## Scheme of Work

### Year 1

<table>
<thead>
<tr>
<th>Scheme of Work</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
</table>
| The Caring School | Feelings, Friends and Friendship  
*Book: I’m Like You, You’re Like Me* | Focus on Special People            | Keeping Healthy                       |
|                 |                                     |                                     | Growing and Changing                  |
|                 |                                     |                                     | Keeping Myself Safe                   |
|                 |                                     |                                     | *E-Safety: The Real/Virtual World*    |
| SEAL            | NB                                  | CH R                               | GFG                                   |
|                 | SNTB GOFO NB                        |                                    | GFG CH                                |
|                 |                                     |                                    | SNTB GOFO                             |
|                 |                                     |                                    | GTBM                                  |
### Year 1: Autumn Term  
**Theme: The Caring School**

#### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn how to make positive choices</td>
<td>1a</td>
<td>BELOW</td>
</tr>
<tr>
<td>To know that choices have consequences</td>
<td>1b</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To have respect for ourselves and others</td>
<td>1q</td>
<td></td>
</tr>
<tr>
<td>To form positive relationships</td>
<td>1b, 1c</td>
<td></td>
</tr>
<tr>
<td>To recognise ways in which we can promote a caring, trusting environment</td>
<td>1o, 1p</td>
<td></td>
</tr>
<tr>
<td>To see ourselves as valued and valuable members of the school community</td>
<td>1q, 1r</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- How can we make this a happy place for everyone to work and play?

#### Suggested Teaching and Learning Activities

- Agreed class/school rules
- Choose playmates, monitors, etc. (positions of responsibility) from within the class
- Set up classroom procedures and expectations
- If necessary, do some ‘getting to know you’ activities during circle time

#### Resources

- Rules
- Respect
- Choices
- Consequences
- Cooperation
- Caring
- Sharing
- Something I’d like you to know about me is …
- Something I’d like to know about you is …

#### Key Vocabulary

- Rules
- Respect
- Choices
- Consequences
- Cooperation
- Caring
- Sharing

#### Learning Outcomes

- The children can recognise rules of inter-personal behaviour
- Show some respect for others and their environment
- Make informed decisions
- Listen to the views of others
- Work and play cooperatively
- Recognise the consequences of making poor choices

#### Notes to Staff

- This unit of work provides a context for the delivery of PSHE and Citizenship throughout the academic year. A whole school approach is required to provide and sustain a suitable ethos in which PSHE and Citizenship can be delivered effectively. This unit is flexible in its delivery and may take up as little/much PSHE time within the curriculum as required. This will depend upon the current focus of attention that is devoted to PSHE and Citizenship. (Recommended curriculum allocation – 1 week at the start of the Autumn Term)

Links to DCSF SEAL Resource: NB

#### Evaluation / Comments


## Year 1: Term 1.1  
**Theme: Friends and Friendship**

### Learning Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Suggested Links to End of Key Stage Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>To think about what makes a good friend</td>
<td>1a</td>
</tr>
<tr>
<td>To consider the qualities of a good friend</td>
<td>1d</td>
</tr>
<tr>
<td>To think about what friends like about me</td>
<td>1b, 1o, 1c</td>
</tr>
<tr>
<td>To think about types of friends, e.g. pets, adults</td>
<td>1r</td>
</tr>
<tr>
<td>To think about people who help us and keep us safe</td>
<td>1k</td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

- What is a friend?
- How do we learn to value difference?
- Good and bad secrets
- Good and bad bargains
- Who could help us?
- Making and breaking friends
- Imaginary friends
- Discuss friends children have made in and out of school. Make a picture of a network of friends. They can place themselves in the middle of a group of friends and place photographs around themselves to show their friendship circle. Invite children to share their work, this can be the starting point for the discussion of what friends are or can be.
- Tell the story of a new child joining the class who is shy and knows no-one. Use role play and body language to explore with the children how this person may look, feel, move. How would they make friends with this person?
- Expect Respect Toolkit: Y1, Section 2: Friends, Secrets and People who Help Us
- Explore their responsibility for keeping themselves and others safe, when to say ‘yes’, ‘no’, ‘I’ll ask’ or ‘I’ll tell’
- Discuss good and bad bargains, e.g. “If you are quick to tidy up, then we can have a story” (Teacher and class)
- Discuss feelings associated with losing a special object/breaking a gift, how does this feel? Lead onto discussions about broken friendships, again use role play to re-enact these situations
- Use stories, poems, TV programmes, etc. and invite children to explore and discover why characters would have benefited from having an imaginary friend, e.g. ‘Little Red Riding Hood’

### Suggested Teaching and Learning Activities

- Discuss friends children have made in and out of school. Make a picture of a network of friends. They can place themselves in the middle of a group of friends and place photographs around themselves to show their friendship circle. Invite children to share their work, this can be the starting point for the discussion of what friends are or can be.
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- Use stories, poems, TV programmes, etc. and invite children to explore and discover why characters would have benefited from having an imaginary friend, e.g. ‘Little Red Riding Hood’

### Resources

- Health for Life  
  Ages 4-7  
  Pg. 180  
  Activity 1-4  
- Folens CPSHE Book 1  
  Pg. 36-45  
- Expect Respect Toolkit Section 2: Year 1

### Key Vocabulary

- Friends
- Feelings
- Quarrel
- Real
- Pretend
- Bullies
- Broken
- Mend
- Secret
- Trust
- Fair
- Honest
- Responsibility
- Different
- Special
- Argue
- Make up
- Angry
- Bored
- Disappointed
- Excited
- Happy
- Left out
- Lonely
- Pleased
- Sad

### Learning Outcomes

- Recognise the qualities of a good friend
- Begin to value the difference in people
- Name and explain who their friends are and why

### Notes to Staff

- Links with Literacy. Picture books/fiction is a meaningful way of providing a context for this topic – as well as traditional stories/fables and nursery rhymes

Links to DCSF SEAL Resource: GOFO, SNTB

### Evaluation / Comments
### Year 1: Term 1.1
#### Theme: Friends and Friendship

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the choices that they can make in solving problems</td>
<td>1c, 1d, 1f</td>
<td>BELOW</td>
</tr>
<tr>
<td>Develop an understanding of the difference between right and wrong</td>
<td>1a, 1c, 1d, 1e, 1f, 1k</td>
<td>ABOVE</td>
</tr>
<tr>
<td>Understand that money has a value and needs taking care of</td>
<td>1d, 1o, 1p</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **How can I be a good friend?**
  - Go-Givers lesson in Rights and Responsibilities section: *'The Selfish Little Red Hen'*
  - Present a range of playground scenarios involving a problem and use role play to explore. In pairs, children use puppets to develop solutions and play them out.

- **How can I help others?**
  - Read a story, e.g. Jack and the Beanstalk and explore Jack’s actions relating to money and the effect on his family. What could Jack have done with the money instead of buying the beans? Explore the differences between needs and wants.
  - Pretend to have received a postcard for the class from Jack and his parent/carer who have gone on holiday; the giant’s gold is running out and they want to make the most of what is left without getting into debt; Jack has also sent the class a pile of gold to ask them what he should do with it. Introduce the pupils to different aspects of personal finance, e.g.
    - Was Jack sensible to spend his money on a holiday?
    - How might Jack keep his money safe?
  - Pupils draw pictures of what they might do when they grow up and earn money (link between income and spending) and also what they might spend their money on if they had lots of money.
  - Children reply to Jack’s original message saying they would look after his money and explore the idea of where – introduce the idea of banks; children also inform Jack that he needs to get a job to earn some income.

#### Suggested Teaching and Learning Activities

- Go-Givers website
- QCA Citizenship Unit 1: Making Choices
- pfeg ‘What Money Means in Primary Schools’ resource
- Pfeg ‘Learning About Money in the Primary Classroom’ Pg. 62
- Pfeg ‘My Money Primary Toolkit’
- Goldilocks and Baby Bear and Jack and the Beanstalk
- The Gold Coin by Alma F. Ada

#### Resources

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#### Key Vocabulary

- Problem
- Solution
- Friend
- Fair
- Choice
- Right
- Wrong
- Bank
- Money box
- Money
- Safe
- Debt

#### Learning Outcomes

- Recognise the need to resolve conflict peacefully

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**Notes to Staff**

- Use Circle Time as a vehicle for exploring this

**Links to DCSF SEAL Resource:** GOFO, SNTB

**Evaluation / Comments**
### Year 1: Term 1.1

**Theme: Friends and Friendship**

#### Book: I’m Like You, You’re Like Me

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</thead>
<tbody>
<tr>
<td>To notice differences in people</td>
<td>1q</td>
<td>BELOW</td>
</tr>
<tr>
<td>To recognise and celebrate the positive differences between people</td>
<td>1b, 1d, 1p, 1o</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To understand and respect different types of families</td>
<td>1q, 1r</td>
<td></td>
</tr>
</tbody>
</table>

**Key Questions / Ideas / Concepts**

- **How am I the same as other people?**
  - Ask the children to look around the room at their friends and describe ways in which they are similar to one another, e.g. arms, legs, hair, physical appearance.
- **I like you because ... (you are different)**
  - Ask the children to choose one person in the class who they think is quite different from them. This may be due to a hobby, their personality or what they like and/or dislike.
  - Get the children to sit together in pairs and discuss their differences, e.g. my favourite food is ... because ..., I like watching ... on television because ...
- **How am I different to other people?**
  - Ask the children to remember when they were thinking about how they are similar to other people. Now ask them to think about what makes them different from other people, e.g. name, personality, likes, dislikes, physical differences, e.g. hair colour, size and shape of body.
  - **Challenging Homophobia in Primary Schools (CHIPS): Y1 - Week 1 – Same and Different, Week 2 – Be Yourself and Week 3 – Be Proud of your Differences**
  - Devise a simple questionnaire focussing on things the children like and dislike, e.g. favourite food, colour, television programme, book; encourage the children to share their findings with each other.
  - Are there similarities within the group, are there any children who have unusual tastes/likes, if so, discuss and celebrate. Ask the children if anything they have found out about their friends has surprised them?
  - **Chips: Y1 - Week 1, Week 2 and Week 3**
  - **Go-Givers website**
- **How are families different?**
  - **Challenging Homophobia in Primary Schools (CHIPS): Y1 - Week 4 – No Outsiders, Week 5 and Week 6 – Different Families OR Stonewall KS1: Year 1 and 2 – Lesson 2: Different Families**
  - **Stonewall website**

**Suggested Teaching and Learning Activities**

- **ASSESSMENT BELOW**
- **ASSESSMENT ABOVE**

**Resources**

- ‘I’m Like You, You’re Like Me’ – A child’s book about understanding and celebrating each other by Cindy Gainer ISBN 1-57542-039-2
- CHIPS: Y1 - Week 1, Week 2 and Week 3
- Go-Givers website

**Key Vocabulary**

- Alike
- Same as
- Different
- Interesting
- Positive
- Fun
- Friendly
- Kind
- Friendship
- Favourite
- Gay
- Lesbian

**Learning Outcomes**

- **ASSESSMENT BELOW**
- **ASSESSMENT ABOVE**

**Notes to Staff**

- Clearly, when asking children to consider what makes them different to other children, a certain level of sensitivity is required. It may be necessary to re-visit the Ground Rules for PSHE and/or Circle Time throughout the course of the discussion.

**Links to DCSF SEAL Resource:** SNTB, GOFO, NB

**Evaluation / Comments**
Year 1: Term 1.2

Theme: Focus on Special People

<table>
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<th>Learning Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To recognise what is special to me</td>
<td>1a, 1c, 1d</td>
<td>BELOW</td>
</tr>
<tr>
<td>To recognise my special people and what we do together</td>
<td>1r</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To recognise people who help me</td>
<td>1k</td>
<td></td>
</tr>
</tbody>
</table>

**Key Questions / Ideas / Concepts**

- What are the things I treasure most?
- How am I special?
- Who are my special people?
- What do I do with my special people?
- Who are special people, who helps me?

**Suggested Teaching and Learning Activities**

- Make and display a collection of special items. Invite the children to name and talk about these treasures. Describe how they take care of the treasures and how they keep them safe. How would they feel if they lost them? How can they explain to other people why the objects are so special?
- Circle Time activity “... is special because ...”
- Discussion – special people at home, school, elsewhere and how they make them happy. What do they do together? What do they share? What do they say to them? How often do they see them? What do they look like? How do they speak? Explain how unique each one of these people is
- Promote inclusion by reading to class from picture books highlighting the different make up of families (2 dads, 2 mums, single parent and 1 mum/1 dad families)
- Stonewall Plan KS1: Year 1 and 2 – Lesson 1: Who do you love?
- Discuss what special people do to make you happy/upset/sad/angry. Emphasise that all of us experience these emotions
- Discus who are special people, who help me? List e.g. doctors, nurse, school crossing patrol officer, school mates, supervisor, etc. whom they meet in day-to-day life. Is this a different kind of relationship to the one they have with their family? Discuss

**Resources**

- Health for Life Ages 4-7 Pg. 83
- Health for Life Ages 4-7 Pg. 84
- Health for Life Ages 4-7 Pg. 85
- Stonewall website
- Folens CPSHE Book 1 Pg. 34-35
- Folens CPSHE Book 1 Pg. 88

**Key Vocabulary**

- Special
- Same
- Different
- Treasure
- Feelings
- Share
- Tell
- Network

**Learning Outcomes**

- Identify what and who are special to them
- Understand what makes them unique/special
- Recognise that they might do certain ‘special’ things with these people
- Know that feelings can affect actions
- Recognise people who help them

**Notes to Staff**

- Visitors – nurse, school crossing patrol officer, etc. or visits to doctors, etc.
- Links with circle time activities
- Special mention assemblies – celebration of achievement assemblies (including activities undertaken outside of school)
- Links with golden time

**Evaluation / Comments**

Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year One

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### Year 1: Term 1.2  
**Theme: Focus on Special People**

<table>
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<th>Learning Objectives</th>
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<tbody>
<tr>
<td>The importance of rules and how they help us in different situations</td>
<td>1a, 1c, 1d, 1e, 1f, 1k</td>
<td>BELOW</td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

<table>
<thead>
<tr>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| • What is the role of people who keep me safe? | • Use a story/video to illustrate how police/fire service, etc. can help us. Ask the children to discuss the work of the police and express their ideas | QCA Citizenship Unit 4: People Who Help – The Local Police | • Safe  
• Belongings  
• Own  
• Needs  
• Wants | • Understands the role of ... e.g. Police Officers |
| • How do we keep our special belongings safe in school? | • Discuss with children how their belongings are kept safe within school. Point out that lots of children own similar things. Make a list of class rules to keep property safe |  | • Recognise dual responsibility for their own and others’ property |
| • How can we look after our money? | • Draw a mind map to show different places where money can be kept safe. Introduce the idea of a bank and how they work  
• Ask children what they would do if they had lots of money; explore the different choices regarding spending. Focus on responsible use of money; examine the difference between needs and wants. As a class, select items from a table and put them in one of two hoops – needs and wants. Can we always have the things we want? | pfeg ‘Learning About Money in the Primary Classroom’ Pg. 26 | • Knowing where to keep money safe  
• Understanding the difference between needs and wants |

### Notes to Staff

- Links with establishing class rules
- Invite Community Police Officer/South Yorkshire Fire and Rescue to school as stimulus for unit of work
- Invite bank volunteer to discuss the different ways you can look after your money

### Evaluation / Comments
Year 1: Term 2.1  
Theme: Keeping Healthy

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<th>Learning Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To understand the importance of a balanced diet</td>
<td>1g</td>
<td>BELOW</td>
</tr>
<tr>
<td>To be aware of personal hygiene</td>
<td>1f, 1h</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To recognise the need for good hygiene in handling food</td>
<td>1h</td>
<td></td>
</tr>
<tr>
<td>To be aware of the cost of food and making choices based on this and quality</td>
<td>1f</td>
<td></td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

- **What does healthy eating mean to me?**
  - Mind map, chart. Draw a picture of themselves feeling hungry with associated words, e.g. ‘pain in the tummy’. Collect these words. Ask children to draw and label foods and drinks they think keep them healthy. This can be presented in a variety of ways, e.g. charts, pictorially, etc.

- **Why and what do I eat?**
  - Senses investigation. List foods – likes/dislikes. Encourage children to share their ideas with the rest of the group. This activity provides opportunities to talk about other people’s foods/food traditions. Encourage children to become more aware of different lifestyles as well as differences in healthy lifestyles.

- **What, when and where do we eat?**
  - After teacher led discussion, produce a food diary. Introduce and reinforce the names of the meals of the day. Make a wall story, e.g. ‘what, when and where do we eat?’

- **Choosing for myself**
  - Design and cost a healthy meal for a specific time of day. Discuss what constitutes a balanced diet.

- **Where does my food come from?**
  - Invite the children to discuss where their food comes from, how it travels to them and how many people handle it.
  - Hygiene rules/reasons. Discuss ways in which food can be made to stay fresh and clean. Focus on day-to-day hygiene, in particular washing hands before eating, after playing with pets and after using the toilet.

- **What is hygiene?**
  - Feely bag – full of resources that help us to keep clean and healthy, e.g. soap, toothbrush/paste, hairbrush, shampoo, deodorant, bubble bath, tissues
  - Survey of when children brush teeth, shower, visit dentist, etc.

### Suggested Teaching and Learning Activities

- **Mind map, chart.** Draw a picture of themselves feeling hungry with associated words, e.g. ‘pain in the tummy’. Collect these words. Ask children to draw and label foods and drinks they think keep them healthy. This can be presented in a variety of ways, e.g. charts, pictorially, etc.

- **Senses investigation.** List foods – likes/dislikes. Encourage children to share their ideas with the rest of the group. This activity provides opportunities to talk about other people’s foods/food traditions. Encourage children to become more aware of different lifestyles as well as differences in healthy lifestyles.

- **After teacher led discussion, produce a food diary.** Introduce and reinforce the names of the meals of the day. Make a wall story, e.g. ‘what, when and where do we eat?’

- **Design and cost a healthy meal for a specific time of day.** Discuss what constitutes a balanced diet.

### Resources

- **Health for Life Ages 4-7 Pg. 114**
- **Health for Life Ages 4-7 Pg. 115**
- **Health for Life Ages 4-7 Pg. 118**
- **Learning for Living KS1 Pg. 58-61**
- **Learning for Living KS1 Pg. 62-64**

### Key Vocabulary

- Hungry
- Healthy
- Grow
- Energy
- Bones
- Meals
- Snacks
- Aware
- Choose
- Decide
- Hygiene
- Breakfast
- Break, lunch
- Snack, dinner
- Tea, supper
- Take away
- Picnic
- Feast
- Party
- Barbecue
- Cost
- Price
- Value
- Soap
- Clean
- Sport
- Exercise
- Energy
- Keep-fit
- Heart rate
- Sweating
- Pulse

### Learning Outcomes

- **Recognise that they can make a choice about healthy options**
- **Describe what they like/dislike and why**
- **Understand that certain meals are eaten at specific times of the day, e.g. breakfast, lunch, dinner, supper**
- **Describe what constitutes a balanced diet**
- **Are aware of basic personal hygiene and are aware of where food comes from**
- **Recognise the need for personal hygiene**
| Why is exercise important? | • Ask the children to brainstorm all the things they can do now with their bodies. Celebrate how much they have learned since they were born  
• Produce a collaborative display of sporting activities and the different ways in which people exercise  
• Game – mime an action/activity to a partner  
• Discuss and list reasons why exercise is important | Real Health for Real Lives  
Ages 6-7  
Pg. 14  
Variety of magazines | • Breathing  
• Muscles  
• Blood  
• Stress  
• Relax | • Recognise the need for exercise and the different forms that exercise can take |

| Notes to Staff | • Role play – shop, dentist, gymnasium, hairdresser, doctor, nurse  
• Small world – to reinforce topic  
• Links to breakfast clubs, fruit/water, packed lunches – health eating initiatives  
• Cross-curricular link to Geography, Numeracy (time), data handling  
• Links with Community Dietician – invite to school to look at ‘balanced diet’  
• Links with ‘5 a Day’ initiative | | | |

| Evaluation / Comments | | | | |

Links to DCSF SEAL Resource: GFG
### Year 1: Term 2.1
#### Theme: Keeping Healthy

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<tr>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td>That all humans have needs</td>
<td>1a, 1f, 1g, 1h</td>
<td>BELOW</td>
</tr>
<tr>
<td>In group discussions, take different views into account while developing their ideas</td>
<td>1d, 1p</td>
<td>ABOVE</td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- What do humans need to keep them happy and healthy?
  - Teacher led discussion – what do we need to be happy and healthy? In pairs, discuss the basic needs of all humans, e.g. water, food, clothing, shelter, friendship

- What are the different needs between animals and humans?
  - Introduce three to four animals (puppets). What are their needs? Share the list of needs and compare with basic needs of humans

#### Suggested Teaching and Learning Activities

- Teacher led discussion – what do we need to be happy and healthy? In pairs, discuss the basic needs of all humans, e.g. water, food, clothing, shelter, friendship
- Introduce three to four animals (puppets). What are their needs? Share the list of needs and compare with basic needs of humans

#### Resources

- QCA Citizenship Unit 3: Animals and Us
- pfeg ‘My Money Primary Toolkit’ Y2 Unit 1: Understanding My Money – Needs and Wants

#### Key Vocabulary

- Needs
- Water
- Food
- Shelter
- Friendship
- Animals
- Same
- Difference
- Afford
- Wants

#### Learning Outcomes

- Recognise what humans need to keep them healthy
- Describe and discuss the different things that humans/animals need to keep them alive and healthy

### Notes to Staff

Links to DCSF SEAL Resource: GFG

### Evaluation / Comments
Year 1: Term 2.2
Theme: Growing and Changing

<table>
<thead>
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<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop an awareness of others</td>
<td>1o</td>
<td></td>
</tr>
<tr>
<td>To recognise how they are growing and changing</td>
<td>1l</td>
<td></td>
</tr>
<tr>
<td>To be aware of increasing independence with age</td>
<td>1f, 1k</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Me and the people around me</td>
<td>• Wall story/class book. Discuss how we recognise people. Draw a large outline around a children and draw/write the names of all the people they see in their day-to-day lives</td>
<td>Health for Life Ages 4-7 Pg. 22</td>
<td>• Community</td>
<td>• Recognise the people around me</td>
</tr>
<tr>
<td>• How do I know I’m growing?</td>
<td>• Paired activity – describe with/without a mirror, themselves, partner. Paint portraits of themselves, a) as a baby and b) at their current age</td>
<td>Health for Life Ages 4-7 Pg. 22-24</td>
<td>• Home</td>
<td>• Be aware of how they are growing</td>
</tr>
<tr>
<td>• Which parts of me are growing?</td>
<td>• Bring in photographs from home and compare similarities/differences from being a baby to current age. Discuss memories of when they were younger (baby books)</td>
<td>Folens – CPSHE Book 1 Pg. 22-23</td>
<td>• Same</td>
<td>• Know the parts of their body which are growing</td>
</tr>
<tr>
<td>• What made me grow/who helped me to grow?</td>
<td>• List/draw and label all the people and things that helped them to grow. Use the children’s combined responses to produce a large shared poster (Inclusion opportunity: the differences in parents/careers – single parent; 2 mums; 2 dads; 1 mum/1 dad; grandparents, etc. is normal)</td>
<td>Health for Life Ages 4-7 Pg. 93</td>
<td>• Different</td>
<td>• Recognise and understand that they need help and assistance to grow</td>
</tr>
<tr>
<td>• Now I am growing up, what can I do?</td>
<td>• Discuss becoming more independence (N.B. safety issues) o What can I do now? o What will I be able to do soon? o Things I can’t do yet</td>
<td>Folens – CPSHE Book 1 Pg. 14</td>
<td>• Describe</td>
<td>• Be aware of their increasing independence/limitations</td>
</tr>
</tbody>
</table>

Notes to Staff
• Rhymes and Jingles
• Links to QCA Science – 1B Plant / 1A Ourselves
• Invite a parent/carer and baby into class to compare differences/similarities between themselves and baby

Links to DCSF SEAL Resource: GFG, CH

Evaluation / Comments
### Year 1: Term 2.2

**Theme: Growing and Changing**

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<tr>
<th>Learning Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Strategies for making informed choices</td>
<td>1c, 1d</td>
<td></td>
</tr>
<tr>
<td>To consider alternatives</td>
<td>1f, 1k</td>
<td></td>
</tr>
<tr>
<td>Rights and responsibilities involved in making decisions</td>
<td>1o, 1p</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts
- How shall I choose to behave?
- How can we encourage/inform others to make the ‘right choices’

#### Suggested Teaching and Learning Activities
- Discuss scenarios where children have to make an informed decision, e.g. taking someone else’s ball to play with at playtime; finding some money. Introduce strategy
  - Pause
  - Think
  - What else should I do?
  - What might happen?
  - Which is the best solution?
  - CHOOSE
- Children design posters for in and around school, to be displayed, e.g. in windows overlooking playground to encourage children to make correct choices at playtime, e.g. ‘play fairly’, ‘take turns’

#### Resources
- QCA Citizenship Unit 2: Choices

#### Key Vocabulary
- Choice
- Options
- Fair
- Right
- Wrong

#### Learning Outcomes
- Explain choices made
- Produce a source of advice for other children, communicate decision making process

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**Notes to Staff**

Links to DCSF SEAL Resource: GFG, CH

**Evaluation / Comments**
### Year 1: Term 3.1  
**Theme: Keeping Myself Safe**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognise and keep the rules of being and staying safe in all relevant situations</td>
<td>1k</td>
<td></td>
</tr>
<tr>
<td>To recognise that there are people in the community who help to keep them safe</td>
<td>1r</td>
<td></td>
</tr>
<tr>
<td>To be aware of their own responsibility for staying safe</td>
<td>1k</td>
<td></td>
</tr>
<tr>
<td>To know who to tell and how to tell if they feel uncertain/threatened/bullied and abused (physically and emotionally)</td>
<td>1m, 1n</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What do I think I have to keep safe from?</td>
<td>• Discuss perceptions of what they think they have to keep safe from by drawing pictures of themselves keeping safe and things they are keeping safe from, label drawings, giving reasons</td>
<td>Health for Life Ages 4-7 Pg. 32</td>
<td>• Safe • Dangerous • Help • Home • School • Rules • Practice • Responsible • Bully • Pretend • Real • Friend • Pleased • Worried • Secret • Tell • Magic • Imagination • Special • Know • Feelings • Teach • Touch • My job • Yes, please • No, thank you • Please don't • I don't like that • I'd rather not • I don't want to</td>
<td>• Identify elements of danger</td>
</tr>
<tr>
<td>• How do children keep themselves safe?</td>
<td>• Talk to children about real and imaginary hazards which are found indoors/outdoors. Identify which would pose a hazard and discuss. Discuss physical manifestations of feeling unsafe with children, e.g. butterflies in tummy, nervous, upset, sweating, etc.</td>
<td>Health for Life Ages 4-7 Pg. 33</td>
<td>• Safe • Dangerous • Help • Home • School • Rules • Practice • Responsible • Bully • Pretend • Real • Friend • Pleased • Worried • Secret • Tell • Magic • Imagination • Special • Know • Feelings • Teach • Touch • My job • Yes, please • No, thank you • Please don't • I don't like that • I'd rather not • I don't want to</td>
<td>• Recognise physical manifestations of feeling unsafe</td>
</tr>
<tr>
<td>• What are real and pretend people, places?</td>
<td>• Share stories and TV programmes discussing what is real and imagined. Starting point for exploring real and imaginary fears and secrets. Discuss with partner, real and imaginary friends they know about. Role play, small world, use of puppets, story boxes, paint images of imaginary friend</td>
<td>Health for Life Ages 4-7 Pg. 64</td>
<td>• Safe • Dangerous • Help • Home • School • Rules • Practice • Responsible • Bully • Pretend • Real • Friend • Pleased • Worried • Secret • Tell • Magic • Imagination • Special • Know • Feelings • Teach • Touch • My job • Yes, please • No, thank you • Please don't • I don't like that • I'd rather not • I don't want to</td>
<td>• Identify the difference between real and pretend</td>
</tr>
<tr>
<td>• Who are my special people?</td>
<td>• Discuss and describe, illustrate and dress-up as some of the people who are special to them. Explore positive feelings of trust and safety and what these involve (and don’t involve). Make a class book of ideas ‘special people’</td>
<td>Health for Life Ages 4-7 Pg. 76</td>
<td>• Safe • Dangerous • Help • Home • School • Rules • Practice • Responsible • Bully • Pretend • Real • Friend • Pleased • Worried • Secret • Tell • Magic • Imagination • Special • Know • Feelings • Teach • Touch • My job • Yes, please • No, thank you • Please don’t • I don’t like that • I’d rather not • I don't want to</td>
<td>• Recognise people who are special to them, who can help to keep them safe, e.g. Police Officer, etc.</td>
</tr>
<tr>
<td>• When is it ok for me to say “yes”/“no”?</td>
<td>• Drama/role play – act out different scenarios with people they know and trust and people they don’t know, e.g. Police Officers, School Crossing Patrol Officers, etc.</td>
<td>Folens – CPSHE Book 1 Pg. 30-31</td>
<td>• Safe • Dangerous • Help • Home • School • Rules • Practice • Responsible • Bully • Pretend • Real • Friend • Pleased • Worried • Secret • Tell • Magic • Imagination • Special • Know • Feelings • Teach • Touch • My job • Yes, please • No, thank you • Please don’t • I don’t like that • I'd rather not • I don't want to</td>
<td>• Recognise situations where they need to help to keep themselves safe and use appropriate vocabulary, e.g. “please don’t”</td>
</tr>
<tr>
<td>Notes to Staff</td>
<td>Health for Life Ages 4-7 Pg. 65-66</td>
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<tr>
<td>Visitors from outside agencies, e.g. Police, Fire, School Crossing Patrol Officer</td>
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<tr>
<td>’Protective Behaviours’ is a perfect vehicle for developing work in the area of ‘Personal Safety’ (see Barnardos website)</td>
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</tbody>
</table>

**Evaluation / Comments**

- Discuss and act out with a partner a safe secret, e.g. hiding mum’s birthday present, protecting others’ feelings, e.g. from embarrassment
- Use puppets for children to share anxieties about secrets they should share, e.g. watching a ‘bad’ video, bullying and being wary of strangers. Discuss how they felt after sharing
- Which secrets should we keep and which should we share?
- Distinguish between safe and unsafe secrets

Links to DCSF SEAL Resource: SNTB, GOFO
### Year 1: Term 3.1
#### Theme: Keeping Myself Safe

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To develop skills to keep themselves safe</td>
<td>1k</td>
<td>BELOW</td>
</tr>
<tr>
<td>To know what to do in an emergency situation</td>
<td>1f, 1k, 1n</td>
<td>ABOVE</td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- Do I know how to keep myself safe?

#### Suggested Teaching and Learning Activities

- Use a story where personal safety may be at risk, e.g. a stranger approached a group of children playing. Discuss how the children would react/respond in this situation. Following discussion compile a ‘Class Personal Safety Code’

#### Resources

- QCA Citizenship
  - Unit 4: People Who Help Us – The Local Police

#### Key Vocabulary

- Safe
- Stranger
- Feelings
- Worry

#### Learning Outcomes

- Know what to do in different risk situations
- Discuss and agree rules for the class

#### Notes to Staff

- At the age, the link to a stranger possibly being a risky person is ok but they also may need to go to a stranger for help, e.g. if they are lost. So do not emphasise ‘Stranger Danger’. It is a sad fact that the majority of children who are abused, are abused by people they know, not strangers

#### Links to DCSF SEAL Resource: SNTB, GOFO

#### Evaluation / Comments
<table>
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<th>Learning Objectives</th>
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</thead>
<tbody>
<tr>
<td>To recognise the difference between the real and virtual world</td>
<td>1d, 1k</td>
<td>BELOW</td>
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</table>

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I know the difference between real and unreal characters?</td>
<td>Childnet International &quot;Smartie the Penguin&quot; Explore being safe on the internet</td>
<td>Childnet website: Story and lesson plan</td>
<td>Real</td>
<td>Distinguish between what is real and unreal</td>
</tr>
<tr>
<td></td>
<td>Ask the children to think about any games, toys, computer games that they play where imaginary characters appear. Discuss how these behave, what they look like, and how the children identify whether they are real or unreal</td>
<td>Childnet / KidSMART website</td>
<td>Imaginary</td>
<td>Identify the characteristics of virtual characters</td>
</tr>
<tr>
<td></td>
<td>Ask the children to consider if these unreal characters/creatures behave differently to real people. List the differences and discuss</td>
<td>ThinkUKnow website</td>
<td>Virtual</td>
<td></td>
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<td></td>
<td></td>
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<td>Games</td>
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<td>Pretend</td>
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<td>Safe</td>
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<td>Same</td>
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<td></td>
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<td></td>
<td>Difference</td>
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</tbody>
</table>

Notes to Staff
- The ThinkUKnow website has some good on-line activities for children to participate in: [http://www.thinkuknow.co.uk/5_7/](http://www.thinkuknow.co.uk/5_7/) as do Childnet and Beat Bullying websites

Links to DCSF SEAL Resource:

Evaluation / Comments
# Year 1: Term 3.2
## Theme: The World of Drugs

### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognise that substances affect our bodies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To understand some people need medication at different times to help prevent or cure illnesses and that some people need to take medicines all the time to stay healthy</td>
<td>1f, 1g, 1l</td>
<td></td>
</tr>
<tr>
<td>To help children recognise their role in the safe handling of medicines and substances</td>
<td>1j</td>
<td></td>
</tr>
<tr>
<td>To help children realise they have a role in the ‘getting better’ process</td>
<td>1f</td>
<td></td>
</tr>
<tr>
<td>To recognise pressure, especially to try (touch, taste, sniff or puff) substances and how to deal with this</td>
<td>1k</td>
<td></td>
</tr>
<tr>
<td>To reinforce understanding that all medicines are drugs but not all drugs are medicines</td>
<td>1j</td>
<td></td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

- **What goes INTO my body?**
  - Draw a large outline of a child
  - Ask “what goes onto my body?”
  - Invite the children to give you their own drawings and pictures cut from magazines which can be added to the larger picture, e.g. clothes, ointment, cobwebs, shampoo
  - Categorise the items according to those they believe to be
    1. OK (e.g. clothes)
    2. Not sure (e.g. glue/paint)
    3. Not OK (e.g. “I must not let it touch my body”)
  - Practice saying “no”

- **Who put it there?**
  - Explore how the items might get onto their bodies, this involves categories, e.g. children – toothpaste, parent/carer – sun protection cream
  - Discuss ‘persuasion’ and how others may try to persuade children to put something onto their body
    - What would you do?
    - What would you say?
    - Who would you tell?
  - Help the children practice saying “No I won’t”, “I’ll ask someone” and “It’s dangerous”

- **Who told me to do that?**
  - What goes INTO my body?
  - How does it feel?
  - Remind children how to refuse taking part in ‘dares’
  - Teacher to lead discussion about things that go into bodies, e.g. medicine, food drinks
  - How did the children react to what entered their bodies, e.g. cried, felt better, tickled nose, didn’t like it?
  - This is a good chance to discuss children who take medicines regularly to keep the healthy, e.g. asthma/diabetic and what others can do to help

- **What are medicines and other dangerous substances?**
  - Sit children in a circle on the floor. Explain: a medicine is a drug which people take when they are ill to make them feel better. Ask the children if any of them ever take medicine
  - Arrange 2 hoops on the floor – one for medicines and the other for non-medicines. Give each child or pair an object that is commonly found in the home, e.g. empty packages of medicines (such as Calpol, headache tablets, cough mixture, asthma inhaler), cleaning products, bleach, food stuffs, soft drinks, paint, glue, matches, lighter, cigarettes, alcohol, pet foods. In turn ask the children to place their object in one of the hoops, ensure they are correctly placed

### Suggested Teaching and Learning Activities

- Sit children in a circle on the floor. Explain: a medicine is a drug which people take when they are ill to make them feel better. Ask the children if any of them ever take medicine
- Arrange 2 hoops on the floor – one for medicines and the other for non-medicines. Give each child or pair an object that is commonly found in the home, e.g. empty packages of medicines (such as Calpol, headache tablets, cough mixture, asthma inhaler), cleaning products, bleach, food stuffs, soft drinks, paint, glue, matches, lighter, cigarettes, alcohol.

### Resources

- Health for Life Ages 4-7 Pg. 49
- Health for Life Ages 4-7 Pg. 51
- Health for Life Ages 4-7 Pg. 17
- A Practical Guide for Primary School Teacher

### Key Vocabulary

- Body
- Head
- Arms
- Legs
- Sure
- Not Sure
- Worried
- Feelings
- Persuade
- Nose
- Mouth
- Skin
- Sniff
- Persuade
- Dare
- Injection
- Medicine
- Non-medicine
- Safe
- Harmful
- Careful
- Protect
- Cleaning Products
- Medicines
- Chemicals
- Stop
- Think
- Rules
- Persuade
- Cigarette
- Nicotine

### Learning Outcomes

- Understand suitability of what goes onto their body
- Know when to say “No” and “Stop”
- Know who and when to ask for help
- Recognise that there will be occasions when there is a need to take medicine to make us feel better
- Understand what medicines are
- Have an awareness of the safe handling of medicine
- Understand medicines can be harmful in a particular situation
<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
| **What are medicines and other dangerous substances?** | - Ask if it is safe to take medicines when you are not ill? What would happen? Ask the children where the items that are not medicines but that could still be harmful are kept/stored (e.g. window sills, shelves, handbags, table, bathroom cupboards, under the sink, shed, or garage)?
- Introduce the following medicine wise rules:
  1) All medicines have drugs in them and this makes them dangerous
  2) Only take medicines given to you by a safe person
  3) Never touch or taste anything just because someone tells you to. Say “No, I won’t”, “I’ll ask” or “I’ll tell someone”
  4) Never take anyone else’s medicine
- Help the children practice them
- Draw a picture of what you would do if you found some medicines. Discuss |
| **What do I know about cigarettes?** | - Ask children what they know about cigarettes, correct any misinformation. Bear in mind they may have close family members who smoke. Explain cigarettes contain a drug ‘nicotine’ which is not a medicine as it is not used to make people better when ill. Lots of people smoke and would like to give it up but it is often difficult to stop. Smoking can make people poorly if they smoke for a long time and it can make them cough and their clothes smell |
| **Do I know how to say “No” to something I don’t want to do?** | - Concluding activity – make a picture story with sections on:
  - People who give us medicines
  - Places where we can get medicines
  - Ways of taking and using medicines, e.g. injection, pull/syrup
  - The safe use of medicines at school and at home
  - Safety rules for medicines |

**Health for Life Ages 4-7 Pg. 55**

**Recognise medicine and be able to discuss reasons for this**

**Recognise ‘risky’ situations and have appropriate strategies for dealing with these situations**

**Recognise medicine and be able to discuss reasons for this**

**Recognise medicine and be able to discuss reasons for this**

**Understand the safety issues regarding medicine**

**Have an understanding of the correct information regarding smoking**

**Notes to Staff**

**Links to DCSF SEAL Resource: GTBM**

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</table>
### Year 1: Term 3.2  
**Theme: The World of Drugs**  

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<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognise they can make choices</td>
<td>1d, 1f</td>
<td>BELOW</td>
</tr>
<tr>
<td>To identify what they like and dislike</td>
<td>1f</td>
<td></td>
</tr>
<tr>
<td>Share their opinions on what matters and is important to them</td>
<td>1a, 1d</td>
<td>ABOVE</td>
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</tbody>
</table>

### Key Questions / Ideas / Concepts
- Can I recognise the difference between right and wrong?
- Can I choose what’s right for me?

### Suggested Teaching and Learning Activities
- Children work in small groups to draw up a list of situations they consider to be right or wrong, e.g. road safety, dropping litter. Children encouraged to give advice (perhaps to puppet) about making choices in those situations.
- Act out a scenario where a friend is encouraging them to smoke/try a cigarettes/take someone else’s medicine.

### Resources
- QCA Citizenship

### Key Vocabulary
- Smoking
- Cigarettes
- Choices
- Harmful
- Decision

### Learning Outcomes
- Recognise what is right and wrong and articulate this.
- Recognise and make safer choices based on right/wrong and good/bad.

---

**Notes to Staff**

Links to DCSF SEAL Resource:

**Evaluation / Comments**
## Scheme of Work

### Year 2

<table>
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<th>Scheme of Work</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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<tbody>
<tr>
<td></td>
<td>The Caring School</td>
<td>Healthy Lifestyles</td>
<td>Keeping Myself Safe</td>
</tr>
<tr>
<td></td>
<td>Feelings and Relationships</td>
<td></td>
<td><em>E-Safety: How Can I Contact People Who Help Me?</em></td>
</tr>
<tr>
<td></td>
<td>Growing and Changing</td>
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<td>The World of Drugs</td>
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<td>Focus on Outdoors</td>
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### SEAL

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<tr>
<th></th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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<tbody>
<tr>
<td>SEAL</td>
<td>NB</td>
<td>SNTB GOFO</td>
<td>GTBM</td>
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<td>GFG GTBM</td>
<td>SNTB GOFO</td>
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<tr>
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<td>NB</td>
<td>SNTB GOFO</td>
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<td>SNTB GOFO</td>
<td>GTBM</td>
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<td></td>
<td></td>
<td>GTBM</td>
<td>SNTB GOFO</td>
</tr>
</tbody>
</table>
### Year 2: Autumn Term  
**Theme: The Caring School**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn how to make positive choices</td>
<td>1a</td>
<td>BELOW</td>
</tr>
<tr>
<td>To know that choices have consequences</td>
<td>1b</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To have respect for ourselves and others</td>
<td>1q</td>
<td></td>
</tr>
<tr>
<td>To form positive relationships</td>
<td>1b, 1c</td>
<td></td>
</tr>
<tr>
<td>To recognise ways in which we can promote a caring, trusting environment</td>
<td>1o, 1p</td>
<td></td>
</tr>
<tr>
<td>To see ourselves as valued and valuable members of the school community</td>
<td>1q, 1r</td>
<td></td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

- How can we make this a happy place for everyone to work and play?

### Suggested Teaching and Learning Activities

- Agreed class/school rules
- Choose playmates, monitors, etc. (positions of responsibility) from within the class
- Set up classroom procedures and expectations
- If necessary, do some ‘getting to know you’ activities during circle time
- Go-Givers lesson: *Everybody, Somebody, Anybody, Nobody*

### Resources

- Go-Givers website

### Key Vocabulary

- Rules
- Respect
- Choices
- Consequences
- Cooperation
- Caring
- Sharing
- Something I’d like you to know about me is …
- Something I’d like to know about you is …

### Learning Outcomes

- The children can recognise rules of inter-personal behaviour
- Show some respect for others and their environment
- Make informed decisions
- Listen to the views of others
- Work and play cooperatively
- Recognise the consequences of making poor choices

### Notes to Staff

- This unit of work provides a context for the delivery of PSHE and Citizenship throughout the academic year. A whole school approach is required to provide and sustain a suitable ethos in which PSHE and Citizenship can be delivered effectively. This unit is flexible in its delivery and may take up as little/much PSHE time within the curriculum as required. This will depend upon the current focus of attention that is devoted to PSHE and Citizenship. (Recommended curriculum allocation – 1 week at the start of the Autumn Term)

### Links to DCSF SEAL Resource: NB

### Evaluation / Comments
### Year 2: Term 1.1  
**Theme: Feelings and Relationships**

#### Learning Objectives

| To empathise with others’ feelings and concerns and the demonstrate this in our behaviour towards them |  
|  
|  
| To understand the many groups and networks which are similar and different in many ways |  
|  
| To understand that we are part of many groups and networks which are similar and different in many ways |  

#### Suggested Links to End of Key Stage Statements

- 10
- 1q
- 1q, 1r

#### ASSESSMENT

- BELOW
- ABOVE

#### Key Questions / Ideas / Concepts

<table>
<thead>
<tr>
<th>What can boys do and what can girls do? (Stereotyping)</th>
<th>Look at photographs of everyday people. Let the children decide what jobs they think they could do. Discuss question &quot;What job would you like to do in the future...?&quot; Role play/small world. (Use photographs from newspapers/magazines) Expect Respect Toolkit: Y2, Section 2: Gender, Careers and Assumptions Share a picture book which addresses stereotyping and people being unkind</th>
</tr>
</thead>
<tbody>
<tr>
<td>What makes me the same as/different from you?</td>
<td>Self-portraits/mirror activity/talking together &quot;I am unique because...&quot; (this could form part of a display – addressing issues of self-esteem)</td>
</tr>
<tr>
<td>What feelings do we all share?</td>
<td>Mime a feeling with a partner. Share experiences between one another. Encourage empathy with others and be sensitive to the needs of others. Share with the class</td>
</tr>
<tr>
<td>How does it feel to be different?</td>
<td>Investigate how people celebrate special events in different ways, e.g. births, marriages, birthdays. Talking together – being left out or not chosen to play with others. Look at and discuss pictures of disabled children and discuss how their lives may be similar/different. Go-Givers lesson: ‘I won’t be made to feel bad’ links to similarities and differences and moves on to being bullied and being unkind to others and how that makes people feel; what to do if a children observes others being unkind; how working together we can make a difference. Book: Something Else - looking at bullying and stereotypes on sexuality</td>
</tr>
<tr>
<td>Different families</td>
<td>Challenging Homophobia in Primary Schools (CHIPS): Y2, Weeks 1-6. Explore 2 dads, 2 mums, looked after children, bullying and put downs. CHIPS: Y1, Weeks 1-6</td>
</tr>
<tr>
<td>Which groups/networks do I belong to?</td>
<td>List/draw the groups/networks to which they belong, e.g. family, Brownies, church, class, clubs, community, schools, sports club, link to feeling of acceptance from others</td>
</tr>
</tbody>
</table>

#### Suggested Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folens CPSHE Book 2 Pg. 42-45 Expect Respect Toolkit Section 2: Year 2 (Women’s Aid)</td>
</tr>
<tr>
<td>Health for Life Ages 4-7 Pg. 122</td>
</tr>
<tr>
<td>Folens CPSHE Book 1 Pg. 38-39</td>
</tr>
<tr>
<td>Go-Givers website</td>
</tr>
<tr>
<td>Stonewall KS1: Year 1 and 2 classroom activities</td>
</tr>
<tr>
<td>CHIPS: Y1, Weeks 1-6</td>
</tr>
</tbody>
</table>

#### Key Vocabulary

- Feelings
- Problems
- Similar
- Different
- Special
- Share
- Unique
- Empathy
- Empathise
- Relaxed
- Like
- Love
- Gay Included
- Outsider
- Network
- Groups
- Belong

#### Learning Outcomes

- Recognise the differences between boys and girls and also the stereotypes that exist
- Identify the differences and similarities that exist between one another
- Recognise feelings that are common amongst one another
- Understand and explain how it feels to be different and how it feels to belong to different groups
- Recognise and empathise with others
- Name the networks they belong to

#### Notes to Staff

- Links to Literature – fairy stories; Links to drama/movements; Links to religious festivals/customs, RE

Links to DCSF SEAL Resource: GOFO, SNTB, R

#### Evaluation / Comments
### Year 2: Term 1.1  
#### Theme: Feelings and Relationships  
#### QCA Citizenship

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the different influences that affect choices</td>
<td>1c, 1d, 1f</td>
<td>BELOW</td>
</tr>
<tr>
<td>Peer influences can be positive as well as negative</td>
<td>1m, 1o, 1p</td>
<td>ABOVE</td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **What influences me and the choices I make?**
  - Produce a class list of things that influence choice, e.g. personal likes/dislikes, knowledge, friends, adverts. Choose 1 or 2 and explore them in more detail

- **What makes a good friend?**
  - Read a short story about ‘friendship’. What makes a ‘good friend’? Discuss and agree the qualities that a good friend has

- **Do I influence others? In what way? Do they influence me?**
  - In small groups, discuss a real-life situation when a friend encouraged them to do something. Was it a good idea? Would they do it again? Discuss a time when they had persuaded a friend not to something because it was foolish/dangerous. How can friends influence choices?

- **How do adverts affect me?**
  - Compile a list of adverts from the TV and choose their favourite. Discuss strategies used to persuade, e.g. “Ours is best”, “Everyone’s got one”

#### Resources

- QCA Citizenship Unit 1: Choices

#### Key Vocabulary

- Influence
- Choice
- Friendship
- Persuade
- Advert
- Advertisement

#### Learning Outcomes

- Know that there are different influences on our choices
- Describe the qualities of a friend
- Recognise positive and negative influences on us
- Recognise that outside agencies may influence decisions that we make

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### Notes to Staff

Links to DCSF SEAL Resource: GOFO, SNTB, R

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### Evaluation / Comments
Year 2: Term 1.2

Theme: Growing and Changing

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify their own physical growth and change</td>
<td>1l</td>
<td>BELOW</td>
</tr>
<tr>
<td>Extend their vocabulary of the human body</td>
<td>1l</td>
<td>ABOVE</td>
</tr>
<tr>
<td>Recognise their own growing competencies and responsibilities</td>
<td>1e</td>
<td></td>
</tr>
<tr>
<td>To be aware of personal hygiene</td>
<td>1h</td>
<td></td>
</tr>
</tbody>
</table>

**Key Questions / Ideas / Concepts**

- What do I remember about being born and growing?
- What makes things grow?
- What makes me grow?
- Who helped me to grow?
- How do people know I'm growing?
- What new things can I do?

**Suggested Teaching and Learning Activities**

- Discuss happy moments/sharing memories with family. Set up a class board of children's photographs. They could bring in 2 to 3 photographs to show how they have grown/changed since being born.
- Plant bulbs/seed and chart progress. Compare needs of bulbs with needs of humans, e.g. water, warmth, sun, care, etc. Discuss what helps them to grow, include love and care as well as shelter, food, warmth and water.
- Keep a diary of food eaten and who fed me! This could extend over a weekend and then form the basis of follow-up work.
- Parent visit with baby – children could prepare questions beforehand for question and answer session. Children compare baby with their physical appearance. As follow-up, make a collage from magazines to describe baby needs. (Include emotional needs as well as physical needs)
- Make a list
  - Things I can do now
  - Able to do soon
  - Can't do yet
  - Want to do
  - Need to practice
- They could write about wishes for the future. What do they hope they will be able to do:
  a. This time next year?
  b. When they are 10 years old?
- Go-Givers lesson: 'Please Help Mitali!' is a story which reminds children of the importance of making the best use of their talents and skills.

**Resources**

- Health for Life Ages 4-7 Pg. 30
- Go-Givers website

**Key Vocabulary**

- Evidence
- Recognise
- Community
- People
- Places
- Visit
- Responsible
- Remember
- Family
- Food
- Love
- Growing Up
- Skills
- Change
- Discover
- Size
- Shape

**Learning Outcomes**

- Recognise how they have changed since birth
- Recognise and compare the needs of all living things
- Name and understand any people who help them grow
- Identify the similarities/differences between themselves and a baby
- Understand their own limitations and be aware of future changes

**Notes to Staff**

- When discussing family and parent/carers, take the opportunity to mention the variety of different family make-ups, e.g. single parent; 2 mums; 2 dads; mum and dad; carers, etc. to raise awareness of the normality of this and the importance of a loving family, no matter who this consists of
- Outside visitor – parent/carer and baby
- Science QCA: 2A – Health Growth

**Evaluation / Comments**

Links to DCSF SEAL Resource: GFG, GTBM
### Learning Objectives

- Understand that all animals have needs and should be treated with respect
- Humans have a responsibility to ensure the well-being of animals
- Understand the financial implications of keeping a pet

### Key Questions / Ideas / Concepts

- **What do animals need?**
- **What are my responsibilities to animals?**

### Suggested Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Needs of Animal</th>
<th>Our Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Make a shared list of all the animals that can be kept as pets. Discuss the needs of the animals and our responsibilities, e.g.

- Children create a diary of how they look after/care for a pet/imaginary pet
- Ask the children to name all the wild animals they think live in the school grounds. How can the children provide them with everything they need? Children identify simple rules to observe in these areas, e.g. don’t disturb birds’ nests, put litter in bins
- **What does it cost to keep a pet?**
- Go-Givers assembly: ‘Caring for Pets’

### Resources

- QCA Citizenship Unit 3: Animals and Us
- The Great Pet Sale by Mick Inkpen
- pfeg ‘My Money Primary Toolkit’
- KS2 Year 4 Unit 1: ‘How much is the Doggy in the window?’ board game
- Go-Givers website

### Key Vocabulary

- Know how to take care of an animal
- Demonstrate awareness of responsibility
- Describe the needs of wild animals

### Learning Outcomes

- What do animals need?
- What are my responsibilities to animals?
- Demonstrate awareness of responsibility
- Describe the needs of wild animals

### Notes to Staff

- Links to DCSF SEAL Resource: GFG, GTBM

### Evaluation / Comments

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Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Two
### Year 2: Term 2.1  Theme: Healthy Lifestyle

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To have awareness and knowledge of a healthy lifestyle and their increasing responsibilities</td>
<td>1f, 1g</td>
<td>BELOW</td>
</tr>
<tr>
<td>To recognise that they have a right of access to a safe, healthy environment</td>
<td>1k</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To value differences in their own and other lifestyles and culture relating to health</td>
<td>1q</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts
- **How do healthy people look?**
  - Drama/role play – children show what a healthy person looks like – contrast with not so healthy. Include how healthy people feel

#### Suggested Teaching and Learning Activities
- **What do healthy people do?**
  - Focus on eating/drinking/taking exercise/sleep/dental care and fresh air (and how do they feel). Discuss that fact that they can be happy as well as healthy

- **Can you design a healthy message (for a healthy environment)?**
  - Talk about the messages the children would want to give to not so healthy people
  - Production and design of posters/leaflets/newsletters of ‘Thought of the Week’, e.g. ‘always flush the toilet’, ‘wash our hands’
  - Make/produce a ‘healthy message board’ for the whole school to access

- **What is a healthy day?**
  - Create a ‘day in the life of …’ chart illustrating hygiene, exercise, food, caring for others, environment, keeping safe, being happy, resting, sleeping and relaxing. Share with others and encourage to share with parents/carers at home

- **How healthy is my day?**
  - Produce a time-line pictorial representation of their day. Identify what are:
    - Healthy
    - Not so healthy choices and activities
    - Children to suggest 2 ways that they could make their day ‘healthier’. Write down and share at home with parents/carers

#### Resources
- **Health for life**
  - Ages 4-7
  - Pg. 104
- **Real Health for Real Lives**
  - Ages 6-7

#### Key Vocabulary
- Healthy
- Not so healthy
- Sometimes
- Exercise
- Clean
- Rest
- Responsible
- Happy

#### Learning Outcomes
- Recognise the characteristics of a healthy person
- Explain what people do to stay healthy
- Illustrate a healthy message to others
- Recognise what is needed/included within a healthy day
- Are aware of their own health choices

### Notes to Staff
- Links to Health Week
- Links to School Council – Health Audit

### Evaluation / Comments
- Links to DCSF SEAL Resource: GFG, GTBM
### Year 2: Term 1.2  Theme: Healthy Lifestyle  QCA Citizenship

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognise and show respect for similarities and differences</td>
<td>1d, 1c, 1o, 1r</td>
<td>BELOW</td>
</tr>
<tr>
<td>To recognise identities and the things that contribute to our identity</td>
<td>1d, 1c, 1o, 1r</td>
<td>ABOVE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How am I similar to/different from others</td>
<td>• In circle time, help them to identify things that they have in common/differences between them. Pass around photographs of each child and children to add “... is special because ....”. Draw themselves illustrating what makes up their identity, e.g. family, physical characteristics, origins</td>
<td>QCA Citizenship Unit 5: Living in a Diverse World</td>
<td>• Identity</td>
<td>• Know that there are similarities/differences between every child in the class</td>
</tr>
<tr>
<td></td>
<td>• In pairs, children discuss differences and similarities. Make a list and compare with another pair</td>
<td></td>
<td>• Special</td>
<td>• Demonstrate respect for difference and communicate this respect to others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Unique</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Difference</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Similarity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Common</td>
<td></td>
</tr>
</tbody>
</table>

**Notes to Staff**
- Invite outside visitors/speakers into school from a variety of cultures
- Links with circle time activities to raise the profile of self esteem
- When discussing family and parent/carers take the opportunity to mention the variety of different family make ups, e.g. single parent; 2 mums; 2 dads; mum and dad, carers, etc. to raise awareness of the normality of this and the importance of a loving family, no matter who this consists of

**Links to DCSF SEAL Resource:** GFG, GTBM

**Evaluation / Comments**
### Year 2: Term 2.2
Theme: Me, My Community and the Environment

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand the meaning of community and the people who are in it</td>
<td>1p, 1q, 1r</td>
<td>BELOW</td>
</tr>
<tr>
<td>To see their school as a community</td>
<td>1p</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To have a wider understanding of communication</td>
<td>1d</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is community?</td>
<td>Discuss the school community – people’s roles and who is involved</td>
<td>Health for Life Ages 4-7</td>
<td>Community</td>
<td>Understand what is meant by the word community</td>
</tr>
<tr>
<td>Who are the people in it?</td>
<td>Thought shower: discuss all the people involved in a community, e.g. shop keepers, families, everybody who work in the community, e.g. Police Officers</td>
<td></td>
<td>Timid</td>
<td></td>
</tr>
<tr>
<td>Which community do I belong to?</td>
<td>Question: who do you/we meet in the community? Let’s find out! Visit local community. List people we meet (Post Office, Butchers, Hairdressers)</td>
<td></td>
<td>Over-confident</td>
<td></td>
</tr>
<tr>
<td>Is the school a community?</td>
<td>Ask the children to estimate how many times they go out of their classroom community and become part of another community, e.g. assembly, playtime</td>
<td></td>
<td>Confident</td>
<td></td>
</tr>
<tr>
<td>How do people communicate?</td>
<td>Explore the various ways in which we can communicate, e.g. verbal/non-verbal, smiling, wave and words</td>
<td></td>
<td>Communicate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Play games where verbal communication is not allowed (non-verbal circle games) and discuss how effective they are</td>
<td></td>
<td>Communication</td>
<td></td>
</tr>
</tbody>
</table>

#### Notes to Staff
- Links with QCA Science – 2A Health and Growth
- Links with school/class councils
- Links to circle time activities

Links to DCSF SEAL Resource: NB

#### Evaluation / Comments
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>To reflect on and talk about what they like/dislike</td>
<td>1a, 1b, 1d, 1f</td>
<td>BELOW</td>
</tr>
<tr>
<td>To consult with school community</td>
<td>1d</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To develop an understanding of budget and spend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

#### Is our playground a positive place to play?
- Go-Givers lesson: ‘Go-Givers Playground’ asks the children to decide on needs for a range of different personalities and then design a playground to meet everyone’s needs. Playground rules/guidelines are also discussed
- Encourage discussion about the playground and discuss things that make them happy/unhappy, what they like/dislike, how play changes in summer/winter, am/pm

#### How can we improve our grounds?
- Using class/School Council – can children think of ways in which the playground could be improved for ALL? What do we need to do to make this happen?
- What would these improvements cost?

#### How can we involve the views of everyone?
- Devise a simple questionnaire which could be used through School Council to ascertain the views of the whole school community, including children, teaching/non-teaching staff, etc.

### Suggested Teaching and Learning Activities

#### Resources
- Go-Givers website
- QCA Citizenship Unit 6: Developing Our School Grounds
- pfeg ‘Learning About Money in the Primary Classroom’ Pg. 64
- ‘In the School Garden – Invest and Grow’
- What Money Means ‘in Action’ dvd – Minterne Junior School case study

### Key Vocabulary
- Consult
- Develop
- Community
- Grounds
- Improve
- Enhance
- Environment

### Learning Outcomes
- Assess the outdoor physical environment
- Communicate their views to others
- Gather views of all school community

### Notes to Staff
- Links with ‘Primary Positive Playgrounds’ initiative
- Links with class/School Council
- A school garden is often used as an extension of the classroom. It offers a good opportunity to learn about budgeting and making real-life decisions about money

### Links to DCSF SEAL Resource: NB

### Evaluation / Comments
### Year 2: Term 2.2

**Theme: Me, My Community and the Environment**

**Book: I Love My Hair!**

#### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn how to make positive choices</td>
<td>1a, 1e, 1d</td>
<td>BELOW</td>
</tr>
<tr>
<td>To know that choices have consequences</td>
<td>1d, 1q</td>
<td>ABOVE</td>
</tr>
<tr>
<td>Who are the people in my community and where do they come from?</td>
<td>1a, 1e, 1d</td>
<td></td>
</tr>
<tr>
<td>To develop a wider understanding of the world as a global community</td>
<td>1d, 1q</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- Who are the people that live in my community?
  - Ask the children to consider the community in which they live. Ask them to think about their walk to school, walk to the park, and walk to the shop. Who do they see when they are out and about in the community?
  - Consider:
    - The colour of their skin
    - Do they know their country of origin?
    - What is their religion?
    - Where do they live?
    - What do they eat?
    - How are their lives similar to/different from theirs?

- The world is much bigger than where I live
  - Using the information gathered from the children’s knowledge of the people that live in their community, plot the countries of origin on a world map/globe. Children could choose a country and find out more about it. Feedback to the rest of the class.

#### Suggested Teaching and Learning Activities

- 'I Love My Hair!' by Natasha Anastasia Tarpley
  - Hair
  - Styles
  - Community
  - Country
  - Global
  - Different
  - Same
  - Colour
  - Religion

- Go-Givers website

#### Resources

- ‘I Love My Hair!’ by Natasha Anastasia Tarpley
  - Hair
  - Styles
  - Community
  - Country
  - Global
  - Different
  - Same
  - Colour
  - Religion

#### Key Vocabulary

- Identify the range of people who live in their community
- Recognise that their community co-exists alongside the millions of other communities in the world; they are part of a global community

#### Learning Outcomes

- Identify the range of people who live in their community
- Recognise that their community co-exists alongside the millions of other communities in the world; they are part of a global community

#### Notes to Staff

- There may be the need to develop the children’s knowledge, awareness and understanding of the various ethnic minority groups living within their community

#### Evaluation / Comments

Links to DCSF SEAL Resource: NB

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Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Two

Published August 2013

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# Year 2: Term 3.1
## Theme: Keeping Myself Safe

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognise how to keep themselves safe</td>
<td>1k</td>
<td>BELOW</td>
</tr>
<tr>
<td>To know people who can help them and how to ask for help</td>
<td>1r, 1p</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To know the difference between safe/dangerous places to play and how accidents happen</td>
<td>1k</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where am I? Where am I going?</td>
<td>Pictures of themselves in a variety of places, wearing different clothes. Bring in photographs. Role play – dressing up</td>
<td>Health for Life Ages 6-7 Pg. 68</td>
<td>Name, Address, Number, Reference, Describe, Recognise, Harm, Hurt, Dangerous, Safe, Rules, My Job, Responsibility</td>
<td>Remember their name, address and where they live. Identify who is in charge. Differentiate between real, imaginary and pretend.</td>
</tr>
<tr>
<td>What should I do when I’m lost?</td>
<td>Use stories/poems as stimulus for discussion. Make rules for what to do. Have you ever been lost? Share thoughts and feelings. Who helped? Discuss ‘safe people’ and dangers from unknown people or know people who cause unease/fear. People who are lost – do we go with them? Act out in drama and use key words: “No, I can’t help” or “I’ll go and ask someone”. (Links with ‘Protective Behaviours’)</td>
<td>Health for Life Ages 6-7 Pg. 69</td>
<td></td>
<td>Recognise persuasion, where secrets are involved. Recognise pleasures, hazards and dangers, and risks of the outside world.</td>
</tr>
<tr>
<td>What is good about my home? When am I at risk?</td>
<td>Collect pictures of household equipment that is useful and then link to potential danger, e.g. cooker, fires, knives. Devise strategies, e.g. not touching, etc. Discuss people/things at home that keep them safe, happy, warm, comfortable. Discuss when they might be ‘at risk’ at home. List and produce a list of solutions to keep themselves safe – whole class activity Kidsmart “Digiduck’s Big Decision” Read and discuss who to tell if they are worried</td>
<td>Health for life Ages 6-7 Pg. 70 Kidsmart website</td>
<td></td>
<td>Recognise the impact of their own feelings on their behaviour and others’ Recognise why accidents happen and their causes. Identify differences between advice, rules and laws Identify people who help keep them safe.</td>
</tr>
<tr>
<td>What is good about outdoors? When am I at risk?</td>
<td>Circle time – children’s ideas and opinions about the places they go, who takes them, who goes with them, what they do, likes/dislikes. Make rules for these places – include the people they meet and traffic/water, etc. Explore skills for crossing the road</td>
<td>Health for Life Ages 6-7 Pg. 72</td>
<td></td>
<td>Be more aware of their growing responsibilities and how to keep themselves safe from harm.</td>
</tr>
<tr>
<td>How do accidents happen?</td>
<td>Children in pairs mime an accident they have had. Share with partner, then class. What caused it? Look at fantasy characters, e.g. Superman, Spiderman and discuss why we don’t copy their actions</td>
<td>Health for Life Ages 6-7 Pg. 73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes to Staff**
- Visitors – Railway Officers, Road Safety, Police, Fire, Ambulance
- Links to laws of the country and local by-laws
- The concept of ‘Stranger Danger’ is outdated as the children may need to go to a stranger to ask for help, e.g. if they are lost; link to ‘Protective Behaviours’

**Links to DCSF SEAL Resource:** SNTB, GOFO, GTBM

**Evaluation / Comments**

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Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Two

Published August 2013

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### Year 2: Term 3.1  Theme: Keeping Myself Safe

#### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To investigate and consider alternatives when making an informed decision</td>
<td>1c, 1d, 1p</td>
<td>BELOW</td>
</tr>
<tr>
<td>Understand about the responsibility involved in making choices</td>
<td>1d, 1p</td>
<td>ABOVE</td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **How do I make the right choice?**
  - Discuss possible scenarios that the children could find themselves in when playing outdoors with older children and in an area that they are not familiar with. What choices would they make about:
    - Contact with their parents?
    - Doing something that they felt uncomfortable with, e.g. throwing litter, swimming in a river?
  - Explore their responsibility for keeping themselves and others safe, when to say ‘yes’, ‘no’, ‘I’ll ask’ or ‘I’ll tell’

- **Can the decisions that I make affect others?**
  - List possible solutions to these scenarios and discuss which would be the safest/best solution for all concerned
  - Go-Givers lesson: ‘Good Neighbours’ is a story about looking out for others who might be in danger and highlights the value of being a good neighbour. Signs that tell us when our neighbours need help. When and how to call the emergency services

#### Suggested Teaching and Learning Activities

- Discuss possible scenarios that the children could find themselves in when playing outdoors with older children and in an area that they are not familiar with. What choices would they make about:
  - Contact with their parents?
  - Doing something that they felt uncomfortable with, e.g. throwing litter, swimming in a river?
- Explore their responsibility for keeping themselves and others safe, when to say ‘yes’, ‘no’, ‘I’ll ask’ or ‘I’ll tell’
- List possible solutions to these scenarios and discuss which would be the safest/best solution for all concerned
- Go-Givers lesson: ‘Good Neighbours’ is a story about looking out for others who might be in danger and highlights the value of being a good neighbour. Signs that tell us when our neighbours need help. When and how to call the emergency services

#### Resources

- QCA Citizenship Unit 2: Choices
- Go-Givers website

#### Key Vocabulary

- Choice
- Responsibility
- Affect
- Others

#### Learning Outcomes

- Appreciate the responsibilities in making choices
- Recognise that choices affect them and the environment

#### Notes to Staff

- Links to DCSF SEAL Resource: SNTB, GOFO, GTBM

#### Evaluation / Comments

- None
### Year 2: Term 3.1

#### Theme: How Can I Contact People Who Help Me?

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise and identify people who keep us safe</td>
<td>1c, 1d</td>
</tr>
<tr>
<td>Be aware of the various forms of communication that can be used to ask for help</td>
<td>1k, 1p</td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts
- How can I access people who help me?
- Consider various scenarios when the children might need to ask for help and list them, for example, being at home with mum (who’s expecting a baby) and mum goes into labour; after attending a party; parent/carer forgetting to collect them at an organised time
- Ask the children to think about the various ways that they could make contact/get help and list, e.g. are they aware of emergency telephone numbers? Mobile numbers, etc.

- Do I know emergency numbers?
- Think about what could be done to make the situation easier if they ever find themselves in an emergency, e.g. mum/dad to make sure emergency numbers are by the telephone, in the telephone book or in mobile phone

#### Suggested Teaching and Learning Activities
- Consider various scenarios when the children might need to ask for help and list them, for example, being at home with mum (who’s expecting a baby) and mum goes into labour; after attending a party; parent/carer forgetting to collect them at an organised time
- Ask the children to think about the various ways that they could make contact/get help and list, e.g. are they aware of emergency telephone numbers? Mobile numbers, etc.

#### Resources
- Childnet / KidSMART website
- BHF Heartstart resources: how to make a phone call and caring for a conscious casualty

#### Key Vocabulary
- Help
- Contact
- Emergency
- Hurt
- Safety
- Mobile phones
- Telephone

#### Learning Outcomes
- Can list the various ways that can be used to ask for help in an emergency
- Can access emergency numbers by using the telephone/mobile phone if and when necessary

#### Notes to Staff
- Links to BHF Heartstart UK Initiative – emergency life support skills (ELS)

#### Evaluation / Comments

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**Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Two**

*Published August 2013*
## Year 2: Term 3.2  
### Theme: The World of Drugs

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn about the various types of medicines and why they are needed</td>
<td>1j, 1g</td>
<td>BELOW</td>
</tr>
<tr>
<td>To develop a wider understanding of the importance of safe handling of medicines</td>
<td>1f</td>
<td></td>
</tr>
<tr>
<td>To know when to say “No”</td>
<td>1f</td>
<td></td>
</tr>
<tr>
<td>To understand that all medicines are drugs but not all drugs are medicines</td>
<td>1j</td>
<td></td>
</tr>
<tr>
<td>To extend understanding of what goes into their bodies, how it enters and its impact</td>
<td>1k</td>
<td></td>
</tr>
<tr>
<td>To understand the role of medicines and health</td>
<td>1g</td>
<td></td>
</tr>
<tr>
<td>To increase awareness of alcohol and its effects</td>
<td>1k, 1l</td>
<td>ABOVE</td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts
- When have I had to take medicines?
- Discuss illnesses – when/what/where? Collect packages and put into sets: tablets, liquids, powders, injections, etc. Discuss people who need them to stay alive/healthy
- Go-Givers lesson: ‘Get Better Soon’

- Where do medicines come from?
- Discuss the safe handling of medicines and who should give me medicines – ‘my safe person’
- Encourage children to share their own personal stories of when they have required medicine
- Circle time – when should I say “No”, “I’ll ask” or “I’ll tell someone”?  

- What do doctors and nurses do?
- Invite the School Nurse to come and talk to the children about the job they do and about how the children can keep themselves safe and healthy

- What do I do if someone tried to persuade me to do something I don’t want to do?
- Encourage the children to engage in drama, role play – to practice saying “No” and “Stop” and discuss who can help us and who we can trust and confide in

- What goes into the body?
- Think of all the things which can get into their bodies. Draw and label some (own/pair/group work), e.g. splinters, pollution, germs, dirt, foreign bodies and pollen
- What different ways do they get into their body? Make a list, e.g. swallowed, injected, sniffed or rubbed in
- In pairs of groups, children make a chart to categorise how, when and why some of these things would be dangerous:
  - We think these are safe, e.g. food, perfume
  - We think these might be dangerous, e.g. splinters, pollution
  - We know these can be dangerous, e.g. alcohol, cigarettes
- The terminology ‘legal’ and ‘illegal’ could be introduced and that it is illegal to sell alcohol or cigarettes to children could also be mentioned

### Learning Outcomes

<table>
<thead>
<tr>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Health for Life Ages 6-7 Sensitive Issues – The World of Drugs | • Medicines  
• Drugs  
• Germs  
• Injections  
• Don’t like  
• Dangerous  
• Harm  
• Touched  
• Gave, left  
• Showed  
• Asked  
• Tell  
• Secrets  
• Hide Hurt  
• Try it  
• Bully  
• Inhale, spray  
• Urgent  
• Sensible  
• Decide  
• Swallowed  
• Absorbed  
• Injected  
• Legal  
• Illegal  
• Persuade  
• Refuse  
• Tell  
• Alcohol  
• Types of alcoholic drinks | • Understand what goes into their bodies, how it enters and its impact – know if it is safe or dangerous  
• Understand more about rules of medicines  
• Understand the roles of Health Care Professionals  
• Understand that some people need drugs to maintain healthy  
• Understand medicines can make them better |
| Go-Givers website | | |
| Health for Life Ages 6-7 Sensitive Issues – The World of Drugs | | |
| Health for Life Ages 4-7 Pg. 135 | | |

### Suggested Teaching and Learning Activities

- Discuss illnesses – when/what/where? Collect packages and put into sets: tablets, liquids, powders, injections, etc. Discuss people who need them to stay alive/healthy
- Go-Givers lesson: ‘Get Better Soon’
<table>
<thead>
<tr>
<th>What do we know about alcohol?</th>
<th>Show children empty containers of beer, wine, spirits and ask what the ingredients/drug is that they all contain – alcohol. Write alcohol on the board and ask the children for the names of other drinks which contain alcohol. Write them on the board (also include Alcopops). Ask the children to put hands up if they know someone who drinks alcohol. Explain that adults can behave differently when they drink alcohol. Use children’s examples to illustrate this, e.g. argue/happy/lively. Mention that not all adults drink alcohol.</th>
</tr>
</thead>
</table>

- Poison
- Nicotine
- Addictive
- Harmful
- Dangerous
- Responsibility
- Persuade
- Risk
- Listen

<table>
<thead>
<tr>
<th>What do we know about smoking?</th>
<th>Show children a cigarette packet and explain they are going to learn about how smoking can affect people’s health. Ask children to think of someone that they know who smokes. How does the child feel about it? Write down words to describe how they feel and discuss in a group. Ask the children “Why do people smoke?” Explain that adults tend to smoke because they are addicted, children tend to smoke because of pressure from others or to look good/show off in front of others. Explain that smoking cigarettes is dangerous to health. Do children know which parts of the body are affected? Lungs and heart – it makes breathing difficult.</th>
</tr>
</thead>
</table>

- Understand smoking harms health
- Understand that tobacco is addictive
- Understand why people smoke

<table>
<thead>
<tr>
<th>What do I say and do if someone tried to persuade me?</th>
<th>Explore with the children situations where someone might try to persuade them to touch, taste and sniff or puff something unknown or dangerous. What might they say when they are worried, under pressure or unsure? Write some ideas of what they might say in speech bubbles and display – who are these people? Ask children to draw what these people look like and label. Point out stereotypes of strangers. What might these people who are trying to persuade you say? e.g. “It won’t hurt”, “They’re only like sweets”. Write these and display as speech bubbles. Help the children practice them, e.g. play with partner – confident refusals. Who might they go to when they are unsure, worried, under pressure – discuss. Explore who this might be in different situations, e.g. school, parks, etc. Illustrate and label these people, explore reasons for choosing these people and the reasons for trust. Make a display of what to do in these situations.</th>
</tr>
</thead>
</table>

- Be aware of situations where someone may try to persuade them to take a risk
- Be aware of coping strategies
- Know how to tell or ask for help/advice

<table>
<thead>
<tr>
<th>How can I keep myself healthy?</th>
<th>Ask class for ideas of ‘people who help me to keep healthy and safe from harmful things getting into my body’, e.g. mum, dad, teacher, Police, Doctor, Nurse, good friends, brother, sister, Chemist, clean water companies. Ask class for ideas of things they do themselves to help their body keep healthy and discuss, e.g.:</th>
</tr>
</thead>
</table>

- Understand their role and responsibility in keeping themselves healthy

**Health for Life**
Ages 4-7
Pg. 139
A Practical Guide for Primary School Teachers
Pg. 19

**Health for Life**
Ages 4-7
Pg. 138
<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Ask</td>
</tr>
<tr>
<td>o Tell</td>
</tr>
<tr>
<td>o Get First Aid</td>
</tr>
<tr>
<td>o Eat a balanced diet</td>
</tr>
<tr>
<td>o Do not smoke</td>
</tr>
<tr>
<td>o Fresh air and sunshine</td>
</tr>
<tr>
<td>o Keep clean</td>
</tr>
<tr>
<td>o Don’t listen to silly people</td>
</tr>
<tr>
<td>o Do not try dangerous things</td>
</tr>
<tr>
<td>o Be responsible</td>
</tr>
<tr>
<td>o Look after myself</td>
</tr>
</tbody>
</table>

**Notes to Staff**

- If the subject of illegal drugs arises, then endeavour to answer in an open, honest, yet age appropriate way. It may mean discussing this with the individual and/or informing the child’s parents/carers that these questions have been asked.

**Links to DCSF SEAL Resource:** GTBM

**Evaluation / Comments**
### Year 2: Term 3.2
#### Theme: The World of Drugs

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To take part in a simple debate about topical issues</td>
<td>2b, 2c</td>
<td>BELOW</td>
</tr>
<tr>
<td>To recognise choices they can make and recognise the difference between right and wrong</td>
<td>2j</td>
<td>ABOVE</td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts
- Can I make a choice that is right for me?
- Do I know when it is safe to take medicine and can I say “No” if it is wrong?

#### Suggested Teaching and Learning Activities
- Children work in pairs and draw up a short list of situations where there is a right and wrong, e.g. dropping litter, playing on/near a railway line.
- Ask the children to consider what medicines are and when we might need them (re-cap on Year 1).
- Consider scenarios associated with taking medicine and what the right thing to do would be, e.g. find someone else’s tablets – should they be taken?
- In pairs/small groups, role play the various ways that children could say “No”
- List the various options open to the children.

#### Resources
- QCA Drug, Alcohol and Tobacco Education

#### Key Vocabulary
- Choice
- Right
- Wrong
- Like
- Dislike
- Medicine
- Drug

#### Learning Outcomes
- Recognise safe choice based on right and wrong
- Demonstrate their ability to make correct decisions based on an informed choice

### Notes to Staff

Links to DCSF SEAL Resource: GTBM

### Evaluation / Comments

Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Two  
*Published August 2013*
## Year 2: Term 3.2
### Theme: Focus on Outdoors

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognise safe, risky and dangerous places</td>
<td>1k</td>
<td>BELOW</td>
</tr>
<tr>
<td>To understand safety rules and why they must follow them</td>
<td>1f</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To understand they are responsible for their own actions</td>
<td>1f, 1o</td>
<td></td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts
- **What are the best places to explore?**
- **How do we use the roads?**
- **What am I getting better at?**

### Suggested Teaching and Learning Activities
- **Describe places in the locality where they have been (with someone else or by themselves), what they do there and why they are fun, exciting, interesting. Decide on which are safe – display a wall story/class book**
- **Children offer examples of where they see rules and when they have to learn rules/laws, as they are not displayed. Compare ‘do’s’ and ‘don’ts’ and condense into 1 or 2 to be remembered**
- **Go-Givers lesson: ‘The Picnic’ links to the countryside code and not dropping litter**
- **Collect traffic pictures and sort. List people/animals using roads. Look at pictures of busy places and mark the areas where traffic is found. Do a survey of traffic/people passing school**
- **Learn and practice the ‘Green Cross Code’ – role play/small world. Discuss other places where this is needed, e.g. railway lines**
- **Make a graph of children’s responses. Children set own targets for things they need to practice and people who can help them**

### Resources
- **Health for Life Ages 4-7 Pg. 166**
- **Go-Givers website**

### Key Vocabulary
- Name
- People
- Rules
- Laws
- Danger
- Ahead
- Practice
- Traffic
- Busy

### Learning Outcomes
- Recognise safe, risky or dangerous places
- Follow safety rules
- Cross the road safely
- Take responsibility for their own actions

### Notes to Staff
- Link activities, families could help extend class books
- Visitors – school crossing patrol officers, Police, driving instructor
- Walk to school week
- Maths – graph work
- Stories

### Links to DCSF SEAL Resource:
- SNTB, GOFO

### Evaluation / Comments
## Year 2: Term 3.2  
### Theme: Focus on Outdoors

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider strategies for making informed decisions</td>
<td>1d, 1f, 1n</td>
<td>BELOW</td>
</tr>
<tr>
<td>Understand the rights and responsibilities associated with making decisions</td>
<td>1k</td>
<td>ABOVE</td>
</tr>
</tbody>
</table>

### QCA Citizenship

#### Key Questions / Ideas / Concepts

- **Can I make the ‘right’ decision when trying to stay safe?**
  - Ask the children to consider occasions when they have been playing when there has been an element of ‘risk’, e.g. when parents/carers are not informed
  - Ask the children to consider what the consequences of this action/these activities may be

- **Do I realise that choices have consequences?**
  - Ask the children to consider occasions when they have been playing when there has been an element of ‘risk’, e.g. when parents/carers are not informed
  - Choose scenarios and work through the possible consequences, for example, parents not being aware of where they are playing
    - Consequences:
      - Mum/dad/carer can’t find them
      - Mum/dad/carer panic/scared
      - Mum/dad/carer rings friend’s houses
      - Mum/dad/carer goes searching for them
      - Continue the possible scenarios
  - Ask the children to consider what course of action could have been taken to avoid this situation

#### Suggested Teaching and Learning Activities

- Ask the children to consider occasions when they have been playing when there has been an element of ‘risk’, e.g. when parents/carers are not informed
- Ask the children to consider what the consequences of this action/these activities may be
- Choose scenarios and work through the possible consequences, for example, parents not being aware of where they are playing
- Consequences:
  - Mum/dad/carer can’t find them
  - Mum/dad/carer panic/scared
  - Mum/dad/carer rings friend’s houses
  - Mum/dad/carer goes searching for them
  - Continue the possible scenarios
- Ask the children to consider what course of action could have been taken to avoid this situation

#### Resources

- QCA Citizenship

#### Key Vocabulary

- Right
- Wrong
- Decision
- Responsibility

#### Learning Outcomes

- Can make the right decision based on an informed choice
- Is aware of the rights and responsibilities associated with making choices

### Notes to Staff

- Links to DCSF SEAL Resource: SNTB, GOFO

### Evaluation / Comments
## Scheme of Work

### Year 3

<table>
<thead>
<tr>
<th>Scheme of Work</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Caring School</td>
<td>My Healthy Body – Food and Healthy Eating</td>
<td>Keeping Myself Safe</td>
</tr>
<tr>
<td></td>
<td>Feelings, Friends and Friendships</td>
<td>My Healthy Body – Taking Responsibility for my Healthy Lifestyle</td>
<td>E-Safety: Using Email Safely</td>
</tr>
<tr>
<td></td>
<td>Loss, Separation and Relationships</td>
<td>Global Citizenship – Human Needs, Human Rights</td>
<td>The World of Drugs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book: Something Else</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rights and Responsibilities</td>
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<tr>
<td><strong>SEAL</strong></td>
<td>NB</td>
<td>GFG</td>
<td>GOFO SNTB GTBM</td>
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<td></td>
<td>SNTB GOFO</td>
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<td>NB</td>
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<tr>
<td></td>
<td>NB</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Year 3: Autumn Term  
#### Theme: The Caring School

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn how to make positive choices</td>
<td>2b</td>
<td>BELOW</td>
</tr>
<tr>
<td>To know that choices have consequences</td>
<td>2q</td>
<td></td>
</tr>
<tr>
<td>To have respect for ourselves and others</td>
<td>2q</td>
<td></td>
</tr>
<tr>
<td>To form positive relationships</td>
<td>2u</td>
<td></td>
</tr>
<tr>
<td>To recognise ways in which we can promote a caring, trusting environment</td>
<td>2c, 2u</td>
<td></td>
</tr>
<tr>
<td>To see ourselves as valued and valuable members of the school community</td>
<td>2x, 2t</td>
<td></td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts
- How can we make this a happy place for everyone to work and play?
- Agreed class/school rules
- Choose playmates, monitors, etc. (positions of responsibility) from within the class
- Set up classroom procedures and expectations
- If necessary, do some ‘getting to know you’ activities during circle time
- Go-Givers lesson: "Our Rules"

### Suggested Teaching and Learning Activities
- The children can recognise rules of interpersonal behaviour
- Show some respect for others and their environment
- Make informed decisions
- Listen to the views of others
- Work and play cooperatively
- Recognise the consequences of making poor choices

### Resources
- Go-Givers website

### Key Vocabulary
- Rules
- Respect
- Choices
- Consequences
- Cooperation
- Caring
- Sharing
- Something I’d like you to know about me is …
- Something I’d like to know about you is …

### Learning Outcomes
- This unit of work provides a context for the delivery of PSHE and Citizenship throughout the academic year. A whole school approach is required to provide and sustain a suitable ethos in which PSHE and Citizenship can be delivered effectively. This unit is flexible in its delivery and may take up as little/much PSHE time within the curriculum as required. This will depend upon the current focus of attention that is devoted to PSHE and Citizenship. (Recommended curriculum allocation – 1 week at the start of the Autumn Term)

### Evaluation / Comments

Links to DCSF SEAL Resource: NB
## Year 3: Term 1.1  
**Theme: Feelings, Friends and Friendship**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to recognise and express a range of feelings</td>
<td>2a</td>
<td>BELOW</td>
</tr>
<tr>
<td>To explore feelings they and other people have in common</td>
<td>2c</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To be able to recognise and express positive things about themselves and others</td>
<td>2a, 2q</td>
<td></td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we make each other happy, sad or cross?</td>
<td>In small groups, list occasions that have made them happy, sad or cross. Compile a list of scenarios, e.g. playground, classroom, home. Role play scenarios for class discussion</td>
</tr>
<tr>
<td>What other feelings have you experienced?</td>
<td>Circle time activity - “I expressed feelings of ... when ...”&lt;br&gt;Make a circle of feelings, children to move around to music. When the music stops, call out a feelings word. Make a statue depicting that feeling using the whole body</td>
</tr>
<tr>
<td>How can I make someone feel special?</td>
<td>‘Child of the Week’. Produce a class book of positive comments about the chosen child&lt;br&gt;Circle time activity - “One thing I like about ... is ...”&lt;br&gt;Send a ‘Happigram’ to someone you care about or who has done something for you telling them what you like about them</td>
</tr>
<tr>
<td>What is special about you?</td>
<td><strong>Equal Choices, Equal Chances: Learning Area 1: Who am I?</strong> Learn that different things contribute to identity; explore similarities and differences between class mates, as well as dreams and goals&lt;br&gt;Make a badge or certificate to show why they are special&lt;br&gt;Self-portrait with positive comments written around it. Talk with a partner to contribute comments</td>
</tr>
</tbody>
</table>

### Resources

<table>
<thead>
<tr>
<th>Resources</th>
<th>Key Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go-Givers website</td>
<td>Family&lt;br&gt;Friends&lt;br&gt;Feelings&lt;br&gt;Emotions&lt;br&gt;Moods&lt;br&gt;Miserable&lt;br&gt;Loving&lt;br&gt;Delighted&lt;br&gt;Nervous&lt;br&gt;Angry&lt;br&gt;Terrified&lt;br&gt;Sad&lt;br&gt;Glad&lt;br&gt;Hurt&lt;br&gt;Furious&lt;br&gt;Problems&lt;br&gt;Special</td>
</tr>
<tr>
<td>Folens CPSHE Book 1 Pg. 36-37</td>
<td></td>
</tr>
<tr>
<td>Equal Choices, Equal Chances: Learning Area 1 Folens CPSHE Book 1 Pg. 2-3</td>
<td></td>
</tr>
<tr>
<td>Skills for the Primary School Child: Section 1.1</td>
<td></td>
</tr>
</tbody>
</table>

### Key Vocabulary

- Family
- Friends
- Feelings
- Emotions
- Moods
- Miserable
- Loving
- Delighted
- Nervous
- Angry
- Terrified
- Sad
- Glad
- Hurt
- Furious
- Problems
- Special

### Learning Outcomes

- Describe a range of feelings
- Identify feelings that they and other people have in common
- Recognise that their actions can have positive effects on others
- Describe why and how they are special

### Notes to Staff

- Be sensitive to situations that the children may be experiencing in relationships in their lives

### Links to DCSF SEAL Resource: SNTB, GOFO

### Evaluation / Comments
### Year 3: Term 1.2
#### Theme: Loss, Separation and Relationships

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To consider some of the changes that take place in people’s lives and reflect on some of the changes in their own lives</td>
<td>2d</td>
<td>BELOW</td>
</tr>
<tr>
<td>To be able to recognise some of the emotions involved in loss situations and consider what is helpful and unhelpful in such situations</td>
<td>2b, 2k, 2l</td>
<td>ABOVE</td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

- **What does it feel like when you lose something?**
  - “Something I once lost was ..., it made me feel ...”, e.g. money – the consequences of losing money or having it stolen
  - Ask children to close their eyes and think of something that is important or precious to them. Imagine looking for it and it has gone. Discuss how it feels and what they will do.
  - Go-Givers lesson: ‘My Mum doesn’t live here anymore’ – linked to family break up
  - If the children have not covered work on different families in Y1 or Y2, refer to Y1 Week 4, 5 and 6 in Challenging Homophobic Bullying in Primary School
  - Expect Respect Toolkit: Y3, Section 2: Resolving Conflict and Where to Get Help

- **How does it feel when we lose or are separated from a special person?**
  - Circle of feelings – loss, i.e. loss of a friend who has moved away, loss of a pet, falling out with a friend, loss of a family member. Discuss
  - Go-Givers lesson: ‘Treasured Memories’ – linked to bereavement

### Suggested Teaching and Learning Activities

- **Key Questions / Ideas / Concepts**
- **Suggested Teaching and Learning Activities**
- **Resources**
- **Key Vocabulary**
- **Learning Outcomes**

**Key Vocabulary**
- Sad
- Happy
- Angry
- Guilty
- Excited
- Moving
- Change
- New
- Help
- Talking
- Lonely
- Bereaved
- Death
- Divorce
- Separation
- Cry
- Listen
- Shout
- Understand

**Learning Outcomes**
- Recognise some of the changes that take place in their own and other people’s lives
- Describe some of the emotions involved in loss situations
<table>
<thead>
<tr>
<th><strong>What helps us when we lose something or someone?</strong></th>
<th><strong>Use a story or poem to explore how a character feels in a loss situation</strong></th>
<th><strong>Recognise what is helpful and unhelpful in loss situations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What helps us when we lose something or someone?</td>
<td>• Use a story or poem to explore how a character feels in a loss situation</td>
<td>• Recognise what is helpful and unhelpful in loss situations</td>
</tr>
<tr>
<td>• In groups, children make lists of things that help or do not help and discuss. Ask the children to describe verbally or use drawing and writing, someone who has helped them when they lost something or someone</td>
<td>• Use a story or poem to explore how a character feels in a loss situation</td>
<td>• Recognise what is helpful and unhelpful in loss situations</td>
</tr>
<tr>
<td>• In groups, children make lists of things that help or do not help and discuss. Ask the children to describe verbally or use drawing and writing, someone who has helped them when they lost something or someone</td>
<td>• Use a story or poem to explore how a character feels in a loss situation</td>
<td>• Recognise what is helpful and unhelpful in loss situations</td>
</tr>
</tbody>
</table>

**Health for Life**

**Ages 8-11**

Pg. 33-34

- Recognise what is helpful and unhelpful in loss situations

**Notes to Staff**

- Appropriate staff training may be needed to build awareness, skills and confidence in this sensitive area
- The book “Helping Children Think about bereavement” by Heather Buller ISBN 978-0-41553685-1 outlines 4 lessons based around the story of a turtle who dies
- If the children have not covered work on 'Different Families' in Y1 or Y2 refer to Challenging Homophobic Bullying in Primary Schools Y1 Weeks 4, 5 and 6 and/or Y2 Week 1 to Week 6

**Links to DCSF SEAL Resource: CH, R**

**Evaluation / Comments**
### Year 3: Term 2.1

**Theme: My Healthy Body – Food and Healthy Eating**

#### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to describe what, when, where and why they eat</td>
<td></td>
<td>ABOVE</td>
</tr>
<tr>
<td>To understand what is involved in healthy eating, including basics of nutritional content and eating a balanced diet</td>
<td>2j</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To be able to recognise that some things are better value for money than others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **What do you like to eat/drink?**
  - Circle time activity – “My favourite food is …”
  - Circle game – change places if you like eating/drinking, e.g. pasta, milk, bananas
- **Why do we need to eat/drink?**
  - In pairs or small groups, children list why they think they need to eat and drink. Categorise their responses under headings such as ‘growth’, ‘energy’, ‘feeling good’ and ‘enjoyment’
- **What food do we need to eat, to grow and stay healthy?**
  - Using two paper plates, invite children to draw/cut and stick what they consider to be healthy/unhealthy foods. Discuss
  - Use the ‘Eatwell Plate’ to discuss the different food groups which contribute to a balanced diet
  - Groups of children to make a collage of the section from the ‘Wheel of Good Health’. Find foods that fit their particular category
- **How can we eat for health?**
  - Each child divides a sheet of paper in two. On one half they draw and label foods which they think they should eat more often, the other half which they think they should be more cautious with
- **What does a healthy school lunch box contain?**
  - The Sandwich Challenge – children work out the best value and design a packed lunch on a set budget. What does it cost?
  - www.nhs.uk/Livewell/GoodFood/Pages/eatwell-plate.aspx

#### Suggested Teaching and Learning Activities

- **Resources**
  - Health for Life Ages 8-11 Pg. 37
  - ‘Eatwell Plate’ poster

#### Key Vocabulary

- Food
- Nutrition
- Eating
- Enjoy
- Balance
- Diet
- Healthy
- Fruit
- Vegetables
- Protein
- Energy
- Vitamins
- Minerals
- Fat
- Too much
- Not enough
- Cost
- Value
- Budget

#### Learning Outcomes

- Know what, when, where and why they eat
- Understand what is involved in healthy eating
- Recognise and understand the basic principles of eating a balanced diet
- Begin to differentiate between healthy/unhealthy food choices
- Begin to understand tracking spending through using a simple budget
- Be able to make choices based on budget, taste and healthy eating

#### Notes to Staff

- Links with Science, Food Technology and Numeracy
- Handle choices in diet sensitively in the context of body image and self-esteem
- Ensure that food choices from different cultural groups are included
- Links with ‘eat 2 b fit’ primary resource pack

#### Evaluation / Comments

- Links to DCSF SEAL Resource: GFG
### Year 3: Term 2.1

#### Theme: My Healthy Body – Taking Responsibility for my Healthy Lifestyle

**Learning Objectives**

| To explore the range of exercise available to them and understand some of the effects on the body | 2j |
| To be aware of opportunities for choices within their leisure time | 2k |
| To begin to consider the effect of media and peer influences on their lifestyle choices | 2w |
| To be aware of the cost of participating in some leisure activities and any ‘hidden’ costs, e.g. cost of essential equipment |  |

| Suggested Links to End of Key Stage Statements | ASSESSMENT |
| BELOW | ABOVE |

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What exercise do we take?</td>
<td>• In pairs, ask the children to think about their favourite form of exercise and mime it for their partner to guess</td>
<td>Health for Life: Ages 8-11 Pg. 46-47</td>
<td>• Body</td>
<td>• Know a range of exercise</td>
</tr>
<tr>
<td>• What happens when you exercise?</td>
<td>• Conduct a survey of favourite kinds of exercise</td>
<td></td>
<td>• Exercise</td>
<td></td>
</tr>
<tr>
<td>• Why should you exercise?</td>
<td>• Taking as a starter point a recent PE lesson, make a ‘Circle of Feelings’ about how the children felt whilst taking exercise. From this, pull out the physical effects of exercise</td>
<td>Health for Life: Ages 8-11 Pg. 47-49</td>
<td>• Fitness</td>
<td>• Understand some of the effects of the body</td>
</tr>
<tr>
<td>• What other activities do you enjoy?</td>
<td>• Ask the children to think about that happens to their muscles, heart and lungs during exercise</td>
<td>Folens CPSHE Book 2 Pg. 28-29</td>
<td>• Stamina</td>
<td></td>
</tr>
<tr>
<td>• What equipment is needed? Are there any cost implications?</td>
<td>• Possible exploration and measurement of pulse rates before and after exercise</td>
<td></td>
<td>• Strength</td>
<td></td>
</tr>
<tr>
<td>• How do you spend your free time?</td>
<td>• In pairs, children think about other leisure opportunities they participate in</td>
<td>Folens CPSHE Book 2 Pg. 26-27</td>
<td>• Suppleness</td>
<td>• Know that there are choices they can make in their leisure time</td>
</tr>
<tr>
<td>• How do advertisements try to persuade us?</td>
<td>• Children to prepare a short presentation on a particular interest/activity that they enjoy participating in, bringing in any articles/photographs to illustrate</td>
<td>Health for Life: Ages 8-11 Pg. 26-28</td>
<td>• Muscles</td>
<td></td>
</tr>
<tr>
<td>• Recognise that the media and their peers can influence their lifestyle choices</td>
<td>• Gather information on what is available for children to do in the locality. What equipment is needed? Are there any cost implications?</td>
<td>Folens CPSHE Book 2 Pg. 30-33</td>
<td>• Heart</td>
<td></td>
</tr>
<tr>
<td>• Recognise the features of a healthy school</td>
<td>• For a week, children could fill in a chart showing how they spend their free time. Children to analyse charts noting similarities and differences. Stress the importance of balance between active and passive activities</td>
<td></td>
<td>• Lungs</td>
<td></td>
</tr>
<tr>
<td>• Recognise the features of a healthy school</td>
<td>• Children to invent a new product and invent TV or magazine advertisements for it. Consider what it is that persuades people to buy something. Share and assess success. Consider how the media influences our lifestyle decisions</td>
<td></td>
<td>• Pulse</td>
<td></td>
</tr>
<tr>
<td>• Recognise the features of a healthy school</td>
<td>• Ask the children what a healthy school would have/have not, do/do not. What kind of rules would they have?</td>
<td>Health for Life: Ages 8-11 Pg. 46-47</td>
<td>• Breathing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Children to produce an action plan using some of their ideas. Set a review date to look for positive signs of improvement</td>
<td>Folens CPSHE Book 2 Pg. 30-33</td>
<td>• Advertise</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Persuade</td>
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<td></td>
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<td></td>
<td>• Lifestyles</td>
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<td></td>
<td></td>
<td></td>
<td>• Cost</td>
<td></td>
</tr>
</tbody>
</table>

**Notes to Staff**

- Links with PE, Maths, Science, Geography and School Council

**Links to DCSF SEAL Resource:** GFG

**Evaluation / Comments**
### Year 3: Term 2.1  
**Theme: Human Needs, Human Rights**  
**Global Citizenship**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognise the difference between wants, needs and rights</td>
<td>2b, 2l</td>
<td>pfeg ‘My Money Primary Toolkit’</td>
<td>Essentials</td>
<td>Recognise the importance of clean water and its effect on our lives</td>
</tr>
<tr>
<td>To recognise the basic human need for clean water</td>
<td></td>
<td>Y3 Unit 3 Pg. 30: Abeeku’s Story</td>
<td>Cost of living</td>
<td>Understand that clean water is not available to everyone</td>
</tr>
<tr>
<td>To recognise what is fair and unfair and the difference between right and wrong</td>
<td>2b</td>
<td>Unicef ‘Wants and Needs’ cards</td>
<td>Sanitation</td>
<td>Recognise that inequalities exist in the world</td>
</tr>
<tr>
<td>Understand that some people’s lives are very different and this is a result of where they live in the world</td>
<td>2q, 2v, 2w</td>
<td>QCA Citizenship Unit 7: Children’s Rights – Human Rights</td>
<td>Needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘For Every Child’ ISBN 0-09-940865-1</td>
<td>Human rights</td>
<td></td>
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<td></td>
<td></td>
<td><a href="http://www.wateraid.org">www.wateraid.org</a></td>
<td>Importance</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Choices</td>
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</tr>
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<td>Impact</td>
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<td>Fair</td>
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<td>Unfair</td>
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<td>Equal</td>
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<td>Inequality</td>
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<td>Consequences</td>
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</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **How is life different for other people?**
  - Abeeku’s story – similarities and differences of Abeeku’s life and their own?
  - Discuss all the different ways that sanitised water affects our lives. Consider what life would be like without clean water, e.g. using a historical perspective for example, life in a Victorian slum or focus on life in a less developed country, taking the point of view of a global perspective.

- **Why do I need clean water?**
  - Ask the children if they are aware of how clean water gets to their home. Do they think it is the same all over the world or are there places where this is not the case? Consider the various ways that water can be purified, e.g. boiling, filtering or adding chemicals.

- **How do we get clean water?**
  - Why do I need clean water?
  - How do we get clean water?
  - Why is it that some people have clean water and others don’t?
  - Explore the reasons behind why some people in the world have access to clean water and others don’t. Introduce the concept of fail/unfair and the inequalities that exist and the consequences of these.

#### Key Vocabulary

- Essentials
- Cost of living
- Sanitation
- Needs
- Human rights
- Importance
- Choices
- Impact
- Fair
- Unfair
- Equal
- Inequality
- Consequences

#### Notes to Staff

- This unit of work can be heavily supported by the Unicef and WaterAid websites. There are many supplementary activities featured on these websites which provide an excellent vehicle for further explanation of the issues.

#### Websites

- www.globaldimension.org.uk
- www.globalfootprints.org
- www.oxfam.org.uk/coolplanet
- www.globallinks.org.uk
- www.glade.org
- www.commonwealth.org.uk
- www.tidec.org
- www.oxfam.org.uk/coolplanet/kidsweb
- www.oxfam.org/agiftunwrapped
- www.globalgang.org.uk
- www.unicef.org/tz/resources
- www.comicrelief.org.uk
- www.dea.org.uk
- www.actionaid.org.uk
- www.environment-agency.gov.uk/fun
- www.wwf.org.uk
- www.globallinks.org.uk
- www.glade.org
- www.commonwealth.org.uk
- www.tidec.org
- www.oxfam.org.uk/coolplanet/kidsweb
- www.oxfam.org/agiftunwrapped
- www.globalgang.org.uk
- www.unicef.org/tz/resources
- www.comicrelief.org.uk
- www.dea.org.uk
- www.actionaid.org.uk
- www.environment-agency.gov.uk/fun
- www.wwf.org.uk

#### Links to DCSF SEAL Resource: NB

#### Evaluation / Comments

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### Year 3: Term 2.2

**Theme: Rights and Responsibilities**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To understand the difference between wants, needs and rights</td>
<td>2b, 2l</td>
<td>BELOW</td>
</tr>
<tr>
<td>To understand that rights come with responsibilities</td>
<td>2b</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To recognise what’s fair/unfair and the difference between right and wrong</td>
<td>2b, 2l</td>
<td></td>
</tr>
<tr>
<td>That their choice of action affects themselves and others</td>
<td>2q</td>
<td></td>
</tr>
<tr>
<td>To understand the consequences of racism, teasing, bullying and discrimination</td>
<td>2k, 2m, 2q, 2u, 2x</td>
<td></td>
</tr>
<tr>
<td>To develop skills of participation and responsible action</td>
<td>2b</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **What are my rights?**
- **What are my responsibilities?**

#### Suggested Teaching and Learning Activities

- **Brainstorm things they want.** Identify from the list ‘wants’ and ‘needs’. Expand the ‘needs’ list to include other things they need and discuss. Which of these are fundamental human rights, e.g. food and shelter.
- **Create a ‘Charter of Rights’** for children, e.g. the right to a home, to lean, to be safe. Present to the whole class and produce a ‘Whole School Charter’.
- **Play some ‘trust’ games** to raise awareness of responsibility to others. Discuss feelings of being blindfolded and having the responsibility of a leader.
- **Look at the ‘Whole School Charter of Rights’** and write appropriate responsibilities alongside each right, e.g. ‘we have the right to a home’ and ‘the responsibility to help care for it’, ‘we have the right to learn’ and ‘the responsibility not to prevent others from learning’.
- **Explain about the United Nations Convention of the Rights of the Child** and provide them with a simplified version. Compare their own version with the UN Charter.
- **Produce a post of the Charter** and display in a prominent position within school (could be included in School Prospectus).
- **Discuss what is ‘fair’ and ‘unfair’**. Relate to age, gender and race. Discuss, are there any types of disability among children?
- **Go-Givers lesson: ‘The Gap Exposed’** explores the global perspective.
- **Discuss unfair examples of treatment** in stories and literature, e.g. Cinderella, to discuss fairness and situations where rights are infringed. Who had the responsibility to ensure that Cinderella’s rights were upheld? Other activities for follow up, e.g. role-play, hot-seating or writing a letter to a character in a story.
- **What are my responsibilities to others?**

#### Resources

- **QCA Citizenship Unit 7: Human Rights**

#### Key Vocabulary

- Rights
- Want
- Need
- Human rights
- Charter
- United Nations
- Convention
- Discrimination
- Upheld
- Empathise
- Empathy
- Racism
- Consequences
- Bullying
- Policies
- Responsibility
- Problem
- Solution

#### Learning Outcomes

- Recognise the difference between wants/needs/rights
- Understand that rights come with responsibilities
- Recognise the difference between right and wrong
- Know that their actions affect others
- Empathise with people who have been treated unfairly
- Show an awareness of the rights of others and their responsibility to uphold those rights
<table>
<thead>
<tr>
<th>Notes to Staff</th>
<th>Can I make a difference? If so, how?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children identify a problem that needs to be addressed and develop a strategy for dealing with it, e.g. access to drinking water is a problem. They investigate ways to provide and take responsible action to remedy the situation</td>
</tr>
<tr>
<td></td>
<td>Children work together as a class to produce a school display on Children’s Rights. They plan and lead an assembly</td>
</tr>
<tr>
<td></td>
<td>Go-Givers lesson: <em>You Can’t Buy Anything with a Penny</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation / Comments</th>
<th>QCA Citizenship Unit 7: Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Go-Givers website</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes to Staff</th>
<th>Use their skills of participation and responsible action</th>
</tr>
</thead>
</table>

Notes to Staff: School Council could agree a Charter of Rights for the school

Links to DCSF SEAL Resource: NB
### Year 3: Term 2.2  
**Theme: Human Needs / Human Rights**  
**Book: Something Else**

#### Learning Objectives

<table>
<thead>
<tr>
<th>To recognise the impact that their behaviour has on others</th>
<th>2a, 2c, 2q, 2u</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand the feelings and emotions associated with belonging</td>
<td>2k, 2x</td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **What is belonging?**
  - Read the book ‘Something Else’ to the children
  - Ask the children to consider what is ‘Something Else’s’ primary emotion? Have they ever experienced or felt like this? Why? What happened?
  - If they were to give ‘Something Else’ a name, what would it be and why?

- **How can we make people feel that they belong?**
  - Using the text consider how ‘Something Else’ made ‘the Creature’ welcome? How did this affect ‘the Creature’? How did it make ‘the Creature’ feel?
  - Ask the children to consider their school. If a new person joined their class tomorrow what would they do to make them feel welcome?
  - Go-Givers lesson: ‘The Stranger’

- **Some people are different**
  - Use a stimulus such as pictures from SEAL to show a difference. Ask the children to list differences, e.g. speak a different language, have a different religion, and have different coloured skin. Does this make any difference to how they would treat and welcome a newcomer, if so, how?
  - Has the school recently welcome children from other schools, other areas, other countries, etc.

#### Suggested Teaching and Learning Activities

- **Learning Objectives**
  - 2a, 2c, 2q, 2u
  - 2k, 2x

#### Resources

- ‘Something Else’ by Kathryn Cave / Chris Riddell  
  ISBN 0-14-054907-2

#### Key Vocabulary

- Kind
- Unkind
- Same
- Different
- Similarities
- Tolerance
- Hurtful
- Forgiveness
- Acceptance
- Sad
- Unhappy
- Upset

#### Learning Outcomes

- Describe what it means to belong
- Show ways of making people feel they belong
- Understand and recognise that people are different

#### Notes to Staff

- Links to DCSF SEAL Resource: NB

#### Evaluation / Comments
### Year 3: Term 3.1
**Theme: Keeping Myself Safe**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognise the different risks and situations and decide how to behave responsibly</td>
<td>2p, 2l, 2q</td>
<td>BELOW</td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

1. **How do you describe yourself and other people?**
   - Ask the children to draw or paint a picture of themselves, or bring a photograph of themselves to school. Write a description of themselves to accompany the portrait, to include height, weight, size, build, colouring and voice.
   - Cut pictures from magazines to form a collage to illustrate the different characteristics which people have.

2. **Who are you?**
   - Discuss the importance of being able to say and/or write who we are, where we live, where we are going and who will be with us, etc.
   - Discuss the importance of being able to say and/or write who we are, where we live, where we are going and who will be with us, etc.

3. **Who are you with?**
   - Discuss the importance of being able to say and/or write who we are, where we live, where we are going and who will be with us, etc.
   - Discuss the importance of being able to say and/or write who we are, where we live, where we are going and who will be with us, etc.

4. **When are you most at risk?**
   - Ask the children to think of places and people with whom they feel really safe. Then ask them to imagine situations in which they may feel unsafe. What feelings do they experience in each situation? Are there times when they put themselves in these situations? For example, take risks.
   - Ask the children to draw pictures of someone their age taking a risk. Then in pairs, talk about the pictures and the possible consequences of the situation. Children could role play the situations.

#### Suggested Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| **How do you describe yourself and other people?** | • Ask the children to draw or paint a picture of themselves, or bring a photograph of themselves to school. Write a description of themselves to accompany the portrait, to include height, weight, size, build, colouring and voice.  
• Cut pictures from magazines to form a collage to illustrate the different characteristics which people have. | Health for Life Ages 8-11 Pg. 85-86 | • Happy  
• Unhappy  
• Risk  
• Scared  
• Frightened  
• Pain  
• Consequences  
• Pause  
• Think  
• Nervous  
• Threatened  
• Worried | • Describe themselves and others |
| **Who are you?**  
**Where are you going?**  
**Who are you with?** | • Discuss the importance of being able to say and/or write who we are, where we live, where we are going and who will be with us, etc.  
• Use a story that the children have heard of and look at the character’s knowledge of who they are, where they are going and where they have been.  
• In pairs, ask the children to draw a picture of themselves going out with their friends. Show where they are going and who, if anyone, is in charge.  
• Freeze frame activity – explore unforeseen situations which might happen on their outings, e.g. someone getting left behind, scared, and worried. Ask the children how they might deal with the situation, what they might be thinking. Write their thoughts using speech bubbles. | Health for Life Ages 8-11 Pg. 86-88 | | | |
| **When are you most at risk?** | • Ask the children to think of places and people with whom they feel really safe. Then ask them to imagine situations in which they may feel unsafe. What feelings do they experience in each situation? Are there times when they put themselves in these situations? For example, take risks.  
• Ask the children to draw pictures of someone their age taking a risk. Then in pairs, talk about the pictures and the possible consequences of the situation. Children could role play the situations. | I Am, I Know, I Can Lesson 48 | | | |

#### Learning Outcomes

- Describe themselves and others
- Decide how to behave responsibly
- Recognise the different risks in situations
<table>
<thead>
<tr>
<th>Activity</th>
<th>Discussion</th>
<th>Evaluation / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you say no when you do not like something?</td>
<td>Discuss the differences between genuine pressure on children and requests from adults to help with tasks that they do not want to do, either because they want to play, watch television or because they do not feel like it</td>
<td>Folens CPSHE Book 2 Pg. 32-33</td>
</tr>
<tr>
<td></td>
<td>Partner discussion about what children should and should not do</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss the physical contact that is generally acceptable and that which is unacceptable. Draw and write what you think may happen after different situations, e.g. being tickled and not enjoying it, being cuddled by someone they are not happy with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What can they do if they are made to feel uncomfortable?</td>
<td></td>
</tr>
<tr>
<td>Notes to Staff</td>
<td>Choose a well-known story, e.g. Jack and the Beanstalk, Charlie and the Chocolate Factory. Look at the risks taken by the main characters and ways in which the risks were minimised. Possible endings could be explored if the risks had been avoided.</td>
<td></td>
</tr>
<tr>
<td>Links to DCSF SEAL Resource: GOFO, SNTB, GTBM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Year 3: Term 3.1
#### Theme: Using Email Safely

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise what is safe and appropriate behaviour when sending and receiving email</td>
<td>2b, 2p</td>
<td>BELOW</td>
</tr>
<tr>
<td>Develop an awareness of a range of strategies that can be used to deal with email safety</td>
<td>2b, 2p, 2d</td>
<td>ABOVE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| What is email?                  | Ask pupils to consider:                  | Internet Proficiency Scheme for KS2 Pupils: Teachers’ Pack Lesson 4 | • Email  
• Safety  
• Virus  
• Appropriate  
• Responsible  
• Polite  
• Stranger  
• Choice  
• Decision | • Have a secure understanding of email and its uses  
• Can use email responsibly |
| Am I aware of how to use email safely? | Some children may want to keep an email diary, showing when they received email, who they were from and the decision process they experienced when deciding which to open and not open and why  
Deviser a personal safety charter on how to use email safely, e.g.  
Never open emails from anyone they don’t know  
Always be polite in email messages  
Use a virus checker  
If they receive an email that worries them, tell an adult  
Never disclose personal information in an email  
Use smart cartoons from Kidsmart website to reinforce safe use of internet rules, Chapter 1 What should you accept?  
Childnet International The Adventures of Kara, Winston and the SMART Crew: Chapter 1 – What should you accept?: Use SMART cartoons from the website to reinforce safe use of internet rules | Childnet website | | • Know how to handle messages appropriately and safely  
• Is aware of appropriate behaviour online |

**Notes to Staff**

Links to DCSF SEAL Resource:

**Evaluation / Comments**
## Year 3 Term 3.2
### Theme: The World of Drugs

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To heighten awareness of what goes into our bodies intentionally and unavoidably</td>
<td>2j</td>
<td>BELOW</td>
</tr>
<tr>
<td>To understand that part of being a good citizen is about being grown up and responsible for what you do</td>
<td>2q</td>
<td></td>
</tr>
<tr>
<td>To understand the difference between the short and long term consequences of taking a risk</td>
<td>2p</td>
<td></td>
</tr>
<tr>
<td>To develop skills for weighing up the choices involved in and the reasons for and against taking risks</td>
<td>2p, 2l</td>
<td></td>
</tr>
<tr>
<td>To develop ways to resist unhelpful pressure to take risks with their health</td>
<td>2j, 2l, 2m, 2d</td>
<td></td>
</tr>
<tr>
<td>To understand some reasons why people take risks</td>
<td>2m</td>
<td></td>
</tr>
<tr>
<td>To understand that pressure comes in different forms</td>
<td>2p</td>
<td></td>
</tr>
<tr>
<td>To know that talking with people we trust can be helpful in dealing with risks and choices</td>
<td>2b</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What goes into my body?</td>
<td>In small groups brainstorm the question and note responses on slips of paper. “What goes into my body?” Categorise their responses, e.g. get into my body by accident, I can’t stop or avoid taking it in, people tell me to take it, are dangerous and could make me ill. Invite the children to share their responses and discuss.</td>
<td>Health for Life Ages 8-11 Pg. 57</td>
<td>Safe, Unsafe, Cure, Vaccination, Painkilling, Hooked, Dependant, Addicted, Risk, Consequence, Good, Bad, Feelings, Health, Safety, Belonging, Risky, Healthy, Exercise, Dieting, Very, Slightly, Debt</td>
<td>Understand the routes whereby things get into body systems</td>
</tr>
<tr>
<td>When do people need drugs?</td>
<td>Ask the children when people need drugs, e.g. prevention of illness, vaccination for travel, curing illness, emergencies, painkilling, lead normal life (asthma). Children’s responses could be presented pictorially, to demonstrate for others the wider meaning of the word ‘drugs’. Ask: What should they leave for an adult to deal with? What can they do to help another child who is taken ill? How to describe clearly what is wrong.</td>
<td>Health for Life Ages 8-11 Pg. 65</td>
<td></td>
<td>Be aware and sensitive to the needs of others Be aware of what to do if another child falls ill</td>
</tr>
<tr>
<td>Why do some people think they cannot manage without drugs?</td>
<td>Do they know people who think they need to have: A cigarette? An alcoholic drink? A cup of tea or coffee? What do we call it when someone needs these things? Addicted Use a ‘circle of feelings’ exercise to think about and show how they would feel if they had to give up their favourite food/activity, e.g. sweets; jealous of others, miserable sometimes, bad tempered, pleased, sensible. (The children could actually try to give up a favourite food or drink for a day or two to actually experience how it feels) Ask “How could you help yourselves to give up?”, e.g. ask family or friends to help support them, do something to take their mind off it, save money for a treat Emphasise interaction between body and brain, mind and feelings.</td>
<td></td>
<td></td>
<td>Understand what it means to be addicted to a drug</td>
</tr>
<tr>
<td>What is 'Risk Taking'?</td>
<td>Tell the children a simple story about a risk someone took, explaining the good and/or bad consequences. In circle time, talk about the sorts of risks children have taken and try to categorise them, thinking about, for example, their feelings, whether they risked their health, safety or belongings. Discuss the positive and negative results of taking the risks.</td>
<td>QCA Drug, Alcohol and Tobacco Education</td>
<td></td>
<td>Identify the different types of risks people take Understand that risks may have both positive and negative consequences Begin to weigh up reasons for</td>
</tr>
</tbody>
</table>

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[Image: Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Three Published August 2013]

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- **What can be ‘positive’ and ‘negative’ about taking risks?**
  - Place two large signs reading ‘very risky’ and ‘slightly risky’ at opposite ends of the room, drawing a line or stretching a piece of string between them. Give children large cards describing different health related choices and ask them to place them on the line between the two signs. The cards could include choices such as:
    - Eating an unhealthy diet, with lots of crisps and sweets
    - Not washing
    - Taking no exercise
    - Dieting
    - Drinking alcohol
    - Taking someone else’s medicine
    - Smoking a cigarettes
    - Not brushing teeth
    - Borrowing money
  - Encourage the children to give reasons for their decisions, using their prior knowledge to help them. Try to help them decide if it is short or long term risk

- **Why do we take risks?**
  - Read a story about a child or young person who takes a risk (along with their friends) that has bad consequences
  - The children discuss the reasons why the person took that risk
  - Children explore and discuss all the pressures and influences the character was under
  - Explain that pressure to take risks comes from a variety of sources, including our friends. Explain that we have a right to feel safe and secure and a responsibility to look out for each other, as well as make out own decisions

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**Notes to Staff**

Links to DCSF SEAL Resource: GTBM

**Evaluation / Comments**
# Scheme of Work

## Year 4

<table>
<thead>
<tr>
<th>Scheme of Work</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Caring School</td>
<td>Feelings, Friends and Friendship</td>
<td>Respecting the Differences between People</td>
<td>Environmental Sustainability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book: For Every Child</td>
<td>My Healthy Body: Caring for my Body</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How do Rules and Laws affect me?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Keeping Myself Safe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E-Safety: Responsible Use of the Internet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The World of Drugs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEAL</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>NB</td>
<td>SNTB GOFO R</td>
<td>CH R SNTB</td>
<td>GFG</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NB</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GOFO SNTB</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GTBM</td>
</tr>
</tbody>
</table>
### Year 4: Autumn Term

**Theme: The Caring School**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn how to make positive choices</td>
<td>2b</td>
<td>BELOW</td>
</tr>
<tr>
<td>To know that choices have consequences</td>
<td>2q</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To have respect for ourselves and others</td>
<td>2a</td>
<td></td>
</tr>
<tr>
<td>To form positive relationships</td>
<td>2u</td>
<td></td>
</tr>
<tr>
<td>To recognise ways in which we can promote a caring, trusting environment</td>
<td>2c, 2u</td>
<td></td>
</tr>
<tr>
<td>To see ourselves as valued and valuable members of the school community</td>
<td>2x, 2t</td>
<td></td>
</tr>
</tbody>
</table>

**Key Questions / Ideas / Concepts**

- How can we make this a happy place for everyone to work and play?

**Suggested Teaching and Learning Activities**

- Agreed class/school rules
- Choose playmates, monitors, etc. (positions of responsibility) from within the class
- Set up classroom procedures and expectations
- If necessary, do some ‘getting to know you’ activities during circle time

**Resources**

**Key Vocabulary**

- Rules
- Respect
- Choices
- Consequences
- Cooperation
- Caring
- Sharing
- Something I’d like you to know about me is …
- Something I’d like to know about you is …

**Learning Outcomes**

- The children can recognise rules of inter-personal behaviour
- Show some respect for others and their environment
- Make informed decisions
- Listen to the views of others
- Work and play cooperatively
- Recognise the consequences of making poor choices

**Notes to Staff**

- This unit of work provides a context for the delivery of PSHE and Citizenship throughout the academic year. A whole school approach is required to provide and sustain a suitable ethos in which PSHE and Citizenship can be delivered effectively. This unit is flexible in its delivery and may take up as little/much PSHE time within the curriculum as required. This will depend upon the current focus of attention that is devoted to PSHE and Citizenship. (Recommended curriculum allocation – 1 week at the start of the Autumn Term)

**Links to DCSF SEAL Resource:** NB

**Evaluation / Comments**

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<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand that friendship patterns change and to develop some strategies for making or sustaining friendships</td>
<td>2d, 2k</td>
<td>BELOW</td>
</tr>
<tr>
<td>To be able to show and describe what a friend is and does</td>
<td>2a, 2u</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To recognise and be able to talk about feelings in different situations and know strategies to cope with some fears or worries</td>
<td>2d</td>
<td></td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

- What qualities do you look for in a friend?
- Circle time activity — A good friend is ...
- List words associated with ‘friend’ as a class
- Children reflect individually on qualities of their close friends

- What affects the way my friendship works?
- Introduce the concept of friends being linked together by friendship chains, i.e. school, youth club or dancing
- Consider ways in which chains might be broken or made stronger
- Consider how feelings and attitudes affect the way friendships are strengthened/broken

- How do you sometimes make other people feel?
- Divide the children into groups of three — in pairs they talk in ‘gobbledygook’ taking it in turns to be excluded from the conversation. They share their feelings as a trio, e.g. how does it feel to be left out? How did you make each other feel better? Share examples of things that happen at school/at home where people might feel like that
- Stonewall KS2: Year 3 and 4 — Classroom activities: The Sissy Duckling
  - Explore stereotypes

- How do you respect differences?
- Go-Givers lesson: ‘Respecting all our differences’

- How can you cope with strong feelings?
- In groups, give each a card with a strong feeling on it. Groups discuss and prepare a scenario for their chosen feeling. Each group presents it to the class who then discuss possible strategies for dealing with this
  - Expect Respect Toolkit Section 2: Year 4

### Suggested Teaching and Learning Activities

- Health for Life Ages 8-11 Pg. 119
- Sissy Duckling by Harvey Fierstein and Henry Cole
- Stonewall website
- Expect Respect Toolkit Section 2: Year 4

### Resources

- Health for Life
- Sissy Duckling
- Stonewall website
- Expect Respect Toolkit
- Go-Givers website

### Key Vocabulary

- Friendship
- Sharing
- Concern
- Fun
- Personal
- Emotions
- Worried
- Strategies
- Coping
- Relationships
- Strong feelings
- Gay

### Learning Outcomes

- Develop strategies for making and sustaining friendships
- Describe what a friend is and does
- Implement strategies when dealing with strong feelings

### Notes to Staff

- It is important to reinforce the message that it is all right to feel any emotion, but it is what we do with it that we sometime need to be careful about

### Links to DCSF SEAL Resource: SNTB, GOFO, R

### Evaluation / Comments
### Year 4: Term 1.1
#### Theme: Respecting the Differences between People

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand the nature of sameness and difference within their school, local and global communities</td>
<td>2a</td>
<td>BELOW</td>
</tr>
<tr>
<td>To begin to understand that differences can enrich the lives of others</td>
<td>2c, 2b</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To develop an appreciation of tolerance and respect for differences</td>
<td>2x</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **What judgements do you make about people from their external appearance?**
  - In pairs, ask the children to talk about three differences and three things they have in common, e.g. hair colour, skin colour, eye colour
  - Prepare a collection of clothes/pictures. Ask groups of children to draw and describe the person to whom the clothes belong. Discuss and compare findings of different groups

- **What do you assume about people and their lifestyles?**
  - Give children pictures of people with very different appearances, e.g. race, age, physically challenged, gender, rich/poor. Ask the children what they think each of them is like and what they like to do. Can you tell what someone is really like just by looking at them?

- **How do you think it feels to be treated differently from others?**
  - Using a story such as ‘Amazing Grace’, explore themes such as making judgements, stereotyping, equal opportunities and valuing difference. Using the main character as a stimulus, children will produce thought bubbles to show how he/she is feeling
  - Equal Choices, Equal Chances: Learning Area 2: Challenging Stereotypes. Identify stereotypes and challenge stereotypical thinking. Develop respect for difference and understand what discrimination is and how to challenge it. Begin to look at stereotypes in the world of work
  - Stonewall KS2: Year 3 – Classroom activities: Hello Sailor. Discuss how some people have to keep secrets because of how other might treat them

- **What are lifestyles in different cultures like?**
  - Invite a visitor from a different racial background to come and talk with the children about their lifestyles, culture and beliefs
  - Go-Givers lesson: ‘Culture: The Roma’

#### Suggested Teaching and Learning Activities

- To understand the nature of sameness and difference within their school, local and global communities
- To begin to understand that differences can enrich the lives of others
- To develop an appreciation of tolerance and respect for differences

#### Resources

- Folens CPSHE Book 2 Pg. 45-45
- ‘Rich or Poor? The Story of a Rich Dog and a Poor Dog’ – a fable and timeless message about being who you are by Lydia Ugolini
- ‘Amazing Grace’ by Mary Hoffman
- Equal Choices, Equal Chances: Learning Area 2
- Stonewall website

#### Key Vocabulary

- Sameness
- Difference
- Stereotypes
- Opinion
- Beliefs
- Expected
- Unexpected
- Judgements
- Respect
- Prejudice
- Age
- Religion
- Culture
- Gender
- Response
- Attitudes
- Rich
- Poor

#### Learning Outcomes

- Identify the nature of sameness and difference between people
- Understand that differences can enrich the lives of others
- Have an appreciation of tolerance and respect differences
- Be aware of how people from other countries can enrich our lives

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Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Four

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| How should you treat other people? | In pairs ask the children to identify positive ways to treat people whatever their background and to write a code or slogan to encourage good relationships and understanding | Understand and demonstrate the treatment of all with respect and equality |

### Notes to Staff
- DfE recommends Childnet and Beat Bullying websites for anti-bullying work

### Links to DCSF SEAL Resource:
- CH, R, SNTB

### Evaluation / Comments
### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the basic premise of the UN Convention for the Rights of the Child</td>
<td>2w, 2x</td>
<td>BELOW</td>
</tr>
<tr>
<td>Understand how that then impacts globally on the lives of children all over the world</td>
<td>2b, 2c</td>
<td>ABOVE</td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

- **What are ‘rights’?**
  - Ask the children to think about what it means to have rights. If we say ‘All children have the right to be happy’ – what does that actually mean?

- **What do children have to right to do?**
  - What does the class think all children have the right to? e.g. right to be safe, right to be healthy, etc. List all the suggestions that the children come up with and prioritise which right or rights they think is/are the most important.

- **Recognising that not all children have these rights**
  - Using the book ‘For Every Child’ and the images featured within, discuss what children who have rights look like e.g. happy, clean, healthy, well-fed, etc. List these.
  - Now discuss what children who do not have these rights look like; e.g. poor, dirty, unhappy, scared, etc. List these. Can the children think of times/situations when they have seen these children, e.g. on television (the news), the internet, etc.
  - Go-Givers lesson: ‘All for Profit’

- **UN Rights of the Child**
  - Introduce the fact that there is a list of things all children have the right to. This is called the UN Convention for the Rights of the Child (see UNICEF website www.unicef.org/crc/)
  - Ask the children to consider this list. Can they think of anything that is not covered? If so, what?
  - Ask the children if these rights are reflected in their own lives and if so, what difference do they make?

### Suggested Teaching and Learning Activities

- **‘For Every Child’ by UNICEF**
  - ISBN 0-679-87472-0

### Resources

- Go-Givers website

### Key Vocabulary

- Happy
- Healthy
- Laughing
- Learning
- Trust
- Protect
- Rights
- Convention
- United Nations
- Clean
- Poor
- Dirty
- Safe
- Scared
- Global
- Agreement

### Learning Outcomes

- Describe what a ‘right’ is
- Recognise that children have rights
- Understand that inequality exists
- Recognise that there is a global agreement of what children’s rights are

### Notes to Staff

- This may be the first opportunity that children have had to explore the UN Convention for the Rights of the Child. Work in this areas can be supported by examining the roles and responsibilities of the School Council, as this provides a micro example of the UN Convention for the Rights of the Child

### Evaluation / Comments

- Links to DCSF SEAL Resource: CH, R, SNTB
### Year 4: Term 1.2
#### Theme: Environmental Sustainability

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognise that each one of us has a personal responsibility to sustain the environment</td>
<td>2q, 2l</td>
</tr>
<tr>
<td>To consider the attitudes and values that exist towards water usage</td>
<td>2b, 2c</td>
</tr>
<tr>
<td>To research, discuss and debate a topical issue – water shortage</td>
<td>2b, 2c</td>
</tr>
</tbody>
</table>

**ASSESSMENT**

**BELLOW**

**ABOVE**

#### Key Questions / Ideas / Concepts

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can we use water responsibly</td>
<td>• Consider how much water we use each day from getting up and going to bed. List uses and discuss, divide the uses of water into luxury and necessity</td>
<td><a href="http://www.unicef.org.uk/teacherzone">www.unicef.org.uk/teacherzone</a></td>
<td>• Attitudes</td>
<td>• Recognise the purpose and importance of using water responsibly</td>
</tr>
<tr>
<td></td>
<td>• Compare costs of range of bottled water to tap water</td>
<td></td>
<td>• Values</td>
<td></td>
</tr>
<tr>
<td>How can we save water?</td>
<td>• Consider water consumption facts to make children aware of how much water they use. Children to estimate how much water it takes, e.g. taking a bath, washing the car, watering the garden in summer, filling a paddling pool, etc. Discuss strategies that could be employed to save water, children tasked with conveying this message throughout and at home</td>
<td></td>
<td>• Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Responsibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How can we promote responsible water use?</td>
<td><a href="http://www.unicef.org.uk/teacherzone">www.unicef.org.uk/teacherzone</a></td>
<td>• Wastage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Produce class ‘Water Charter’ to reflect the UN Convention of the Rights of the Child, for example:</td>
<td></td>
<td>• Consumption</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “In our class we are going to … to save water”</td>
<td></td>
<td>• Luxury</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “Our aim is to …”</td>
<td></td>
<td>• Necessity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss ‘should we be allowed to use as much water as we want?’ This could take the form of a debate regarding whether or not all homes should be equipped with water meters or not</td>
<td></td>
<td>• Usage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consider how communities in third world countries conserve water</td>
<td></td>
<td>• Save</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Water Rates</td>
<td></td>
</tr>
</tbody>
</table>

#### Notes to Staff

- Much of this unit of work can be delivered through cross curricular activities and there are numerous websites which allow for exploration of issues from developing countries regarding water shortages/conservation
- Numeracy – calculations saving water

#### Websites

- [www.globaldimension.org.uk](http://www.globaldimension.org.uk)
- [www.globalfootprints.org](http://www.globalfootprints.org)
- [www.ofxam.org.uk/coolplanet](http://www.ofxam.org.uk/coolplanet)
- [www.globalgang.org.uk](http://www.globalgang.org.uk)
- [www.glade.org](http://www.glade.org)
- [www.commonwealth.org.uk](http://www.commonwealth.org.uk)
- [www.globalgang.org.uk](http://www.globalgang.org.uk)
- [www.tidec.org](http://www.tidec.org)
- [www.oxfam.org.uk](http://www.oxfam.org.uk)
- [www.wwf.org.uk](http://www.wwf.org.uk)
- [www.globalgateway.org.uk](http://www.globalgateway.org.uk)
- [www.comicrelief.org.uk](http://www.comicrelief.org.uk)
- [www.dea.org.uk](http://www.dea.org.uk)
- [www.actionaid.org.uk](http://www.actionaid.org.uk)
- [www.environment-agency.gov.uk](http://www.environment-agency.gov.uk)
- [www.unicef.uk/teacherzone](http://www.unicef.uk/teacherzone)
- [www.environment-agency.gov.uk/fun](http://www.environment-agency.gov.uk/fun)
- [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

**Evaluation / Comments**

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Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Four
# Year 4: Term 2.1

## Theme: My Healthy Body – Caring for my Body

### Learning Objectives

| To know how to look after their own bodies, including their teeth | 2j |
| To understand how to keep themselves clean | 2j |
| To know that bacteria and viruses can affect health and that transmission may be reduced when simple, safe routines are followed | 2j, 2p |

### Suggested Links to End of Key Stage Statements

#### ASSESSMENT

<table>
<thead>
<tr>
<th>BELOW</th>
<th>ABOVE</th>
</tr>
</thead>
</table>

### Key Questions / Ideas / Concepts

- **What do you know about caring for your body?**
- **How can you keep yourself clean?**
- **How can you look after your teeth?**
- **What are bacteria and how can you minimise the risk to yourself?**

### Suggested Teaching and Learning Activities

- **Review the knowledge the children have of healthy living and exercise**
- **Round game: Change places if you have ... cleaned your teeth this morning or had a wash or put on clean underwear (sensitivity required)**
- **Invite children to draw/write about items they or members of their family use in order to maintain cleanliness:**
  1. Experiment with removing dirt from skin with cold water, warm water, not using soap and using soap
  2. Work in groups to develop a ‘keeping clean’ board game using the same principle as Snakes and Ladders
  3. Teacher to create a keeping clean sorting activity. Cards to denote toiletries and personal grooming items which can be sorted into daily use, two or three times a day, continuous use or occasionally
  4. Write a ‘class rap’ for keeping clean
- **Go-Givers lesson: ‘Don’t make your Best Friend have to tell you’**
- **Ask the children to plan a poster (possibly for different audiences, e.g. younger children) explaining different ways they can look after their teeth. This may follow up a video or a visit to or from the dentist/community dental health care specialist**
- **Explain the nature of bacteria to the children. List different places bacteria may be encountered. Children to write guidelines to avoid passing on these bacteria in different situations, e.g. washing hands before eating, after going to the toilet and using a handkerchief**
- **Using a kitchen template, identify areas where bacteria may be spread and how this could be rectified**

### Resources

- Folens CPSHE Book Pg. 26-27
- Go-Givers website
- www.colgate.com ‘Caring for your Teeth’ pack
- I Am, I Know, I Can Kitchen template
| What are viruses and how can you minimise the risk to yourself? | Ask children about illnesses they have had which have been caused by viruses. Find out their effects and best ways to cope with these effects | Implement simple, safe routines to follow which may reduce transmission |

**Notes to Staff**
- Links with Science curriculum, Literacy and Numeracy
- Sensitivity to cultural differences in hygiene need and routines
- Links to a visit to a dental practice
- Teachers need to be aware that HIV may be raised by children as a virus that they have heard of and have appropriate strategies ready to deal with this issue should it arise

**Evaluation / Comments**

**Links to DCSF SEAL Resource:** GFG
**Year 4: Term 2.2**

**Theme: How do Rules and Laws affect me?**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To understand about rules and laws and why they are needed</td>
<td>1l</td>
<td>BELOW</td>
</tr>
<tr>
<td>Learn about ‘democracy’ and how they can participate in the decision making</td>
<td>2a, 2c</td>
<td>ABOVE</td>
</tr>
<tr>
<td>Recognise some of the rules/laws that young people tend to break and why</td>
<td>2q, 2v</td>
<td></td>
</tr>
<tr>
<td>To consider influence and risk relating to money</td>
<td>2l, 2v</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Why do we have rules?</td>
<td>• In groups, children play board games, after 10 minutes ask them to stop playing and discuss the rules. Why are rules needed? What would happen if there were no rules? It is important to point out that rules ensure fairness.</td>
<td>QCA Citizenship</td>
<td>• Laws</td>
<td>• Understand why we need rules</td>
</tr>
<tr>
<td>• Are these rules fair?</td>
<td>• In groups, lists the rules they follow in different situations at home, e.g. watching TV, at bedtime, doing chores. Discuss and compare. What other kinds of rules do they follow, e.g. at school, playing sport, etc. Why are those rules needed? Who makes rules and laws? Are the rules fair to everyone? What happens when rules are broken? Share discussion and think about what they would do if they wanted a rule to be changed. Point out when everyone has a say, this is ‘democracy’ and that children can take part in ‘democracy’ by having a say in their school.</td>
<td>Unit 8: How do rules and laws affect me?</td>
<td>• Rules</td>
<td>• Understand that rules are needed to ensure fairness and protect rights</td>
</tr>
<tr>
<td></td>
<td>• Working in pairs, list 3 rules they need to follow:</td>
<td></td>
<td>• Democracy</td>
<td>• Describe how rules can be changed in class/school</td>
</tr>
<tr>
<td></td>
<td>• In the classroom</td>
<td></td>
<td>• Decision making process</td>
<td>• Describe ‘democracy’ in simple terms</td>
</tr>
<tr>
<td></td>
<td>• In school</td>
<td></td>
<td>• Councillor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• At home</td>
<td></td>
<td>• Governor</td>
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</tr>
<tr>
<td></td>
<td>For each rule, discuss the below and feedback to whole class:</td>
<td></td>
<td>• Temptation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Why do they need the rule?</td>
<td></td>
<td>• Unacceptable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is the rule fair?</td>
<td></td>
<td>• Influence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What happens when the rule is broken?</td>
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<td>• Peer Pressure</td>
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<tr>
<td></td>
<td>• Would we like to change the rule?</td>
<td></td>
<td>• Positive</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Negative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How can I affect rules?</td>
<td></td>
<td>• Resist</td>
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<td></td>
<td>• Reflect how rules are made for classroom, playground or school. Ask children to suggest any rule they think could be improved or propose a new rule. Refer to the rule of class/School Council and how they are involved in decision making. Ask children to decide any new rules/changed rules they would like to take to School Council. This is ‘democracy’</td>
<td></td>
<td>• Choices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What is democracy?</td>
<td></td>
<td>• Influence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Children to look up ‘democracy’ in the dictionary and write down in their own words what this means</td>
<td></td>
<td>• Risk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Why are some rules broken?</td>
<td></td>
<td>• Loan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ask children to consider rules/laws that they know have been broken in school/wider community, e.g. misusing play equipment, playing football in quiet areas, distracting others from work, causing damage to a bus shelter, etc. Discuss what happened, whether there were any victims, if it was dangerous, etc. Children create a TV news report on what happened and why the rule was broken</td>
<td></td>
<td>• Invest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Go-Givers lesson: ‘When is Enough, Enough?’</td>
<td></td>
<td></td>
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</tbody>
</table>

Go-Givers website
<table>
<thead>
<tr>
<th>• Am I influenced, if so, how?</th>
<th>• Children reflect on the daily choices they make and what influences them, e.g. wanting to be like their friends. Identify positive/negative influences and discuss when an influence becomes a pressure. Ask them to discuss peer pressure and to identify ways of resisting temptation. Children to work in small groups and present to class in a style of their own choosing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Go-Givers lesson: 'It’s your choice'</td>
<td>• QCA Citizenship Unit 8: How do rules and laws affect me? Go-Givers website</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• What influences how I behave with money?</th>
<th>• Recognise that they are influenced in everyday life by their peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Children reflect on what they can do with money: spend, save, give, loan and invest</td>
<td>• Recognise that they are influenced regarding money matters by others</td>
</tr>
<tr>
<td>• Who/what influences them regarding what they do with money?</td>
<td>• Recognise that money can come from regular sources (pocket money, chores) or unpredictable and irregular sources (birthday money, winning something)</td>
</tr>
<tr>
<td>• Explore the notion that there are some things people have to buy and other things that we choose to buy (needs and wants)</td>
<td></td>
</tr>
<tr>
<td>• Write a children’s guide/create a display on the five things that you can do with money: spend, save, give, loan and invest, with the keyword of ‘risk’ linking ‘loan and invest’</td>
<td></td>
</tr>
</tbody>
</table>

**Notes to Staff**
- Invite local Councillors/Governors/MP to school to discuss their role
- Links with School Council
- Link to an Enterprise activity, to explore loan, invest and risk

**Links to DCSF SEAL Resource:** NB

**Evaluation / Comments**
## Year 4: Term 3.1  
**Theme: Keeping Myself Safe**

### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To explore the concepts of safety and risk</td>
<td>2p</td>
<td>BELOW</td>
</tr>
<tr>
<td>To explore personal safety indoors and outdoors</td>
<td>2l, 2q</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To consider sensible road safety</td>
<td>2l, 2q</td>
<td></td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What activities do you do that are safe or risky?</td>
<td>• Ask the children to plot their activities for the previous day. Mark with a large ‘R’ those activities that could be risky. Share their ideas with a partner and then the class. Discuss various strategies for keeping themselves safe and ask the children to record some personal safety rules.</td>
<td>I Am, I Know, I Can Section 3 Lesson 48</td>
<td>• Dare</td>
<td>• Identify activities that could be risky</td>
</tr>
<tr>
<td>What makes indoor places fun and exciting?</td>
<td>• Find out what new activities the children have been involved in at school, e.g. handling new equipment, taking on new responsibilities, working in new ways, studying new subjects, visiting new places. What has made these activities interesting, exciting, difficult or risky? What have the children been learning to do in indoor places, e.g. homes, other people’s homes, swimming pools, clubs, church, classrooms? Ask the children to choose one of these places and think about the things they have had to learn, the problems they have had to overcome, what makes it risky or dangerous? How were these risks reduced? In groups, produce a poster to show the high and low risks in these situations.</td>
<td>Health for Life Ages 8-11 Pg. 89-91</td>
<td>• Risk</td>
<td>• Know the possible risks when indoors and how to reduce these risks</td>
</tr>
<tr>
<td></td>
<td>• Round game: “If I could choose where I’d like to go this weekend, I would choose … because …” Ask each child to illustrate the chosen place and write statements about where it is, who they would be with, what they would be doing, how they would get there and if it is a place they have visited before. As a class, analyse the results.</td>
<td>Health for Life Ages 8-11 Pg. 95 Folens CPSHE Book 3 Pg. 30-33</td>
<td>• Exciting</td>
<td>• Know the possible risks when outdoors and how to minimise the risk to safety</td>
</tr>
<tr>
<td></td>
<td>• Teacher led discussion regarding behaviour in a potentially dangerous situation, e.g. group of children dared you to touch, taste, and sniff or smoke something. Use role play, drawing or writing to express how they would react. Class to share ideas and decide which skills they need to learn, practice and revise.</td>
<td>Health for Life Ages 8-11 Pg. 97</td>
<td>• Scared</td>
<td>• Know how to deal with dangerous or difficult situations</td>
</tr>
<tr>
<td></td>
<td>• Discuss favourite places in the locality and produce a picture, map or place which charts the route from school to that place. Include hazards on the journey, safe routes and safe people they may ask en-route. This may be planned for as a group or alone. Which skills have they got/need to develop to keep them safe?</td>
<td>Health for Life Ages 8-11 Pg. 99-100</td>
<td>• Personal Safety</td>
<td>• Know rules for keeping safe on the road</td>
</tr>
<tr>
<td></td>
<td>• Children to participate in class survey of their views of road accidents involving children of their age. Discuss what accidents are most likely to occur, at what time of day/week/year Devise road safety rules to cover time when they are pedestrians, cyclists and passengers Develop a ‘Keeping Safe on the Roads’ campaign with children, families, friends, local.</td>
<td>Health for Life Ages 8-1 Pg. 102-103</td>
<td>• Safety</td>
<td></td>
</tr>
</tbody>
</table>

**Health for Life**

Ages 8-11

Pg. 89-91

Pg. 95

Folens CPSHE

Book 3

Pg. 30-33

Pg. 97

Pg. 99-100

Pg. 102-103
<table>
<thead>
<tr>
<th>community and safety officers</th>
<th>• Give the children a scenario that describes an accident. Ask the children to analyse it and find possible causes</th>
</tr>
</thead>
</table>
| • Who has the job of keeping you safe? | • Ask the children to think about journeys which they take and who they see regularly on the journeys. Make a class list of these people. Children to draw and write about these people. How do they recognise them and what do they say or do?  
• Who is responsible for keeping children safe? Talk about places in the neighbourhood, where the children go, who keeps them safe in these places and how is this done?  
• Invite some of these people into school to explain what they do?  
• Invite a Road Safety Officer to talk to the class and demonstrate road safety and cycling skills  
• Go-Givers lesson: ‘Emergency’ |
| | Health for Life Ages 8-11 Pg. 102-103 |
| | • Know who can keep them safe when they are in a potentially dangerous situation |

### Notes to Staff
- This may be linked with ‘School – Walk to School Week’
- Road Safety Officer could be invited to school to hold an associated assembly
- Cycling proficiency course could complement this unit

### Links to DCSF SEAL Resource: GOFO, SNTB

### Evaluation / Comments
### Year 4: Term 3.1  
**Theme: Responsible Use of the Internet**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explore the concept of safety and risk when using the internet</td>
<td>2p, 2l</td>
<td>BELOW</td>
</tr>
<tr>
<td>To develop an awareness of the variety and sources of information published on the internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To know what to do if they come across anything that makes them uncomfortable on the internet</td>
<td>2b, 2d</td>
<td>ABOVE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| • Do I know the difference between risky and safe situations when using the internet? | • Ask the children to consider the different ways that they use the internet and list. Consider what the benefits of using the internet are, e.g. up to date information. Incorporate the subject of risk into the discussion by asking the question “Are there any disadvantages or risks associated with using the internet?”  
• Childnet International The Adventures of Kara, Winston and the SMART Crew. Use SMART cartoons from the website to reinforce safety rules  
• Review Chapter 1 and then introduce Chapter 2 “What is Reliable?” and Chapter 3 “What should you keep safe?” | Internet Proficiency Scheme for KS2 pupils: Teachers Pack Lesson 5  
Kidscape website  
Childnet website | • Internet  
• Risk  
• Safety  
• Awareness  
• Uncomfortable  
• Feelings  
• Search Engine | • Developing an awareness of responsible use of the internet and know what to do if they access inappropriate content |
| • Am I aware of search engines that can help me to keep safe? | • Ask the children to consider how they search for information on the internet. List the different methods and search engines used  
• Introduce the idea of ‘child friendly’ search engines that can be used that reduce risk, e.g. Yahoo Kids, Ask for Kids | | | • Are aware of relevant search engines that can be used to lessen the risk of accessing ‘inappropriate content’ |

### Notes to Staff
- Teachers may find the CEOP website useful – www.ceop.gov.uk /
- Online activities can also be found at www.thinkuknow.co.uk/5_7 / www.thinkuknow.co.uk/8_10

### Evaluation / Comments

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Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Four

Published August 2013
### Year 4: Term 3.2  
**Theme: The World of Drugs**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase awareness of the different types of drugs, their effects and dangers</td>
<td>2n</td>
<td>BELOW</td>
</tr>
<tr>
<td>To revise health and safety skills and awareness of handling medicines</td>
<td>2p</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To increase knowledge of the effects and dangers of smoking</td>
<td>2o</td>
<td></td>
</tr>
<tr>
<td>To explore feelings around smoking and smokers</td>
<td>2j, 2k</td>
<td></td>
</tr>
<tr>
<td>To reinforce awareness of peer pressure</td>
<td>2m, 2l</td>
<td></td>
</tr>
<tr>
<td>To help children say no to cigarettes</td>
<td>2b, 2j, 2d, 2l</td>
<td></td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts
- **What kind of drugs are these?**
  - Card sort activity in small groups of 4 – 12 cards with the following on them:
    - Wine, beer, gin (types of alcohol)
    - Benson and Hedges, Superkings, Silk Cut (types of cigarettes)
    - Tippex, glue, marker pens (types of solvents)
    - Cough syrup, asthma inhaler, Calpol (types of medicines)
  - Give each group a large piece of paper, divided into 4 equal sections. The children arrange their cards into the 4 groups (check answers)
  - Ask if there are words to describe each category, e.g. alcohol, tobacco, solvents, medicines. Mention the fifth group of drugs – illegal drugs. See if they can:
    - Name 2 others drugs in the categories
    - Describe the effect the drug has
    - Describe a danger of taking the drug
  - Share results, checking accuracy with other children
  - Give the children a simple quiz, e.g. ‘Medicines are Drugs’ quiz and discuss answers

- **What helps me to get better?**
  - Revise body systems with the children and explore:
    - How the body deals with germs, viruses and diseases
    - Role of drugs in helping deal with diseases and the role of the immune system (germ buster) which the body uses to protect itself
    - The quickest and slowest ways in which drugs work in the body and why, e.g. inhale, inject, sniff and swallow
    - The fact that drugs are substances which change the way people feel and behave
  - Ask how children can help medicines work in order to get better
    - Following instructions
    - Only taking the right dose at the right time
    - Only taking drugs with adult supervision
    - Talking to someone

### Suggested Teaching and Learning Activities
- **Card sort activity in small groups of 4 – 12 cards with the following on them:**
- **A Practical Guide for Primary School Teachers**
  - Pg. 21-22

### Resources
- Health for Life Ages 8-11
  - Pg. 69

### Key Vocabulary
- Alcohol
- Cigarettes
- Solvent
- Illegal Drugs
- Physical Health
- Advise
- Rules
- Recover
- Fact
- Opinion
- Attitude
- Consequences
- Warning
- Advice
- Rules
- Laws

### Learning Outcomes
- Categorise various types of drugs
- Be aware of effect of and dangers of some drugs at a basic level
- Understand how the body’s systems work and therefore how the effects of drugs occur
- Understand the immune system
- Understand how they can help medicines work in order to get better
| • What are the facts about smoking? | • Show the class a set of empty cigarette cartons  
• Ask what is written on the cigarettes packs, i.e. Government Health Warning and levels of tar and nicotine  
• Ask the name of the drug which cigarettes contain (nicotine)  
• Introduce 'Smoking Machine' to children (Pg. 19). Make the bottle smoke a cigarette. Extract the blackened cotton wool and show the children. Explain that people’s lungs become black when they smoke. Ask the children to smell the cotton wool and describe. Do they recognise the smell?  
• Ask are there any drugs which can be smoked?  
• Hand out a fact sheet about smoking, e.g. pg. 24. Ask them to underline the 5 most important facts someone who is considering smoking a cigarette should know. Discuss  
• Ask children to put their hand up if they know someone who smokes. How do they feel about it? Write words on a board – explain you want to find out how the class feels about smoking so that they are individually to answer questions on attitudes to smoking, e.g. what would you do if someone offered you a cigarette? How would you feel if you had to sit in a room full of people smoking? Do you think there should be more places where smoking is not allowed? If yes, give examples. If a friend was smoking, how would you feel?  
• In groups, ask pupils to list as many reasons as possible for a) why people should not smoke and b) what encourages them to smoke. Share the lists, e.g. bad for health, cost a lot, may see others doing it, may want to know what it is like, may think it is grown up, ignorance of health risks  
• Tell a story which involves a group of friends finding a packet of cigarettes and a box of matches in the playground. One person picks them up, opens the cigarette packet, takes a cigarette out and offers it to you:  
  o Draw a picture of what happens next – what do you do and how would you feel if one of your friends offered you a cigarette?  
  o Why do you think a friend might offer you a cigarette?  
• Discuss pressure from others – could they be persuaded to take a cigarette? Role play and point out any good phrases/actions which help resist peer pressure  
| A Practical Guide for Primary Schools Teachers – Drug Education  
Pg. 19  
Pg. 23-25 | • Have improved knowledge about cigarettes and the issues around smoking  
| Notes to Staff | • Smoking Machines are available for loan from the Rotherham Department of Health Promotion  
| Links to DCSF SEAL Resource: GTBM |  
| Evaluation / Comments |  

# Scheme of Work

## Year 5

<table>
<thead>
<tr>
<th>Scheme of Work</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Caring School</td>
<td>Bullies – Bullying, Pressure and Risks</td>
<td>Me and My Relationships – Focus on Memories</td>
<td>Lifestyles and Cultures</td>
</tr>
<tr>
<td><em>E-Safety: 'Chatting’ Safely</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEAL</th>
<th>NB</th>
<th>SNTB GOFO</th>
<th>CH R</th>
<th>GFG GTBM</th>
<th>NB GOFO</th>
<th>R CH</th>
<th>GTBM</th>
</tr>
</thead>
</table>

Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship

Published August 2013
### Year 5: Autumn Term
#### Theme: The Caring School

#### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn how to make positive choices</td>
<td>2b</td>
<td>BELOW</td>
</tr>
<tr>
<td>To know that choices have consequences</td>
<td>2q</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To have respect for ourselves and others</td>
<td>2a</td>
<td></td>
</tr>
<tr>
<td>To form positive relationships</td>
<td>2u</td>
<td></td>
</tr>
<tr>
<td>To recognise ways in which we can promote a caring, trusting environment</td>
<td>2c, 2u</td>
<td></td>
</tr>
<tr>
<td>To see ourselves as valued and valuable members of the school community</td>
<td>2x, 2t</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- How can we make this a happy place for everyone to work and play?

#### Suggested Teaching and Learning Activities

- Agreed class/school rules
- Choose playmates, monitors, etc. (positions of responsibility) from within the class
- Set up classroom procedures and expectations
- If necessary, do some ‘getting to know you’ activities during circle time

#### Resources

- Rules
- Respect
- Choices
- Consequences
- Cooperation
- Caring
- Sharing
- Something I’d like you to know about me is …
- Something I’d like to know about you is …

#### Key Vocabulary

- Rules
- Respect
- Choices
- Consequences
- Cooperation
- Caring
- Sharing
- Something I’d like you to know about me is …
- Something I’d like to know about you is …

#### Learning Outcomes

- The children can recognise rules of inter-personal behaviour
- Show some respect for others and their environment
- Make informed decisions
- Listen to the views of others
- Work and play cooperatively
- Recognise the consequences of making poor choices

#### Notes to Staff

- This unit of work provides a context for the delivery of PSHE and Citizenship throughout the academic year. A whole school approach is required to provide and sustain a suitable ethos in which PSHE and Citizenship can be delivered effectively. This unit is flexible in its delivery and may take up as little/much PSHE time within the curriculum as required. This will depend upon the current focus of attention that is devoted to PSHE and Citizenship. (Recommended curriculum allocation – 1 week at the start of the Autumn Term)

#### Links to DCSF SEAL Resource: NB

#### Evaluation / Comments
### Year 5: Term 1.1
**Theme: Bullies – Bullying, Pressures and Risks**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To know it is their right not to be hurt and to live without fear</td>
<td>2a, 2v</td>
<td>Few</td>
<td>Identify when they are afraid</td>
</tr>
<tr>
<td>To understand the thoughts and feelings of bullies and those being bullied</td>
<td>2c, 2k, 2q, 2s, 2r, 2v</td>
<td>Survey, Physical</td>
<td>Identify questions and find coping strategies</td>
</tr>
<tr>
<td>To know that sometimes there will be difficulties but they can get through them</td>
<td>2d</td>
<td>Emotional, Strategies</td>
<td>Clarify what bullying means</td>
</tr>
<tr>
<td>To recognise people they can trust to help and support them</td>
<td>2t, 2u</td>
<td>Bully, Bullied, Emotions, Picked on, Moral, Dilemma, Right, Stand up, Environment, Locality, Recognise, Predict, Risks, Effects, Actions, Resolve, Solution, Responsibility</td>
<td>Articulate feelings of being bullied</td>
</tr>
<tr>
<td>To know right from wrong</td>
<td>2b</td>
<td>Moral</td>
<td>Clarify the differences between teasing, bullying, discrimination and aggression</td>
</tr>
<tr>
<td>To assess the risks of a given situation and to know the risks according to the time and place</td>
<td>2p</td>
<td>Dilemma, Right, Stand up, Environment, Locality, Recognise, Predict, Risks, Effects, Actions, Resolve, Solution, Responsibility</td>
<td>Think of strategies to prevent bullying</td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts
- What are we afraid of?
- What is a bully?
- What is bullying?
- Who gets bullied?
- What is the right thing to do?
- What is the risk of being bullied outside school?

<table>
<thead>
<tr>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class survey – “What are we afraid of?”: Classify responses according to categories which the children come up with and display on a chart. Talk about the results. Discuss ways of coping with fears and come up with strategies</td>
<td>Health for Life Ages 8-11 Pg. 161-162 Activity 1</td>
<td>Few, Survey, Physical, Emotional, Strategies, Bully, Bullied, Emotions, Picked on, Moral, Dilemma, Right, Stand up, Environment, Locality, Recognise, Predict, Risks, Effects, Actions, Resolve, Solution, Responsibility, Teasing, Discrimination, Aggression</td>
<td>Identify when they are afraid</td>
</tr>
<tr>
<td>Ask the children to think of a child who has just been bullied – get them to draw the child and get them to write around the picture how the child feels. Discuss and categorise according to physical or emotional state. Do the same for a bully or use the story and question to bring out the issues. Explore the nature and consequences of teasing, bullying, discrimination and aggressive behaviour (including prejudice based language, how to respond and ask for help).</td>
<td>Health for Life Ages 8-11 Pg. 163-164 A Teachers Handbook for PSHE and Citizenship for KS2: 4d</td>
<td></td>
<td>Identify questions and find coping strategies</td>
</tr>
<tr>
<td>Circle Time activity: o When I was called a name I felt … o I think people who call names are … o Knowing about bullying makes me feel … o I think a person who is bullied feels … o I think a person who bullies is …</td>
<td></td>
<td></td>
<td>Clarify what bullying means</td>
</tr>
<tr>
<td>Ask the children to think about people who seem to get bullied the most – in groups. Describe a person who doesn’t get bullied – what is it about them? Class/groups to suggest ways they and their friends could protect themselves from being bullied physically or mentally. Role play some of the strategies. Go-Givers lesson: ‘Bullying: Prepare to Stand Up and Stand Out’</td>
<td>Health for Life Ages 8-11 Pg. 164-165 Activity 3</td>
<td></td>
<td>Articulate feelings of being bullied</td>
</tr>
<tr>
<td>Go-Givers website</td>
<td></td>
<td></td>
<td>Clarify the differences between teasing, bullying, discrimination and aggression</td>
</tr>
<tr>
<td>Preventing teasing and bullying – series of activities. You see a friend being called names and pushed about in the playground. The easiest thing to do would be to walk away. What are the other easy options? What is the right thing to do? Remind the children of school policy on bullying (Childline)</td>
<td>Learning for Living Book 4 Pg. 106-107</td>
<td></td>
<td>Think of strategies to prevent bullying</td>
</tr>
<tr>
<td>List with the children all the places they go beyond school and home? Talk about the risk of being bullied if they go anywhere – alone, with families, someone they have just met, etc.</td>
<td>Health for Life K52 Pg. 166</td>
<td></td>
<td>Articulate what is ‘right’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recognise that bullying can occur anywhere</td>
</tr>
</tbody>
</table>

### Resources
- Health for Life
- A Teachers Handbook for PSHE and Citizenship for KS2: 4d
- Learning for Living Book 4
- Go-Givers website

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*Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Five*

*Published August 2013*
<table>
<thead>
<tr>
<th>What is the risk?</th>
<th>Provide the children with, or ask them to devise, a rating scale of being bullied. Get them to think of different situations and to relate them to the scale. How could they decrease the risk?</th>
<th>Recognise that all forms of bullying have a negative effect</th>
</tr>
</thead>
</table>

**Notes to Staff**
- DfE recommends the websites Childnet and Beat Bullying for anti-bullying work

**Links to DCSF SEAL Resource:** SNTB, GOFO

**Evaluation / Comments**
### Year 5: Term 1.1
**Theme: ‘Chatting’ Safely**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To assess the risk associated with using on-line chat services and instant messaging</td>
<td>2d, 2p</td>
<td>BELOW</td>
</tr>
</tbody>
</table>

### E-Safety

**Key Questions / Ideas / Concepts**

- **Am I aware of the risks associated with divulging personal information?**
  - Ask the children to describe their experience of on-line chatting
  - Discuss what types of information they are required to divulge when using on-line chat rooms, e.g. MSN Messenger. Consider which, if any, of this information is personal
  - Childnet International The Adventures of Kara, Winston and the SMART Crew. Use SMART cartoons from the website to reinforce safety rules. Review Chapters 1 and 2 and then introduce Chapter 3 “What should you keep safe?”
  - Smart Crew “Who should you tell?” and Chapter 5 “Be careful when meeting up”

- **Can I decide when I need to ask for guidance?**
  - Consider scenarios which the children may find themselves in when guidance from an adult may be required. List the scenarios and discuss strategies for asking for help. Who can they ask and what may be the possible outcome?

### Suggested Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
</table>
| Internet Proficiency Scheme for KS2 Pupils: Teachers’ Pack Lesson 6
| Kidsmart website
| Childnet website
| Childnet / KidSMART website |

### Key Vocabulary

- Chat
- Instant messaging
- Appropriate
- Inappropriate
- Risk
- Safety
- MSN Messenger (Microsoft Messenger)
- Help
- Guidance

### Learning Outcomes

- Recognise which information should/should not be divulged on-line
- Understand when guidance is required when chatting on-line and using text messaging

### Notes to Staff

- Online activities can also be found at [www.thinkuknow.co.uk/8-10](http://www.thinkuknow.co.uk/8-10)

Links to DCSF SEAL Resource: [www.thinkuknow.co.uk/8-10](http://www.thinkuknow.co.uk/8-10)
**Year 5: Term 1.2**  
**Theme: Me and My Relationships – Focus on Memories**

### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT BELOW</th>
<th>ABOVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To know how to put feelings into words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be confident enough to share feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To show respect for other people’s feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To know what is meant by love</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>To understand the emotions involved in the breakup of a relationship</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>To try to keep relationships as positive as possible</td>
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</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

- How can I cope with strong feelings?
- How can I cope with loss and separation?
- What do I mean when I talk about ‘love’?
- How can we make relationships grow and last?

### Suggested Teaching and Learning Activities

- Teacher led discussion about strong feelings – when did they have them? How did they cope? How do we deal with other people’s strong feelings? Ask children to role play or talk about situations, e.g. losing a toy, learning a pet has died.
- Class discussion on feelings of losing someone important, e.g. pet, favourite possession. Use activities relating to loss via controlling relationships and what to do if worried about a secret.
- Discussion around the strong feelings involved in separation, loss, death and grief.
- Go-Givers lesson: ‘Bereavement: Treasured Memories’.
- Ask children to describe, draw or talk about:
  - One thing they love and care about
  - Someone they love and care about
- Collect the ideas into two columns and talk about differences.
- Lead onto discussions about:
  - The way loving relationships can grow and change especially at adolescence
  - Falling in love/sexual attraction
- Ask children to explain:
  - Falling for someone
  - Loving someone
  - Falling out of love
- Group and pair activity – what are the daily needs of:
  - Indoor pets
  - Pets
  - People
- Add a relationship column and think about how relationships are ‘fed’ and made stronger.
- Pairs or circle time activity:
  - “When I break off a friendship I feel…”
  - “When my friend breaks off a friendships I feel…”

### Resources

- Health for Life Ages 8-11 Pg. 287
- Health for Life Ages 8-11 Pg. 288-289
- Expect Respect Toolkit Section 2: Year 5
- Go-Givers website

### Key Vocabulary

- Strong feelings
- Death
- Loss
- Separation
- Grief
- Respect
- Positive
- Puberty
- Refuge
- Secrets
- Love
- Attraction
- Sexual
- Love

### Learning Outcomes

- Recognise and communicate their own strong feelings
- Recognise that some secrets are unhealthy and that it’s ok to ask for help
- Articulate the feelings associated with separation, loss, death and grief
- Recognise the different kinds of love that exist and identify areas in their own lives where this applies
- Recognise the structure of a positive relationship
<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore positive as well as negative feelings</td>
<td></td>
</tr>
<tr>
<td>Move onto other relationships, including any which cause the children concern:</td>
<td></td>
</tr>
<tr>
<td>To reinforce that their bodies belong to them</td>
<td></td>
</tr>
<tr>
<td>To practice strategies for refusal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Memories – sad and happy times</td>
<td>Collage of pictures and quotations which describe their happy experiences illustrated with stories and poems</td>
</tr>
<tr>
<td></td>
<td>Repeat activity, this time looking at the saddest times they remember</td>
</tr>
<tr>
<td></td>
<td>What have they learnt listening to others?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognise and reflect on happy and sad times</td>
</tr>
</tbody>
</table>

**Notes to Staff**

- Children may want to talk about problems which exist within their own family network

**Evaluation / Comments**

Links to DCSF SEAL Resource: CH, R
### Year 5: Term 2.1  
**Theme: Lifestyle and Cultures**

#### Learning Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To know and understand themselves and to value, appreciate and be proud of themselves</td>
<td>2a</td>
<td></td>
</tr>
<tr>
<td>To value themselves as individuals and understand what it feels like to be valued</td>
<td>2a</td>
<td></td>
</tr>
<tr>
<td>To value other people and respect differences</td>
<td>2c, 2x</td>
<td></td>
</tr>
<tr>
<td>To understand what is meant by a healthy lifestyle and to question their own and others’ healthy lifestyles</td>
<td>2j</td>
<td></td>
</tr>
<tr>
<td>To understand the importance of self-image</td>
<td>2a</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **Why should I value myself?**
  - Design a coat of arms using the different aspects:
    - What’s special about me as a person?
    - Something that I’m good at
    - Something I stand up for
    - Something special or important in my life
  - Ending up with ‘my lifestyle motto’
  - Looking at the best things about ourselves
  - In pairs, discuss positive things about their partner in relation to skills, friendship, emotional support, attitude, etc.
  - Complete positive personal profile and share with the class

- **How do people show they value me?**
  - What does it feel like to be valued? Discuss how people show they value us. Draw themselves in the centre of the page. Write their ideas round the outside
  - In small groups, discuss what upsets us and makes us feel less valued
  - Challenging Homophobia in Primary Schools (CHIPS): Y5&6, Week 2 Activity to explore stereotypical behaviour
  - ‘Dealing with feelings’: Read ‘Sam’s Bad Day’ to the class. Process. Allow children to read through text with partner and discuss the tasks that follow

- **How can I show other people that I value them?**
  - Ask children to devise a scenario in which two children are bullying another child. Extend scenario to involve new person accusing bullies of being cruel/being racist. What sort of excuses might the bullies try to make? Which of these are truthful answers?
    - Put ‘bullies’ in place of ‘bullied’ and imagine feelings
    - How could they help that child?
    - Think about others’ feelings (series of six activities)

#### Suggested Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Resource</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Health for Life Ages 8-11 Pg. 146</td>
<td>Lifestyle, Values, Attitudes, Listening, Loyalty, Feelings, Role model, Proud, Ashamed, Emotions, Moods, Miserable, Loving, Sad, Hurt, Angry, Respect, Appreciate, Difference, Gender, Culture, Class, Ethnicity, Religion, Disability, Race, Racism, Homophobia, Tolerance, Acceptance, Diversity</td>
<td>Discuss positive qualities that they possess, Discuss positive qualities others possess</td>
</tr>
<tr>
<td>A Teacher’s Handbook for PSHE and Citizenship for KS2</td>
<td></td>
<td>Understand how it feels to be valued, Understand how it feels to be a role model, Understand how it feels for someone else to be valued</td>
</tr>
<tr>
<td>Health for Life Ages 8-11 Pg. 147-149</td>
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<tr>
<td>CHIPS: Y5&amp;6, Week 2</td>
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</tr>
<tr>
<td>A Teacher’s Handbook for PSHE and Citizenship for KS2</td>
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</tr>
<tr>
<td>Health for Life Ages 8-11 Pg. 149-150</td>
<td></td>
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</tr>
<tr>
<td>I Am, I Know, I Can Section 4 Lesson 51</td>
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<tr>
<td>Health for Life Ages 8-11 Pg. 151-154</td>
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Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Five  
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<table>
<thead>
<tr>
<th>Topic</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a healthy lifestyle?</td>
<td>Ask class to devise a questionnaire to be given to people of their age to find out if they have a healthy lifestyle. Try to get them to think of ‘emotional health’ as well as ‘physical health’. Compare their lists, finalise and try them out on each other and families. What are the most important things to consider when evaluating someone else’s lifestyle? Ask children to evaluate lifestyle of ‘Crumbo’ the lead singer of ‘The Crumbs’ who leads a high risk, unhealthy lifestyle. How would they rate this? Ask children to decide upon the most important changes that ‘Crumbo’ could make and to explain their reasons.</td>
</tr>
<tr>
<td>What about my lifestyle?</td>
<td>Opportunity to assess their own lifestyle using the same questionnaire. What health warnings would they give themselves? What part of their lifestyle would they see as a positive? Do the same for members of their family?</td>
</tr>
<tr>
<td>How do I value people who are different from me?</td>
<td>In pairs, ask children to list things they have in common and ways that they are different. Share ideas with the rest of the class and consider ways that people are different. What are the benefits to us of difference? Go-Givers lesson: ‘Identities’</td>
</tr>
<tr>
<td>How do I see myself?</td>
<td>Talk with the children about how they see themselves (personalities and characters, rather than appearance)</td>
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<tr>
<td></td>
<td>o “This is how I see myself ...”</td>
</tr>
<tr>
<td></td>
<td>o “I think I am ...”</td>
</tr>
<tr>
<td></td>
<td>How do other people see me?, e.g. mum, teacher, friends. Is this different from the way I see myself?</td>
</tr>
</tbody>
</table>

**Notes to Staff**

- Be aware of “they buy us things” as an example of showing how people value us
- DfE recommends the websites Childnet and Beat Bullying when doing anti-bullying work

**Evaluation / Comments**

**Links to DCSF SEAL Resource:** GFG, GTBM
### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To consider rights and responsibilities and associated attitudes</td>
<td>2a, 2b, 2c</td>
<td></td>
</tr>
<tr>
<td>To consider why conflicts happen, to be aware of emotions involved, to know and practice ways of dealing with conflict</td>
<td>2b, 2c, 2d</td>
<td></td>
</tr>
<tr>
<td>To know and understand how and why rules are made and enforced</td>
<td>2l</td>
<td></td>
</tr>
<tr>
<td>To research, discuss and debate topical issues, problems and events</td>
<td>2b, 2c</td>
<td></td>
</tr>
<tr>
<td>To know and understand what democracy is</td>
<td>2a, 2c</td>
<td></td>
</tr>
<tr>
<td>To recognise the role of voluntary, community and pressure groups</td>
<td>2a, 2c</td>
<td></td>
</tr>
<tr>
<td>To know and understand that resources can be allocated in different ways and that these choices affect individuals, communities and sustainability of the environment</td>
<td>2a, 2c</td>
<td></td>
</tr>
<tr>
<td>To explore how the media presents information</td>
<td>2a, 2c</td>
<td></td>
</tr>
</tbody>
</table>

### Key Questions / Ideas / Concepts

- **What are human rights?**
  - Ask what are human rights? Write up three headings, ‘wants’, ‘needs’, ‘rights’. Using picture cards, in groups to sort under three headings. Process and discuss bringing out differences and responsibilities that go with rights
  - Role play ‘Exclusion Game’. Divide the class into three groups
    - Blue – privileged (allowed to have stickers, sit on chairs and order Yellow group around)
    - Yellow – dominated (must do what Blue group say)
    - Red – excluded (stand facing the wall and may not talk or turn around)
  - Role play for a few minutes and then stop and process. Introduce United Nations Rights of the Child and ask them to comment on them

- **How can I sort out conflict?**
  - ‘Resolving Differences’ — Introduce the activity to children by explaining that “today we are going to consider the best ways to sort out and resolve conflict”. In groups, provide the children with situation cards where people have different points of view, e.g. ‘A local zoo is to close, they cannot afford to re-house the animals. Therefore they are to be humanely killed’. Ask groups to negotiate an outcome and present to class. There will be occasions where they need to compromise. Discuss the validity of the solutions as a class and encourage alternatives
  - Go-Giver’s lessons: ‘Resolving Conflict’

- **Why do we have rules?**
  - ‘Rules and Rules and Rules’ – Talk with children about the school rules. What are they? Who makes them? Why are they there? What would it be like if there were no rules?
  - Discuss laws. Which laws do they know? Who makes them? What happens to the people who break them?
  - In small groups, draw an imaginary island. Explain that fifty people are shipwrecked and that five rules and laws have to be created to govern the island. Write them on the map
  - Discuss what influenced their decision? Did everyone in the group agree on the rules? How did they decide? How might they disseminate the laws and rules to the islanders? How might they ensure they were kept? How might they deal with conflict?
  - Go-Givers lesson; ‘Strong Societies’

- **What is happening**
  - Prior to the lesson, ask the children to research some local issues/problems that are

### Suggested Teaching and Learning Activities

- Learning for Living PSHE and Citizenship Ages 4-11 Book 4
- A Teacher’s Handbook for PSHE and Citizenship for KS2: 2f
- I Am, I Know, I Can Section 2 Lesson 34
- Go-Givers website
- I Am, I Know, I Can

### Resources

- Learning for Living
- A Teacher’s Handbook
- I Am, I Know, I Can
- Go-Givers website
- I Am, I Know, I Can

### Key Vocabulary

- Rights
- Responsibilities
- Excluded
- Wants
- Needs
- United Nations
- Solution
- Conflict
- Disagree
- Compromise
- Law
- Rule
- Participate
- Power
- Council
- Research
- Discuss
- Community
- Topical
- Debate
- Problems
- Events
- Taxes
- Democracy
- Vote
- Government
- Authority
- Decisions

### Learning Outcomes

- Recognise the importance of human rights and the role they play within society
- Resolve differences looking at alternatives, making decisions and explain the reasoning behind their choices
- Recognise the purpose and importance of rules and laws
- Recognise and have an
<table>
<thead>
<tr>
<th>Topic</th>
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<th>Notes to Staff</th>
<th>Links to DCSF SEAL Resource</th>
<th>Evaluation / Comments</th>
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</thead>
<tbody>
<tr>
<td>What is democracy?</td>
<td>Explain to the children that they live in a democracy and that we all have a say in how our country is run. Explain that the opposite of democracy is a dictatorship where one person or a group of people take power and rule the country.</td>
<td>• Recognise and understand the nature of democracy&lt;br&gt;• Recognise and understand the nature of a dictatorship&lt;br&gt;• Recognise similarities and differences between a democracy and a dictatorship</td>
<td>- Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Five</td>
<td></td>
</tr>
<tr>
<td>How do pressure groups work?</td>
<td>Discuss 'Why do people form groups?' What sorts of groups do you belong to? Are there benefits in being a member of a group? What groups would you not choose to join and why? On a large sheet of paper, divide a circle into: voluntary, community, pressure, OAP groups, Mother and Toddler, Parents against Drugs, and describe the characteristics of each one. From the list, ask the children to identify which groups they would/would not like to belong to and why. Encourage discussion Discuss any groups that their own community still needs.</td>
<td>• Understand the nature of pressure groups&lt;br&gt;• Recognise the different types of groups within the community</td>
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<tr>
<td>How can money be allocated?</td>
<td>Explain to the children that you are going to consider the choices made about spending money on local facilities and services. Divide the class into small groups and explain that they are to take the role of the Local Council and they will be responsible for a budget to provide leisure/tourism, education, highways, etc. in their home town Encourage children to document what they intend to spend on and why. Complicate matters by introducing worries and concerns of local people (wherever possible, make this relevant to the lives of the children by focussing on local, topical issues) Discuss the problems and outcomes of trying to allocate money and how difficult it is in reality</td>
<td>• Explore the decisions required in spending, saving and budgeting</td>
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</tbody>
</table>

**Notes to Staff**
- Reinforcement of the ground rules for PSHE may be required prior to discussion
- Try to pick up on local, topical issues to encourage the children to participate in debate. Use local newspapers as a key stimulus to relevant and meaningful discussion

**Links to DCSF SEAL Resource:** BH, GOFO
### Year 5: Term 2.2

**Theme: Political Literacy and Citizenship**

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<th>Suggested Links to End of Key Stage Statements</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Explore how the media presents information</td>
<td>2l, 2w</td>
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</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **Do I know the difference between fact and opinion?**
  - Gather a collection of articles from newspapers and magazines and look for similarities and differences. Children discuss how each piece is presented and distinguish between fact and opinion.

- **Can I believe the media?**
  - Explore what is meant by ‘bias’ in the media. Is there any bias in the reporting of the articles? Is bias wrong in a news item? Why? Show the children a children's TV programme and newspaper article from the same day. Are they similar or different? Discuss.
  - Extension Activity – The children could work together to prepare articles for the school newspaper. Contributions could be sought from the whole school community. Children will need to consider how editing decisions will be made and what information is to be published.
  - Go-Givers lesson: ‘Photo Captions’

#### Suggested Teaching and Learning Activities

- **Resources**
  - QCA Citizenship Unit 11
  - Go-Givers website

- **Key Vocabulary**
  - Media
  - Choices
  - Advertisement
  - Influence
  - Decision
  - Conflicting
  - Messages

- **Learning Outcomes**
  - Distinguish between fact and opinion within the media
  - Communicate and express personal and group views on issues

#### Notes to Staff

- Invite a journalist from a local newspaper/radio station to talk to the children about what they do. Alternatively, children could visit a local newspaper or BBC Radio Sheffield studios.

#### Links to DCSF SEAL Resource: NB, GOFO

**Evaluation / Comments**
### Year 5: Term 2.3
#### Theme: The Consequences of Inequality

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>Global Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>To consider rights and responsibilities and associated attitudes</td>
<td>2a, 2c</td>
<td>• Rights</td>
</tr>
<tr>
<td>To recognise the basic need for clean water</td>
<td>2a, 2c</td>
<td>• Responsibilities</td>
</tr>
<tr>
<td>To recognise that global inequalities exist</td>
<td>2w, 2x</td>
<td>• Attitudes</td>
</tr>
<tr>
<td>To know and understand the meaning of democracy</td>
<td>2q, 2l</td>
<td>• Inequality</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is inequality and what are its effects?</td>
<td>• Inequality activity – Divide the children into two groups, the ‘haves’ and ‘have not’s’. This could be based upon those who have access to drinking water for the duration of the session and those who do not.</td>
<td>QCA Citizenship Unit 8</td>
<td>• Rights</td>
<td>• Recognise the injustice that exists as a result of inequality</td>
</tr>
<tr>
<td>• What are the consequences of inequality?</td>
<td>• Following on from work undertaken examining inequality and the effects of inequality, ask the children to consider other examples of where inequality exists in the world, for example:</td>
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<tr>
<td></td>
<td>o The shortage of food for children in Africa</td>
<td><a href="http://www.oxfam.org.uk/coolplanet">www.oxfam.org.uk/coolplanet</a></td>
<td>• Responsibilities</td>
<td></td>
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<tr>
<td></td>
<td>o The lack of medical care, e.g. vaccinations for some children, the effects of HIV/advanced HIV on children</td>
<td><a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a></td>
<td>• Attitudes</td>
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<tr>
<td></td>
<td>o Child labour in Pakistan</td>
<td>pfg ‘Learning About Money in the Primary Classroom’ Pg. 32</td>
<td>• Inequality</td>
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<tr>
<td></td>
<td>o Education inequalities in developing countries</td>
<td>pfg ‘My Money Primary Toolkit’ Teachers Booklet KS2 Pg. 54-57</td>
<td>• Fair</td>
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<td></td>
<td>o Poor housing Favelas (shanty towns, Rio De Janeiro)</td>
<td>Go-Givers website</td>
<td>• Unfair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o What are the ethical dimensions to financial decisions? e.g. Fairtrade</td>
<td></td>
<td>• Consequences</td>
<td></td>
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<tr>
<td></td>
<td>o Consider the needs of the global environment and the impact of consumer choices</td>
<td></td>
<td>• Need</td>
<td></td>
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<td></td>
<td>• Go-Givers lessons: ‘Improving Life Chances’, ‘Mind the Gap’ and ‘The Food Shortage’</td>
<td></td>
<td>• Democracy</td>
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<thead>
<tr>
<th>Notes to Staff</th>
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<tbody>
<tr>
<td>• QCA Geography: Unit 11 – Water, Unit 16 – What’s the News?</td>
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<tr>
<td>• QCA Science: Unit 5D – Changing States</td>
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<tr>
<td>• QCA Art: Unit 9 – visiting a museum or gallery</td>
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<tr>
<th>Websites</th>
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<table>
<thead>
<tr>
<th>Links to DCSF SEAL Resource:</th>
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<tbody>
<tr>
<td>Evaluation / Comments</td>
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</table>
## Year 5: Term 2.3

### Theme: The Consequences of Inequality

#### Book: Sweet Clara and the Freedom Quilt

<table>
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<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand what is meant by slavery and how this affect people’s lives</td>
<td>2b</td>
<td>BELOW</td>
</tr>
<tr>
<td>To understand what it means to be ‘free’</td>
<td>2a, 2x</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To understand how slavery differs from freedom</td>
<td>2l</td>
<td></td>
</tr>
<tr>
<td>To recognise and appreciate the effect the oppression has on those who are oppressed</td>
<td>2w, 2c</td>
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</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **What is slavery?**
  - Ask the children what they think is meant by the term ‘slavery’
  - Clarify exactly what slavery means (definition: Slavery is a form of forced labour in which people are considered to be, or treated as, the property of others). Encourage the children to use the internet to locate accurate information regarding slavery
  - Using the book ‘Sweet Clara and the Freedom Quilt’ as stimuli for discussion, consider how Clara’s life is different from theirs. What can they do the Clara cannot? What does Clara have to do that they don’t? Ask the children to reflect on the enormous differences between their life and the life that Clara led. Are they at all surprised by the enormity of these differences?
  - Go-Givers lesson: ‘Freedom’

- **What does it mean to be free?**
  - Ask the children to consider how their lives compare to, for example, someone in prison or someone who lives in an oppressed country, e.g. a country at war (Afghanistan would be a good example to consider due to the current military operation of the UK in the country, there is extensive information available to children focussing on this)
  - List how the UK differs from a country under oppression, how would it feel to live in such a country? Discuss helplessness and powerlessness and the effect that these feelings have on physical, emotional and psychological wellbeing
  - Go-Givers lesson: ‘Freedom Bird and the Arab Uprisings’

- **What attributes do we need to be in control of what happens to us?**
  - Focus on Clara’s character and discuss what it is about her that helps her find a way out. List, e.g. brave, courageous, intelligent, determined, believes in herself, etc. Can they relate these attributes to themselves
  - Can they tell a story of how they took control of something in their lives in order to achieve a positive outcome?

#### Suggested Teaching and Learning Activities

<table>
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<tr>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go-Givers website</td>
<td></td>
<td>Understand what is meant by freedom</td>
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</tbody>
</table>

#### Notes to Staff

- Focussing on oppression, particularly relating to current topical issues relies on the children having a certain level of awareness. Using reliable sources of information and evidence, particularly off the internet, is paramount. Ensure legitimate sources of information are used, e.g. BBC News

#### Links to DCSF SEAL Resource: NB, GOFO

**Evaluation / Comments**
### Year 5: Term 3.1

#### Theme: Growing Up – Relationships and Responsibilities of Puberty

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<th>Suggested Links to End of Key Stage Statements</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To begin to understand the physical and emotional changes which occur at puberty</td>
<td>2e</td>
<td>Channel 4 ‘Living and Growing’</td>
<td>• Taller</td>
<td>• Children understand how their bodies change during puberty</td>
</tr>
<tr>
<td>To explore which changes we can control and which we cannot</td>
<td>2d</td>
<td>Units 2 and 3 Activity sheets 1, 4 and 12</td>
<td>• Hair (pubic)</td>
<td>• Understand that these changes can be emotional too</td>
</tr>
<tr>
<td>To empathise with the feelings of other people</td>
<td>2c</td>
<td>I Am, I Know, I Can Lesson 46</td>
<td>• Breasts</td>
<td>• Understand it is normal to have concerns/worries</td>
</tr>
<tr>
<td>To understand that action and behaviours have consequences</td>
<td>2q</td>
<td>Healthwise: The Primary School SRE Pack Pg. 53-57</td>
<td>• Develop</td>
<td></td>
</tr>
<tr>
<td>To accept some responsibility for other people and ourselves</td>
<td>2c</td>
<td>Learning for Living Book 4</td>
<td>• Periods</td>
<td></td>
</tr>
<tr>
<td>To understand the process of menstruation</td>
<td>2e</td>
<td>Topic 14: Puberty</td>
<td>• Sex organs</td>
<td></td>
</tr>
<tr>
<td>To understand some emotional aspects of menstruation</td>
<td>2e</td>
<td></td>
<td>• Shoulders</td>
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<tr>
<td>To look at some of the changes boys encounter during puberty</td>
<td>2e</td>
<td></td>
<td>• Chest</td>
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<tr>
<td>To understand that puberty happens to boys and girls</td>
<td>2e</td>
<td></td>
<td>• Broader</td>
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<tr>
<td>To understand the changes both boys and girls encounter at puberty</td>
<td>2e</td>
<td></td>
<td>• Hips</td>
<td></td>
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<tr>
<td>To recognise that puberty happens to everyone</td>
<td>2e</td>
<td></td>
<td>• Wider</td>
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<tr>
<td>To understand that feelings can influence behaviour and vice versa</td>
<td>2k</td>
<td></td>
<td>• Hormones</td>
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<tr>
<td>To recognise positive and negative feelings</td>
<td>2k</td>
<td></td>
<td>• Choosing</td>
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<td>• Deciding</td>
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<td>• Growing</td>
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<td>• Sad</td>
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<td>• Glad</td>
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<td>• Mad</td>
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<td>• Hurt</td>
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<td>• Happy</td>
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<td>• Angry</td>
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<td></td>
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<td>• Nervous</td>
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<td></td>
<td></td>
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<td>• Scared</td>
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<td></td>
<td></td>
<td></td>
<td>• Frightened</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How do we change?</td>
<td>• Use a dictionary to find out the meanings of the words ‘puberty’ and ‘adolescence’. Write them up (possibly on computer) and display the best ones</td>
<td>Channel 4 ‘Living and Growing’</td>
<td>• Taller</td>
<td>• Recognise that some changes are beyond their control</td>
</tr>
<tr>
<td></td>
<td>• Ask the children to think about all the changes that will take place in their bodies as they grow older</td>
<td>Units 2 and 3 Activity sheets 1, 4 and 12</td>
<td>• Hair (pubic)</td>
<td>• Recognise the changes they have gone through recently</td>
</tr>
<tr>
<td></td>
<td>• Discuss how these changes might make them feel</td>
<td>I Am, I Know, I Can Lesson 46</td>
<td>• Breasts</td>
<td>• Recognise that there are some things they can control</td>
</tr>
<tr>
<td></td>
<td>• Children write a letter to an ‘agony aunt’ expressing worries about ‘growing up’. Swap with a partner, partner writes a reply giving appropriate information</td>
<td>Healthwise: The Primary School SRE Pack Pg. 53-57</td>
<td>• Develop</td>
<td>• Identify ways they can take responsibility for some things</td>
</tr>
<tr>
<td>• Which changes can we control?</td>
<td>• Ask the children to think about some changes that occur which they can control and write up answers, e.g. clothing, friends, food, leisure activities and then think of ones they cannot control, e.g. hair growing under arms, developing breasts, voices deepening in boys, etc.</td>
<td>Learning for Living Book 4</td>
<td>• Periods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ask the children to think of all the ways they have changed in the last 3 years. Ask them to make 3 lists: appearance, personality, relationships. Ask them to suggest changes they would like to make now. Write a list of “What I’d like to change about me”. Next to it write “What can I do about it?”, e.g.</td>
<td>Topic 14: Puberty</td>
<td>• Sex organs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I’d like to change about me</th>
<th>What can I do about it</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’d like to be taller</td>
<td>Nothing!</td>
</tr>
<tr>
<td>I’d like to stop blushing</td>
<td>Try not to worry so much</td>
</tr>
<tr>
<td>I’d like to be more energetic</td>
<td>Do more exercise</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Channel 4 ‘Living and Growing’ Unit 2 Activity sheet 2</td>
<td>• Taller • Hair (pubic) • Breasts • Develop • Periods • Sex organs • Shoulders • Chest • Broader • Hips • Wider • Hormones • Choosing • Deciding • Growing • Sad • Glad • Mad • Hurt • Happy • Angry • Nervous • Scared • Frightened</td>
<td>• Recognise that some changes are beyond their control • Recognise the changes they have gone through recently • Recognise that there are some things they can control • Identify ways they can take responsibility for some things</td>
</tr>
</tbody>
</table>

| Health for Life Ages 8-11 Pg. 283 | |

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*Resources:*
- Channel 4 ‘Living and Growing’
- Units 2 and 3 Activity sheets 1, 4 and 12
- I Am, I Know, I Can Lesson 46
- Healthwise: The Primary School SRE Pack Pg. 53-57
- Learning for Living Book 4 Topic 14: Puberty
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Emotions and feelings during puberty** | - As a class, brainstorm the words that children associate with feelings. Make 2 lists – positive and negative. Children should decide where their words go.  
- Invite them to give examples of how words in both lists can be used.  
- What do they do when they have negative feelings? Positive circle time activity using prompts such as: “When I feel angry I ...” or “When I feel sad I ...”, etc.  
- Children could make their own collection of cut out faces depicting a variety of feelings and emotions, label them.  
- Invite them to colour in each word in a colour that they think goes with the feeling, or draw a face to show the feeling.  
- Class teacher to lead discussion on the feelings associated with puberty.  
- Class teacher to remind pupils that as well as physical changes, there are emotional ones too. Sometime there are mood swings. It is important to remember that other people have feelings too.  
- Ask pupils to think about a time when someone did something for them or to them that made them feel happy/sad/embarrassed/stupid, etc.  
- Talk about what kind of physical contact is acceptable or unacceptable and how to respond.  
- Class teacher to lead discussion on how what others do affects how we feel, so what we do affects how others feel.  
- Circle time activity – At the end of this section around respecting the feelings of other “In future, I will ...”  
- On a large sheet get children to draw a large happy/sad face in the middle and write sentences around it, e.g. I am happy when people accept me as I am, I am sad when people call me names, etc. |
| **Periods – what do I know?** | - Ask the children to share what they already know about periods. Dispel any myths or inaccuracies.  
- Give individuals the opportunity to approach class teacher/School Nurse privately to discuss any worries/concerns about menstruation.  
- NB: The focus of this unit is menstruation to prepare girls who may start their periods early. Questions about conception may be asked here. Teachers should be aware that this is covered in more detail in Y6.  
- Channel 4 ‘Living and Growing’  
  Units 2 and 3  
  Activity Sheets 2 – Menstruation and Activity Sheet 3 – Everything you need to know about periods. |
| **How do boys change?** | - Class teacher to lead discussion that it is not only girls who have things to cope with during puberty (e.g. periods, breast development).  
- Skills for the Primary School Child  
  Section 2 and 3.3  
  Activity Sheet 3: ‘Find a Feeling’  
  Real Health for Real Lives  
  Ages 10-11  
  Pg. 66-71  
  Healthwise – The Primary School SRE Pack  
  Pg. 47-48  
  I Am, I Know, I Can  
  Lessons 30 and 51  
  Folens CPSHE Book 2  
  Pg. 2-5  
  Channel 4 ‘Living and Growing’  
  Unit 2  
  Activity sheet 18 – Feeling Good  
  Solving Conflicts Peacefully  
  Section 3:4  
  Healthwise ‘Other People have Feelings Too’  
  Pg. 47-48  
  Health for Life  
  Ages 8-11  
  Pg. 149-150  
  Healthwise – ‘The Primary’ |
| **Skills for the Primary School Child** | - Delighted  
  - Furious  
  - Thrilled  
  - Miserable  
  - Cheerful  
  - Lonely  
  - Fed up  
  - Disgusted  
  - Embarrassed  
  - Bad  
  - Stupid  
  - Unhappy  
  - Unhappy  
  - Behaviour  
  - Affects  
  - Others  
  - Responsibility  
  - Understand  
  - Accept  
  - Egg  
  - Fertilised  
  - Lining  
  - Flow  
  - Vagina  
  - Blood  
  - Menstruation  
  - Periods  
  - Monthly  
  - Start  
  - Average  
  - Age  
  - Light  
  - Heavy  
  - Tampon  
  - Sanitary towel  
  - Absorb  
  - Womb  
  - Uterus |
| **Recognise that they are not the only ones experiencing strong feelings** | - Identify with other people  
  - Recognise that our actions/behaviour have consequences  
  - Recognise that we can be responsible for one another’s feelings  
  - Empathise with each other  
  - Understand puberty happens to everyone  
  - Recognise acceptable and unacceptable physical contact and how to respond. |
- Ask class if they know any things that happen to boys at this time (e.g. voice breaking, body hair, wet dreams)
- Ask class to look at things which happen just to girls, just to boys or to both
- Make a diagram of two circles which overlap, put things which happen just to girls in one circle, just to boys and to both in the overlap, e.g.

<table>
<thead>
<tr>
<th>girls</th>
<th>both</th>
<th>boys</th>
</tr>
</thead>
</table>

- Give the opportunity for boys to talk to the School Nurse if they have any worries/concerns around puberty

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**School SRE Pack' Pg. 61-64**
'Check out the changes boys' and Pg. 53-57

**School Nurse**
- Puberty
- Boys
- Voice
- Breaking
- Body hair
- Wet dream
- Erection
- Penis
- Ejaculate
- Sperm
- Breasts
- Hips
- Pubic Hair
- Underarm

- Puberty in the opposite sex
- Share worries and concerns
- Recognise the School Nurse as a resource

### Notes to Staff
- It is important to empathise to pupils that puberty can occur at different times. It happens earlier to some and later to others. All of this is considered normal
- It is important to reassure pupils that the concerns/worries which arise during puberty are normal and that everyone is an individual
- NB: The focus of this unit is menstruation to prepare girls who may start their periods early. Questions about conception may be asked here. Teachers should be aware that this is covered in more detail in Y6

### Links to DCSF SEAL Resource: R, CH

### Evaluation / Comments
Year 5: Term 3.2

Theme: The World of Drugs

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To extend awareness of alcohol and other drugs</td>
<td>2n</td>
<td>BELOW</td>
</tr>
<tr>
<td>To help children acquire skills and ideas to enable them to resist early experimentation</td>
<td>2m, 2b, 2d</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To understand the impact of alcohol on physical and mental health and lifestyles</td>
<td>2k</td>
<td></td>
</tr>
<tr>
<td>To offer a more realistic view of what addiction can mean</td>
<td>2k</td>
<td></td>
</tr>
<tr>
<td>To look at risk assessment linked to personality</td>
<td>2k</td>
<td></td>
</tr>
<tr>
<td>To learn about different reasons why people do or do not drink alcohol</td>
<td>2k</td>
<td></td>
</tr>
<tr>
<td>To reflect on the impact of one’s behaviour on others</td>
<td>2k</td>
<td></td>
</tr>
<tr>
<td>To look at risk assessment to personality</td>
<td>2p</td>
<td></td>
</tr>
</tbody>
</table>

Key Questions / Ideas / Concepts

- What does it mean to be addicted, dependant or hooked?
  - Think about a person who is hooked/addicted to something, e.g. gambling, play station, arcade games, exercise, food, cigarettes, alcohol, other illegal substances. Do they know someone who is addicted to something? What happens if they cannot do/have what they are addicted to? Make sure you make the distinction between physical and psychological (mental) addiction – what is the difference?
  - Draw such a person
  - Add words/phrases to describe what being addicted can mean
    - How the person/character looks, feels and behaves
    - The possible outcomes of being addicted, e.g. health, behaviour, self-esteem, financial consequences
    - The possible effects on friends, family and community
  - Where could this person go for help (or friend/family of the person). Where can you find information on helping agencies?
  - Ask the children to imagine their character is forced to give up what they are hooked/addicted to. How would the characters feel physically and mentally? Draw a circle of feelings to depict this

- What do we know about alcohol?
  - Use simple quizzes or games to assess the children’s current knowledge and understanding of alcohol, their attitudes to drinking and their knowledge to the law concerning young people and alcohol (18yrs in most cases)
  - Ask the children to work in small groups to research the effects of drinking alcohol, e.g. using their current knowledge, ICT, leaflets and other sources. Ensure that the children understand that the effects depend on how much is drunk. On large sheets of paper each group records:
    - Short term and/or long term effects
    - Effects on the body/health
    - Effects on the way people feel or behave
    - Financial consequences
  - The children use different colours to highlight the positive or negative effects. They discuss their findings with the class
  - As a class, discuss different opinions on the effects of alcohol and why the effects might

Resources

- Health for Life Ages 8-11 Pg. 209
- QCA Drug, Alcohol and Tobacco Education Skills for the Primary School Child: Section 5 The World of Alcohol

Key Vocabulary

- Addicted
- Dependant
- ‘Hooked’
- Short term effects
- Long term effects
- Units
- Cultural
- Resistance
- Pressure
- Risk
- Personality
- Attitude
- Situation
- Experiment
- Fact
- Opinion
- Hearsay
- Reflection
- Source
- Factual
- Danger
- Hazard

Learning Outcomes

- Understand the term ‘addiction’
- Extend their knowledge and attitudes around smoking
- Know where to look for helping agencies
- Describe in simple terms how alcohol can affect and damage the body/health
- Know the law with respect to young people and alcohol
- Understand that alcohol can change the way people think, feel and behave
- Explain why alcohol affects the way different people think, feel and behave
- Know that alcohol is measured in units and that there are recommended limits for men
not be the same on everyone. Show the children two different sized containers of clear water. Add the same amount of food dye to each and ask them to observe what happens. Explain that the smaller container, which will be darker in colour, represents the way that smaller people are more affected after drinking the same amount of alcohol.

- Show the children a chart of the recommended daily limits or no more than 2-3 units of alcohol for women and 3-4 units for men. Ask the children to explain how knowing about units can help people keep within the recommended limits.
- Research sources of information and advice both inside and outside school, e.g. DrinkLine, Alcohol Concern website.

### What do we think about alcohol and related issues?

- Give the children ‘character cards’ representing people with different attitudes to drinking alcohol, e.g.
  - An adult who drinks a glass of wine each day
  - A person who gets very drunk at the weekend
  - A person who doesn’t drink alcohol at all because of their religious or other beliefs
  - A person who is on medication and doesn’t drink alcohol at all
  - A person who used to drink whisky heavily and now doesn’t drink at all
  - A person who does not drink because they do not like it

- In pairs or as a class, the children discuss the reasons why each character does or does not drink alcohol. Reasons are noted on the board or on individual sheets. Explore reasons for not drinking, such as loss of ability to make judgements, effects on health and religious/cultural reasons. Discuss other reasons not covered by the characters. The children could role-play the characters taking to each other, explaining their views on drinking.
- Discuss how a person who drinks alcohol might affect others around them.
- Individually the children write down their own attitudes to drinking, giving a reason for their views. They could share their ideas with a partner.
- The children develop short dramas, write a story or cartoon board to explore what could happen when a group of friends go out, some of whom drink. These should show:
  - Why some people want to drink and some don’t
  - How someone resists pressure from others to drink too much when they don’t want to
  - How the other people in the group feel and react
  - How the drinker feels after the event

### How do we assess the risk?

- Ask the children to remember situations when they took risks and had the skills to cope, e.g. swimming with no armbands or cycling without stabilisers.
  - Did they feel they were taking risks?
  - Do different personalities have different views on taking risks?
- What is the difference between the terms risk, danger and hazard? How might this influence choices and the outcomes in terms of positive, neutral and negative?
- Develop an personalities chart with the children.

<table>
<thead>
<tr>
<th>I don't like taking risks much</th>
<th>I take risks sometimes</th>
<th>I like taking risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I try to let others try first</td>
<td>It depends what it is</td>
<td>It’s exciting, people think you’re clever</td>
</tr>
<tr>
<td>I am always thinking about dangers</td>
<td>I like to know what could happen</td>
<td>It’s great if you are successful</td>
</tr>
</tbody>
</table>

### QCA Drug, Alcohol and Tobacco Education

- Describe reasons why some people chose to drink alcohol and some don’t.
- Understand how people’s choices about drinking alcohol can have an impact on others.
- Reflect on their own attitudes to drinking.
- Demonstrate and practice resistance skills.

### Health for Life Ages 8-11

- Recognise different situations containing considerably different risks.
- Realise that ‘personality’ plays a part in risk taking.
- Realise choices could have positive, neutral and negative outcomes.
<table>
<thead>
<tr>
<th>What have we learned:</th>
<th>To conclude, give the children a 'reflection sheet' and ask them to write:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Where would the children put themselves?</td>
<td></td>
</tr>
<tr>
<td>o Is it possible to be one point in the chart in some situations and at another point in another situation?</td>
<td></td>
</tr>
<tr>
<td>o Suggest some situations and ask how they would react, e.g. where they are persuaded to try to experiment with cigarettes, alcohol, solvents or other drugs</td>
<td></td>
</tr>
<tr>
<td>o Emphasise they need to 'assess risk' by:</td>
<td></td>
</tr>
<tr>
<td>- Knowing as many facts as possible (how could they do this?)</td>
<td></td>
</tr>
<tr>
<td>- Knowing the different between fact and hearsay</td>
<td></td>
</tr>
<tr>
<td>- Being able to recognise opinion</td>
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<tr>
<td>o Emphasise they need to 'assess risk' by:</td>
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<tr>
<td>- Knowing as many facts as possible (how could they do this?)</td>
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<tr>
<td>- Being able to recognise opinion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To conclude, give the children a 'reflection sheet' and ask them to write:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o 3 new facts they now know about alcohol – “I know …”</td>
</tr>
<tr>
<td>o 3 opinions they now have about alcohol – “I think …”</td>
</tr>
<tr>
<td>o 3 things about their behaviour as a result of the work – “I will/will not …”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If someone asked them for 3 good reasons for the following, what would they say?</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Not smoking</td>
</tr>
<tr>
<td>o Not drinking alcohol</td>
</tr>
<tr>
<td>o Not getting involved in other things</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remind them to base their decisions on factual information from a truthful, up to date source (not relying on others who say they know but who don’t really know at all)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use their skills to help make and follow through with decisions (not giving in to persuasion when they know they’ve decided not to do something)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluate personal changes in knowledge, attitudes and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>State reason not to smoke or drink alcohol, if that is what they decide</td>
</tr>
</tbody>
</table>

**Notes to Staff**

- Revisit tobacco education by using the Rotherham Smoke Free Primary Resource activities. If you have misplaced your copy, contact healthyschools@rotherham.gov.uk for a replacement. This will reinforce messages to help them choose to remain smokefree.

**Links to DCSF SEAL Resource:** GTBM

**Evaluation / Comments**
# Scheme of Work

## Year 6

<table>
<thead>
<tr>
<th>Scheme of Work</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition to Secondary School</td>
<td>Money Management and Careers</td>
<td>Global Citizenship</td>
<td>Global Difference and Diversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEAL</th>
<th>NB</th>
<th>CH</th>
<th>R</th>
<th>GOFO</th>
<th>GTBM</th>
<th>NB</th>
<th>CH</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>GFG</td>
<td>CH</td>
<td>GFG</td>
<td>NB</td>
<td>GOFO</td>
<td>SNTB</td>
<td>GTBM</td>
</tr>
</tbody>
</table>
### Year 6: Autumn Term  
**Theme: The Caring School**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn how to make positive choices</td>
<td>1a</td>
<td>BELOW</td>
</tr>
<tr>
<td>To know that choices have consequences</td>
<td>1b</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To have respect for ourselves and others</td>
<td>1q</td>
<td></td>
</tr>
<tr>
<td>To form positive relationships</td>
<td>1b, 1c</td>
<td></td>
</tr>
<tr>
<td>To recognise ways in which we can promote a caring, trusting environment</td>
<td>1o, 1p</td>
<td></td>
</tr>
<tr>
<td>To see ourselves as valued and valuable members of the school community</td>
<td>1q, 1r</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts
- How can we make this a happy place for everyone to work and play?

#### Suggested Teaching and Learning Activities
- Agreed class/school rules
- Choose playmates, monitors, etc. (positions of responsibility) from within the class
- Set up classroom procedures and expectations
- If necessary, do some ‘getting to know you’ activities during circle time

#### Resources

#### Key Vocabulary
- Rules
- Respect
- Choices
- Consequences
- Cooperation
- Caring
- Sharing
- Something I'd like you to know about me is …
- Something I'd like to know about you is …

#### Learning Outcomes
- The children can recognise rules of inter-personal behaviour
- Show some respect for others and their environment
- Make informed decisions
- Listen to the views of others
- Work and play cooperatively
- Recognise the consequences of making poor choices

#### Notes to Staff
- This unit of work provides a context for the delivery of PSHE and Citizenship throughout the academic year. A whole school approach is required to provide and sustain a suitable ethos in which PSHE and Citizenship can be delivered effectively. This unit is flexible in its delivery and may take up as little/much PSHE time within the curriculum as required. This will depend upon the current focus of attention that is devoted to PSHE and Citizenship. (Recommended curriculum allocation – 1 week at the start of the Autumn Term)

#### Evaluation / Comments

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Links to DCSF SEAL Resource: NB
### Year 6: Term 1.1  
**Theme: Growing Up - Relationships**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| To examine people we are close to and how this network changes | 2t | Healthwise – ‘The Primary School SRE Pack’  
Pg. 73-74  
I Am, I Know, I Can Lesson 53  
Channel 4 ‘Living and Growing’  
Unit 1  
Activity 21 | Reflect  
Relationships  
Network  
Changes  
Stable  
Conflict  
Tension  
Evaluate  
Group  
Image  
Choice  
Friend  
Better  
Stronger  
Treat  
Capable  
Responsible | Identify people they are close to  
Reflect on why they are close  
Reflect on how networks have changed  
Consider different types of relationships |
| To understand what makes a good friend | 2u | CHIPS: YS&6, Week 2  
Health for Life  
Ages 8-11  
Pg. 265-266 | Gay  
Qualities  
Physical  
Special  
Kind  
Considerate  
Loyal  
Keep  
Secrets  
Boyfriend  
Girlfriend  
Going out  
Looks  | Reflect on how they are growing and becoming more responsible  
Identify which people they choose and which were chosen for them  
Consider how to build better and stronger relationships  
Identify the qualities in a good friend  
Recognise the qualities in themselves that make a good friend |
| To discuss what we mean by ‘going out’ with someone and what we mean by ‘love’ | 2e | Go-Givers lesson: ‘Belonging to Groups’ | | |
| To share possible concerns and worries about relationships and suggestions of how to deal with them | 2k | | | |
| To recognise their own work and that of others and to be aware of negative behaviours such as stereotyping and aggression | 2a, 2v | | | |

### Key Questions / Ideas / Concepts

- **People I am close to**
  - How has my network changed?

- **How has my network changed?**
  - What makes a good friend?
  - What is special about friendship?

- **Class teacher to lead discussion by asking pupils to think of people they are close to (family members, friends, neighbours, teachers or anyone else)**
  - Pupils could draw themselves in the middle of a large sheet of paper and then draw, or get a photo of, people they are close to and put around themselves and write about them
  - Display on ‘People we are close’ poster
  - Class teacher to ask children to think back to the network they had when they were babies or toddlers. How have these grown or changed?
  - Ask them to chart the changes in 3 or 4 stages using different kinds of pictures (spider diagrams, pictures and words/sentences, drawings, photos, etc.)
  - Talk about any ‘tensions’ in current network and feeling of ‘being in the middle’/‘being left out’
  - **Challenging Homophobia in Primary Schools (CHIPS): YS&6, Week 2** Explore how to make sure no-one feels they cannot be how they really are and why it’s important to be proud of who we are
  - Ask the pupils to think of different relationships in their network. Which are good? Which vary? Which cause tension?
    - Go-Givers lesson: ‘Belonging to Groups’

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  - Ask the pupils to think of different relationships in their network. Which are good? Which vary? Which cause tension?
    - Go-Givers lesson: ‘Belonging to Groups’

- **Discuss how the way people treat them has changed**
  - Ask the class to suggest ways they can convince people in their networks that they are growing up and becoming more responsible and capable of making their own decisions
  - Ask class to consider which people in their networks were chosen by them. They should record this
  - Ask the class to share/make notes of how they can build better/stronger relationships with people in their networks
  - Class teacher to ask small group of pupils to think about what makes a good friend and to give examples of when someone has been a good friend to them (or they’ve been a good friend to someone else). Discuss ideas
  - Pupils could make an ‘advert’ for a good friend: “Wanted – Good Friend”, must have/must be, etc. as a list. Display work
  - Class teacher to write and illustrate a story of how someone can be a good friend (cartoon strip, storyboard, write and draw)
  - Ask pupils to complete the sentence “A friend is . . .” and illustrate it

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  - Ask pupils to complete the sentence “A friend is . . .” and illustrate it
<table>
<thead>
<tr>
<th><strong>What do we mean by ‘going out’ with someone?</strong></th>
<th><strong>Teacher led discussion about what we mean by ‘going out’, ‘boyfriend’ and ‘girlfriend’. How is it the same as being a good friend? How is it different?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Divide the class into small single gender groups. Ask them to talk about what kind of person they’d like to ‘go out’ with. What would that person be like? What qualities would they have? Discuss any differences in what they say. What about having feelings for someone of the same gender?</strong></td>
<td><strong>Explore what is ‘not ok’ in a relationship. Along with general negative qualities ensure points which could link to ‘being groomed’ for sexual exploitation, are covered. E.g. Is it ok if:</strong></td>
</tr>
<tr>
<td><strong>- there is a large age difference when young? (12yr old ‘going out’ with a 16yr old or 14yr old with an 18yr old OR OLDER!);</strong></td>
<td><strong>- there is an imbalance of power/control in the relationship?</strong></td>
</tr>
<tr>
<td><strong>- someone is being asked to keep inappropriate secrets?</strong></td>
<td><strong>- Someone is being asked to do things they do not want to do?</strong></td>
</tr>
<tr>
<td><strong>- someone is being asked not to continue seeing friends/family?</strong></td>
<td><strong>someone is ‘buying’ friendship/relationship by giving presents or items e.g. food &amp; drink etc.</strong></td>
</tr>
<tr>
<td><strong>Children could design a wanted poster for a partner/boyfriend/girlfriend and list qualities they must have: &quot;Wanted – Boyfriend: Must be charming, polite, etc.&quot;</strong></td>
<td><strong>Class teacher to lead discussion on whether looks are more important than personal qualities or vice versa</strong></td>
</tr>
<tr>
<td><strong>Pupils to look at their favourite soap opera and make notes on who is ‘going out’ with whom. Is it a good relationship? Do they make each other happy?</strong></td>
<td><strong>Pupils to make a ‘problem page’ about worries around relationships and offer appropriate advice</strong></td>
</tr>
<tr>
<td><strong>Expect Respect Toolkit: Y6, Section 2: Court Room Game. Explore stereotypical views of male and female behaviour in relationships</strong></td>
<td><strong>Go-Givers lesson: ‘Valentine’s Day’</strong></td>
</tr>
<tr>
<td><strong>Pupils to make a ‘problem page’ about worries around relationships and offer appropriate advice</strong></td>
<td><strong>Ask pupils to describe/draw/talk about one thing they love and care about/someone they love and care about. Collect ideas in 2 columns: ‘Things we love’, ‘People we love’</strong></td>
</tr>
<tr>
<td><strong>Class teacher to lead discussions on what we mean when we talked about love</strong></td>
<td><strong>Teacher and pupils to discuss the way loving relationships can grow and change especially in adolescence. Their view on falling in love, its meaning and how sexual attraction is connected to love. What we mean by ‘fancying someone’</strong></td>
</tr>
</tbody>
</table>

### Evaluation / Comments

- **A sensitive topic. Ground rules need to be established early in order to create a safe environment. Channel 4 videos accompany the resource books. Teachers are encouraged to view these beforehand and be familiar with their content/approach. A ‘question box’ may prove useful**
- **Links could be made to the E-safety unit**

### Notes to Staff

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- **Links could be made to the E-safety unit**

### Links to DCSF SEAL Resource:

- CH, R, GOFO
### Year 6: Term 1.2  
**Theme: Transition to Secondary School**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enable children to face challenges in a supportive environment</td>
<td>2d</td>
<td>BELOW</td>
</tr>
<tr>
<td>Look ahead to the transition to secondary school</td>
<td>2d</td>
<td>ABOVE</td>
</tr>
<tr>
<td>Have confidence about the near future and discuss feelings about the change of schools/concerns and anxieties</td>
<td>2b</td>
<td></td>
</tr>
<tr>
<td>Become more independent</td>
<td>2b</td>
<td></td>
</tr>
<tr>
<td>Take responsibility for themselves including their behaviour</td>
<td>2q</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| To identify possible fears that the children may have and similarities and differences between primary and secondary school | Display pictures of secondary school and discuss possible worries/concerns over anxieties, e.g. "Many of you will be thinking ahead to a few months' time when you will be going to secondary school". As children discuss fears/similarities and differences, make a note on the board. These can then be transferred to form a list that can be re-examined after visit. | Ready to Go – Ideas for PSHE Pg. 48-49  
Learning for Living PSHE and Citizenship Book 4 Topic 25 Pg. 111-113  
Folens CPSHE Book 4 Pg. 9 | Transition  
Change  
Concern  
Anxiety  
Identify  
Confidence  
New  
Opportunities  
Challenge  
Excitement  
Support  
Future  
Independence  
Responsibility  
Behaviour  
Impression  
Belonging | Recognise similarities and differences between primary and secondary school  
Identify questions and find answers to issue that may be causing anxiety and allay fears of the unknown  
Understand and empathise with older pupils about their own personal experience and transition  
Recognise solutions to possible problems that may arise  
Recognise the key elements for smooth transition to secondary schools |
| To identify questions children would like to know about secondary school | Teacher led discussion / Circle time activity – list questions that need answers finding, re: transition/induction visit, e.g. personal diary/learning log/journal  
Ask Liaison Officer from secondary school during pre-visit to primary, to answer pressing questions  
Invite a comprehensive Y11 pupil to school to be interviewed by class (This could form part of transition work)  
Activity – "A map to help me as I change school". Children can draw a map of transition and answer key questions along with way, e.g. What will I miss? Am I happy about it? My family says how will I make new friends? etc.  
Produce 'Top Ten Tips' for successful secondary transfer to give upcoming YS’s | |
| Interview an older child about their experiences | Share their own experiences/feelings and concerns with others | |
| Display their knowledge of secondary school | |

**Notes to Staff**
- This unit is flexible and should be delivered to coincide with the Y6 induction visit
- Supplement the work in this unit by liaising with secondary staff – Transition Coordinator

**Links to DCSF SEAL Resource:** GFG, CH

**Evaluation / Comments**
## Year 6: Term 1.2

**Theme: Transition to Secondary School**

### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand that transition and change are part of everyone’s life experiences</td>
<td></td>
</tr>
<tr>
<td>To create and sustain different roles</td>
<td></td>
</tr>
<tr>
<td>To develop strategies for managing change</td>
<td></td>
</tr>
<tr>
<td>To reflect on what they have learnt about change and transition</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Teaching and Learning Activities

1. **What do I know about transition?**
   - Discuss what the word ‘transition’ means. In pairs, encourage the children to identify and consider points of change and transition that they have already experienced in their life, e.g. starting school, moving homes, etc. Children share views and consider choices involved in these changes and what influences the decision that they made? Are there any changes that they are looking forward to? Changes that they find worrying?

2. **What do I know about secondary school?**
   - Ask the children to complete a simple questionnaire about the move to secondary school. The class could then analyse the data to identify major worries and concerns of the whole class. (There will be common areas of concern). Discuss the questions/concerns during circle time or answers/solve the problems by using group problem solving skills.

3. **How can I find out more/prepare for transition to secondary school?**
   - Use the school prospectus or welcome booklet of each of the new schools and invite the children to research practical information, e.g.
     - What does the timetable include?
     - What does the induction of new pupils involve?
     - What happens at dinner time?
   - **Go-Givers lesson: ‘From the Biggest to the Smallest’**

4. **What have I learnt about my transition to secondary school?**
   - In pairs, children list and discuss 3 things they are looking forward to about moving to a new school and 3 things they have learnt or can help them cope with change. These points could be recorded in a Citizenship portfolio.
   - As a class, draw up a list of suggestions as to how they might celebrate leaving their old school/class and moving to a new one, e.g.
     - Making a friendship book
     - Organising an ‘Achievement/Celebration Evening’ for parents/whole school to share the achievements.

### Resources

- QCA Citizenship Unit 12: Moving On
- Go-Givers website

### Key Vocabulary

- Transition
- Change
- Influence
- Worry
- Apprehensive
- Nervous
- Achievement
- Celebration

### Learning Outcomes

- Identify different points of transition and recognise that preparation can help individuals cope more effectively.
- Understand that it is ‘natural’ to feel apprehensive.
- Recognise that some issues concern the whole class others may concern only certain people.
- Recognise the differences between routines at the existing school and new school.
- Recognise the positive aspects of change and understand that preparation is part of managing change.
- Reflect on and identify what they have achieved in the past year.

### Notes to Staff

- It may be useful to organise a ‘question box’, where children can ask about anything that worries them
- Reassure them about toilet issues/sanitary disposal units and other specific issues that relate to transition

### Evaluation / Comments

Links to DCSF SEAL Resource: GFG, CH

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Rotherham Healthy Schools – Primary Assessment Tool for PSHE and Citizenship – Scheme of Work: Year Six

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### Year 6: Term 1.2
#### Theme: Money Management and Careers

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To look after their money and realise that future wants and needs may be met through saving</td>
<td>2i</td>
<td></td>
</tr>
<tr>
<td>To examine ways of earning money</td>
<td>2i</td>
<td></td>
</tr>
<tr>
<td>To explore the decisions required in spending, saving and budgeting</td>
<td>2i</td>
<td></td>
</tr>
<tr>
<td>To learn about planning for the future</td>
<td>2g, 2i</td>
<td></td>
</tr>
<tr>
<td>To gain understanding of the world or work</td>
<td>2h</td>
<td></td>
</tr>
<tr>
<td>To start thinking about what types of jobs they might like for the future</td>
<td>2g, 2l</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- How do people get money and what is it spent on?
- To understand the value of money. What does it mean to budget?
- Spend or save?
- To understand that different jobs have different salaries and that good qualifications may lead to better opportunities

#### Suggested Teaching and Learning Activities

- Paired activity – write down how many ways people can obtain money legally. Write down three things that they could do with that money. Discuss approximate cost of items and how people are encouraged to ‘live within their mean’ and what this means in a real life situation
- Teacher led discussion about budgeting. Explain to the children that they are going to have to plan a well-balanced healthy diet with varying budgets therefore cost the items they wish to buy. Discuss budget monitoring and control, and financial understanding
- Group or individual activity – Each pupil is handed an occupation card and a range of salary cards. They choose which they think is the most likely salary and report back to group or whole class. Discuss other values to a job, i.e. worth to the community, etc.
- Explore their desired lifestyle activity and the financial implications
- Information about annual salaries can be found at [www.nationstatistics.gov.uk](http://www.nationstatistics.gov.uk)
- Discuss how different values influence how we spend our money. To consider why saving is so important. If applicable, discuss how School Council has been influential in purchasing resources and the process that has to be undertaken. Interview School Councillor/Bursar/Business Manager

#### Resources

- I Am, I Know, I Can Section 1
- Folens CPSHE Book 4 Pg. 12
- pfeg ‘Learning about Money in the Primary Classroom’ Pg. 38
- pfeg ‘My Money Primary Toolkit’ Teachers Booklet Pg. 58
- pfeg ‘My Money Week’ Primary Resources Pack 2011 and 2012 – Scenario Cards
- pfeg ‘Adding up to a Lifetime’
- pfeg ‘What Money Means in Primary Schools’

#### Key Vocabulary

- Budget/spend
- Save/savings
- Interest rate
- Loan/value/worth
- Bank
- Building Society
- Savings account
- Skills/training
- World of Work
- Interview
- Future
- Teamwork
- Working together
- Rules and Regulations
- Credit
- Debit
- Expenses
- Income/wage/salary
- Tax
- Insurance
- Career
- Career Officer
- Interviewee
- Aspiration
- Teamwork
- Working together
- Rules and Regulations
- Credit
- Debit
- Expenses
- Income/wage/salary
- Tax
- Insurance
- Career
- Career Officer
- Interviewee
- Aspiration
- Recognition
- Ambition
- Succeed

#### Learning Outcomes

- Recognise how money is generated and understand its value
- Realise the importance of financial understanding and control and how decisions are based upon income generation
- Understand that saving money can provide people with security but some people do not have access to money to spend or save
- Recognise the need for a variety of jobs that people do as well as understanding that most people receive job satisfaction from the job that they carry out.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Resource</th>
<th>Notes to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn about the range of jobs carried out by people</td>
<td>Equal Choices, Equal Chances: Learning Area 4: Exploring jobs in my community has a variety of activities and resources to support with and develop this</td>
<td>Outside visitors invited into school to discuss their professions and how they got there, e.g. education, interview, career and responsibilities within this Links to School Council – budget control Visits to Supermarkets – use of ICT/Internet Links to Enterprise – Rotherham Ready ‘Enterprise through the curriculum’</td>
</tr>
<tr>
<td>Discuss why adults go out to work. Ask children to form into small groups to consider questions they would like to ask about someone’s job or voluntary work</td>
<td>Ready to Go: Ideas for PSHE in KS2 Pg. 59 Equal Choices, Equal Chances: Learning Area 4 I Am, I Know, I Can Lesson 31</td>
<td></td>
</tr>
<tr>
<td>Equal Choices, Equal Chances: Learning Area 4: Exploring jobs in my community has a variety of activities and resources to support with and develop this</td>
<td>Folens CPSHE Book 4 Pg. 10</td>
<td></td>
</tr>
<tr>
<td>You’re doing a valuable job</td>
<td></td>
<td>• Appreciate the abilities that people have to develop in order to do their work and how this contributes to society • Focus on key skills relevant to learning and work, i.e. start to think about the types of job that they might like in the future • Encourage children to take responsibility for their own learning for their own future</td>
</tr>
<tr>
<td>Children devise a questionnaire to ask various people what skills they need, the difficulties, why the feel their job is important</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite the Careers Officer to talk to Y6 about the service that is provided to students at secondary school (links to transition)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What job would you like to do?</td>
<td></td>
<td>• Focus on key skills relevant to learning and work, i.e. start to think about the types of job that they might like in the future • Encourage children to take responsibility for their own learning for their own future</td>
</tr>
<tr>
<td>Teacher led activity – Create imaginary job applications and ask the children to choose one and:</td>
<td>Folens CPSHE Book 4 Pg. 10</td>
<td>• Focus on key skills relevant to learning and work, i.e. start to think about the types of job that they might like in the future • Encourage children to take responsibility for their own learning for their own future</td>
</tr>
<tr>
<td>o Write a letter explaining why they feel they are suitable for the job</td>
<td></td>
<td>• Focus on key skills relevant to learning and work, i.e. start to think about the types of job that they might like in the future • Encourage children to take responsibility for their own learning for their own future</td>
</tr>
<tr>
<td>o Describe things they have done that show their knowledge, skills and qualities</td>
<td></td>
<td>• Focus on key skills relevant to learning and work, i.e. start to think about the types of job that they might like in the future • Encourage children to take responsibility for their own learning for their own future</td>
</tr>
<tr>
<td>o Role-play in pairs, interview situation – interviewer/interviewee</td>
<td></td>
<td>• Focus on key skills relevant to learning and work, i.e. start to think about the types of job that they might like in the future • Encourage children to take responsibility for their own learning for their own future</td>
</tr>
<tr>
<td>Job done</td>
<td>Equal Choices, Equal Chances: Learning Area 5</td>
<td>• Focus on key skills relevant to learning and work, i.e. start to think about the types of job that they might like in the future • Encourage children to take responsibility for their own learning for their own future</td>
</tr>
<tr>
<td>Equal Choices, Equal Chances: Learning Area 5: Job Done! Has a variety of activities and resources to help consolidate learning and conclude the work</td>
<td></td>
<td>• Focus on key skills relevant to learning and work, i.e. start to think about the types of job that they might like in the future • Encourage children to take responsibility for their own learning for their own future</td>
</tr>
</tbody>
</table>

**Notes to Staff**

- Outside visitors invited into school to discuss their professions and how they got there, e.g. education, interview, career and responsibilities within this
- Links to School Council – budget control
- Visits to Supermarkets – use of ICT/Internet
- Links to Enterprise – Rotherham Ready ‘Enterprise through the curriculum’

**Evaluation / Comments**

- Links to DCSF SEAL Resource: GFG
### Year 6: Term 2.1
#### Theme: Growing Up - Responsibilities

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explore the types of challenges that occur as children grow</td>
<td>2d</td>
<td>BELOW</td>
</tr>
<tr>
<td>To help children to face new challenges positively</td>
<td>2d</td>
<td></td>
</tr>
<tr>
<td>To examine ways of dealing with challenges</td>
<td>2d</td>
<td></td>
</tr>
<tr>
<td>To identify ways in which children can begin to take responsibility for themselves and their friends and family</td>
<td>2q</td>
<td></td>
</tr>
<tr>
<td>To understand rights and responsibilities</td>
<td>2q, 2g</td>
<td></td>
</tr>
<tr>
<td>To explore how we can be responsible for our feelings</td>
<td>2k</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts
- What do we mean by challenge?
- What helps or hinders us when coping with challenge?
- Looking at ways of dealing with challenge
- How do we deal with challenge?
- How can I be responsible for me?
- What kind of things have been challenges to them, e.g. change to school, house or family structure, etc.
- How did they cope? What helped/hindered?
- What sort of skills could they use to cope with challenges in the future?
- Class could design a flag or banner showing the skills, qualities and some of the strategies needed to cope with challenges in the future
- Class teacher to lead discussion on things needed to cope, e.g. accurate information, help and advice from others, personal qualities
- In small groups, class can write and rehearse a role play of a challenging situation, showing various ways they might deal with the challenge
- In small groups, class can either design a board game highlighting some ways of dealing with different challenges/consequences of actions, or write a newspaper article on a real or imagined challenge that was successfully dealt with, or design a webpage to help others deal with challenges
- Class teacher to lead discussion on groups of people with disabilities and identify some of the challenges that these people may have to face in daily life. Class to write poems, stories or raps about these. (Could invite someone with a disability to talk about how they cope on a daily basis)
- Class teacher to talk to each class about the jobs they do at home and school for which they are responsible. Ensure understanding of the word ‘responsible’ (use dictionary – discuss)
- Ask them to choose one job and mime it to a partner/class. Partner/class to identify job
- Compile list of jobs/responsibilities that children have at home and in school. Talk about how they feel doing them. Do they feel that they should be paid for doing chores? Should all children receive pocket money?
- Why do we have to do jobs? How do they help us become more responsible? How do they differ at different ages/stages? What about voluntary work, giving to charities?
- Brainstorm some of the responsibilities people have in childhood and when grown up
- How and why do they change?
- What helps or hinders us when coping with challenge?
- Why do we have to do jobs? How do they help us become more responsible? How do they differ at different ages/stages? What about voluntary work, giving to charities?
- Brainstorm some of the responsibilities people have in childhood and when grown up
- How and why do they change?

#### Suggested Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Am, I Know, I Can Lesson 29</td>
</tr>
<tr>
<td>Health for Life Ages 8-11 Pg. 190-195</td>
</tr>
<tr>
<td>Skills for the Primary School Child Part 1, Section 5:5</td>
</tr>
<tr>
<td>I Am, I Know, I Can Lesson 29</td>
</tr>
<tr>
<td>Skills for the Primary School Child Part 1, Section 5:4</td>
</tr>
<tr>
<td>I Am, I Know, I Can Lesson 36</td>
</tr>
<tr>
<td>pfg resource – Pocket Money and Banking</td>
</tr>
<tr>
<td>pfg ‘My Money Primary Toolkit’ KS2</td>
</tr>
</tbody>
</table>

#### Key Vocabulary
- Challenge
- Decision
- Choosing
- Communicate
- Advantages
- Accurate
- Consequences
- Assess
- Predict
- Realistic
- Judgement
- Confident
- Teamwork
- Support
- Cooperate
- Positive
- Effort
- Difficult
- Problems
- Access
- Prejudice
- Disabled
- Responsibility
- Encourage
- Personal
- Saying no
- Being realistic
- Me
- Positive
- Support
- Help

#### Learning Outcomes
- Understand the meaning of challenge
- Understand some of the things that help/hinder us when dealing with challenging situations
- Reflect on some ways we can deal with challenge in a positive way
- Understand the some people face difficult challenges on a daily basis
- Empathise with the challenges some people have to face
- Understand what responsibility means
- Understand that responsibility changes as we grow older
- Reflect on the feelings responsibility can bring
| How can I take responsibility for myself? | Class teacher to ask pupils to write on a piece of paper the answer to the question “Whose responsibility is it to keep me healthy and safe?” (Can be more than one person – a list). Share and record responses. Compile a wall story of ‘People who keep me healthy and safe’ |
| What are my rights? | Pupils to design a flower diagram with name and ‘looking after myself’ in the centre. Petals to be filled in with what they themselves can do to help |
| What are my responsibilities? | Circle Time activity: “I am going to look after myself by …” Discuss with children what we mean by ‘rights’, e.g. the way they should be treated, what should be provided for them and how they should not be treated. This might be extended to rights within children’s friendships |
| Ask the children to think about the word ‘responsibility’. Write up ideas and discuss. In groups, ask different groups to draw up a list of responsibilities for children at different ages, e.g. 5, 10, 13, 16, and 18. Discuss. Also discuss responsibilities for looking after ourselves and responsibilities towards and for, other people |
| This might develop into responsibilities in relationships. How should friends show responsibility for each other? How should children and parents show responsibility towards each other? If the class are mature, they might explore how people involved in a sexual relationship should show responsibility |
| Ask what the children know about laws. Discuss with them how laws are made and why we have laws, e.g. drink driving. Explain that we also have laws about sex and relationships, e.g. age at which you can marry, age of consent, adults having sex with children, rape, etc. Discuss |
| Go-Givers lesson: ‘Rights and Responsibilities: Getting the Balance Right’ |
| How can I be responsible for my feelings? | Class teacher to ask the pupils to remember a time when they lost control or were in danger of losing control of their feelings. Talk about how they felt, what they had said or done that they wished could be unsaid or undone |
| Ask children to share in pairs/small group/whole class as appropriate |
| Ask children to draw circles of feelings (one to show how they felt and one to show how they think the other person(s) felt |
| Encourage children to think of ways in which they could be more in control of their feelings and more aware of the impact of their behaviour on the feelings of others |

**Teachers Booklet**<br>Pg. 26 and 66

- Confident<br>- Assertive<br>- Good judgement<br>- Pocket money<br>- Voluntary work<br>- Charity<br>- Wise<br>- Discerning<br>- Work together<br>- Doing it myself<br>- Rights<br>- Treatment<br>- Violated<br>- Fair<br>- Responsibility<br>- Responsible<br>- Pro’s and Con’s<br>- Feelings<br>- Losing control<br>- Impact<br>- Behaviour<br>- Feelings<br>- Others

| Skills for the Primary School Child<br>Part 1, Section 5:4 |
| Real Health for Real Lives<br>Ages 10-11<br>Pg. 30-35 |
| A Primary School SRE Pack<br>Pg. 75-76 |

**Go-Givers website**

- Reflect on who has responsibility for keeping them safe and healthy<br>- Think about their own responsibility in this area<br>- Understand the concept of rights for themselves and others<br>- Realise that there are responsibilities attached to rights<br>- Reflect on the need for laws with regard to sex and relationships

**Notes to Staff**

- When doing quizzes, it is important to check that the answers are correct, e.g. the law has not changed since the quiz was published

**Links to DCSF SEAL Resource:** GT8M, NB

**Evaluation / Comments**
### Year 6: Term 2.1
#### Theme: Multi-Media Messaging

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>E-Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the risks associated with using mobile phones, text messaging and multi-media messaging</td>
<td>2d, 2p</td>
<td></td>
</tr>
<tr>
<td>Develop and demonstrate strategies to protect themselves when using multi-media messaging</td>
<td>2b, 2d, 2p</td>
<td></td>
</tr>
<tr>
<td>To understand the cost implications of using a mobile phone</td>
<td>2l, 2l, 2q</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **Do I know what multi-media messaging is?**
  - Ask the children to consider the various forms of multi-media messaging. Ask the children to consider how they use their mobile phone, e.g. talk, text, play games, etc. Do they use a computer to generate messages, etc? Who pays their mobile phone bills? What are the cost implications when using a mobile phone? Who chooses the tariff/model of the phone?
  - Go-Givers lesson: ‘Keeping Safe in Cyberspace’

- **What are the risks associated with multi-media messaging?**
  - Consider the children’s current use and reason for using multi-media messaging. Are there any risks involved? e.g. spamming, viruses, scams, etc.
  - Ask the children if they have ever received a bullying or offensive message, if so what was the content and how did it make them feel?
  - Consider what other risks are associated with multi-media messaging, e.g. disclosure of personal information
  - Show e-safety film [Jigsaw](https://www.jigsaw区域性 websites) to illustrate issues that can arise
  - Discuss safety strategies the can be employed in these situations, e.g. erasing the message, telling an adult

#### Resources

- Internet Proficiency Scheme for KS2 Pupils: Teachers Pack Lesson 7
- [www.pfeg.org](https://www.pfeg.org)
  - Free resource on using mobile phones and their different tariffs
- Go-Givers website

#### Key Vocabulary

- Multi-media
- Danger
- Awareness
- Appropriate
- Risk
- Assess
- Strategy
- Protect
- Spamming
- Bullying
- Viruses
- Validity
- Pay as you go
- Contract

#### Learning Outcomes

- Can identify the various forms of multi-media messaging that exist
- Can understand why making informed decisions can help make the most of your money
- Can identify potentially risky messages and can take appropriate action

#### Notes to Staff

- [www.ceop.gov.uk](https://www.ceop.gov.uk)
- Online activities can also be found at [www.thinkuknow.co.uk/8-10](https://www.thinkuknow.co.uk/8-10)
- DfE recommend Childnet and Beat Bullying websites for anti-bullying work

**Links to DCSF SEAL Resource:** GTBM, NB

<table>
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</table>
### Year 6: Term 2.2
#### Theme: Global Citizenship

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>Global Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>To appreciate the range of national, regional and ethnic identities in the UK</td>
<td>2x</td>
<td></td>
</tr>
<tr>
<td>To realise their actions can impact globally</td>
<td>2q</td>
<td></td>
</tr>
<tr>
<td>To gain an appreciation of the contribution of different culture, values and beliefs to their lives</td>
<td>2w</td>
<td></td>
</tr>
<tr>
<td>To develop a concern for communities where human needs are not always met</td>
<td>2a, 2c</td>
<td></td>
</tr>
<tr>
<td>To begin to take a wider view of social responsibility and fairness</td>
<td>2a, 2c</td>
<td></td>
</tr>
<tr>
<td>To understand the nature of prejudice and ways of combating it</td>
<td>2v</td>
<td></td>
</tr>
<tr>
<td>To value difference and diversity</td>
<td>2x</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

<table>
<thead>
<tr>
<th>Key Questions / Ideas / Concepts</th>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are our roots?</strong></td>
<td>Discuss what is meant by national and ethnic identities. Look at a world map. Identify the UK. Indicate as an example, the places your own parents, grandparents and earlier ancestors originate from. Investigate your ‘roots’ using a mind map Go-Givers lesson: ‘Coming to Britain’</td>
<td>Ready to Go KS2 Pg. 17-18 Go-Givers website</td>
<td>National Regional Identity Ethnicity Origin Ancestors Difference Similarity Culture Race Religion Similar Differences Similar Culture Religion Traditions Ceremonies Customs Festivals Celebrations Nationalities Traditional Products Transport Distance Origin</td>
<td>Realise that our origins are very different</td>
</tr>
<tr>
<td><strong>How am I different?</strong></td>
<td>Two children – make positive comparisons showing different and similarities. In pairs, make a grid to show similarities and differences. Process in full group – is there a gender bias? What other factors are important, e.g. religion?</td>
<td>Teacher’s Handbook for PSHE and Citizenship: KS2</td>
<td></td>
<td>Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender, sexual orientation and disability</td>
</tr>
<tr>
<td><strong>How are the other countries different from ours?</strong></td>
<td>Explain that you are going to take the children on a journey. Ask them to close their eyes and imagine what you are describing. Working in pairs, describe their imaginary trip and the things they say. Each pair to read out one of the main similarities and one of the main differences between the country that they visited and this country. Children paint a picture and write a story about the country they visited</td>
<td>I Am, I Know, I Can Lesson 37</td>
<td></td>
<td>Imagine what it is like in other parts of the world</td>
</tr>
<tr>
<td><strong>What different religions are there?</strong></td>
<td>Investigate religions of the world. Make a class collage to represent ‘The World Family’. As a class, draw up a calendar of events for different religions. Find out how these days are celebrated and use dance, drama, short stories and poetry to demonstrate some of them Using some stories, parables and traditions explore what different religions say about money. For example, why did Jesus want to stop the traders from selling things in the temple? Why do guests at a Sikh wedding cover the bride in money? Look at Zakat (charity) which is one of the main pillars of Islam. Using the internet research some religious charities such as CAFOD, Jewish Care, Hare Krishna, Food for Life, etc. Find out why certain religious groups believe that sharing with others is a fundamental aspect of living Go-Givers lesson: ‘The Golden Rule’</td>
<td></td>
<td>Nationalities Traditional Products Transport Distance Origin</td>
<td>Understand that different religions have different values and customs Value different cultures and religions Understand that values, religion, culture and commitments will affect how people manage their money</td>
</tr>
<tr>
<td>Questions</td>
<td>Activities</td>
<td>Notes to Staff</td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>How many different nationalities are there in my community?</td>
<td>Conduct a survey of different groups and nationalities in their local area or community. Invite in family representatives from difference cultures</td>
<td>• Understand that communities are composed of people from different backgrounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many restaurants offer food from other countries?</td>
<td>Children to find out about restaurants in the local area serving foods from other countries</td>
<td>• Understand that the food we eat is influenced by different cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where does my food come from?</td>
<td>Organise a visit to a local supermarket to record products that are obtained from different parts of the world. Plot on a world map and work out the distance</td>
<td>• Identify countries from where our food originates</td>
<td></td>
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</tbody>
</table>

**Notes to Staff**

Links to DCSF SEAL Resource: NB, GOFO, SNTB

**Evaluation / Comments**
### Year 6: Term 2.2

#### Theme: Global Difference and Diversity

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>Global Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>To enable children to see themselves as global citizens who can make a difference to the world</td>
<td>2q</td>
<td></td>
</tr>
<tr>
<td>To realise that their actions can impact globally</td>
<td>2q</td>
<td></td>
</tr>
<tr>
<td>To develop a concern for communities where human needs are not always met</td>
<td>2x</td>
<td></td>
</tr>
<tr>
<td>Acquire a broader understanding and empathy for communities which experience social inequality</td>
<td>2v, 2x</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Questions / Ideas / Concepts

- **How can we become active and responsible global citizens?**
  - Consider the similarities and differences between how we value water in the UK and how it is viewed and valued in a contrasting third world country, e.g. Ghana
  - Photographs can be an excellent vehicle to stimulate discussion in this area

- **How do charitable organisations impact globally?**
  - Find out about the impact of the work of charitable organisations, for example, Oxfam, Comic Relief, Water Aid, etc.
  - Oxfam and Unicef work with communities overseas to assist them in becoming self-sustaining. Research how this is done and the positive effects which results from this. (Independent research project)
  - Go-Givers lesson: ‘The Gift of Sight’

- **How can we maintain quality of life without damaging the planet for future generations?**
  - Engage the children in a debate regarding sustainable development. Consider the impact of the Fair Trading initiative and how awareness has been raised over recent years. For example, Supermarket products – orange juice, tea, coffee, chocolate, fruit and vegetables, clothing. (Fair Trade Fortnight)
  - Go-Givers lessons: ‘Sustainable Development’ and ‘Fair Trade: Have a Banana’

<table>
<thead>
<tr>
<th>Suggested Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consider the similarities and differences between how we value water in the UK and how it is viewed and valued in a contrasting third world country</td>
<td>QCA Citizenship</td>
<td>• Values</td>
<td>• Understand how to be an active, responsible global citizen</td>
</tr>
<tr>
<td>• Photographs can be an excellent vehicle to stimulate discussion in this area</td>
<td>Unit 5: Living in a Diverse World</td>
<td>• Fair Trade</td>
<td>• Enhanced awareness of the positive impact that charitable organisations can have</td>
</tr>
<tr>
<td>• Find out about the impact of the work of charitable organisations, for example, Oxfam, Comic Relief, Water Aid, etc.</td>
<td>‘Global Focus Weeks in Primary Schools – A Guide for Teachers’</td>
<td>• National</td>
<td></td>
</tr>
<tr>
<td>• Oxfam and Unicef work with communities overseas to assist them in becoming self-sustaining. Research how this is done and the positive effects which results from this. (Independent research project)</td>
<td>Go-Givers website</td>
<td>• Regional</td>
<td></td>
</tr>
<tr>
<td>• Engage the children in a debate regarding sustainable development. Consider the impact of the Fair Trading initiative and how awareness has been raised over recent years. For example, Supermarket products – orange juice, tea, coffee, chocolate, fruit and vegetables, clothing. (Fair Trade Fortnight)</td>
<td><a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a></td>
<td>• Identify</td>
<td></td>
</tr>
<tr>
<td>• Go-Givers lessons: ‘Sustainable Development’ and ‘Fair Trade: Have a Banana’</td>
<td>Go-Givers website</td>
<td>• Difference</td>
<td></td>
</tr>
<tr>
<td>• Understand how to be an active, responsible global citizen</td>
<td><a href="http://www.wwf.org.uk">www.wwf.org.uk</a></td>
<td>• Similarities</td>
<td></td>
</tr>
<tr>
<td>• Enhanced awareness of the positive impact that charitable organisations can have</td>
<td><a href="http://www.globalgateway.org.uk">www.globalgateway.org.uk</a></td>
<td>• Responsibility</td>
<td></td>
</tr>
<tr>
<td>• An increase in awareness regarding Fair Trade and the positive impact that this has</td>
<td><a href="http://www.wwf.org.uk">www.wwf.org.uk</a></td>
<td>• Active</td>
<td></td>
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<tr>
<td>• Values</td>
<td><a href="http://www.dea.org.uk">www.dea.org.uk</a></td>
<td>• Community</td>
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<tr>
<td>• Fair Trade</td>
<td><a href="http://www.actionaid.org.uk">www.actionaid.org.uk</a></td>
<td>• Sustainable</td>
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<td>• National</td>
<td><a href="http://www.environment-agency.gov.uk/fun">www.environment-agency.gov.uk/fun</a></td>
<td></td>
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<tr>
<td>• Regional</td>
<td><a href="http://www.unicef.uk/teacherzone">www.unicef.uk/teacherzone</a></td>
<td></td>
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<tr>
<td>• Global</td>
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<tr>
<td>• Identify</td>
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<tr>
<td>• Difference</td>
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<tr>
<td>• Similarities</td>
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<td>• Responsibility</td>
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<td>• Sustainable</td>
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### Notes to Staff

- This unit of work offers the opportunity to incorporate a ‘Global Focus Week’ into the calendar. A week of focused activity would enrich learning opportunities in PSHE, Citizenship and Geography

### Websites

- [www.globaldimension.org.uk](http://www.globaldimension.org.uk)
- [www.glade.org](http://www.glade.org)
- [www.glade.org](http://www.glade.org)
- [www.wwf.org.uk](http://www.wwf.org.uk)
- [www.globalfootprints.org](http://www.globalfootprints.org)
- [www.commonwealth.org.uk](http://www.commonwealth.org.uk)
- [www.globalgateway.org.uk](http://www.globalgateway.org.uk)
- [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)
- [www.globalgang.org.uk](http://www.globalgang.org.uk)
- [www.comicrelief.org.uk](http://www.comicrelief.org.uk)
- [www.glade.org](http://www.glade.org)
- [www.globallinks.org.uk](http://www.globallinks.org.uk)
- [www.tidec.org](http://www.tidec.org)
- [www.globallinks.org.uk](http://www.globallinks.org.uk)
- [www.wwf.org.uk](http://www.wwf.org.uk)
- [www.globalfootprints.org](http://www.globalfootprints.org)
- [www.globalgang.org.uk](http://www.globalgang.org.uk)
- [www.comicrelief.org.uk](http://www.comicrelief.org.uk)

### Links to DCSF SEAL Resource:

### Evaluation / Comments
## Year 6: Term 2.2
### Theme: Global Difference and Diversity
#### Book: Give Me Shelter

<table>
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<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand the realities of living in an oppressed country</td>
<td>2w</td>
<td>BELOW</td>
</tr>
<tr>
<td>To recognise types of behaviour that constitutes racism</td>
<td>2c</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To positively deal with racist incidents</td>
<td>2v</td>
<td></td>
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</tbody>
</table>

### Key Questions / Ideas / Concepts

- **Being empathetic to the lives of children less fortunate (asylum seeker)**
  - Get the children to read the story ‘Give Me Shelter’ to themselves
  - Do a comparison between their lives and Samir’s life. Ask the children to write, as if they were Samir, how he felt when he arrives at Heathrow
  - Consider emotions, physical, appearance, thoughts of home, how prepared he is for England

- **Weighing up a situation**
  - Ask the children to consider where they think Samir would be better off? Consider all the possible consequences of his a) remaining in England and/or b) returning to Iraq

- **Wath is meant by ‘racism’?**
  - Using the text on page 53, discuss the language used. How might this make Samir feel? Why is this language used? Have any of the pupil’s experienced/heard racism recently? What are their thoughts?

- **What is the law about racism?**
  - Ask the children to consider what they believe to be the law regarding racist incident
  - Encourage independent enquiry to research this area
  - Discuss the fact that schools are legally obliged to make note and report racist incidents (Macpherson Report as a result of the Stephen Lawrence enquiry, 1999)
  - Go-Givers lesson: ‘Stephen Lawrence: The Long Search for Justice’

- **How can we combat racism, discrimination and stigma?**
  - Ask the children to reflect on their own lives
  - Have they ever witnessed, been involved in or heard of a racist incident
  - Ask the children to consider how this made them feel, who the perpetrator was and who was the victim
  - What was the victim’s response?
  - Considering what has been discussed and learnt, would they behave/react differently if they were ever witness to a future racist incident?
  - Go-Givers lesson: ‘Scapegoat’

### Suggested Teaching and Learning Activities

- **Resources**
  - Chosen story: Samir Hakkim’s Health Eating Diary by Miriam Halahmy

- **Key Vocabulary**
  - Emotions
  - Physical appearance
  - Asylum seeker
  - Less fortunate
  - Consequences
  - Risk
  - Racism
  - Discrimination
  - Stigma
  - Victimisation

- **Learning Outcomes**
  - Understand how their life differs dramatically from the lives of those living in oppression
  - Recognise consequences of choices
  - To understand the consequences and effects of racism
  - To know the legalities surrounding racist incidents
  - Deal sensitively and positively to incidents of racism, discrimination and stigma

### Notes to Staff

- Due to the sensitive nature of this subject, Ground rules will need to be adhered to and reliable sources of information used when researching the area

### Links to DCSF SEAL Resource:

- NB, GOFO, SNTB

### Evaluation / Comments
## Learning Objectives

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<thead>
<tr>
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<th>Resources</th>
<th>Key Vocabulary</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand what puberty and adolescence means</td>
<td>Class teacher to ask class what we mean by ‘puberty’ and ‘adolescence’. As a class or individually, use a dictionary to find out the meaning of these words (or refresh memories if done before)</td>
<td>Dictionaries</td>
<td>Puberty</td>
<td>Explain what we mean by puberty and adolescence</td>
</tr>
<tr>
<td>To understand the correct names for the relevant parts of the body/changes at puberty</td>
<td>Naming Body Parts exercise: Give a set of ‘naming body parts’ cards to each group. Get them to match up correct term with definition card. Process.</td>
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### Key Vocabulary

- Puberty
- Adolescence
- Fallopian tube
- Penis
- Breasts
- Pubic Hair
- Ovary
- Womb
- Uterus
- Testicles
- Clitoris
- Labia
- Genitals
- Vagina
- Female
- Male
- Boy
- Girl
- Physical
- Emotional
- Social
- Teenager
- Periods
- Wet Dreams
- Testes
- Masturbation
- Tampon
- Sanitary towel
- Changes
- Body hair
- Voice breaking
- Erections
- Shave

### Learning Outcomes

- Explain what we mean by puberty and adolescence
- Reflect on changes that have happened so far
- Understand the process of menstruation
- Recognise sanitary products
- Understand that both sexes go through puberty
- Recognise that changes are part of life
- Reflect on changes that have happened so far
- Understand the physical changes that occur in puberty
- Share concerns/worries
- Understand the process of menstruation
- Recognise sanitary products
- Understand that both sexes go through puberty
- Share concerns/worries

### Suggested Teaching and Learning Activities

- Class teacher to ask class what we mean by ‘puberty’ and ‘adolescence’. As a class or individually, use a dictionary to find out the meaning of these words (or refresh memories if done before).
- Naming Body Parts exercise: Give a set of ‘naming body parts’ cards to each group. Get them to match up correct term with definition card. Process.
- Children could sensitively draw around a partner’s outline and decide where the body parts belong. Label them in correct place and highlight those that will change. Children can label body parts on body templates in Rollercoaster resource.
- Growing Up game: Divide class into groups and give each group a set of family picture cards plus a set of orange cards. Groups to match the orange cards to the correct family member. Some of the cards may fit more than one person.
- Class teacher to lead discussion on the fact that change is part of life. Ask pupils to give examples of the changes that have occurred in themselves since they started school. Ask them about the changes they expect to happen over the next few years.
- Concentrate first on physical changes.
- Remind pupils of the correct terminology and ask them what they have already been told/heard about regarding sex and their development. Correct any misconceptions/myths.
- Using template of the body or outlines of pupils in class, ask pupils to put arrows to areas where they fed changes will take place as they go through puberty. Do one for boys and one for girls – display.
- Class teacher to lead discussion on changes that happen only to boys – body hair, voice breaking, erections, wet dreams, etc.
- And changes that happen only to girls – menstruation, breast development, etc.
- And changes that happen to both boys and girls – underarm hair, pubic hair, sports, moods, etc.
- Remind children that they can ask questions about any concerns/worries either in class, via the question box or in private to the School Nurse.
- Class teacher to lead discussion on menstruation asking what pupils already know, dispelling myths and explaining the process.
- Monthly Match game: Using boards, ask children to place the four large cards showing stages of the menstrual cycle in the correct four spaces. Read out small yellow cards and decide which stage of the cycle it goes. Process.
• A selection of sanitary products can be shown to the class to show different ways of absorbing menstrual flow. Discuss advantages and disadvantages, absorbency, how they are used, how often they should be changed, how comfortable they are, where to dispose of them, etc.
• Show video of your choice about puberty to recap the work you have done
• Puberty – True or False game: There are two games included in this section of ‘Rollercoaster’, one about changes in girls and one about changes in boys. It is important that the boys and girls play both of these games. If done together, the exercise is too long, so they need to be split

| What happens to my feelings at puberty? | Class teacher to lead discussion on how it is not just our bodies that change during puberty. Our emotions can change too, and we have to learn ways of dealing with these changes in a positive way
| The Problem with Young People! situation cards: small groups – give each group 2/3 of the cards and ask them to discuss the young person’s situation
| Ask the children to recount a scene from a recent episode of the favourite soap or book they have read, telling what happened and the different characters involved. For each character they should write 2/3 emotions they might have felt about the situation
| Class could design a wall story about different feelings using colours, words and faces
| Children could write a letter to an agony aunt about a possible problem to do with puberty. Letters could be swapped and replies written
| Children could compile a class book of ‘strong feelings’ with drawings, poems, stories, etc.
| Class teachers to give contentious statement to class, e.g. “boys should never cry”. Class to move to ‘agree’ on one side and ‘disagree’ on other side with ‘prods’ from teacher to try to explain why they agree/disagree
| Go-Givers lesson: ‘Stressed Out’

| The social changes that occur at puberty | Class teacher to lead discussion on how our relationships change as we get older and on different perceptions of love, being in love and loving someone. Who/what do you love?
| In small groups, discuss the many aspects of love, collecting all words/phrases used. Complete “love is ...”, write a poem or make a card
| Explain to class how feelings can change quickly often depending on how others behave
| Class teacher to lead discussion on the importance of feeling that you ‘belong’ to a group and how easy it is to make someone feel ‘left out’ and how that might make them feel
| Working in fours, children can think about the following questions:
  o Why is it sometimes hard to make friends?
  o What problems might you encounter in a friendship – especially during puberty?
  o What can we do to deal with these problems in a positive way?

| Products
| Channel 4 ‘Living and Growing’
| Unit 3: ‘Girl Talk’ and ‘Boy Talk’ videos
| Rollercoaster True or False game
| Products
| Channel 4 ‘Living and Growing’
| Unit 3: ‘Girl Talk’ and ‘Boy Talk’ videos
| Rollercoaster The Problem with Young People situation cards
| Channel 4 ‘Living and Growing’
| Unit 3: ‘Girl Talk’ and ‘Boy Talk’ videos
| I Am, I Know, I Can Lesson 30
| Learning for Living Book 4 Pg. 60
| Health for Life Ages 8-11 Pg. 195-196
| Folens CPSHE Book 1 Pg. 18-21
| Go-Givers website

| Myths
| Reality
| Feelings
| Strong
| Emotions
| Hormones
| Moods
| Mood swings
| Happy
| Sad
| Angry
| Frustrated
| Excited
| Weepy
| Relationships
| Love
| In love
| Adore
| Like
| Respect
| Caring
| Feelings
| Sensitive
| Needs
| Looking After

• Distinguish between myths and reality

• Understand the feelings associated with puberty
• Reflect on some strategies to deal positively with their emotions
• Reflect on their attitudes to boy/girl issues

• Understand that there are different kinds of love
• Understand that we sometimes use the word ‘love’ when we mean something else
• Reflect on the importance of ‘belonging’
• Explore the problems the strong feelings at puberty can bring to friendships
| Why can body image affect our self-esteem? | A lesson and resources on how the media influences our thoughts and self-esteem in regard to body image, the tactics used by the media to enhance photos and the importance of personal attributes and human values over physical beauty. A parent pack is available to extend the work to home. | www.mediasmart.org.uk/resources/bodyimage | Advertising | Media | Brand | Aspirational | Images | Self-esteem | Identity | Human Values | Understand the choice of people used in advertising | Understand that images are altered | Understand the impact of these images on identity and self-esteem |
| Notes to Staff | It is recommended that teachers read and become familiar with the guidance notes which are in the Rollercoaster pack | This is a sensitive topic. Pupils will need reminding that we are all different and we go through these changes at different times | If videos are to be used in this topic it is recommended that teachers view them beforehand to be familiar with content and approach | Some Y6 teachers may wish to include human reproduction including conception (and that this can be prevented) developing links with the Science curriculum | The national curriculum 2014 includes some changes to Science curriculum, however no revised curriculum for PSHE is planned | Pupils may prefer to work in single gender groups. The class teacher can decide when/if this is appropriate but it is recommended that the same work is done with both groups at all times | It is recommended that a question box is used to de-personalise issues | Menstruation can be a very scary subject for some children and as such, it should be handled with sensitivity | Class teacher may wish to involve School Nurse to talk to pupils about menstruation and other issues around puberty, see RSHE Working in Partnership Guide for guidance | This is a sensitive topic and it may prompt disclosures from children. Teachers should be prepared for this and should know the school policy for dealing with such disclosures | |
| Evaluation / Comments | | | | | | | | | | | | | | | | | | |
### Year 6: Term 3.2
#### Theme: The World of Drugs

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Links to End of Key Stage Statements</th>
<th>ASSESSMENT</th>
</tr>
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<tbody>
<tr>
<td>To understand that the term ‘drug’ covers a range of legal and illegal substances</td>
<td>2n</td>
<td>BELOW</td>
</tr>
<tr>
<td>To increase awareness about solvents/volatile substances and other things</td>
<td>2n, 2o</td>
<td>ABOVE</td>
</tr>
<tr>
<td>To understand how to use a variety of sources of information</td>
<td>2n, 2o</td>
<td></td>
</tr>
<tr>
<td>To know how to present information to others</td>
<td>2b</td>
<td></td>
</tr>
<tr>
<td>To understand about the laws on drugs, alcohol and tobacco and about reasons for having such laws</td>
<td>2o</td>
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<td>To know how to take part in a discussion or debate</td>
<td>2b</td>
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<tr>
<td>To consider other people’s opinions and a range of relevant factors when making a decision</td>
<td>2c</td>
<td></td>
</tr>
<tr>
<td>To develop skills and awareness for dealing with drug related situations</td>
<td>2p, 2q, 2l</td>
<td></td>
</tr>
<tr>
<td>To develop and practice strategies for resisting peer pressure</td>
<td>2m, 2l</td>
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#### Key Questions / Ideas / Concepts
- What do we already know and understand about drugs?
- What do we know about caffeine?
- What do we know about solvents?

#### Suggested Teaching and Learning Activities
- **What do we already know and understand about drugs?**
  - Use a ‘draw and write’ activity, e.g. ‘Jugs and Herrings’ by Noreen Wetton to assess the children’s current levels of knowledge and understanding about medicines and drugs. Display and discuss the children’s answers. Explain that drugs can include medicines, alcohol, tobacco, illegal drugs, i.e. ‘legal drugs’ (sometimes called legal highs), glues and other volatile substances, as well as everyday substances such as caffeine.
  - Explore the amounts of caffeine in everyday food and drinks compared to suggested consumption rates.
  - Negotiate with children a definition of what is mean by the term ‘drug’. Explore the fact that some are legal, some are restricted, e.g. medicines, some are illegal to own, use and supply to others.

- **What do we know about caffeine?**
  - Give out a copy of the quiz with true/false answers and let children fill them in. Discuss answers and clarify uncertainties and allow class to ask questions. One of the questions could be:
    - “If a friend was sniffing solvents, I would …
      - do nothing
      - tell an adult
      - try to help them stop
      - try it myself
      - something else …
  - Explain and discuss this question as a class fully.
  - Tell a story about 2 friends, one of whom notices the other is behaving strangely at

- **What do we know about solvents?**
  - Give out a copy of the quiz with true/false answers and let children fill them in. Discuss answers and clarify uncertainties and allow class to ask questions. One of the questions could be:
    - “If a friend was sniffing solvents, I would …
      - do nothing
      - tell an adult
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      - something else …
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### Resources
- **Health for Life Ages 8-11 Pg. 339**
- **A Practical Guide for Primary School Teachers**
- **Drug and Alcohol prevention: Caffeine and Energy Drinks by Mentor_ADEPIS.org**
- **QCA Drug, Alcohol and Tobacco Education Guidance**

### Key Vocabulary
- Caffeine
- Tobacco
- Cannabis
- Volatile substances
- Alcohol
- Solvents
- Inhale
- Sniffing
- Volatile substances
- Influence
- Situation
- Positive
- Negative
- Prescribed
- Over the counter
- Stereotypes
- Dealing
- Consequences
- Supply
- Possession
- Possession with intent to supply

### Learning Outcomes
- Describe what is mean by the term ‘drugs’, including that it can be used for a range of legal substances and give some examples of these.
- Know the legal status of some drugs, alcohol, cannabis and that some are illegal to own, use or supply.
- Know up to date facts about solvents (volatile substances), their risks (including sudden death) and their effects.
school. It’s funny but then Sally gets worried and tells Ben to behave normally. Ben says he can’t because he’s sniffed some gas and asks Sally if she wants to try some
- **Ask/Write/Discuss:**
  a. Reasons why Ben might be sniffing gas
  b. What can Sally do to help Ben?
- Develop ideas into role play, some to be performed in front of class. Focus the children’s attention on the decisions the characters made. Were they sensible? Realistic?
- If a friend is doing something wrong, what can you do? What are the options? Discuss

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- What people say to persuade others to take drugs, e.g. make you feel if you don’t want to join in
- What people can do to resist
- Where can people who have a drug problem (or someone close to them has a problem) get help?

- Explain that if you feel good about yourself, it will help you resist unwanted pressure from other people. Ask children to name 3 things they like
  a. About where they live
  b. Going out on their own or with friends
  c. About themselves – may need help with this one!
- Put children into groups. Ask each to do a role play based on the following:

<table>
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<tr>
<td>Pg. 50</td>
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<td>‘All Geared Up’ Theatre in Education</td>
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- Children write ‘Me’ in the middle of a piece of paper. Write down very close to the word ‘Me’ those people who influence them a lot. Next write the names of those people who have some influence a little further away from ‘Me’. Finally around the edge of the paper write the names of those who have only a little influence over them. (Can include film stars/TV personalities/sports people, etc.)
- Discuss ideas into role play, some to be performed in front of class. Focus the children’s attention on the decisions the characters made. Were they sensible? Realistic?
- If a friend is doing something wrong, what can you do? What are the options? Discuss

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• 2 friends trying to persuade 2 friends of same age to take a drug
• 2 friends trying to persuade 1 friend of the same age to take a drug
• 2 friends trying to persuade 1 child of a younger age to take drugs
• 2 friends trying to persuade 2 younger children to take drugs

perform and discuss role plays. Ask each child to write down something they can do to resist unwanted pressure from other children. Share ideas with whole class. Display in speech bubbles.

• What are the general drug categories?

In smaller groups of four, on a large piece of paper ask the children to write as many drugs as possible they know that fit into the categories; one category per one piece of paper. Allow a short amount of time for the group to write on the paper then pass the paper to the next group and add more ideas to new sheet.

Categories:
- Prescribed medicines
- Over the counter medicines
- Solvents
- Tobacco
- Alcohol
- Illegal drugs
- Legal highs

Display sheets, and look for and correct any inaccuracies.

Use the card game exercise in ‘A Practical Guide for Primary School Teachers’ (pg. 33–38) to clarify information about some of the drugs mentioned above.

Focus on illegal drugs. Ask what type of person would take an illegal drug.
- Look out for stereotypes – challenge them. Ask do we feel the same about someone who uses illegal drugs and someone who uses other drugs, e.g. tobacco and alcohol?
- It is important children are aware that although alcohol and tobacco are legal products they are harmful too.

• What are the laws around drugs and why do we need them?
• What do we know about drugs?

Ask the children to identify drugs that are legal or illegal, drawing on their knowledge from earlier activities. Discuss the reasons why laws restricting the use of drugs are made.

Explain to the children that they will work in groups to decide whether a new drug, e.g. a medicine or something that goes in a drink, should be legal or illegal. Explain that they will debate the issue and reach a decision through a vote. They will be able to suggest a total ban or laws to regulate the drug’s sale or use and the punishments for breaking the law. Give the children information about the drug, e.g.:
- What it looks like
- How it is taken
- The way it makes people feel
- Its long and short term effects on the body

To conclude the debate, each group takes a vote. Group representatives briefly explain their decision, with reasons, to the rest of the class. Remind the children of their definition of ‘drugs’ from their first activity.

• Understand the different drug categories
• Be aware that legal drugs can be harmful
• Be aware that ‘normal’ people are involved with selling illegal drugs (and legal highs)

• Take part in a discussion offering reasons for their views
• Understand that there are laws restricting the sale of drugs and drug use and offer some reasons for having laws
• Identify situations where drug use can have bad consequences
• Being to recognise that legal substances can be harmful to health
• Describe how their knowledge
### Evaluation / Comments

#### Notes to Staff
- The debate may be based on a real drug, e.g. volatile substance, alcoholic drink, energy drink/tablets, caffeine or cannabis or one that combines elements of several existing drugs or medicines. The debate can be more or less formal, depending on previous experience and ages of the children.
- Revisit aspects of tobacco education to help reinforce prior learning and introduce new aspects to encourage the children to choose to remain smokefree. Use the Rotherham Smoke Free Primary Resource activities. If you have misplaced your copy, contact healthyschools@rotherham.gov.uk for a replacement.

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### Links to DCSF SEAL Resource: GTBM
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<td>Friends and Friendship</td>
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<td>Health for Life – Ages 4-7</td>
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<td>Friends and Friendship (QCA Citizenship)</td>
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<td></td>
<td>pfeg ‘What Money Means in Primary Schools’ resource – follow on from Jack and the Beanstalk</td>
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<td>What Money Means ‘in Action’ dvd</td>
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<td>pfeg ‘Learning About Money in the Primary Classroom’</td>
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<td>pfeg ‘My Money Primary Toolkit’ – Goldilocks and Baby Bear and Jack and the Beanstalk</td>
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<tr>
<td></td>
<td>The Gold Coin by Alma F. Ada</td>
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| Year 1 Term 1.1 | Friends and Friendship (Book) |
| | I’m Like You, You’re Like Me by Cindy Gainer (ISBN 1-57542-039-2) |
| Year 1 Term 1.2 | Focus on Special People |
| | Health for Life – Ages 4-7 |
| | Folens CPSHE – Book 1 |
| Year 1 Term 2.1 | Keeping Healthy |
| | Health for Life – Ages 4-7 |
| | Learning for Living – KS1 |
| | Real Health for Real Lives – Ages 6-7 |
| | A variety of magazines |
| Year 1 Term 2.1 | Keeping Healthy (QCA Citizenship) |
| | QCA Citizenship – Unit 3 |
| | pfeg ‘My Money Primary Toolkit’ – Understanding My Money (Needs and Wants) Year 2: Unit 1 |
| Year 1 Term 2.2 | Growing and Changing |
| | Health for Life – Ages 4-7 |
| | Folens CPSHE – Book 1 |
| | BBC Watch: Birth, Care and Grow programmes |
| Year 1 Term 2.2 | Growing and Changing (QCA Citizenship) |
| | QCA Citizenship – Unit 2 |
| Year 1 Term 3.1 | The Real/Virtual World (E-Safety) |
| | QCA Citizenship – Unit 4 |
| Year 1 Term 3.2 | The World of Drugs |
| | Health for Life – Ages 4-7 |
| | A Practical Guide for Primary School Teachers |
| Year 1 Term 2.2 | The World of Drugs (QCA Citizenship) |
| | QCA Citizenship |

<p>| Year 2 Autumn Term | The Caring School |
| Year 2 Term 1.1 | Feelings and Relationships |
| | Health for Life – Ages 4-7 |
| | Folens CPSHE – Book 1 |
| | Folens CPSHE – Book 2 |
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| | pfeg ‘My Money Primary Toolkit’ – KS2 Year 4 Unit 1: ‘How much is the Doggy in the window?’ board game |
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| Year 2 Term 2.2 | Me, My Community and the Environment (QCA Citizenship) |
| | QCA Citizenship – Unit 6 |
| | pfeg ‘Learning About Money in the Primary Classroom’ |
| | Minterne Junior School case study |
| Year 2 Term 2.2 | Me, My Community and the Environment (Book) |
| | I Love My Hair by Anastasia Tarpley (ISBN 0-316-52375-5) |
| Year 2 Term 3.1 | Keeping Myself Safe |
| | Health for Life – Ages 4-7 |
| Year 2 Term 3.1 | Keeping Myself Safe (QCA Citizenship) |
| | QCA Citizenship – Unit 2 |
| Year 2 Term 3.1 | How Can I Contact People Who Help Me? (E-Safety) |
| | Childnet / KidSMART website |
| | BHF Resources |</p>
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<td>Give Me Shelter (Chosen story: Samir Hakkim’s Health Eating Diary by Miriam Halahmy) (ISBN 978-184507-5224)</td>
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# GO-GIVERS LESSONS

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