

### Celebrating Difference Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2 (Optional)</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Year 6	<p><b>I understand there are different perceptions about what normal means. I empathise with people who are different.</b></p> <p>Define and explore the term 'normal'. Discuss how perceptions can cause prejudice. Explore scenarios demonstrating different perceptions and prejudice (Appendix 1)</p>	<p><b>I understand how being different could affect someone's life. I am aware of my attitude towards people who are different.</b></p> <p>Discuss the 'Equalities Act' and the importance of this. Share story (Appendix 2) to explore the rights and responsibilities of people and society.</p> <p><u>(Parents can choose to withdraw their child from this lesson) parents will be contacted in Y6.</u></p>	<p><b>I can explain some of the ways in which one person or a group can have power over another. I know how it can feel to be excluded or treated badly by being different in some way.</b></p> <p>Explore the term 'power' using scenario cards which demonstrate people being treated badly or excluded . Discuss the impact this can have.</p>	<p><b>I know some of the reasons why people use bullying behaviours. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</b></p> <p>Recap on what bullying is (the different types) and discuss whether scenario cards (see Appendix 3) are examples of bullying. Explore why people may bully others and the positive actions that can be taken in bullying scenarios.</p>	<p><b>I can give examples of people with disabilities who lead amazing lives. I appreciate people for who they are.</b></p> <p>Recap on Equality Act and protected characteristics. Discuss Paralympians, , drawing out attitudes to these people and their achievements.</p>	<p><b>I can explain ways in which difference can be a source of conflict and a cause for celebration. I can show empathy with people in either situation.</b></p> <p>Explore differences which may cause conflict or celebration (race, religion, gender, sexuality, disability). To create scenarios in groups to highlight this, focusing on the impact on those involved (Appendix 4)</p>

## Relationships Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Year 6	<p><b>I know that it is important to take care of my mental health. I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</b></p> <p>Define mental health and well-being. To discuss what can impact our mental health. Explore how some stress and anxiety is normal and how we can support our mental health. To discuss sources of help to manage our mental health.</p>	<p><b>I know how to take care of my mental health. I can help myself and others when worried about a mental health problem.</b></p> <p>Explore the cycle of thoughts, feelings and actions and the impact on our mental health and well-being. Discuss how we can spot and balance these in ourselves and others. Explore sources of support.</p>	<p><b>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I recognise when I am feeling those emotions and have strategies to manage them.</b></p> <p>Explore loss and the stages of grief, discussing that these stages of grief are normal. To discuss the emotions linked to loss, grief and change.</p>	<p><b>I recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</b></p> <p>Define the words 'power' and 'control', discussing legitimate and illegitimate use of power and control. Explore scenarios, discussing what should be done.</p>	<p><b>I can judge whether something online is safe and helpful for me to resist pressure to do something online that might hurt myself or others.</b></p> <p>To revise online safety and explore safe online use. Explore scenario cards to discuss issues and solutions. (Appendix 5).</p>	<p><b>I can use technology positively and safely to communicate with my friends and family.</b></p> <p>Create a 'safer technology' information sheet for parents or someone who is outdated with modern technology.</p>

### Changing Me Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson</u>
Year 6	<p><b>I am aware of my own self-image and how my body image fits into that. I know how to develop my own self-esteem.</b></p> <p>Discuss why people spend so much time and money on how they look (discuss peer-pressure, the impact of social media and the internet) Explore more helpful and productive ways we can 'measure' ourselves than just appearance? Explore the impact comparing ourselves to others can have and discuss how we can turn negative thoughts about ourselves into positive ones.</p>	<p><b>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</b></p> <p>Discuss reasons why someone might want a boyfriend or girlfriend and discuss any negative reasons (peer pressure, popularity)</p> <p>Share scenario (Appendix 6) and discuss what 'sexting' is. Explore what they should do in this scenario and whether certain scenarios are 'okay' or 'not okay' (Appendix 7)</p>	<p><b>I am aware of the importance of a positive self esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body-talk'.</b></p> <p>Discuss that 'body-talk' (how we look) is very common between friends, family members and we even 'body-talk' to ourselves when we look in the mirror. 'Body-talk' is used for all sorts of reasons but it mostly results in people feeling that appearance is more important than other things about themselves. Ask the children how negative 'body-talk' could hurt somebody's feelings. Explore ways to challenge negative 'body-talk'.</p>	<p><b>Real Love Rocks - Barnardos pack</b></p> <p>(See Appendix 8)</p>

## Appendix 1



### 1) In the second World War, around six million Jewish people died in Europe.

[Answer: True - It is estimated 2/3 of the Jewish population in Europe died. This is because the Nazi's believed that Jewish people (and other races and lifestyles too) were second-rate and should be wiped out. It became 'normal' for people in Germany during the second world war to discriminate against Jewish people. Many Germans did not want to go along with this but the Nazi's were terrifying so many went along with it to stay out of trouble.]

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### 2) Most black people worked as slaves in America and England in the early 1800's.

[Answer: True - both America and England were involved in the slave trade which meant they captured Africans and transported them to work as slaves in their countries. It became 'normal' to see black people working as slaves and having no rights in these countries. Some people did not agree with this and eventually the laws were changed to give slaves their freedom. Civil rights were only granted to black people in America in 1968 so it took many years for this to happen.]

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### 3) All the countries of the World have laws that allow gay people to get married.

[Answer: False - some countries have made gay marriages legal but there are others that choose not to give these rights. This is because gay people in these countries are not seen as 'normal'.]

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### 4) More boys than girls go to school in Pakistan.

[Answer: True - More boys go to school. Although primary school is compulsory in Pakistan, only 40% of boys go and 40% of girls. Fewer girls go to school because it is considered 'normal' that education is important for boys but not for girls, although this is changing. Malala Yousafzai is strong campaigner for girls' education in Pakistan and she won the Nobel Peace Prize for her actions.]

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### 5) Women were allowed to vote in England before 1918.

[Answer: False - women were only given the right to vote (and not all women) in 1918. Before that it was only men that could vote. It was 'normal' to think that women did not have the intelligence to make sensible voting decisions. It took another 10 years - until women had equal voting rights to men in 1928. Campaigners called suffragettes helped change this. There are still some countries where women cannot vote.]

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### 6) More young people belong to a gang then those that don't.

[Answer: False - there are many more young people who do not get involved in gangs compared to those that do, but sometimes things in the media, social -media and our own perceptions/beliefs and what we hear from others makes us believe that it could be the other way around and that it is a 'normal' thing to be in a gang.]

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### 7) The Paralympic games have been taking place for over 100 years.

[Answer: False - the first official Paralympics took place in 1948, but there were other smaller competitions before this date. Before 1948 it was 'normal' for only able-bodied athletes to compete in an Olympic event.]

## Appendix 2 (optional session)

Robert Marshall Cowell was born in London in 1918. His father was a famous surgeon, who eventually became the doctor for the Royal Family.

Robert went to an all boys' school and during his time there he became keen on cars and motor racing. He spent as much time as he could learning about motor sport and how to fix cars. He was so keen he even used to sneak into motor racing events disguised as a mechanic! After leaving school Robert went to university to study engineering, and eventually became the motor racing driver he had always dreamed of being. He competed in the 1939 Belgium Grand Prix, but his motor racing career was cut short by the outbreak of World War 2.

He was drafted into the Royal Air Force to fight for the British forces in the war. Because Robert was an expert engineer he learnt how to repair and fly aeroplanes. He became a skilled fighter pilot and was involved in several air battles, where he flew a special type of fighter plane called a Spitfire. Towards the end of the war Robert was involved in an attack on enemy cannons and his plane was hit by gunfire and crashed. He escaped with his life but was captured by the enemy army and imprisoned until the end of the war. Robert planned two escape attempts from the prison camp but he was caught each time. He was a very brave and courageous person.

**What are your impressions of Robert so far?**

Once the war was over and the world was peaceful again, Robert returned to motor racing and he competed in other Grand Prix events. But then Robert had to find a different sort of courage. Three years after the war was over, Robert became sad. Very sad. He was diagnosed with depression (which is like being sad all the time) and doctors couldn't work out the reason behind it. He became so depressed that he had to leave his wife and children as they were being upset too. Eventually Robert saw a doctor who worked out why Robert was depressed.

Robert had always felt different from the other men he knew. Robert was transgender, which meant that he was a female but had been born with a male body. The doctors helped Robert realise that this was the reason behind his depression and helped him start a special process called transitioning, where he changed his male body into a female one.

Robert felt much happier living as a female and changed his name to Roberta. People made nasty remarks to Roberta and made fun of her, but she had to use all the courage she had shown in her earlier life to stand up for who she was, and make the changes she needed to be happy and healthy. At that time people didn't understand that some people are born transgender, unlike nowadays where it is recognised that transgender people are a welcome part of our society. Unlike Roberta some transgender people are male but born with a female body, and some transgender people are happy not to transition but stay with the body they were born with. There are a whole range of transgender people, and this called gender diversity.

Roberta carried on driving in motor sport events and had a very successful career until she died in 2011 at the age of 93!

### Appendix 3

1. Tomika is always teased by group of girls on the way to and from school who say she is dirty because she has a dark tone to her skin.

2. Jaxon has been outed on the internet by Liam. Liam found out that Jaxon has been fostered and has told everyone in their social-media group even though Jaxon asked him not too.

3. Olivia has taken several pictures of Tammy at the prom and keeps sharing them on her mobile phone. She has asked her friendship group to comment on Tammy's clothes and appearance and make jokes about her. Tammy can see all the messages and emoticons.

4. Adilya has a birthmark on her back. At swimming lessons other children say it's disgusting and won't go near her in the water.

5. There is a photo of a boy in Mackenzie's school being shared by some children on their mobiles. Someone has added a filter that says 'LOSER'. Mackenzie forwards the photo to her best friend and adds 'LOL' (Laugh Out Loud) as a comment with a laughing emoji. There are lots of similar comments from other children in the thread.

6. Jordan keeps threatening Frank that if he doesn't join his gang they will beat him up.

## Appendix 4

### **Race**

#### **Some ideas for your freeze frames:**

- A child from a different country arrives at school and is bullied.
- A new shop opens that sells food for a certain community. It used to be a general store that sold things for the whole community and people don't like the change.
- Some new houses are being built in town for refugee families on the site of a park that has become run down. The residents feel that it is unfair the park is being taken away.

### **Religion**

#### **Some ideas for your freeze frames:**

- A child makes fun of another with a different religion because of the way they look/ what they are wearing.
- A parent/carer won't let their child perform in a school play because of their religion.
- All of the children in the class have been invited to a sleepover birthday party at a child's house. The children with a different religion in the class have not been allowed to go.

### **Disability**

#### **Some ideas for your freeze frames:**

- At a theme park some disabled children get a 'pass' to the front of a queue for a ride.
- A person in a wheelchair is on a bus in the space for wheelchairs. The person standing next to them is being friendly but talks very loudly and slowly assuming the person in the wheelchair doesn't understand them.
- A person who has a disability but is not in a wheelchair parks in a disabled space. A member of the public challenges them about it.

### **Gender**

#### **Some ideas for your freeze frames:**

- A girl joins a sports club that up until now has only allowed boys to join.
- A boy is made fun of at school because he has some pink logos on his trainers.
- A teenage girl is not allowed to stay out as late as her twin brother.

### **Sexuality**

#### **Some ideas for your freeze frames:**

- A boy is called 'gay' by classmates because he has a softly spoken voice.
- A girl is teased because she lives with her gay dads.
- Someone sends nasty text messages to a boy calling him a 'he-she' because the boy doesn't play football at breaktime and prefers to chat to the girls in his friendship group.

### **Age**

#### **Some ideas for your freeze frames:**

- A parent/carer won't let their teenager stay out past 9pm because they say they are not old enough.
- At a theme park the ride attendant won't let an 11 year-old onto a ride because they are just too short. The ride sign says suitable for over 7s.
- A grandparent criticises a grandchild because of their choice of music.

### **Use of technology**

#### **Some ideas for your freeze frames:**

- A parent/carer criticises their child over how much time they spend scrolling on their mobile phone and tablet.
- A family go out for pizza to celebrate a birthday but at the restaurant everyone is constantly checking their mobile phone. The person who has the birthday is upset.
- A child wants to buy a videogame that has an 18 certificate, the adult they are with won't let them.



## Appendix 5

**Tammy** is 13. She gets a text from her boyfriend asking her to video herself dancing around in her underwear. At first, she doesn't want to, but he convinces her to do it by saying that all his friends have videos of their girlfriends, and if she loved him, she would. The next day when she goes to school everyone laughs at her. She finds out that her boyfriend shared the video with a friend and they shared it with someone else. Everyone in school seems to have a copy of the video on their phone.

**Tomika** has fallen out with Shima in her friendship group. Later that day Tomika receives messages from all her friends asking why she has been horrible to Shima and lying about her. Tomika is really annoyed because Shima is the one telling lies. She tries to speak to her friends in between classes, but they ignore her. Another girl called Violet says that Shima deserves to get trolled and encourages Tomika to send loads of abusive texts. Shima shares the texts with the rest of the group so they can all see Tomika's messages about her, and then she tells a teacher about it.

**Mohammed** is so excited as he has just got back from buying the latest videogame where you can play as a team with people online and run around shooting aliens and zombies. After setting up his profile and going online he gets a friend request from another player. He doesn't recognise the username but he checks out the profile and it's a boy about the same age as him. Mohammed accepts the request and puts on his headset to talk. The man on the other end threatens to hurt him.

**Ethan** is doing some research for his homework online when a message comes up on the screen saying 'Congratulations, you're our 1 millionth visitor! Click here to claim your prize.' Ethan wonders what it could be so he clicks on the link. It asks him to put in his personal details to claim the prize. He fills in the online form and clicks to send it. Nothing happens. Over the next few days he receives thousands of emails that block up his email account. Then his laptop crashes and he can't get it to switch on again. He has to get the laptop repaired. The lady in the shop tells him he has downloaded a virus and the only thing she can do is to wipe his laptop clean. She also says he needs to set up a new email account because his old one has been hacked.



**Jacob** comes home and turns on his laptop. He logs in to his emails and there is one from someone he doesn't recognise. He opens the email which has a YouTube link that says 'Click if you dare'. He clicks because it feels a bit exciting. The link takes him to a terrifying YouTube video with violent images of people being hurt. It looks real. He can't seem to get it to stop. At the end of the video a message says 'If you do not share this video with 10 of your friends, you'll know what's coming to you.' Jacob is really scared because he only has 5 friends' email addresses so is unable to send the email on. That night he can't sleep properly and has awful nightmares because he is so worried.

**Claire** is chatting away on instant Messenger when a message comes in from someone she hasn't met before. It reads "Wow, your profile pic is so cute, how old are you?" Claire is 11 years old but thinks it would be fun to make up an age and replies that she is 16. She gets another message straight away saying "Really, you look like you should be a model, why don't we swap some pics." Claire is interested in seeing what the mystery messenger looks like and they seem really nice, so she takes a picture and sends it. As the conversation goes on, she sends more pictures and more requests come through about where she lives and hangs out. The person on the other end doesn't send a picture back. It's starting to make Claire feel uncomfortable but now she has sent pictures of herself she is too embarrassed to tell her Mum about it.

**Logan** and his friends are chatting at school about some of the things they have been watching on YouTube. A boy called Ian recommends a video that shows a person taking risks and getting hurt. He thinks it's funny. He says everyone should watch it. Later that day Logan searches for the video and plays it on his tablet. It is really disgusting and makes him feel sick. The next day the group talk about the video and joke about how funny it was. Logan goes along with it but he doesn't think it was funny at all and wished he had never seen it. Ian recommends a new video that is even worse. He says the group should make a video like that and post it on YouTube. Everyone agrees but Logan doesn't speak up.

**Shelley** has been posting pictures of another pupil in school without their permission as a joke. She has used filters to make them stupid and loads of people have shared the images. At school, Shelley had a lesson about what to post on the internet and what not to post. The visitor who was teaching the lesson said that people needed to be careful about what they posted and what they shared because it stays there forever. They said even if stuff was deleted it can be recovered. The visitor said they have known people not to get their dream job because of posts they sent years ago. Shelley is really worried because she wants to be a doctor and thinks these pictures might be a problem.

## Appendix 6

*Asha was 12 years old when she got a crush on a boy in her year called Daz. They began seeing each other after school. Sometimes they went to the movies but mostly they would spend time together at one of their houses watching Netflix or playing video games. Everyone at school knew they were an 'item'. After a couple of months, Daz started asking Asha to kiss him because he said that's what boyfriends and girlfriends were supposed to do. Asha didn't mind holding hands with him, but she wasn't sure she was ready to start kissing just yet. Daz started getting moody with her and missed few dates. A few more weeks went by and then Daz said if she really loved him could she prove her love by sending him a photo of herself in her bra and pants. She spoke to her friends who said they had heard that lots of couples sent pictures like this, and that she should do it. Asha sent a picture to Daz. It was simple and easy and she didn't really give it a lot of thought. She felt more confident that she wasn't going to lose him as a boyfriend after sending the photo. Daz started asking for more and more photos and was texting her all the time about it. What she didn't know was that Daz had shown the photos to his friends, and they had told their friends until it had spread around the whole school. Soon everyone in school knew and people she didn't even know started to call her a loser and tease her in the corridors. Daz said he wanted to break up because he couldn't be seen with a loser like her.*

Before discussing the scenario, explain that when people send messages or photos like this it is called 'sexting'. Emphasise that once something has been sent online, texted or posted on social media it can NEVER be taken back. There are also ways that people can retrieve whatever has been sent, even if it has been deleted. Also explain that Daz could be in trouble with the police because there are laws against sharing 'sexy' photos of children and young people. (Make the point the law protects both underage boys and girls, and a female could equally be prosecuted for sharing similar images of children and young people).

## Appendix 7

**Have a  
boyfriend/  
girlfriend at the  
age of 10**

**Text 'I love  
you' to your  
boyfriend/  
girlfriend**

**Sulk until you  
get what you  
want from your  
boyfriend/  
girlfriend**

**Make fun of  
somebody's  
looks and say  
they'll never  
get a boyfriend/  
girlfriend**

**Chat to your  
parents about  
a boyfriend/  
girlfriend worry**

**Criticise yourself  
for not having  
a boyfriend/  
girlfriend**

**Send a 'sexy'  
photo or text to  
prove you love  
somebody**

**Have a  
boyfriend/  
girlfriend at the  
age of 15**

**Tell someone  
that you'll only  
go out with  
them if they do  
something you  
want**

**Chat to a  
friend about  
a boyfriend/  
girlfriend worry**

**Accept other  
people's  
compliments  
about you**

**Look online for  
advice about  
boyfriend/  
girlfriend  
problems**

**Send a horrible  
message back if  
your girlfriend/  
boyfriend sends  
you a horrible  
message**

**Be assertive if  
you don't want  
to do something  
that could hurt  
you or someone  
else**

**Try to be a  
grown up before  
you are ready**

**Not wanting  
to have a  
boyfriend/  
girlfriend**

## Appendix 8

### What is Real Love Rocks Primary Edition For Parents

Real Love Rocks, primary edition is a programme developed by Barnardo's to promote healthy, consensual, safe relationships amongst children and young people. Addressing online safety, child sexual exploitation, grooming and risk taking, it focuses on the importance of feeling free, happy and safe in future relationships.

**Who is it for:**

Real Love Rocks, primary edition, has been designed for children in Year 6. It can either be run by staff in your child's school or by an external agency, like Barnardo's or your local youth service. It is a flexible programme and will be adapted to meet the specific needs of your child's group.

**Why should my child take part in Real Love Rocks:**

Barnardo's recognises that it's not always easy to chat to children about relationships or people who might want to harm them. We cannot, however, always be physically there for our children and young people and, therefore, we have a responsibility to equip them with the knowledge to help keep themselves safe. We have to educate them about healthy relationships. Children need the knowledge and confidence to speak out in case someone makes them feel uncomfortable and to be able to resist peer pressure. Real Love Rocks has been designed to sensitively and age appropriately give these essential safety messages to children.

**What does it contain:**

Real Love Rocks helps children learn about safe relationships using a variety of games, animations and activities. The children follow the 'BU Crew' who help promote the importance of feeling respected, cared for and safe in all our different relationships. Real Love Rocks is divided into four different sections:

**1. Our Relationships:**

This section explores the different types of relationships that exist, including boyfriends/girlfriends. It gives children space to think about their future relationships and how to make these equal.

**2. Grooming:**

This section explains to children what Grooming is, how they can spot it and who to tell if they are worried someone is being Groomed. It uses stories from the BU Crew to help explore Grooming - both online and offline.

**1. Keeping Safe:**

This section encourages children to think about how, as they begin to increase their independence, they will keep themselves safe. It offers 'Keeping Safe' tips to the children.

**2. Online Safety:**

This section follows on from 'Keeping Safe' but focuses in more detail about how children can Keep Safe online.

The children will keep an individual Real Love Rocks workbook which will help them record their thoughts and remember what they learn and to signpost where children can go for help, encouraging them to talk to a trusted adult about any concerns they may have.

If you have any questions or want to see more of the pack then please speak to the professional who is running the programme with your child.