OS1, OS5 communicate, learning platform, online, real world</p>
	<p>Lesson 2.2</p>	<p>Online Relationships and Bullying</p>	<p>Additional Year 3</p>	<p>OS1 To know that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. cyber-bullying, persistence, comments, apps</p>

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LMTW 3D PSHE and Citizenship Coverage Matrix

SAFE ZONE CONT.

Online Safety and Awareness

<p>Safe Zone (Online Safety and Awareness)</p>	<p>Lesson 3</p>	<p>Managing Online Information Privacy and Security</p>	<p>Additional Year 3</p>	<p>OS5 To know about online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends</p> <p>OS6 To know that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</p> <p>personal information, sharing, private, digital footprint, stored data</p>
	<p>Lesson 4</p>	<p>Health, Wellbeing and Lifestyle</p>	<p>Additional Year 3</p>	<p>OS3 To know that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <p>online presence, offline, online, hobbies, online access</p>
	<p>Lesson 5</p>	<p>Privacy and Security</p>	<p>Additional Year 3</p>	<p>OS4 To know the importance of exercising caution about sharing any information about themselves online. To understand the importance of privacy and location settings to protect information online</p> <p>passwords, location settings, personal information, memorable information</p>
	<p>Lesson 6</p>	<p>Copyright and Ownership</p>	<p>Additional Year 3</p>	<p>To know that copying someone else's work from the internet without permission can cause problems</p> <p>OS4</p> <p>sources, copyright, ownership, content, sharing</p>

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SAFE ZONE CONT.

Online Safety and Awareness

<p>Safe Zone (Online Safety and Awareness)</p>	<p>Lesson 1</p>	<p>Online Bullying and Relationships</p>	<p>Additional Year 4</p>	<p>OS1 To know that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. OS2 downtime, behaviour, online hobbies, online relationships, positive, negative</p>
	<p>Lesson 2</p>	<p>Health, Wellbeing and Lifestyle</p>	<p>Additional Year 4</p>	<p>To know that using technology can be a distraction from other things in both a positive and negative way OS1, OS6 downtime, screentime, screen free, scrolling, positive and negative distractions</p>
	<p>Lesson 3</p>	<p>Online Reputation and Managing Information Online</p>	<p>Additional Year 4</p>	<p>OS6 To know that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. OS4, OS5 fake information, validity, check, research, true, false, relevance, fact check</p>

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SAFE ZONE CONT.

Online Safety and Awareness

<p>Safe Zone (Online Safety and Awareness)</p>	<p>Lesson 4</p>	<p>Self Image and Identity</p>	<p>Additional Year 4</p>	<p>OS2 To know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. OS1, OS6 identity, anonymous, avatar, online identity, real-life, privacy</p>
	<p>Lesson 5</p>	<p>Copyright and Ownership</p>	<p>Additional Year 4</p>	<p>To know that consideration is needed when searching the internet for content to use regarding who owns it and whether there are rights for reuse OS4 sources, copyright, ownership, content, sharing</p>
	<p>Lesson 6</p>	<p>Privacy and Security</p>	<p>Additional Year 4</p>	<p>OS3 To know that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. OS4 To know the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online OS6 consent, privacy, data, age limit, permissions, information, digital age</p>