

***"It is very important to know who you are and to make decisions that show who you are. When the whole world is silent, even one voice becomes powerful." Malala Yousafzai***



**ST JOHN'S**  
A PRIORY ACADEMY



THE  
**PRIORY**  
FEDERATION  
OF ACADEMIES TRUST

# PSHE Curriculum Overview

# PSHE at St John's

PSHE is at the core of everything that we do, enabling our children to become healthy, independent, respectful and responsible members of society. PSHE is taught as an isolated subject across the school from Foundation Stage to Year Six. Through this approach we believe that we can build on children's prior learning and equip them with relevant, meaningful content that will provide them with an understanding and empower them to contribute to our diverse and ever-changing world.

Although taught in isolation, PSHE is intertwined throughout our school day and curriculum. At St John's Primary Academy we aim to create a loving, caring and warm environment where all pupils feel empowered to make good, positive decisions about their behaviour.







At St John's we intend to:

- Develop the knowledge, skills and attributes our children need to manage their lives, now and in the future.
- Encourage our children to play a positive and active role in contributing to school life and the wider community.
- Provide opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- Develop individuals who are independent, responsible and respectful, who feel empowered to make positive choices in their lives now and in the future.
- Provide children with the knowledge of how to live a physically and mentally healthy lifestyle with an understanding of their own emotions.

## **Curriculum Drivers**



# PSHE in Early Years

Term	Autumn 1 MARVELLOUS ME	Autumn 2 LET'S CELEBRATE	Spring 1 OUR WONDERFUL WORLD	Spring 2 AMAZING ANIMALS	Summer 1 ONCE UPON A TIME	Summer 2 TICKET TO RIDE
Overarching Theme						
Personal, Social and Emotional Development	<b>Self-Regulation:</b> Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.					
	<b>Self-Regulation:</b> -Children will recognise different emotions, including scared, excited, angry, frustrated, nervous, worried and joyful. -Children will focus during short whole class activities. -Children will learn to play and share with others, learning how to resolve conflicts	<b>Self-Regulation:</b> -Children will talk about how they are feeling and to consider others feelings. - Children will learn to become more resilient whilst working alongside their friends and developing the skill of perseverance.	<b>Self-Regulation:</b> -Children will be able to focus during longer whole class lessons. -Children will be able to talk about ways that skills can be improved and be encouraged to demonstrate pride in their achievements.	<b>Self-Regulation:</b> -Children will identify and moderate their own feelings socially and emotionally and think about the feelings of others.	<b>Self-Regulation:</b> -Children will be able to control their emotions using a range of techniques.	<b>Self-Regulation:</b> -Children will show an ability to follow instructions involving several ideas or actions.
	<b>Managing Self</b> -Children will learn to wash their hands independently. -Children will know some ways to keep healthy (toothbrushing, having a good sleep routine).	<b>Managing Self:</b> -Children will understand the need to have rules and talk about why they are important. -Children will begin to understand the importance of healthy food choices. -Children will persevere with fastenings on coats and follow instructions to change into wellies.	<b>Managing Self:</b> -Children will begin to show resilience and perseverance in the face of a challenge.	<b>Managing Self:</b> -Will try out new and different activities.	<b>Managing Self:</b> -Children will manage their own basic needs independently.	<b>Managing Self:</b> -Children are able to follow all of our 'Star Champion' rules and expectations in all areas of the school. -Children will know some ways to keep healthy (road safety/being a safe pedestrian)
	<b>Building Relationships:</b> Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing different games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively					
	<b>Building Relationships:</b> -Children will see themselves as a valuable individual. -Children will begin to develop friendships. -Children will seek support from adults and gain confidence to speak to peers and adults.	<b>Building Relationships:</b> -Children will continue to interact with others and continue to build good relationships with adults and other children. -Children will identify when another child is upset and respond appropriately.	<b>Building Relationships:</b> -Children will be able to use taught strategies to support in turn taking.	<b>Building Relationships:</b> -Children will listen to the ideas of other children and agree on a solution and compromise.	<b>Building Relationships:</b> -Children will learn to work as a group. -Children will have the confidence to communicate with adults around the school.	<b>Building Relationships:</b> -To develop constructive and respectful relationships with peers and key staff.
<b>ELG: Self-Regulation</b> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.						

## Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.  
- Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:  
- regular physical activity  
- healthy eating  
- toothbrushing  
- sensible amounts of 'screen time'  
- having a good sleep routine  
- being a safe pedestrian

## Personal, Social and Emotional Development

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

# Developing Schema Knowledge



Physical Health and Wellbeing



Keeping Safe and Managing Risk



Identity, society and equality



Drug, alcohol and tobacco education



Mental Health and Emotional Wellbeing



Careers, financial capability and economic wellbeing



Sex and Relationship Education



## Whole school curriculum overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Democracy	Physical health and wellbeing In the media	Sex and relationship education Healthy relationships / How a baby is made
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it	Drug, alcohol and tobacco education Making choices	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Sex and relationship education Healthy relationships / How a baby is made
Spring 1	Identity, society and equality Me and others	Sex and relationship education Boys and girls, families	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Keeping safe and managing risk When things go wrong	Drug, alcohol and tobacco education Weighing up risk
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Sex and relationship education Boys and girls, families	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Dealing with feelings	Identity, society and equality Human rights
Summer 1	Mental health and emotional wellbeing Feelings	Keeping safe and managing risk Indoors and outdoors	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Sex and relationship education Growing up and changing	Drug, alcohol and tobacco education Different influences	Mental health and emotional wellbeing Healthy minds
Summer 2	Careers, financial capability and economic wellbeing My money	Drug, alcohol and tobacco education Medicines and me	Physical health and wellbeing What helps me choose?	Sex and relationship education Growing up and changing	Careers, financial capability and economic wellbeing Borrowing and earning money	Keeping safe and managing risk Keeping safe - out and about

# SEND Adaptations in PSHE

PSHRE specific challenge	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Difficulty recognising and understanding emotions	<p><b>Pre-teaching of emotions words</b> e.g. using word banks and visuals. <b>This helps children to have the vocabulary to explain their thinking.</b></p> <p><b>Use of dual coding</b> e.g. words to be accompanied by pictures. <b>This clarifies the meaning of unknown words to children through visuals.</b></p>	<p><b>Provide simplified emotions</b> e.g. happy, sad, angry rather than stressed, overwhelmed. <b>Reduces cognitive overload- use of more familiar language.</b></p>	<p><b>Use of visuals</b> e.g. photographs of people's faces showing different emotions. <b>This helps to make emotions more concrete and helps them to recognise them in other people.</b></p> <p><b>Use of body mapping</b> e.g. when I'm worried my tummy hurts. <b>This helps children to associate emotions with the physical signs so they can recognise these in their own bodies.</b></p>	<p><b>Use of body mapping</b> e.g. when I'm worried my tummy hurts. <b>This helps children to associate emotions with the physical signs so they can recognise these in their own bodies.</b></p>
Difficulty with reasoning e.g. explaining why they think or feel something	<p><b>Use of questioning to draw out understanding</b> e.g. what makes you think that? <b>This supports reasoning skills.</b></p> <p><b>Use of WAGOLs</b> e.g. teacher modelling how they would answer the question. <b>This gives children a model/scaffold to base their answer on.</b></p> <p><b>Sentence stems</b> e.g. I think....because... <b>This supports children to phrase their answer.</b></p> <p><b>Use of choice</b> e.g. is it because of this...or this...? <b>This helps to reduce cognitive overload.</b></p> <p><b>Chunking/breaking down tasks into smaller steps</b> e.g. giving children one small instruction at a time. <b>This helps children to structure their answer.</b></p>	<p><b>Scaffolded response</b> e.g. cloze procedure. <b>This reduces cognitive overload.</b></p> <p><b>Additional processing time</b> e.g. waiting longer than usual for a response. <b>This allows the child's brain extra time to formulate their answer.</b></p> <p><b>Chunking/breaking down tasks into smaller steps</b> e.g. giving children one small instruction at a time. <b>This helps children to structure their answer.</b></p>	<p><b>Use of social stories</b> e.g. When Annie's cat died, she felt sad because she missed him and he was her friend. How did you feel when your cat died? <b>This gives children a model/scaffold to base their answer on.</b></p> <p><b>Use of questioning to draw out understanding</b> e.g. what makes you think that? <b>This supports reasoning skills.</b></p>	<p><b>Alternative recording methods</b> e.g. children able to draw their response, or verbally explain and teacher/TA scribe if handwriting is difficult. <b>This removes the barrier.</b></p>
Difficulty understanding PSHRE vocabulary	<p><b>Pre-teaching vocabulary</b> e.g. through visuals, definitions and examples. <b>Develops children's understanding of the words they will need to use before needing to use them in a lesson.</b></p> <p><b>Use of visuals/dual-coding</b> e.g. words to be accompanied by pictures. <b>This clarifies the meaning of unknown words to children through visuals.</b></p>	<p><b>Pre-teaching vocabulary</b> e.g. through visuals, definitions and examples. <b>Develops children's understanding of the words they will need to use before needing to use them in a lesson.</b></p> <p><b>Use of visuals/dual-coding</b> e.g. words to be accompanied by pictures. <b>This clarifies the meaning of unknown words to children through visuals.</b></p>	<p><b>Pre-teaching social vocabulary</b> e.g. through visuals, definitions and examples. <b>Develops children's understanding of the words they will need to use before needing to use them in a lesson.</b></p> <p><b>Use of visuals/dual-coding</b> e.g. words to be accompanied by pictures. <b>This clarifies the meaning of unknown words to children through visuals.</b></p>	

# SEND Adaptations in PSHE



Discussion of subjects which may trigger children who have experienced trauma or abuse			<p><b>Pre-warning parents and children before discussion of topics that are likely to trigger children in your class.</b> e.g. sending out a letter beforehand to inform parents or having a discussion with them and the child. Encouraging any questions they might have before the lesson. <b>This prepares the child so that they are expecting it.</b></p> <p><b>Awareness of the potential issues in your class</b> e.g. Class teacher to teach these lessons, rather than PPA cover. Handover notes on transition between classes. <b>This ensures issues sensitive to particular children in the class are handled carefully.</b></p> <p><b>Talking to children beforehand about what they can do if they are finding the lesson too triggering</b> e.g. time out/sensory break. <b>This provides children with a safe space if they are feeling overwhelmed.</b></p>	<p><b>Use of sensory/movement breaks</b> e.g. if a child is finding a topic has made them feel heightened, they may need support to regulate again. <b>This supports children to regulate before becoming overwhelmed.</b></p>
Difficulty understanding more abstract concepts/topics they haven't experienced	<p><b>Use of visuals</b> e.g. words to be accompanied by pictures. <b>This clarifies the meaning of unknown words to children through visuals.</b></p> <p><b>Social stories</b> e.g. stories of children who have been through this experience and their responses. <b>This helps children to see a topic through the lens of a child.</b></p>	<p><b>Additional processing time</b> e.g. waiting longer than usual for a response. <b>This allows the child's brain extra time to formulate their answer.</b></p>	<p><b>Use of visuals</b> e.g. words to be accompanied by pictures. <b>This clarifies the meaning of unknown words to children through visuals.</b></p> <p><b>Social stories</b> e.g. stories of children who have been through this experience and their responses. <b>This helps children to see a topic through the lens of a child.</b></p>	
Difficulty showing the full extent of their PSHE understanding through written/verbal communication	<p><b>Use of sentence stems/cloze procedure</b> e.g. When I ... I feel... because ... <b>This helps children to structure their response.</b></p> <p><b>Talk partners</b> e.g. lower skilled child paired with higher skilled child to think</p>	<p><b>Alternative methods of recording</b> e.g. children able to draw their response, or verbally explain and teacher/TA scribe if handwriting is difficult. <b>This removes the barrier.</b></p>		<p><b>Alternative methods of recording</b> e.g. children able to draw their response, or verbally explain and teacher/TA scribe if handwriting is difficult. <b>This removes the barrier.</b></p>
	<p>through their ideas together before writing. <b>This provides a scaffold for children's responses.</b></p> <p><b>Chunking/breaking down tasks into smaller steps</b> e.g. giving children one small instruction at a time. <b>This helps children to structure their answer.</b></p>	<p><b>Additional processing time</b> e.g. waiting longer than usual for a response. <b>This allows the child's brain extra time to formulate their answer.</b></p> <p><b>Chunking/breaking down tasks into smaller steps</b> e.g. giving children one small instruction at a time. <b>This helps children to structure their answer.</b></p>		

# SEND Adaptations in PSHE

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<b>Difficulty working as a group/team work</b>	<p><b>Mixed ability groupings</b> e.g. lower skilled child with a higher skilled child. <b>This provides the lower skilled child with a positive role model.</b></p> <p><b>Pre-teaching rules for group work</b> e.g. we need to take it in turns to speak. <b>This makes explicit what good group work looks like.</b></p>		<p><b>Flexible groupings</b> e.g. lower skilled child with a higher skilled child. <b>This provides the lower skilled child with a positive role model.</b></p> <p><b>Pre-teaching rules for group work</b> e.g. we need to take it in turns to speak. <b>This makes explicit what good group work looks like.</b></p>	
<b>Difficulty retaining knowledge from previous lessons</b>	<p><b>Pre-teaching vocabulary</b> e.g. through visuals, definitions and examples. <b>Develops children's understanding of the words they will need to use before needing to use them in a lesson.</b></p>	<p><b>Retrieval using schema</b> e.g. last time we looked at ...we learnt. <b>Helps children to make links between their previous learning and new learning to retain more.</b></p>	<p><b>Overlearning</b> e.g. children struggling with social and emotional skills will need additional opportunities/reminders to practise this outside of the lesson. <b>With additional practise children will eventually embed these skills.</b></p>	
<b>Safeguarding- Children with SEND may be more vulnerable with regards to some of the topics covered in PSHE</b>	<p><b>Check for understanding/ misconceptions</b> e.g. so what should you do if? <b>Ensures any misunderstandings can be addressed and child has successfully grasped the learning.</b></p>			




## Year 1 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing: Fun times</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about food that is associated with special times, in different cultures</li> <li>• about active playground games from around the world</li> <li>• about sun-safety</li> </ul>	<p><b>Identity, society and equality: Me and others</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what makes themselves and others special</li> <li>• about roles and responsibilities at home and school</li> <li>• about being co-operative with others</li> </ul>	<p><b>Mental health and emotional wellbeing: Feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about different types of feelings</li> <li>• about managing different feelings</li> <li>• about change or loss and how this can feel</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Keeping safe and managing risk: Feeling safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• safety in familiar situations</li> <li>• about personal safety</li> <li>• about people who help keep them safe outside the home</li> </ul> 	<p><b>Drug, alcohol and tobacco education: What do we put into and on to bodies?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what can go into bodies and how it can make people feel</li> <li>• about what can go on to bodies and how it can make people feel</li> </ul> 	<p><b>Careers, financial capability and economic wellbeing: My money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about where money comes from and making choices when spending money</li> <li>• about saving money and how to keep it safe</li> <li>• about the different jobs people do</li> </ul>

## Year 2 - PSHE




Autumn 1	Spring 1 and 2	Summer 1
<p><b>Physical health and wellbeing:</b> <b>What keeps me healthy?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about eating well</li> <li>• about the importance of physical activity, sleep and rest</li> <li>• about people who help us to stay healthy and well and about basic health and hygiene routines</li> </ul>	<p><b>Sex and relationship education:</b> <b>Boys and girls, families</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• about the biological differences between male and female animals and their role in the life cycle</li> <li>• the biological differences between male and female children</li> <li>• about growing from young to old and that they are growing and changing</li> <li>• that everybody needs to be cared for and ways in which they care for others</li> <li>• about different types of family and how their home-life is special</li> </ul>	<p><b>Keeping safe and managing risk:</b> <b>Indoors and outdoors</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about keeping safe in the home, including fire safety</li> <li>• about keeping safe outside</li> <li>• about road safety</li> </ul>
Autumn 2		Summer 2
<p><b>Mental health and emotional wellbeing:</b> <b>Friendship</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the importance of special people in their lives</li> <li>• about making friends and who can help with friendships</li> <li>• about solving problems that might arise with friendships</li> </ul>		<p><b>Drug, alcohol and tobacco education:</b> <b>Medicines and me</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• why medicines are taken</li> <li>• where medicines come from</li> <li>• about keeping themselves safe around medicines</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p> <ul style="list-style-type: none"> <li>• that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>

## Year 3 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Drug, alcohol and tobacco education: Tobacco is a drug</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• the definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>• about the effects and risks of smoking tobacco and secondhand smoke</li> <li>• about the help available for people to remain smoke free or stop smoking</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p> <ul style="list-style-type: none"> <li>• that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>	<p><b>Mental health and emotional wellbeing: Strengths and challenges</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about celebrating achievements and setting personal goals</li> <li>• about dealing with put-downs</li> <li>• about positive ways to deal with set-backs</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what influences people's choices about spending and saving money</li> <li>• how people can keep track of their money</li> <li>• about the world of work</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Keeping safe and managing risk: Bullying – see it, say it, stop it</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to recognise bullying and how it can make people feel</li> <li>• about different types of bullying and how to respond to incidents of bullying</li> <li>• about what to do if they witness bullying</li> </ul> 	<p><b>Identity, society and equality: Celebrating difference</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about valuing the similarities and differences between themselves and others</li> <li>• Pupils learn about what is meant by community</li> <li>• Pupils learn about belonging to groups</li> </ul>	<p><b>Physical health and wellbeing: What helps me choose?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about making healthy choices about food and drinks</li> <li>• about how branding can affect what foods people choose to buy</li> <li>• about keeping active and some of the challenges of this</li> </ul>





## Year 4 - PSHE



Autumn 1	Spring 1	Summer 1 and 2
<p><b>Identity, society and equality: Democracy</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about Britain as a democratic society</li> <li>• about how laws are made</li> <li>• learn about the local council</li> </ul>	<p><b>Physical health and wellbeing: What is important to me?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>• about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</li> <li>• about the importance of getting enough sleep</li> </ul>	<p><b>Sex and relationship education: Growing up and changing</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the way we grow and change throughout the human lifecycle</li> <li>• about the physical changes associated with puberty</li> <li>• about menstruation and wet dreams</li> <li>• about the impact of puberty in physical hygiene and strategies for managing this</li> <li>• how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>• strategies to deal with feelings in the context of relationships</li> <li>• to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> </ul> 
Autumn 2	Spring 2	
<p><b>Drug, alcohol and tobacco education: Making choices</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>• about the effects and risks of drinking alcohol</li> <li>• about different patterns of behaviour that are related to drug use</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p> <ul style="list-style-type: none"> <li>• that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use </li> </ul>	<p><b>Keeping safe and managing risk: Playing safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• how to be safe in their computer gaming habits</li> <li>• about keeping safe near roads, rail, water, building sites and around fireworks</li> <li>• about what to do in an emergency and basic emergency first aid procedures</li> </ul> 	



## Year 5 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing: In the media</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that messages given on food adverts can be misleading</li> <li>• about role models</li> <li>• about how the media can manipulate images and that these images may not reflect reality</li> </ul>	<p><b>Keeping safe and managing risk: When things go wrong</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about keeping safe online</li> <li>• that violence within relationships is not acceptable</li> <li>• about problems that can occur when someone goes missing from home</li> </ul> 	<p><b>Drug, alcohol and tobacco education: Different influences</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>• about different influences on drug use – alcohol, tobacco and nicotine products</li> <li>• strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</li> </ul> 
Autumn 2	Spring 2	Summer 2
<p><b>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about stereotyping, including gender stereotyping</li> <li>• workshop from Diversity Role Models or Equaliteach</li> <li>• about prejudice and discrimination and how this can make people feel</li> </ul>	<p><b>Mental health and emotional wellbeing: Dealing with feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about a wide range of emotions and feelings and how these are experienced in the body</li> <li>• about times of change and how this can make people feel</li> <li>• about the feelings associated with loss, grief and bereavement</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: Borrowing and earning money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that money can be borrowed but there are risks associated with this</li> <li>• about enterprise</li> <li>• what influences people's decisions about careers</li> </ul>

## Year 6 - PSHE

Autumn 1 and 2	Spring 1	Summer 1
<p><b>Sex and relationship education:</b> <b>Healthy relationships / How a baby is made</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the changes that occur during puberty</li> <li>• to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>• what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>• about human reproduction in the context of the human lifecycle</li> <li>• how a baby is made and grows (conception and pregnancy)</li> <li>• about roles and responsibilities of carers and parents</li> <li>• to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</li> </ul>	<p><b>Drug, alcohol and tobacco education:</b> <b>Weighing up risk</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>• about assessing the level of risk in different situations involving drug use</li> <li>• about ways to manage risk in situations involving drug use</li> </ul> 	<p><b>Mental health and emotional wellbeing: Healthy minds</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• what mental health is</li> <li>• about what can affect mental health and some ways of dealing with this</li> <li>• about some everyday ways to look after mental health</li> <li>• about the stigma and discrimination that can surround mental health</li> </ul> 
	Spring 2	Summer 2
	<p><b>Identity, society and equality:</b> <b>Human rights</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about people who have moved to Islington from other places, (including the experience of refugees)</li> <li>• about human rights and the UN Convention on the Rights of the Child</li> <li>• about homelessness</li> </ul>	<p><b>Keeping safe and managing risk:</b></p> <p><b>Keeping safe - out and about</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about feelings of being out and about in the local area with increasing independence</li> <li>• about recognising and responding to peer pressure</li> <li>• about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul>



## Sex and relationship education (SRE)

Y1 <i>No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.</i>	Y2 <b>Boys and girls, families</b>	Y3 <i>An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.</i>	Y4 <b>Growing up and changing</b>	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.</i>	Y6 <b>Healthy relationships How a baby is made</b>
	<b>1. Pupils learn to understand and respect the differences and similarities between people</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>are able to define difference and similarity</li> <li>understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that</li> </ul>		<b>1. Pupils learn about the way we grow and change throughout the human lifecycle</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>can identify changes throughout the human life cycle</li> <li>understand change is on-going</li> <li>understand change is individual</li> </ul>		<b>1. Pupils learn about the changes that occur during puberty</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>can identify the physical, emotional and behavioural changes that occur during puberty for both males and females</li> <li>understand that puberty is individual and can occur any time between 8-17</li> <li>understand that body changes at puberty are a preparation for sexual maturity</li> </ul>
	<b>2. Pupils learn about the biological differences between male and female animals and their role in the life cycle</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>know that female mammals give birth and nurse their young</li> <li>can describe the biological differences between male and female</li> <li>understand that the creation of life requires a male and female</li> </ul>		<b>2. Pupils learn the physical changes associated with puberty</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults</li> <li>identify physical changes associated with puberty</li> <li>Understand that everyone's experience of puberty is different and that it begins and ends at different times</li> </ul>		<b>2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture</li> <li>can recognise and challenge gender stereotypes</li> <li>understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</li> </ul>

## Sex and relationship education (SRE)

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	<b>3. Pupils learn the biological differences between male and female children</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>• identify and name biological terms for male and female sex parts</li> <li>• can label the male and female sex parts with confidence</li> <li>• understand that the male and female sex parts are related to reproduction</li> </ul>		<b>3. Pupils learn about menstruation and wet dreams</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>• can describe menstruation and wet dreams</li> <li>• can explain effective methods for managing menstruation and wet dreams</li> <li>• understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</li> </ul>		<b>3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>• can identify positive qualities and expectations from a variety of relationships</li> <li>• can explain the similarities and differences between friendships and intimate relationships</li> <li>• can describe that there are different types of intimate relationships, including marriage</li> <li>• understand that sex or making love may be one part of an intimate relationship between adults</li> </ul>
	<b>4. Pupils learn about growing from young to old and that they are growing and changing</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>• can identify key stages in the human life cycle</li> <li>• understand some ways they have changed since they were babies</li> <li>• understand that all living things including humans start life as babies</li> </ul>		<b>4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>• can explain how changes at puberty affect body hygiene</li> <li>• can describe how to care for their bodies during puberty</li> <li>• can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> </ul>		<b>4. Pupils learn about human reproduction in the context of the human lifecycle</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>• understand that sexuality is expressed in a variety of ways between consenting adults</li> <li>• know that sexual intercourse may be one part of a sexual relationship</li> <li>• can describe how babies are made and explain how sexual intercourse is related to conception</li> <li>• can name the male and female sex cells and reproductive organs</li> </ul>



## Sex and relationship education (SRE)

Y1 <i>No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.</i>	Y2 <b>Boys and girls, families</b>	Y3 <i>An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.</i>	Y4 <b>Growing up and changing</b>	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.</i>	Y6 <b>Healthy relationships How a baby is made</b>
	<p><b>5. Pupils learn that everybody needs to be cared for and ways in which they care for others</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that we all have different needs and require different types of care</li> <li>identify ways we show care towards each other</li> <li>understand the links between needs, caring and changes throughout the life cycle</li> </ul>		<p><b>5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to describe how feelings and behaviour change during puberty</li> <li>can devise strategies for managing these changes</li> <li>understand how changes during puberty can affect relationships with other people</li> </ul>		<p><b>5. Pupils learn how a baby is made and grows (conception and pregnancy)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know the male and female body parts associated with conception and pregnancy</li> <li>can define conception and understand the importance of implantation in the womb</li> <li>know what pregnancy is, where it occurs and how long it takes</li> </ul>
	<p><b>6. Pupils learn about different types of family and how their home-life is special</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe different types of family</li> <li>identify what is special and different about their home life</li> <li>understand families care for each other in a variety of ways</li> </ul>		<p><b>6. Pupils learn strategies to deal with feelings in the context of relationships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to identify feelings and understand how they affect behaviour</li> <li>can practise strategies for managing relationships and changes during puberty</li> <li>can empathise with other people's feelings in relationships, including parents and carers</li> </ul>		<p><b>6. Pupils learn about roles and responsibilities of carers and parents</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify some of skills and qualities needed to be parent and carer</li> <li>understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children</li> <li>can recognise that both men and women can take on these roles and responsibilities</li> </ul>
			<p><b>7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify sources of information, support and advice for children and young people</li> <li>can use appropriate language to discuss puberty and growing up with confidence</li> <li>can answer their own questions about puberty and growing up</li> </ul>		<p><b>7. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can answer their own questions about sex and relationships</li> <li>can use appropriate language to discuss sex and relationships and growing up with confidence</li> <li>can identify sources of information, support and advice for children and young people</li> </ul>

## Drug, alcohol and tobacco education (DATE)

Y1 What do we put into and on to bodies?	Y2 Medicines and me	Y3 Tobacco is a drug	Y4 Making choices	Y5 Different influences	Y6 Weighing up risk
<p>1. Pupils learn about what can go into bodies and how it can make people feel</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to recognise that different things people put into bodies can make them feel good or not so good</li> <li>can identify whether a substance might be harmful to take in</li> <li>know how to ask for help if they are unsure about whether something should go into the body</li> </ul>	<p>1. Pupils learn why medicines are taken</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill</li> <li>know that medicines come in different forms</li> <li>recognise that each medicine has a specific use</li> </ul>	<p>1. Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define what is meant by the word 'drug'</li> <li>can identify when a drug might be harmful</li> <li>recognise that tobacco is a drug</li> </ul>	<p>1. Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used</li> <li>can identify why a person may choose to use or not use a drug</li> <li>are able to state some alternatives to using drugs</li> </ul>	<p>1. Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law</li> <li>understand that there are risks associated with all smoking drugs</li> </ul>	<p>1. Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about some of the possible effects and risks of different drugs</li> <li>know that some drugs are restricted or that it is illegal to own, use and supply them to others</li> <li>understand why and when people might use drugs</li> </ul>
<p>2. Pupils learn about what can go on to bodies and how it can make people feel</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that substances can be absorbed through the skin</li> <li>are able to recognise that different things that people put on to bodies can make them feel good or not so good</li> <li>can state some basic safety rules for things that go onto the body</li> </ul>	<p>2. Pupils learn where medicines come from</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that medicines can be prescribed by a doctor or bought from a shop or pharmacy</li> <li>know when medicines might be used and who decides which medicine is used</li> <li>understand there are alternatives to taking medicines, and when these might be helpful</li> </ul>	<p>2. Pupils learn about the effects and risks of smoking tobacco and secondhand smoke</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know the effects and risks of smoking and of secondhand smoke on the body</li> <li>can express what they think are the most important benefits of remaining smoke free</li> <li>recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand smoke</li> </ul>	<p>2. Pupils learn about the effects and risks of drinking alcohol</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know how alcohol can affect the body</li> <li>explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed</li> <li>know that there are laws and guidelines related to the consumption of alcohol</li> </ul>	<p>2. Pupils learn about different influences on drug use –alcohol, tobacco and nicotine products</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products</li> <li>can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol</li> <li>recognise that there are many influences on us at any time</li> </ul>	<p>2. Pupils learn about assessing the level of risk in different situations involving drug use</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with</li> <li>can identify risks within a given scenario involving drug use</li> <li>understand what would need to change to reduce the level of risk</li> </ul>
	<p>3. Pupils learn about keeping themselves safe around medicines</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that medicines come with instructions to ensure they are used safely</li> <li>know some safety rules for using and storing medicines</li> <li>recognise that medicines can be harmful if not taken correctly</li> </ul>	<p>3. Pupils learn about the help available for people to remain smoke free or stop smoking</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about some of the support and medicines that people might use to help them stop smoking</li> <li>can explain what they might say or do to help someone who wants to stop smoking</li> <li>understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started</li> </ul>	<p>3. Pupils learn about different patterns of behaviour that are related to drug use</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain what is meant by the terms 'habit' and 'addiction'</li> <li>can identify different behaviours that are related to drug use</li> <li>know where they can go for help if they are concerned about someone's use of drugs</li> </ul>	<p>3. Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe some strategies that people can use if they feel under pressure in relation to drug use</li> <li>can demonstrate some ways to respond to pressure concerning drug use</li> <li>recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it</li> </ul>	<p>3. Pupils learn about ways to manage risk in situations involving drug use</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify situations where drug use may occur</li> <li>know some ways of reducing risk in situations involving drug use</li> <li>know where to get help, advice and support regarding drug use</li> </ul>



## Keeping safe and managing risk

Y1 Feeling safe	Y2 Indoors and outdoors	Y3 Bullying – see it, say it, stop it	Y4 Playing safe	Y5 When things go wrong	Y6 Keeping safe – out and about
<p>1. Pupils learn about safety in familiar situations</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise the difference between 'real' and 'imaginary' dangers</li> <li>understand that there are situations when secrets should not be kept</li> <li>know to tell a trusted adult if they feel unsafe</li> </ul>	<p>1. Pupils learn about keeping safe in the home, including fire safety</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some simple rules for keeping safe indoors, including online</li> <li>can describe what to do if there is an emergency</li> <li>understand that they can take some responsibility for their own safety</li> </ul>	<p>1. Pupils learn to recognise bullying and how it can make people feel</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define what is meant by 'bullying'</li> <li>can identify the difference between falling out with someone and bullying</li> <li>understand how bullying can make people feel and why this is unacceptable</li> </ul>	<p>1. Pupils learn how to be safe in their computer gaming habits</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about the age classification system and understand why some games are not appropriate for children to play</li> <li>can evaluate whether a computer game is suitable for them to play and explain why</li> <li>are able to share opinions about computer games</li> </ul>	<p>1. Pupils learn about keeping safe online</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that people can be influenced by things online</li> <li>can explain why what they see online might not be trustworthy</li> <li>know when and how to report something that makes them feel unsafe or uncomfortable</li> </ul>	<p>1. Pupils learn about feelings of being out and about in the local area with increasing independence</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are aware of potential risks when out and about in the local area</li> <li>describe a range of feelings associated with being out and about</li> <li>understand that people can make assumptions about others that might not reflect reality</li> </ul>
<p>2. Pupils learn about personal safety</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise the difference between good and bad touches</li> <li>understand there are parts of the body which are private</li> <li>know who they can go to, what to say or do if they feel unsafe or worried</li> </ul>	<p>2. Pupils learn about keeping safe outside</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some rules for keeping safe outside</li> <li>can assess whether a situation is safe or unsafe</li> <li>understand the importance of always telling someone where they are going or playing</li> </ul>	<p>2. Pupils learn about different types of bullying and how to respond to bullying incidents</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can name different types of bullying (including racism)</li> <li>can identify the different ways bullying can happen (including online)</li> <li>can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</li> </ul>	<p>2. Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify and assess the level of risk of different activities in the local environment</li> <li>recognise that in some situations there may be pressure to behave in a way that doesn't feel safe</li> <li>can identify some ways to respond to unhelpful pressure</li> </ul>	<p>2. Pupils learn that violence within relationships is not acceptable</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know what is meant by domestic violence and abuse</li> <li>understand that nobody should experience violence within a relationship</li> <li>know what to do if they experience violence/ where to go for help, advice and support</li> </ul>	<p>2. Pupils learn about recognising and responding to peer pressure</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify risky behaviour in peer groups</li> <li>recognise and respond to peer pressure and who they can ask for help</li> <li>understand how people feel if they are asked to do something they are unsure about</li> </ul>
<p>3. Pupils learn about people who help keep them safe outside the home</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify situations where they might need help</li> <li>can identify people in the community who can help to keep them safe</li> <li>know how to ask for help if they need it</li> </ul>	<p>3. Pupils learn about road safety</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify hazards in relation to road safety</li> <li>are able to explain how to cross the road safely</li> <li>recognise that there are rules in relation to road safety for all road users</li> </ul>	<p>3. Pupils learn about what to do if they witness bullying</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain how to react if they witness bullying</li> <li>understand the role of bystanders and the important part they play in reducing bullying</li> <li>know how and to whom to report incidents of bullying, where to get help and support</li> </ul>	<p>3. Pupils learn about what to do in an emergency and basic emergency first aid procedures</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to assess what to do in an emergency</li> <li>can carry out some simple first aid procedures for different needs</li> <li>can demonstrate how to ask for help from a range of emergency services</li> </ul>	<p>3. Pupils learn about problems that can occur when someone goes missing from home</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand some of the reasons that might cause a young person to run away or be absent from home</li> <li>can identify the potential risks and dangers of running away or going missing</li> <li>know who to talk to if they feel like running away</li> </ul>	<p>3. Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some of the consequences of anti-social behaviour, including the law</li> <li>describe ways to resist peer pressure</li> <li>recognise they have responsibility for their behaviour and actions</li> </ul>



## Mental health and wellbeing

Y1 Feelings	Y2 Friendship	Y3 Strengths and Challenges	Y4 <i>No specific unit of work for this year group. Mental health is covered in Year 4 SRE: puberty (emotions, feelings, behaviour and relationships)</i>	Y5 Dealing with feelings	Y6 Healthy minds
<p><b>1. Pupils learn about different types of feelings</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can name different feelings (including good and not-so-good feelings)</li> <li>recognise that people may feel differently about the same situation</li> <li>can identify how different emotions look and feel in the body</li> </ul>	<p><b>1. Pupils learn about the importance of special people in their lives</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify people who are special to them and explain why</li> <li>understand what makes a good friend</li> <li>can demonstrate how they show someone they care</li> </ul>	<p><b>1. Pupils learn about celebrating achievements and setting personal goals</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>explain how it feels to be challenged, try something new or difficult</li> <li>can plan the steps required to help achieve a goal or challenge</li> <li>are able to celebrate their own and others' skills, strengths and attributes</li> </ul>		<p><b>1. Pupils learn about a wide range of emotions and feelings and how these are experienced in the body</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to name and describe a wide range and intensity of emotions and feelings</li> <li>understand how the same feeling can be expressed differently</li> <li>recognise how emotions can be expressed appropriately in different situations</li> </ul>	<p><b>1. Pupils learn what mental health is</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that mental health is about emotions, moods and feelings - how we think, feel and behave</li> <li>recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent</li> <li>know that there is help, advice and support available about mental health</li> </ul>
<p><b>2. Pupils learn about managing different feelings</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise that some feelings can be stronger than others</li> <li>can describe some ways of managing different feelings</li> <li>know when to ask for help</li> </ul>	<p><b>2. Pupils learn about making friends and who can help with friendships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand how people might feel if they are left out or excluded from friendships</li> <li>recognise when someone needs a friend and know some ways to approach making friends</li> <li>know who they can talk to if they are worried about friendships</li> </ul>	<p><b>2. Pupils learn about dealing with put-downs</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>explain what is meant by a put-up or put down and how this can affect people</li> <li>can demonstrate a range of strategies for dealing with put-downs</li> <li>recognise what is special about themselves</li> </ul>		<p><b>2. Pupils learn about times of change and how this can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>identify situations when someone may feel conflicting emotions due to change</li> <li>can identify ways of positively coping with times of change</li> <li>recognise that change will affect everyone at some time in their life</li> </ul>	<p><b>2. Pupils learn about what can affect mental health and some ways of dealing with this</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise what can affect a person's mental health</li> <li>know some ways of dealing with stress and how people can get help and support</li> <li>understand that anyone can be affected by mental ill health</li> </ul>
<p><b>3. Pupils learn about change or loss and how this can feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)</li> <li>can describe how people might feel when there is a change or loss</li> <li>recognise what they can do to help themselves or someone else who may be feeling unhappy</li> </ul>	<p><b>3. Pupils learn about solving problems that might arise with friendships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify some ways that friendships can go wrong</li> <li>can describe some ways to sort out friendships problems</li> <li>recognise that difficulties within friendships can usually be resolved</li> </ul>	<p><b>3. Pupils learn about positive ways to deal with set-backs</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe how it feels when there are set-backs</li> <li>know some positive ways to manage set-backs and how to ask for help or support</li> <li>recognise that everyone has set-backs at times, and that these cannot always be controlled</li> </ul>		<p><b>3. Pupils learn about the feelings associated with loss, grief and bereavement</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise that at times of loss, there is a period of grief that people go through</li> <li>understand there are a range of feelings that accompany bereavement and know that these are necessary and important</li> <li>know some ways of expressing feelings related to grief</li> </ul>	<p><b>3. Pupils learn about some everyday ways to look after mental health</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some everyday ways of looking after mental health</li> <li>can explain why looking after mental health is as important as looking after physical health</li> <li>understand that some things that support mental health will also support physical health</li> </ul>



## Mental health and wellbeing

Y1 Feelings	Y2 Friendship	Y3 Strengths and Challenges	Y4 <i>No specific unit of work for this year group. Mental health is covered in Year 4 SRE: puberty (emotions, feelings, behaviour and relationships)</i>	Y5 Dealing with feelings	Y6 Healthy minds
					<p><b>4. Pupils learn about the stigma and discrimination that can surround mental health</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• recognise that stigma and discrimination of people living with mental health problems can and does exist</li> <li>• explain the negative effect that this can have</li> <li>• know what can help to have a more positive effect (and therefore reduce stigma and discrimination)</li> </ul>

## Physical health and wellbeing

Y1 Fun times	Y2 What keeps me healthy?	Y3 What helps me choose?	Y4 What is important to me?	Y5 In the media	Y6 <i>No specific unit of work for this year group. Healthy eating and physical activity is covered in Year 6 mental health and emotional wellbeing: Healthy Minds</i>
<p><b>1. Pupils learn about food that is associated with special times, in different cultures</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about some of the food and drinks associated with different celebrations and customs</li> <li>can identify what makes their home lives similar or different to others including the food they eat</li> <li>understand why food eaten on special days may be different from everyday foods</li> </ul>	<p><b>1. Pupils learn about eating well</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know what a healthy diet looks like</li> <li>can identify who helps them make choices about the food they eat</li> <li>know the benefits of a healthy diet (including oral health)</li> </ul>	<p><b>1. Pupils learn about making healthy choices about food and drinks</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can use the Eatwell guide to help make informed choices about what they eat and drink</li> <li>can describe situations when they have to make choices about their food and drink</li> <li>understand who and what influences their choices about food and drinks</li> </ul>	<p><b>1. Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain why a person may avoid certain foods</li> <li>are able to communicate their own personal food needs</li> <li>understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons</li> </ul>	<p><b>1. Pupils learn that messages given on food adverts can be misleading</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers</li> <li>can compare the health benefits of a food or drink product in comparison with an advertising campaign</li> <li>identify advertising as one influence on people's choices about food and drink</li> </ul>	
<p><b>2. Pupils learn about active playground games from around the world</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe how to play different active playground games</li> <li>can recognise how active playground games make them feel</li> <li>can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</li> </ul>	<p><b>2. Pupils learn about the importance of physical activity, sleep and rest</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe some ways of being physically active throughout the day</li> <li>explain why it is important to rest and get enough sleep, as well as be active</li> <li>understand that an hour a day of physical activity is important for good health</li> </ul>	<p><b>2. Pupils learn about how branding can affect what foods people choose to buy</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain why people are attracted to different brands</li> <li>are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</li> <li>understand how this can affect what food people buy</li> </ul>	<p><b>2. Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality)</li> <li>are able to talk about their views and express their opinions on factors that affect food choice</li> <li>understand that consumers may have different views on the food they eat and how it is produced and farmed</li> </ul>	<p><b>2. Pupils learn about role models</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to analyse how the media portray celebrities</li> <li>recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people</li> <li>can explain why we need to be cautious about things we see, hear or read about in the media</li> </ul>	
<p><b>3. Pupils learn about sun-safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about some of the effects of too much sun on the body</li> <li>can describe what people can do to protect their bodies from being damaged by the sun</li> <li>know what they will need and who to ask for help if they going out in strong sun</li> </ul>	<p><b>3. Pupils learn about the people who help us to stay healthy and well and about basic health and hygiene routines</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about the roles of people who help them to stay healthy (including giving vaccinations)</li> <li>can describe everyday routines to help take care of their bodies, including oral health</li> <li>understand how basic hygiene routines can stop the spread of disease</li> </ul>	<p><b>3. Pupils learn about keeping active and some of the challenges of this</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to identify a range physical activities that help the body</li> <li>are able to evaluate the levels of physical activity in different pastimes</li> <li>can explain what choices they have about how to spend their free time</li> </ul>	<p><b>3. Children learn about the importance of getting enough sleep</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>explain the importance of sleep for health and wellbeing</li> <li>know what can help people relax and sleep well</li> <li>recognise the impact that too much screen time can have on a person's health and wellbeing</li> </ul>	<p><b>3. Pupils learn about how the media can manipulate images and this may not reflect reality</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that images can be changed or manipulated by the media and how this can differ from reality</li> <li>can describe how the media portrayal might affect people's feelings about themselves</li> <li>accept and respect that people have bodies that are different</li> </ul>	

## Careers, financial capability and economic wellbeing

Y1 My money	Y2 <i>No specific unit of work for this year group.</i>	Y3 Saving, spending and budgeting	Y4 <i>No specific unit of work for this year group.</i>	Y5 Borrowing and earning money	Y6 <i>No specific unit of work for this year group.</i>
<p>1. Pupils learn about where money comes from and making choices when spending money</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)</li> <li>recognise that people make choices about what to buy</li> <li>understand that they may not always be able to have all the things they want</li> </ul>		<p>1. Pupils learn about what influences people's choices about spending and saving money</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand how manufacturers and shops persuade us to spend money</li> <li>are able to recognise when people are trying to pressurise them to spend their money and how this feels</li> <li>can make decisions about whether something is 'value for money'</li> </ul>		<p>1. Pupils learn that money can be borrowed but there are risks associated with this</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes)</li> <li>can explain the difference between manageable and unmanageable debt and how this can make people feel</li> <li>can identify where people can access reliable information and support</li> </ul>	
<p>2. Pupils learn about saving money and how to keep it safe</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand why people might want to save their money</li> <li>can say how it feels to save for something you really want</li> <li>recognise where money is stored to keep it safe and some places are safer than others</li> </ul>		<p>2. Pupils learn how people can keep track of their money</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can keep simple records to keep track of their money</li> <li>can ask simple questions about needs and wants - decide how to spend and save their money</li> <li>know the best places people can go for help about money</li> </ul>		<p>2. Pupils learn about enterprise</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify skills that make someone enterprising</li> <li>know what is needed to plan and set up an enterprise</li> <li>can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise</li> </ul>	
<p>3. Pupils learn about the different jobs people do</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that there are a range of jobs that people can do</li> <li>recognise that both men and women are able to do a range of jobs</li> <li>understand that having a job means people can earn money</li> </ul>		<p>3. Pupils learn about the world of work</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work</li> <li>know about a number of different jobs people do</li> <li>can identify the skills and attributes needed for different jobs</li> </ul>		<p>3. Pupils learn what influences people's decisions about careers</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that money is one factor in choosing a job and that some jobs pay more than others</li> <li>can debate the extent to which a person's salary is more or less important to job satisfaction</li> <li>understand how people choose what job to do</li> </ul>	



Y1 Me and others	Y2 <i>No specific unit of work for this year group. Friendship is covered in the mental health and emotional wellbeing unit for Year 2. Caring for others and different families is covered in SRE.</i>	Y3 Celebrating difference	Y4 Democracy	Y5 Stereotypes, discrimination and prejudice (including tackling homophobia)	Y6 Human rights
<p>1. Pupils learn about what makes themselves and others special</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can recognise some of the things that make them special</li> <li>can describe ways they are similar and different to others</li> <li>understand that everyone has something about them that makes them special</li> </ul>		<p>1. Pupils learn about valuing the similarities and differences between themselves and others</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief</li> <li>recognise they have shared interests and experiences with others in their class as well as with people in the wider world</li> <li>understand that peers might be similar or different to each other but can play or work together</li> </ul>	<p>1. Pupils learn about Britain as a democratic society</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that Britain is a democratic society and what this means</li> <li>know that there are different political parties who differ in their views</li> <li>understand that people have opportunities to influence decisions by voting in elections</li> </ul>	<p>1. Pupils learn about stereotyping, including gender stereotyping</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain what is meant by the word 'stereotype'</li> <li>identify stereotypes as presented in the media and wider world</li> <li>feel able to challenge gender stereotypes</li> </ul>	<p>1. Pupils learn about people who have moved to Islington from other places, (including the experience of refugees)</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand what migration means</li> <li>identify the reasons why people move from one place to another</li> <li>are able to empathise with the experiences and challenges moving and settling in new place might bring</li> </ul>
<p>2. Pupils learn about roles and responsibilities at home and school</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify the different roles of people at home and school</li> <li>can solve simple dilemmas about taking responsibility</li> <li>can explain why it is important to take responsibility at school and at home (including looking after the local environment)</li> </ul>		<p>2. Pupils learn about what is meant by community</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain what being part of a community means</li> <li>can recognise some of the different groups or communities they belong to and their role within them</li> <li>value and appreciate the diverse communities which exist and how they connect</li> </ul>	<p>2. Pupils learn about how laws are made</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know how laws are made and the importance of following them</li> <li>understand the contribution and influence that individuals and organisations can have on social and environmental change</li> <li>recognise that laws help to keep people safe</li> </ul>	<p>2. Workshop from Diversity Role Models or Equaliteach</p> <p><i>Diversity Role Models: An in-school workshop LGBT or straight ally role models who speak directly to young people about their experiences</i>  <a href="http://www.diversityrolemodels.org">www.diversityrolemodels.org</a></p> <p><i>Equaliteach: Think! In school workshops looking at stereotypes and thinking critically about information received from the media, online, family and friends</i>  <a href="http://www.equaliteach.co.uk">www.equaliteach.co.uk</a></p>	<p>2. Pupils learn about human rights and the UN Convention on the Rights of the Child</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are aware how the rights are relevant to their lives and that rights come with responsibilities</li> <li>understand that individual human rights can sometimes conflict with the circumstances in a country</li> <li>identify some of the organisations that represent and support the rights of the child and the difference they make</li> </ul>
<p>3. Pupils learn about being co-operative with others</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom</li> <li>can challenge unhelpful behaviour in a positive way</li> <li>understand how their behaviour can affect others</li> </ul>		<p>3. Pupils learn about belonging to groups</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify positive and negative aspects of being a member of a group</li> <li>can acknowledge that there may be times when they don't agree with others in the group</li> <li>can stand up for their own point of view against opposition</li> </ul>	<p>3. Pupils learn about the local council</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand the local council organises services under the guidance of central government</li> <li>recognise there are limited resources for the needs of the community</li> <li>know that people may have different views about how council money should be spent</li> </ul>	<p>3. Pupils learn about prejudice and discrimination and how this can make people feel</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>identify some discriminatory language (homophobic, sexist, disablist, racist)</li> <li>know what to do if they experience discriminatory language at school</li> <li>understand how discriminatory language can make people feel and that this is unacceptable</li> </ul>	<p>3. Pupils learn about homelessness</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain what make a place where someone lives a 'home'</li> <li>to be able to appreciate the difficulties of being homeless or living in temporary accommodation</li> <li>know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation</li> </ul>

## St John's PSHE Enrichment

Year	Visits	Visitors	Workshops
R			
1		Visit from someone who helps us Visit from someone talking about their job	Basic Road Safety Skills
2		Visit from a health worker Visit from a pharmacist	Fire Safety
3		Visit from a community leader Visit from people with different careers.	Positive Boundaries Workshop
4		Visit from a councillor	First Aid
5		Visit from a financial advisor / banker	Introduction to LGBT+
6		Visit from a counsellor	Drugs: What's in the box? Identity Mini Police—Anti Social Behaviour

## Project Question: Is playing good for us?

### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

### Wider Curriculum Links:

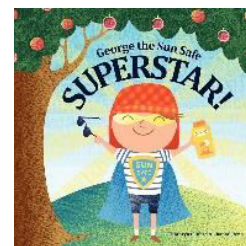
Horizontal –

Vertical –

Diagonal –

### Prior Learning:

### Key Texts



### Communicate personally:



Culture, celebration, treat, active, protect, protection

### Knowledge Schema

### Core Knowledge



**\*\*includes food tasting\*\***

**To know about food that is associated with special times in different cultures.**

- *know about some of the food and drinks associated with different celebrations and customs*
- *can identify what makes their home lives similar or different to others, including the food they eat*
- *understand why food eaten on special days may be different from everyday foods*

How do we celebrate a special day? Children may think of going somewhere special, spending time with friends and family, giving and receiving presents and eating special food.

Show some events the children will be familiar with e.g. Christmas, Birthday, Easter – what special food may you eat on these days?

Is this everyday food or is this food that's a treat? How would you explain what is different between food we eat every day and food that is a treat?

Show some examples of food eaten by people of different faiths or cultures during special days for them

### Concepts and Milestones

about foods that support good health and the risks of eating too much sugar

about how physical activity helps us to stay healthy; and ways to be physically active everyday

how to keep safe in the sun and protect skin from sun damage

about the people who help us to stay physically healthy

to recognise the ways in which they are the same and different to others  
to recognise the ways they are the same as, and different to, other people

### PoP Tasks



#### Basic

Draw a special day you have experienced and the food you ate. Use labels.

#### Advanced

Write a sentence explaining some special food eaten in a different culture.



	<p>e.g. Jews – apples dipped in honey during Passover Muslims – Turkish delight sweets during Eid Thailand – fried bananas (banana fritter)</p> <p>Explain how the above are treats and not everyday food.</p> <p><b>**Children could try apples in honey and Turkish delight and photos added to their books – check allergies**</b></p>		
	<p><b>To know about active playground games from around the world.</b></p> <ul style="list-style-type: none"> <li>• <i>can describe how to play different active playground games</i></li> <li>• <i>can recognise how active playground games make them feel</i></li> <li>• <i>can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</i></li> </ul> <p>What games do you like to play on the playground?</p> <p>How does playing these games make us feel? This could be linked with 'happy' feelings or 'physical' feelings such as hot and sweaty.</p> <p><a href="#">Games Around the World (teacher made) - Twinkl</a></p> <p>Use some of the games listed in the resource above to find out what children like to play in other countries.</p> <p>Which of these games do you think look the most fun and why?</p> <p><a href="#">KS1 Dance: Time to Move. Playground games around the world - BBC Teach</a></p>		<p><b><u>Basic</u></b></p> <p>Children to go out in the playground and try out some of the games that children around the world play.</p> <p>How did they feel playing these games?</p>
	<p><b>To know about sun-safety.</b></p> <ul style="list-style-type: none"> <li>• <i>know about some of the effects of too much sun on the body</i></li> <li>• <i>can describe what people can do to protect their bodies from being damaged by the sun</i></li> <li>• <i>know what they will need and who to ask for help if they going out in strong sun</i></li> </ul> <p>Have a feely bag with items related to sun safety e.g. sunglasses, cap, t-shirt, sun-cream, waterbottle. Can the children guess what the items are and how they link?</p> <p>What happens if we stay out in the sun too long? List children's responses.</p> <p>Show children some scenarios / pictures of people in the sun. What could they do to protect themselves more?</p> <p>Explain to the children who they could ask for help if they were at school, at the beach, on a day out etc. to help them with their sun safety.</p> <p><a href="#">Tips for staying safe in the sun - CBeebies - BBC</a></p> <p><a href="#">KS1 (Ages 5-7) Sun Awareness Week: Video Lesson - Twinkl</a></p> <p><a href="#">Sun Safety PowerPoint with lots of sun safety guidelines. (twinkl.co.uk)</a></p>		<p><b><u>Basic</u></b></p> <p>Draw a picture of someone in the sun and what they have done to look after themselves. Use labels</p> <p><b><u>Advanced</u></b></p> <p>Write a sentence under your picture explaining a sun safety rule.</p>
<p><b>Review project question: Is playing good for us?</b></p>			

## PSHE Curriculum

### Year 1 – Keeping Safe and Managing Risk – Feeling Safe

#### Project Question: Are there lots of people to keep us safe?

##### Curriculum Drivers:

Live our Values  
Communicate Clearly  
Overcome difficulties  
Prioritise Health  
Recognise Achievement

##### Wider Curriculum Links:

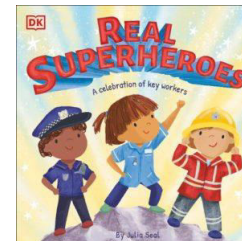
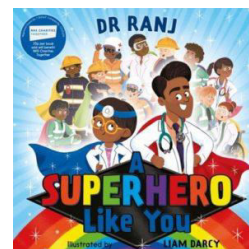
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##### Prior Learning:

##### Key Texts



##### Communicate personally:



Safety, real, imaginary, secret, surprise, uncomfortable, unsafe, private, touch, underwear, community, helpful

##### Knowledge Schema

##### Core Knowledge

##### Concepts and Milestones

##### PoP Tasks



##### To know about safety in familiar situations.

*learn about safety in familiar situations*

- recognise the difference between 'real' and 'imaginary' dangers
- understand that there are situations when secrets should not be kept
- know to tell a trusted adult if they feel unsafe

Children to see some images of 'real' dangers and 'imaginary' dangers e.g. a fire, a busy road, a wizard, a monster etc. Can the children sort these into real and imaginary dangers?

When we're scared, how does it feel in our bodies? List children's responses e.g. heart beats fast, shivery,

Talk about secrets – what is a secret? Some secrets are safe secrets and may be a nice surprise. Some secrets are not nice and may be unsafe. If a secret is kind or linked with something nice happening to a person then this is usually OK. If a secret is unkind or leads to you feeling unsure or

about different feelings that humans can experience

how feelings can affect people's bodies and how they behave

about ways of sharing feelings; a range of words to describe feeling

about rules and age restrictions that keep us safe

ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

##### Basic


Sort some secrets into safe secrets and unsafe secrets.

##### Advanced


Finish the sentence starters.

A safe secret will make someone feel

An unsafe secret may make someone feel

	<p>uncomfortable then this may not be safe and a trusted adult should be told. Share some examples of secrets and decide whether they are safe or unsafe</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>* a surprise birthday party for a friend</li> <li>* an adult giving you a kiss and asking you to not tell your mummy or daddy</li> <li>* your friend tells you someone is being nasty to them on the playground but doesn't want you to tell anyone.</li> <li>* you buy a present for your aunty and your mummy tells you not to tell them what it is.</li> </ul>	<p>about the people whose job it is to help keep us safe</p> <p>about what to do if there is an accident and someone is hurt</p> <p>to identify the people who love and care for them and what they do to help them feel cared for</p> <p>that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	
	<p><b>To know about personal safety</b></p> <ul style="list-style-type: none"> <li>• <i>recognise the difference between good and bad touches</i></li> <li>• <i>understand there are parts of the body which are private</i></li> <li>• <i>know who they can go to, what to say or do if they feel unsafe or worried</i></li> </ul> <p>Recap what was learnt about secrets last lesson Introduce a teddy or puppet of a person to the class. Teddy does not like his ears being touched but does like his feet being tickled.</p> <p>Who might tickle Teddy's feet? Children to think of people who they don't mind tickling them.</p> <p>There are lots of ways we can have our bodies touched – how many can we think of? (for example: cuddles, kisses, pokes, pushes, punches, tickles, slaps, plaiting hair/combing hair, massage, strokes, holding hands)</p> <p>Which of the touches above might Teddy like and which might he not like?</p> <p>There are some part of the body which are private and should not be touched by another person – these are where our bodies are covered by underwear.</p> <p>Use the resources from the NSPCC Pants website and share the PANTS rules</p> <p>What could Teddy do if someone touched him/her and he did not want them to? <i>Who could teddy tell?</i></p> <p><a href="#">Let's talk PANTS with Pantosaurus!   NSPCC PSHE and Citizenship KS1 Safety First Lesson 5: Safe Secrets and Surprises (twinkl.co.uk)</a></p>	<p>to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>how to respond safely to adults they don't know</p> <p>about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>different jobs that people they know or people who work in the community do</p>	<p><b>Basic</b></p> <p>Children to have an outline of a child wearing pants. Children to tick parts of the body where the child may like being touched and label with words such as hold hands, cuddle, tickle</p> <p>Children to put a X on parts of the body which shouldn't be touched.</p> <p>They can decorate the person's pants to reinforce the rule.</p> <p><b>Advanced</b></p> <p>Write one of the PANTS rules underneath the outline.</p>



	<p><b>To know about people who keep us safe outside the home</b></p> <ul style="list-style-type: none"> <li>• <i>can identify situations where they might need help</i></li> <li>• <i>can identify people in the community who can help to keep them safe</i></li> <li>• <i>know how to ask for help if they need it</i></li> </ul> <p>How many people can you think who help us? List the children's responses.</p> <p>Share some different scenarios. Who may help in each of these?</p> <p>e.g. you get lost in a shop  you need help crossing the road  you feel unwell  you are lost at the beach</p> <p>Invite someone in who helps in the community e.g. police officer, fireman, school crossing officer. Invite them to speak to the children about their role and the children can ask questions about how they help people.</p> <p><a href="#">Who Can Help Me Interactive PowerPoint - Teaching Resources (twinkl.co.uk)</a>  <a href="#">People Who Help Us Video PowerPoint (teacher made) - Twinkl</a>  <a href="#">People Who Help Us Early Writing Activities (teacher made) (twinkl.co.uk)</a></p>		<p><b><u>Basic</u></b>  Draw 5 people in a 'helping hand' template who may help you.</p> <p><b><u>Advanced</u></b>  Give each group a picture of a place e.g. school, beach, swimming pool, shop, train station etc.  Ask the children to identify who would help them there.</p> <p>Fill in the sentence  If you need help in the _____  then ask _____</p>
<p align="center"><b>Review project question: Are there lots of people to keep us safe?</b></p>			

## Project Question: **Am I Special?**

### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

### Wider Curriculum Links:

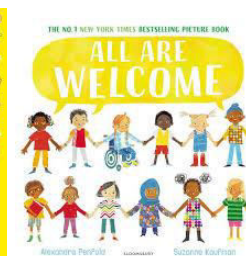
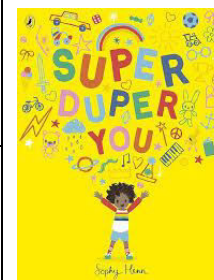
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### Prior Learning:

### Key Texts



### Communicate personally:



Special, similar, different, quality, unique, role, responsibility, community, helpful, unhelpful, co-operation, teamwork,

### Knowledge Schema

### Core Knowledge

### Concepts and Milestones

### PoP Tasks



#### To know about what makes themselves and others special

- *can recognise some of the things that make them special*
- *can describe ways they are similar and different to others*
- *understand that everyone has something about them that makes them special*

Ask children to partner up with someone and discuss what is the same and what is different about them. Discuss things that are obvious e.g. physical features but also things less obvious like likes/dislikes.

There are lots of things that are the same about us but we are all different too – nobody is exactly the same, we are all unique!

Discuss things we are good at – no one is good at everything but everyone is good at something. This is what makes us special.

Share Super Duper You! What qualities does the story celebrate?

to recognise what makes them special

to recognise the ways in which we are all unique

to identify what they are good at, what they like and dislike

about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

simple strategies to resolve arguments between friends positively  
about what is kind and unkind behaviour, and how this can affect others

about how to treat themselves and others with respect; how to be polite and courteous



#### Basic

Pupils draw portraits of their friend, ensuring they draw something that shows a special feature, something that makes them special or unique. This could be a physical attribute or something they do.

#### Advanced

Children to use photos of themselves and a friend and label the physical differences as well as the less obvious differences.

Children write I am special because \_\_\_\_\_

	<p><b>To know about roles and responsibilities at home and at school.</b></p> <ul style="list-style-type: none"> <li>• <i>can identify the different roles of people at home and school</i></li> <li>• <i>can solve simple dilemmas about taking responsibility</i></li> <li>• <i>can explain why it is important to take responsibility at school and at home (including looking after the local environment)</i></li> </ul> <p><a href="#">Rights and responsibilities   KS1 Citizenship   Primary - BBC Bitesize</a></p> <p>Discuss the meaning of the term responsibility – to answer for our own actions.</p> <p>What are some of the responsibilities we may have at home? Make a list e.g. keep our room tidy, get ourselves dressed, brush our teeth</p> <p>What about our responsibilities at school? E.g. to be safe on the playground, to listen carefully, to be kind to others.</p> <p>Which of these responsibilities do you enjoy the most / least? Are some easier than others? What about when we're out and about in the local community? What are our responsibilities? E.g. not dropping litter</p> <p>Share some scenarios with dilemmas related to taking responsibility in everyday life. Discuss with children what they think / feel about the situation and what they would do. <a href="#">Being Responsible (youtube.com)</a></p>	<p>to recognise the ways in which they are the same and different to others</p> <p>how to listen to other people and play and work cooperatively</p> <p>how people and other living things have different needs; about the responsibilities of caring for them</p> <p>about things they can do to help look after their environment</p> <p>about the different roles and responsibilities people have in their community</p> <p>to recognise the ways they are the same as, and different to, other people</p>	<p><b><u>Basic</u></b> Children to draw a picture of them being responsible at home and at a school with the following sentence starters completed</p> <p>I can be responsible at home by _____</p> <p>I can be responsible at school by _____</p> <p><b><u>Advanced</u></b> Children add to their picture how they can be responsible in their local community.</p>
	<p><b>To know how to be co-operative with others</b></p> <p><i>*can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom</i></p> <ul style="list-style-type: none"> <li>• <i>can challenge unhelpful behaviour in a positive way</i></li> <li>• <i>understand how their behaviour can affect others</i></li> </ul> <p>Pupils are given simple scenarios of a playground or classroom situation that is unfair, unkind or unhelpful – these may be written, read aloud or visual. Pupils discuss what is wrong with the behaviour in the scenarios.</p> <p>When we co-operate with each other, it means working together to solve or overcome a problem.</p> <p>Look at some of the scenarios again – what would helpful behaviour look like to solve this situation? How could the people in the picture co-operate with one another?</p> <p>Share the story of the enormous turnip – how did the characters co-operate in order to solve a problem?</p>		<p><b><u>Basic</u></b> Children to take part in a team activity where they need to co-operate with one another and use the skills from the lesson.</p> <p><b><u>Advanced</u></b> Write a sentence explaining how you worked as a team in the activity.</p>
<p><b>Review project question: Am I Special?</b></p>			



**Project Question: Is everything OK to eat or drink?**

**Curriculum Drivers:**

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

**Wider Curriculum Links:**

Horizontal –

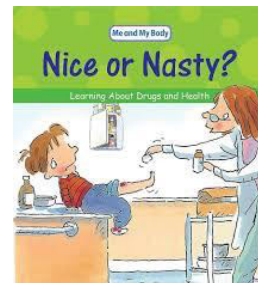
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**Prior Learning:**

Children learnt about using sun lotion as a way of keeping safe in an earlier unit.

**Key Texts**



**Communicate personally:**



Medicine, substance, poisonous, harmful, lotions

**Knowledge Schema**

**Core Knowledge**



**To know what can go into our bodies and how it can make people feel.**

- are able recognise that different things that go into bodies can make people feel good or not so good
- can identify whether a substance might be harmful to take in
- know how to ask for help if they are unsure whether something should go into the body

[Keeping Safe | Medicine and Poisonous Substances PowerPoint \(twinkl.co.uk\)](https://www.twinkl.co.uk)

Children to think of things that go inside our body and where they go in e.g. food and drink, in our mouths. Medicine, in our mouths. Injections, in limbs.

Focus on medicine using the slides above – should we take medicine ourselves? Who should help us?

Share differences between ‘medicine’ and ‘sweets’

**Concepts and Milestones**

that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

how to keep safe in the sun and protect skin from sun damage

about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

that household products (including medicines) can be harmful if not used correctly

about things that people can put into their body or on their skin; how these can affect how people feel

**PoP Tasks**

**Basic**


Sort pictures into a Venn diagram showing what is safe to go in our bodies and what is unsafe.

**Advanced**

Complete the sentence

Too much medicine is not good because

\_\_\_\_\_

	<p>Show other household objects using slides above – should these go into our bodies? What might happen if we take things that we shouldn't?</p> <p>Role play a scenario where a child comes across a substance and isn't sure whether to put it in their body – what should they do?</p> <p><a href="#">What Do We Put Inside Our Bodies Sorting Activity - sorting (twinkl.co.uk)</a></p>		
	<p><b>To know what can go on to our bodies and how it can make people feel.</b></p> <ul style="list-style-type: none"> <li>• <i>know that substances can be absorbed through the skin</i></li> <li>• <i>are able to recognise that different things that people put on to bodies can make them feel good or not so good</i></li> <li>• <i>can state some basic safety rules for things that go on to the body</i></li> </ul> <p>Name some things that go on the body – creams, lotions etc.</p> <p>When might we need to put cream or lotion on our bodies?</p> <p>Are there any things that go on our bodies that don't feel nice?</p>		<p><b>Basic</b></p> <p>Children draw a picture of a time when they used cream or lotion on their body.</p> <p>Think about</p> <ul style="list-style-type: none"> <li>* what it was</li> <li>* why they used it</li> <li>* who put it there</li> <li>* how they felt.</li> </ul>
<p><b>Review project question: Is everything OK to eat or drink?</b></p>			

**Project Question: Is it OK to feel angry?**

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

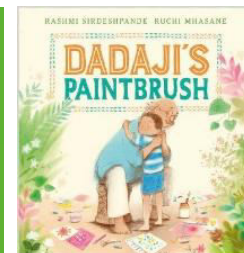
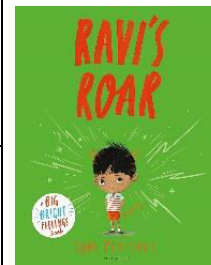
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Prior Learning:

Key Texts



Communicate personally:



Knowledge Schema

Core Knowledge



**To know about different types of feelings.**

- can name different feelings (including good and not-so-good feelings)
- recognise that people may feel differently about the same situation
- can identify how different emotions look and feel in the body

Brainstorm words for different feelings. Use mirrors to explore how our faces can show different feelings e.g. show me in the mirror what it might look like when you're happy, sad, scared, angry

Look at some different scenarios: how might you feel in each of these?  
Would everyone feel the same or may some people have different feelings?

- \*big slide
- \*birthday party
- \*spiders
- \*an argument

Share story which explores feelings e.g. the colour monster, Ravi's Roar, Ruby's Worry, Milo's Monster

Concepts and Milestones

about different feelings that humans can experience

how to recognise and name different feelings

how feelings can affect people's bodies and how they behave

how to recognise what others might be feeling

to recognise that not everyone feels the same at the same time, or feels the same about the same things

about ways of sharing feelings; a range of words to describe feelings

about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

PoP Tasks

[Emotions, Expressions and Feelings Worksheet \(teacher made\) \(twinkl.co.uk\)](#)

**Basic**

Draw on the faces the different emotions and how they would look on someone's face.

**Advanced**

Share some sentences about the character in the story shared in the lesson.



e.g.

Ruby was scared when \_\_\_\_\_

or

Ravi was angry when \_\_\_\_\_



	<a href="#">Feelings and Emotions - BBC Bitesize</a> <a href="#">PSHE KS1 Be Yourself Lesson 2   KS1 Feelings Lesson - Twinkl</a>		
	<p><b>To know about managing different feelings.</b></p> <ul style="list-style-type: none"> <li>• <i>recognise that some feelings can be stronger than others</i></li> <li>• <i>can describe some ways of managing different feelings</i></li> <li>• <i>know when to ask for help</i></li> </ul> <p>Recap some of the different feelings from last lesson. Share some examples of when they may have felt these feelings e.g. a time when I was sad was..., a time when I was excited was....</p> <p><a href="#">How can you cope with feeling angry? - 1st level Health and wellbeing - BBC Bitesize</a></p> <p>Watch the video above – what are the tips shared for dealing with feeling angry?</p> <p>List some other strategies and share some from the resource below</p> <p><a href="#">Emotions   When I Am Angry I Can   Twinkl (teacher made)</a></p> <p>Try some of the strategies out – which make you feel calmest?</p> <p>Explain to the children how it is OK to feel different emotions, even ones which aren't positive but that it's important we have the tools to manage our feelings and cope.</p>	<p>different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p><b>Basic</b>  <a href="#">Emotions   When I Am Angry I Can   Twinkl (teacher made)</a>  Choose the 5 ways that would make you calm down the most when feeling angry</p> <p><b>Advanced</b>  List some other words that mean the same as angry e.g. mad, furious, annoyed etc.</p>
	<p><b>To know about change or loss and how this can feel</b></p> <ul style="list-style-type: none"> <li>• <i>are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)</i></li> <li>• <i>can describe how people might feel when there is a change or loss</i></li> <li>• <i>recognise what they can do to help themselves or someone else who may be feeling unhappy</i></li> </ul> <p>Children to discuss what their favourite toy is. Share with other members of the class.</p> <p>How would they feel if they lost that toy? List how they would feel and why they would feel like this.</p> <p>What might make a person feel better if they lost their favourite toy?</p> <p>Sometimes people experience loss (it could be a family member or pet dying or losing a toy or moving home / school) We may experience sadness when we experience this loss.</p> <p>Share a story where a character experiences loss – Dadaji's paintbrush is an example</p>		<p><b>Basic</b>  Draw your favourite toy. Underneath complete the sentence.  If I lost this toy, I would feel</p> <hr/>

	How did the boy feel at different parts of the story?  What did he miss?		
Review project question: Is it OK to feel angry?			

## PSHE Curriculum

### Year 1 – Careers, financial capability and economic wellbeing: My Money

#### Project Question: Should we spend our money as soon as we get it?

##### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

##### Wider Curriculum Links:

Horizontal –

Vertical –

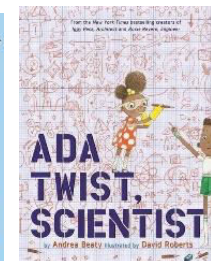
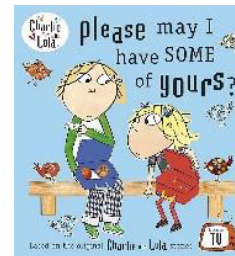
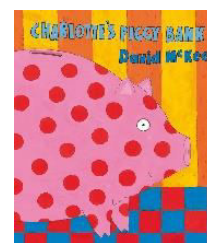
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##### Prior Learning:

[HSBC money management workshops foundation, key stage 1 - Stay Safe Partnership –](#)

[Lincolnshire County Council](#)

##### Key Texts



##### Communicate personally:



Money, spend, save, bank, jobs, career, earn

##### Knowledge Schema

##### Core Knowledge



**To know where money comes from and how to make choices when spending money.**

- understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)
- recognise that people make choices about what to buy
- understand that they may not always be able to have all the things they want

[PSHE and Citizenship KS1 Money Matters Lesson 1: Money Lesson Pack \(twinkl.co.uk\)](#)

[PSHE and Citizenship KS1 Money Matters Lesson 4: Save or Spend? Lesson Pack \(twinkl.co.uk\)](#)

List 2 questions on the board – where do adults get money from? Where do children get money from? Make a list of answers under each question

If you had £5 what would you do with it? Would you:  
Save it? Spend it? Buy a gift for someone?

Show some items on the board (without the cost) Which would they really want? Why? Show the prices (real) – What do they notice?

##### Concepts and Milestones

what money is; forms that money comes in; that money comes from different sources

that people make different choices about how to save and spend money

about the difference between needs and wants; that sometimes people may not always be able to have the things they want

that money needs to be looked after; different ways of doing this

that jobs help people to earn money to pay for things



different jobs that people they know or people who work in the community do

##### PoP Tasks

##### Basic

Sort items out in to those they could get with £5 and those they couldn't.



	<p>Could they have what they wanted if they had £5. What would they have to do if they really wanted something which was more than £5?</p>	about some of the strengths and interests someone might need to do different jobs	
	<p><b>To know about saving money and how to keep it safe.</b></p> <ul style="list-style-type: none"> <li>• <i>understand why people might want to save their money</i></li> <li>• <i>can say how it feels to save for something you really want</i></li> <li>• <i>recognise where money is stored to keep it safe and some places are safer than others</i></li> </ul> <p><a href="#">PSHE and Citizenship KS1 Money Matters Lesson 3: Look After It Lesson Pack (twinkl.co.uk)</a></p> <p>Explain occasions when people may want to save their money e.g. if they want to buy something big and they don't have enough money to buy it straight away.</p> <p>Share story from <a href="#">I Want It!   Values, Money &amp; Me (valuesmoneyandme.co.uk)</a> What did Tara want? Why couldn't she have all of those things?</p> <p>How can we keep our money safe whilst we are saving up? Explore different options e.g. a piggy bank, giving it to a trusted adult or using a bank</p> <p>Use some of the scenario cards from the twinkl pack – how would you keep your money safe in that situation?</p>		<p><b>Basic</b></p> <p>Draw some pictures of different ways we can keep our money safe.</p> <p><b>Advanced</b></p> <p>Finish the sentence starter underneath</p> <p>We can keep our money safe by _____</p>
	<p><b>To know about different jobs people do.</b></p> <ul style="list-style-type: none"> <li>• <i>know that there are a range of jobs that people can do</i></li> <li>• <i>recognise that both men and women are able to do a range of jobs</i></li> <li>• <i>understand that having a job means people can earn money</i></li> </ul> <p><a href="#">Money Matters Lesson 2: Where Money Comes From Lesson Pack (twinkl.co.uk)</a></p> <p>Show some jobs such as dancer, builder, designer, bank clerk, plumber, cleaner, surgeon, dress maker, chef, driver, supermarket checkout worker, farmer, soldier, news reporter, TV presenter. Ensure the examples show both men and women doing the same job. Pupils talk about whether they would like to do that job – Why or why not?</p> <p>Why do people have jobs? Ensure that earning money is mentioned however give other reasons too e.g. enjoyment, to work as part of a team, to help people etc.</p> <p>Show a different job e.g. mechanic – can men and women do this job? Show example photos of both genders doing it. Repeat with different examples. Watch a video of a person talking about their job (especially if it challenges gender stereotypes) or invite a parent / member of the community in to talk about their job.</p>		<p><b>Basic</b></p> <p>Draw a picture of the job they would like to do when they are older – use labels, captions to show equipment needed or where they would work etc.</p> <p><b>Advanced</b></p> <p>Think of some questions they'd like to ask the person in the video or the person who comes in to speak.</p>
<p><b>Review project question: Should we spend our money as soon as we get it?</b></p>			

**Project Question: Are sleep and exercise equally important?**

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

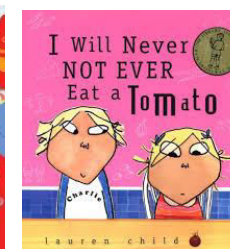
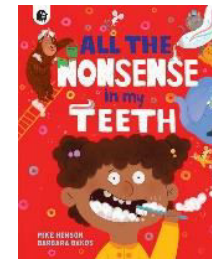
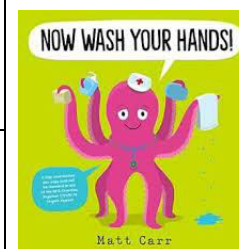
Vertical –

Diagonal –

Prior Learning:

Year 1 – Physical Health and Wellbeing (Fun times)

Key Texts



Communicate personally:



Healthy, diet,

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



**To know about eating well and a healthy diet**

- *know what a healthy diet looks like*
- *can identify who helps them make choices about the food they eat*
- *know the benefits of a healthy diet (including oral health)*

[Premier League Primary Stars](#) | [Eat the Rainbow \(plprimarystars.com\)](#)

[Eatwell Guide PowerPoint](#) | [Primary Teaching Resources \(twinkl.co.uk\)](#)

Display a body outline. Children to identify what they need to eat and drink in order to stay healthy. Refer to the eatwell guide and decide which of the groups we need more / less of to keep healthy.

Look at the eatwell guide – can the children identify which groups they have eaten from already that week?

Why is it important that we eat fruit and vegetables? Explain to the children some of the benefits and how it helps our bodies.

about what keeping healthy means;  
different ways to keep healthy

about foods that support good health  
and the risks of eating too much sugar

about how physical activity helps us to  
stay healthy; and ways to be physically  
active everyday

about why sleep is important and  
different ways to rest and relax

simple hygiene routines that can stop  
germs from spreading

[Eat the Rainbow Healthy Eating Week Collage Activity Poster \(twinkl.co.uk\)](#)

**Basic**

Create a “I can eat the rainbow” collage using different food items.

**Advanced**

Children to add some sentences underneath saying what their favourite fruit or vegetable is and why and why this is good for them.

	<p><b>To know the importance of physical activity, sleep and rest.</b></p> <ul style="list-style-type: none"> <li>• <i>can describe some ways of being physically active throughout the day</i></li> <li>• <i>explain why it is important to rest and get enough sleep, as well as be active</i></li> <li>• <i>understand that an hour a day of physical activity is important for good health</i></li> </ul> <p><a href="#">PSHE It's My Body: KS1 Active and Asleep Lesson Pack (twinkl.co.uk)</a>  <a href="#">Why Is Sleep Important? (teacher made) - Twinkl</a></p> <p>Starter discussion – children to make a list of everything they have done so far today since waking up. Then circle all of the activities that involve physical activity.</p> <p>Explain why our bodies need activity and sleep. How much sleep do children think they should have? Children age 6-13 should have between 9-12 hours sleep a night.</p> <p>Why is physical activity important? We should aim for 60 minutes of active activity a day. What activities could you choose to reach 60 minutes of exercise a day?</p>	<p>that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>about the people who help us to stay physically healthy</p>	<p><b><u>Basic</u></b>  Children to choose 6 activities (10 mins) which will make up 60 minutes of physical exercise a day.</p> <p>Pupils complete the following sentences  Keeping active is important for bodies to _____.  Sleep is important for bodies to _____.</p> <p><b><u>Advanced</u></b>  Children write / draw about what happens to our bodies whilst we sleep</p>
	<p><b>To know about people who help us stay healthy and about some basic hygiene routines.</b></p> <ul style="list-style-type: none"> <li>• <i>know about the roles of people who help them to stay healthy (including giving vaccinations)</i></li> <li>• <i>can describe everyday routines to help take care of their bodies, including oral health</i></li> <li>• <i>understand how basic hygiene routines can stop the spread of disease</i></li> </ul> <p>Show some images of germs or bacteria. What do germs do to us? Where are they?</p> <p>Discuss how the spread of germs can be prevented:- washing hands, cleaning surfaces, hands over mouths when sneezing etc.</p> <p>What about keeping our bodies clean? E.g. washing well with soap, cleaning teeth</p> <p>Identify some people who help us with staying healthy e.g. doctors who give us vaccinations, dentists who check our teeth, cleaners who keep places tidy and clean.</p> <p>Invite a health worker in to discuss with the children their role and give information about how the spread of germs and diseases can be prevented.</p> <p><a href="#">Scientists And Inventors   Discovering Germs KS1   Lesson 4 (twinkl.co.uk)</a>  <a href="#">Personal Hygiene KS1 Lesson Pack   PSHE It's My Body Unit (twinkl.co.uk)</a></p>		<p><b><u>Basic</u></b>  Children match up the people to what they do to help us to stay healthy.</p> <p>List some ways that we can help make sure germs are not spread.</p> <p><b><u>Advanced</u></b>  Explain a routine for brushing our teeth and keeping them clean.</p>
<p align="center"><b>Review project question: Are sleep and exercise equally important?</b></p>			



**Project Question:** Is it important to have friends?

**Curriculum Drivers:**

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

**Wider Curriculum Links:**

Horizontal –

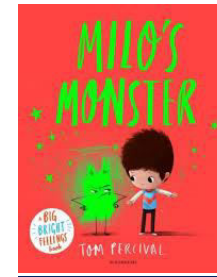
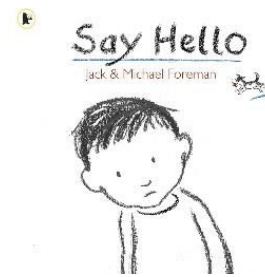
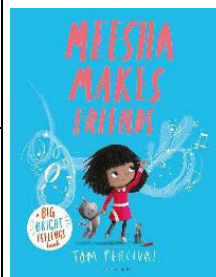
Vertical -

Diagonal -

**Prior Learning:**

Year 1: Mental Health and Wellbeing - Feelings

**Key Texts**



**Communicate personally:**



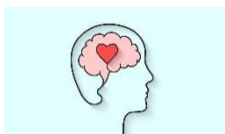
Friendship, qualities, excluded, problems, resolve, jealousy, disagreement, opinion, conflict

**Knowledge Schema**

**Core Knowledge**

**Concepts and Milestones**

**PoP Tasks**



**To know the importance of special people in our lives**

- can identify people who are special to them and explain why
- understand what makes a good friend
- can demonstrate how they show someone they care

Discuss with children who they have in their lives who are special to them e.g. family members, friends, other trusted adults.

What makes these people special to us? E.g. because they care for us, they are kind and make us happy. List reasons

Think about friendship. What makes a good friend? Sort some statements with the children thinking about what a good friend would / wouldn't do.

Share a story about friendship – discuss the friendship of the characters in the story and how they acted as a good friend.

[Books About Friendship EYFS/KS1 Starry-Eyed Stan Story \(twinkl.co.uk\)](#)  
[Good Friend Interactive Sorting Activity PowerPoint - Twinkl](#)

about different feelings that humans can experience

how to recognise what others might be feeling

to recognise that not everyone feels the same at the same time, or feels the same about the same things

about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)



to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

**Basic**

List some qualities of a good friend. Rank them in importance of what they think is most important in a friend.

**Advanced**

Explain how you might show someone that you care for them.

	<p><b>To know about making friends and who can help with friendships.</b></p> <ul style="list-style-type: none"> <li>• <i>understand how people might feel if they are left out or excluded from friendships</i></li> <li>• <i>recognise when someone needs a friend and know some ways to approach making friends</i></li> <li>• <i>know who they can talk to if they are worried about friendships</i></li> </ul> <p>Read a story about a child being left out of a friendship group or use a picture stimulus.</p> <p>Why might it sometimes be hard to make friends? How does a person feel if they're left out?</p> <p>Show some statements to the children – things that help someone make friends and things that won't help making friends. Discuss the reasons for these.</p> <p>As a class, come up with some 'magic words' that can be used when someone wants help making friends.</p> <p><a href="#">KS1 Being a Good Friend Lesson Pack - PSHE Friendship KS1 (twinkl.co.uk)</a></p>	<p>about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>about how people make friends and what makes a good friendship</p> <p>about how to recognise when they or someone else feels lonely and what to do</p> <p>simple strategies to resolve arguments between friends positively</p> <p>how to ask for help if a friendship is making them feel unhappy</p> <p>about what is kind and unkind behaviour, and how this can affect others</p> <p>about how to treat themselves and others with respect; how to be polite and courteous</p> <p>how to listen to other people and play and work cooperatively</p>	<p><b><u>Basic</u></b> List some ways that people can make friends.</p> <p><b><u>Advanced</u></b> Explain how it feels if you're left out of a game or people don't want to be your friend.</p>
	<p><b>To know how to solve problems that might arise during friendships</b></p> <ul style="list-style-type: none"> <li>• <i>can identify some ways that friendships can go wrong</i></li> <li>• <i>can describe some ways to sort out friendship problems</i></li> <li>• <i>recognise that difficulties within friendships can usually be resolved</i></li> </ul> <p><a href="#">KS1 Friendship Problem Role Play Scenario and Questions 1 (twinkl.co.uk)</a></p> <p>When might a friendship go wrong? What might cause friends to argue? Children to list some ideas, discussing with a partner.</p> <p>Conflict usually happens when people disagree about something or have different opinions. Is it OK to like different things and to have different opinions e.g. which football club to support? It can also happen if friends make other friends. Share Milo's Monster exploring why the characters 'fall out.'</p> <p>Read the friendship scenario from the link above and use the questions to explore it.</p> <p>When things go wrong, what could we do to try and resolve the problem and fix things? Share some strategies with the children using role play to show the argument and the different ways of resolving it.</p>		<p><b><u>Basic</u></b> List 5 top tips for resolving friendship problems and making up after an argument.</p> <p><b><u>Advanced</u></b> Explain why Milo felt jealous in the story and how the friendship problem was resolved.</p>
<p><b>Review project question: Is it important to have friends?</b></p>			

## Project Question: Are we all the same?

### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

### Wider Curriculum Links:

Horizontal –

Vertical –

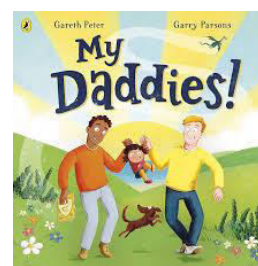
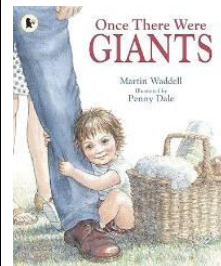
Diagonal –

### Prior Learning:

Year 1: Mental Health and Wellbeing – Feelings

INFORMATION TO BE SENT OUT TO FAMILIES PRIOR TO THIS UNIT REMINDING THEM OF THE CONTENT AND THAT THEY MAY WISH TO HAVE CONVERSATIONS WITH THEIR CHILDREN BEFORE / AFTER THIS TEACHING

### Key Texts



### Communicate personally:



Male, female, gender, biological, teats, genitals, vulva, vagina, penis, testicles, growing, families, changing

### Knowledge Schema

### Core Knowledge



#### To know and respect the differences and similarities between people.

- are able to define difference and similarity
- understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that

[PSHE Stereotypes KS1 Lesson Pack - Growing Up: Pink and Blue \(twinkl.co.uk\)](https://www.twinkl.co.uk)

Children to pair up boy / girl. Can they identify one thing they have in common and one thing that is different between them?

Share some statements. Do you think these are about boys or girls?

- \*I enjoy dressing up
- \*My favourite colour is pink
- \*I love to play with toy cars
- \*I am growing my hair long
- \*I go to a dance class

### Concepts and Milestones

to recognise what makes them special

to recognise the ways in which we are all unique

to identify what they are good at, what they like and dislike

to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

about growing and changing from young to old and how people's needs change

about the roles different people (e.g. acquaintances, friends and relatives) play in our lives



### PoP Tasks

#### Basic



Make a collage of what a boy or girl might like. Try and choose things which you have learnt in the lesson may be different to what you had first thought e.g. a boy and dancing.


#### Advanced

Boys can't go to a dance class. Explain why this statement is wrong.

	<p>It might be easy to think that every one of the same gender likes the same things or should look the same way but this isn't true. Boys and girls can both like the same things and it must not be seen that some things are just for boys or some just for girls.</p> <p>Show some photos of people who challenge what they might have thought e.g. a man dressed in pink, a female footballer, a man with long hair etc.</p>	<p>to identify the people who love and care for them and what they do to help them feel cared for</p> <p>about different types of families including those that may be different to their own</p> <p>to identify common features of family life</p>	
	<p><b>To know the biological differences between male and female animals and their role in the life cycle.</b></p> <ul style="list-style-type: none"> <li>• <i>know that female mammals give birth and nurse their young</i></li> <li>• <i>can describe the biological differences between male and female</i></li> <li>• <i>understand that the creation of life requires a male and female</i></li> </ul> <p>Review last lesson about the similarities and differences between boys and girls. One difference is that boys are male and girls are female.</p> <p>Show children some images of male and female animals. Can they tell them apart? Some are easier e.g. lions – male lions have manes, females don't or peacocks – males have the beautiful feathers. For some animals, it is more difficult to tell.</p> <p>Which animal usually feeds their the baby?</p> <p>Display pictures of cow feeding calfs or cats feeding kitten. Can they tell which is the male cow or female cow? Introduce the words teats and udder and explain they are only found on females so that the female can feed her babies.</p> <p>Explain how teats are the part of the body milk comes out of and this is what the babies need to drink</p>	<p>to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>to recognise the ways in which they are the same and different to others</p>	<p><b>Basic</b> Sort some photos of animals into whether they are male or female using the knowledge from the lesson.</p> <p><b>Advanced</b> Explain how female cows are different physically to male cows. How are they able to feed their babies?</p>
	<p><b>To know the biological differences between male and female children.</b></p> <ul style="list-style-type: none"> <li>• <i>identify and name biological terms for male and female sex parts</i></li> <li>• <i>can label the male and female sex parts with confidence</i></li> <li>• <i>understand that the male and female sex parts are related to reproduction</i></li> </ul> <p><a href="https://www.twinkl.co.uk/primary/pshe/citizenship/ks1/growing-up/lesson-1-our-bodies">PSHE and Citizenship KS1 Growing Up Lesson 1: Our Bodies (twinkl.co.uk)</a></p> <p>Review last lesson and what we learnt about male and female animals. Male and female humans are also different.</p> <p>Does anyone know any parts of our body which are different on males and females?</p>		<p><a href="https://www.twinkl.co.uk/primary/pshe/citizenship/ks1/growing-up/lesson-1-our-bodies">t-lf-2549720-rshe-ks1-body-parts-and-private-parts_ver_2.pdf (twinkl.co.uk)</a></p> <p><b>Basic</b> Label the male and female diagrams with the correct body parts.</p> <p><b>Advanced</b> Explain where it is OK for people to touch and where it is not OK for people to touch on these diagrams.</p>



	<p>Recap the pants lesson from Year 1 where the children learnt that the parts of their bodies covered by their pants are private parts. The correct term for these parts is genitals.</p> <p>Show children a diagram from the twinkl presentation of a girl and her genitals – use the terms vagina and vulva</p> <p>Some children a boy diagram and highlight the penis and testicles.</p> <p>Explain how some people may have other names for these parts of the body however it is important they know the scientific names. Recap that nobody should touch these body parts other than ourselves.</p> <p>Male and female bodies are different so that they can have babies when they are older if they choose so.</p> <p>Recap body parts – is this something that a male, female or both have? E.g. spine, brain, penis, vagina, bottom etc.</p>		
	<p><b>To know about growing from young to old and that they are growing and changing.</b></p> <ul style="list-style-type: none"> <li>• <i>can identify key stages in the human life cycle</i></li> <li>• <i>understand some ways they have changed since they were babies</i></li> <li>• <i>understand that all living things including humans start life as babies</i></li> </ul> <p><a href="#">Growing Up PowerPoint - Teacher-Made Resource (teacher made) (twinkl.co.uk)</a></p> <p><a href="#">All About the Human Life Cycle PowerPoint - Primary - KS1 (twinkl.co.uk)</a></p> <p>Look at some pictures of people at different stages of the human life cycle. Can the children put them in order? How do they know that this is the order?</p> <p>Look at each stage e.g. baby, child, teenager, adult, elderly – what can a person do at each stage? Use the book ‘once there were giants’ to explore what the character can do.</p> <p>*Ensure age stereotypes are challenged here e.g. elderly are forgetful</p>		<p><a href="#">Y2 Human Life Cycle Activity Sheet (teacher made) - Twinkl</a></p> <p><b>Basic</b> *Use the resource above* Sort the statements out into when a person might start doing these things in their life cycle.</p> <p><b>Advanced</b> Explain why growing up and changing is a good thing. Growing and changing is good because _____</p>
	<p><b>To know that everybody needs to be cared for and how we can care for others.</b></p> <ul style="list-style-type: none"> <li>• <i>understand that we all have different needs and require different types of care</i></li> <li>• <i>identify ways we show care towards each other</i></li> </ul>		<p><b>Basic</b> Draw an object which is used to care for someone and describe what it does.</p>

	<ul style="list-style-type: none"> <li>• <i>understand the links between needs, caring and changes throughout the life cycle</i></li> </ul> <p>Recap the stages of the human life cycle covered in the last lesson.</p> <p>Everyone needs care at different stages of the life cycle. What care and support might be needed at different stages of the life cycle e.g. babies? Elderly?</p> <p>Show children some images (or have real) of equipment that could be used to care for someone at different stages in their life e.g. baby bottle, medicine, warm blanket etc. What is it? Who would use it? How does it care for someone?</p> <p>Show a video of a baby/child being cared for and someone elderly being looked after.</p>		<p><b><u>Advanced</u></b> Explain what we might do when caring for a baby and when caring for someone elderly. How is the care needed different?</p>
	<p><b>To know about different types of family and how their home-life is special.</b></p> <ul style="list-style-type: none"> <li>• <i>can describe different types of family</i></li> <li>• <i>identify what is special and different about their home life</i></li> <li>• <i>understand families care for each other in a variety of ways</i></li> </ul> <p><a href="#">LGBTQ+ Family Lesson Pack</a>   <a href="#">KS1 PSHE Resource</a>   <a href="#">Twinkl Life</a></p> <p>Brainstorm words which relate to families – how many can the class come up with e.g. brother, aunty, grandparent etc.</p> <p>Are all families the same? Who lives in your house? You may have two homes with different family members in. Share some different family types e.g. step-parents, grandparents living, a home with 2 Mums or Dads, a home with a single parent etc.</p> <p>Share the poem from the resource above.</p> <p>Share book “My Daddies.” How does the character’s family care for her?</p> <p>Who is special in your family and why? How do they care for you?</p>		<p><b><u>Basic</u></b> Draw a picture of your family labelling who the people are and writing some sentences about why they are special to you.</p> <p><b><u>Advanced</u></b> Create a different type of family using magazines etc. which is different to yours.</p>
<p><b>Review project question: Are we all the same?</b></p>			

## PSHE Curriculum

### Year 2 – Keeping safe and managing risk: Indoors and Outdoors

#### Project Question: Do we know how to stay safe inside and outside?

##### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

##### Wider Curriculum Links:

Horizontal –

Vertical -

Diagonal -

##### Prior Learning:

Year 1: Keeping safe and managing risk: Feeling safe

##### Key Texts



##### Communicate personally:



Risk, danger, hazard, safety, emergency, safe, unsafe,

##### Knowledge Schema

##### Core Knowledge

##### Concepts and Milestones

##### PoP Tasks



##### **To know about keeping safe at home, including fire safety.**

- know some simple rules for keeping safe indoors, including online
- can describe what to do if there is an emergency
- understand that they can take some responsibility for their own safety

[Fire safety - year 2 student workshops and resources for teachers - Stay Safe Partnership – Lincolnshire County Council](#)

##### **OR**

Pupils to discuss how they keep safe at home – what do they or don't they do?

Look at a range of activities that the children might do at home e.g. helping cook tea, playing outside, online games, having a bath etc.

Create a risk ladder – those with more risk go near the top and those with less risk go further below.

about rules and age restrictions that keep us safe

to recognise risk in simple everyday situations and what action to take to minimise harm

about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

about the people whose job it is to help keep us safe

basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted

##### Basic

Label some hazards on different pictures of rooms in a house.


What number do you phone in an emergency?

##### Advanced

Explain how the rooms used in the task above could be made safer

e.g. This room could be made safer

by \_\_\_\_\_

	<p>Look at some different rooms in a house – use images. What potential hazards can you see in this room? E.g. candles, plugs, trip hazards etc</p> <p>Discuss what should happen in an emergency – who should we phone and who do we ask for?</p> <p><a href="#">PSHE &amp; Citizenship Safety First: Safety In The Home KS1 Pack (twinkl.co.uk)</a>  <a href="#">Keeping Safe Hazards in the Home Picture Pack (teacher made) (twinkl.co.uk)</a></p>	<p>adult if they come across something that scares them</p> <p>about what to do if there is an accident and someone is hurt</p> <p>how to get help in an emergency (how to dial 999 and what to say)</p> <p>how to respond safely to adults they don't know</p>	
	<p><b>To know about keeping safe outside</b></p> <ul style="list-style-type: none"> <li>• <i>know some rules for keeping safe outside</i></li> <li>• <i>can assess whether a situation is safe or unsafe</i></li> <li>• <i>understand the importance of always telling someone where they are going or playing</i></li> </ul> <p>Show children a range of locations including playground, park, train station, shops, seaside. Can the children sort these into safe, safe if care is taken or unsafe locations.</p> <p>What are their reasons for this?</p> <p>Share the following situation:  Martyna is playing with her friends in the garden. One of her friends says 'let's go to the park and play' but they don't tell Martyna's Mum.</p> <p>Why might this be an unsafe situation? What could happen?</p> <p>Split into groups, each taking one of the locations shown earlier – what are the hazards / risks? Can each group design a safety rule for each of their locations</p> <p><a href="#">PSHE and Citizenship KS1 Safety First Lesson 3: Staying Safe Outside Lesson (twinkl.co.uk)</a></p> <p><a href="#">Being safe - BBC Bitesize</a></p>		<p><b><u>Basic</u></b>  List some rules for staying safe in different outside places.</p> <p><b><u>Advanced</u></b>  <a href="#">Different Dangers Discussion Cards.pdf</a>  Explain your response to an outside safety discussion situation.</p>



Safety  
First!



#### To know about road safety

- *can identify hazards in relation to road safety*
- *are able to explain how to cross the road safely*
- *recognise that there are rules in relation to road safety for all road users*

[Super Cat's Road Safety Story PowerPoint \(teacher made\) \(twinkl.co.uk\)](#)

[KS1 – THINK!](#)

[Lesson 1: Stepping stones to road safety – THINK!](#)

Show children images of things that may support them with crossing the road or using the roads safely.

e.g. a bike helmet, a school crossing officer, a zebra crossing, a high vis vest etc.

How do these things help us stay safe when using the roads?

Share the green cross code for crossing the road. [Green cross code \(roadwise.co.uk\)](#)

Look at some different pictures – where would be a safe place to cross the road? Why?

Use the be bright, be seen lesson from THINK! Above to show children the importance of wearing bright colours.

[Road safety - BBC Bitesize](#)

#### Basic

List the 6 points of the green cross code for crossing the road safely.

#### Advanced

Organise information about road safety, sharing top tips for staying safe on the roads.

**Review project question: Do we know how to stay safe inside and outside?**

**Project Question: Do I need to be careful when taking medicine?**

**Curriculum Drivers:**

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

**Wider Curriculum Links:**

Horizontal –

Vertical -

Diagonal -

**Prior Learning:**

Year 1: Drug, alcohol and tobacco education: What do we put into and on our bodies?

**Key Texts**

**Communicate personally:**



Medicine, prescription, pharmacy, chemist, distribute, storage, instructions

**Knowledge Schema**

**Core Knowledge**

**Concepts and Milestones**

**PoP Tasks**



**To know why medicines are taken**

- *understand the purpose of medicines is to help people stay healthy, get well or feel better if they are ill*
- *know that medicines come in different forms*
- *recognise each medicine has a specific use*

Introduction – show images of different medicine types and their names. Can the children match them up to the correct ones? E.g. sprays, lotions, drops, tablets, liquid, injections, inhalers.

What is medicine used for? When might we need medicine? Which one of the above forms of medicine might we take?

Can the children think of a time when they needed medicine – who helped them? What do you need to be careful of when taking medicine?

[KS1 - Medicine Safety for Children \(teacher made\) - Twinkl](#)

that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

about the people who help us to stay physically healthy

that household products (including medicines) can be harmful if not used correctly

about rules and age restrictions that keep us safe



about the people whose job it is to help keep us safe

**Basic**

Draw some different types of medicine and list what they are called.

**Advanced**

Draw a time when you needed to take medicine and describe what you did and how you were safe.

	<p><b>To know where medicines come from</b></p> <ul style="list-style-type: none"> <li>• <i>know that medicines can be prescribed by a doctor or bought from a shop or pharmacy</i></li> <li>• <i>know when medicines might be used and who decides which medicine is used</i></li> <li>• <i>understand that there are alternatives to taking medicines, and when these might be helpful</i></li> </ul> <p><a href="#">BBC Two - KS1 Science Clips, Health and Growth, Why do we take medicine?</a></p> <p>Recap what we learnt about medicines last lesson.</p> <p>Where do medicines come from? Explain how medicines might be given by the doctor or can be bought from a shop or pharmacy.</p> <p>Do all illnesses need medicines? E.g. if you had a runny nose, would you have medicine? Sometimes we can try other things to make us feel better before we take medicine.</p> <p>What might we do before having medicine if we're feeling poorly? E.g. cuddles with our loved ones, a warm bath, some calm time out, a nap or sleep.</p> <p>If we can arrange a pharmacist to come and speak to the pupils about their job and how they distribute medicine, then we'll arrange this.</p>	<p>about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p><b><u>Basic</u></b></p> <p>Who can give us medicine?</p> <p>What can we do before taking medicine if we feel a little bit poorly?</p> <p><b><u>Advanced</u></b></p> <p>What would you like to ask a pharmacist about medicines?</p> <p>Come up with some questions which we could try and get answered!</p>
	<p><b>To know about keeping safe around medicines</b></p> <ul style="list-style-type: none"> <li>• <i>understand that medicines comes with instructions to ensure they are used safely</i></li> <li>• <i>know some safety rules for using and storing medicines</i></li> <li>• <i>recognise that medicines can be harmful if not taken correctly</i></li> </ul> <p>Explore some medicine packaging with the children. What information does it give?</p> <p>Can they find: who the medicine is for? What the medicine is for? How much the person should have?</p> <p>Why do medicines come with instructions? Why is it important we follow these instructions?</p> <p>Make a list of general safety rules around medicines.</p> <p>Look at some of the scenarios around medicine below. What would they do in this situation?</p> <p><a href="#">t-s-1148-being-safe-with-medicines-what-should-you-do-if-cards_ver_3.pdf (twinkl.co.uk)</a></p> <p><a href="#">KS2 Medicine Safety PowerPoint (teacher made) - Twinkl</a></p>		<p><b><u>Basic</u></b></p> <p>Find some information from different medicine packaging about how to take it safely.</p> <p><b><u>Advanced</u></b></p> <p>Organise information in a poster to show safety rules about taking medicine and staying safe.</p>
<p><b>Review project question: Do I need to be careful when taking medicine?</b></p>			

## Project Question: **Are all drugs harmful?**

### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

### Wider Curriculum Links:

Horizontal –

Vertical -

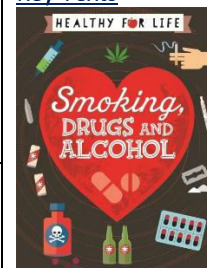
Diagonal -

### Prior Learning:

Year 1: Drug, alcohol and tobacco education: What do we put into and on our bodies?

Year 2: Drug, alcohol and tobacco education: Medicines and me

### Key Texts



### Communicate personally:



Drug, medicine, substance, tobacco, cigarette, secondhand, effects, benefit, instructions

### Knowledge Schema

### Core Knowledge

### Concepts and Milestones

### PoP Tasks



**To know what a drug is and that drugs (including medicines) can be harmful to people.**

- *are able to define what is meant by the word 'drug'*
- *can identify when a drug might be harmful*
- *recognise that tobacco is a drug*

Pupils brainstorm words about a drug and what this means

Do the children know any examples of drugs? List them. Check to see if children include 'medicine.' It's important that they recognise medicine is a type of drug.

A drug is a substance which changes the way our bodies act and work.

Look at some drugs on the board – are these helpful or harmful? Explain how even helpful drugs can be harmful if not used correctly (they learnt about this in Year 2 so can retrieve some key safety instructions)

how to make informed decisions about health

about the elements of a balanced, healthy lifestyle

about choices that support a healthy lifestyle, and recognise what might influence these

how to recognise that habits can have both positive and negative effects on a healthy lifestyle

how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed



about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

**Basic**  
What is a 'drug?'

List some different examples of types of drug.

**Advanced**  
Explain why medicine is a 'drug' and what this means about whether all drugs are harmful.



	<p>Tobacco is a drug found in cigarettes – it is always harmful.</p> <p>What do you already know about smoking / cigarettes?</p>		
	<p><b>To know about the effects and risks of smoking tobacco and second hand smoke.</b></p> <ul style="list-style-type: none"> <li>• <i>know the effects and risks of smoking and of secondhand smoke on the body</i></li> <li>• <i>can express what they think are the most important benefits of remaining smoke free</i></li> <li>• <i>recognise that laws relating to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand smoke</i></li> </ul> <p><a href="#">The Dangers of Smoking PowerPoint - Asthma - Classroom (twinkl.co.uk)</a>  <a href="#">Things that harm us - Smoking (teacher made) - Twinkl</a>  <a href="#">Smoking Stinks! (for Kids)   Nemours KidsHealth</a></p> <p>What do we know about smoking? Look at a body outline – which areas of the body do you think smoking can damage / harm?</p> <p>Show children the effects of smoking by comparing healthy lungs and a smokers lungs. What do you notice are the differences? Remember our lungs are our breathing machine – what would be difficult about this if our lungs were damaged through smoking?</p> <p>Also list other areas of our body that can be harmed through smoking e.g. teeth, hair, heart etc.</p> <p>Discuss what secondhand smoking is and why this is harmful – do the children know that being around smoke can be as damaging as smoking as well?</p> <p>Discuss the impact smoking has and create a list of the benefits that being smoke free has.</p> <p>Also cover vaping and the risks and harms associated with this as this is now a common approach to smoking.</p>	<p>about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p><b><u>Basic</u></b> List some of the harmful effects of smoking.</p> <p>Label some parts of the body that can be affected by smoking,</p> <p><b><u>Advanced</u></b> Explain what second hand smoking is and the risk this poses.</p> <p>Explain some reasons to remain smoke free and the benefits this will have.</p>
	<p><b>To know about keeping safe around medicines</b></p> <ul style="list-style-type: none"> <li>• <i>understand that medicines comes with instructions to ensure they are used safely</i></li> <li>• <i>know some safety rules for using and storing medicines</i></li> <li>• <i>recognise that medicines can be harmful if not taken correctly</i></li> </ul> <p>Explore some medicine packaging with the children. What information does it give?</p> <p>Can they find: who the medicine is for? What the medicine is for? How much the person should have?</p>		<p><b><u>Basic</u></b> Find some information from different medicine packaging about how to take it safely.</p> <p><b><u>Advanced</u></b> Organise information in a poster to show safety rules about taking medicine and staying safe.</p>

	<p>Why do medicines come with instructions? Why is it important we follow these instructions?</p> <p>Make a list of general safety rules around medicines.</p> <p>Look at some of the scenarios around medicine below. What would they do in this situation?</p> <p><a href="#">t-s-1148-being-safe-with-medicines-what-should-you-do-if-cards_ver_3.pdf (twinkl.co.uk)</a></p> <p><a href="#">KS2 Medicine Safety PowerPoint (teacher made) - Twinkl</a></p>		
<p><b>Review project question: Are all drugs harmful?</b></p>			

## Project Question: Is having a fallout with our friend bullying?

### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

### Wider Curriculum Links:

Horizontal –

Vertical -

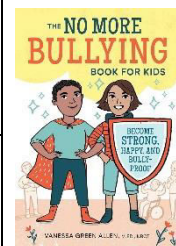
Diagonal -

### Prior Learning:

Year 1: Keeping safe and managing risk: Feeling safe

Year 2: Keeping safe and managing risk: Indoors and Outdoors

### Key Texts



### Communicate personally:



Bullying, cyberbullying, bystander, consequences, racism, ageism, sexism, disablism, deliberate, victim

### Knowledge Schema

### Core Knowledge

### Concepts and Milestones

### PoP Tasks



#### **To know how to recognise bullying and how it can make people feel.**

- *are able to define what is meant by 'bullying'*
- *can identify the difference between falling out with someone and bullying*
- *understand how bullying can make people feel and why this is unacceptable*

Let's define what bullying is – what is bullying and what isn't bullying?  
Ensure children learn the STOP acronym – several times on purpose.  
Bullying IS NOT falling out with a friend or having a disagreement.

Share some examples – are these bullying or not? Explain your thoughts around this. Use some examples of online as well so children are aware bullying can take place online.

Discuss why bullying is wrong – how might it make a person feel? What will the impact of this be when it is ongoing over time?

the importance of seeking support if feeling lonely or excluded

that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them



strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

**Basic**  
What is 'bullying?'

Sort some situations to decide whether they are bullying or not.

**Advanced**  
Explain how bullying might make someone feel. Organise this in a way you choose e.g. through words, comic strip, diagrams etc.

	<p>Use Jake's story below – what happened? How did he feel?  <a href="#">PSHE and Citizenship LKS2 What Is Bullying? Lesson Pack (twinkl.co.uk)</a>  <a href="#">KS2 / KS3 PSHE: Being bullied - Jake's Story - BBC Teach</a></p>	<p>to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	
	<p><b>To know about different types of bullying and how we can respond to bullying.</b></p> <ul style="list-style-type: none"> <li>• <i>can name different types of bullying (including racism)</i></li> <li>• <i>can identify the different ways bullying can happen (including online)</i></li> <li>• <i>can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</i></li> </ul> <p>Recap from last lesson what we learnt bullying is and what our definition is. Can the children remember what STOP means?</p> <p><a href="#">Anti-Bullying Week: Different types of bullying explained - BBC Newsround</a>  <a href="#">What to do if you're being bullied - BBC Bitesize</a></p> <p><a href="#">Anti-Bullying PowerPoint KS2   Anti-Bullying Week - Twinkl</a></p> <p>Share some different words on the board: racism, ageism, sexism, disablism and the different definitions. Can the children match them up to the correct meaning?</p> <p>These can be types of bullying.</p> <p>What other ways might someone bully someone? List some e.g. physically hurting, name calling, deliberately leaving someone out, spreading unkind rumours, online bullying inc. nasty messages etc.</p> <p>What should we do if we're being bullied or someone we know is being bullied? Use the video above to support and think of your own ideas as well. How would you get help?</p> <p>Refer to the St John's children's anti-bullying policy.</p>	<p>about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p><b>Basic</b>  List some different types of bullying.</p> <p>What does 'racism' mean?</p> <p><b>Advanced</b>  Explain what we should do if we are being bullied or someone we know is being bullied. Create a list of strategies that someone could use in this situation.</p>
	<p><b>To know what to do if we witness bullying.</b></p> <ul style="list-style-type: none"> <li>• <i>can explain how to react if they witness bullying</i></li> <li>• <i>understand the role of bystanders and the important part they play in reducing bullying</i></li> <li>• <i>know how and to whom to report incidents of bullying, where to get help and support</i></li> </ul> <p>Show a picture or something showing a situation of bullying where someone is standing by and watching.  <a href="#">the incident.pdf (anti-bullyingalliance.org.uk)</a></p> <p>What could they be seeing? What might they be hearing?</p>		<p><b>Basic</b>  What is a 'bystander?'</p> <p>Why does it make things worse if a bystander does nothing?</p> <p><b>Advanced</b>  Use the image from the start of the lesson. Explain how the bystander would be able to make this situation better. Describe what they could do and how this would help.</p>



	<p>Discuss what is meant by a bystander – someone who is watching what is going on but not taking part.</p> <p>Put yourself in the position of the bystander. What options do they have? What might they choose to do?</p> <p>The children might think for example – they may do nothing, they may walk away, they may try and get involved. List some different options that the children come up with.</p> <p>Now put yourself in the victim’s shoes. What would you want the bystander to do? What would happen if they didn’t?</p> <p>If you see bullying and don’t do anything about it, this makes the situation worse for the person being bullied. We all have a duty to do something about bullying if we see it.</p> <p>Refer to the St John’s children’s anti-bullying policy.</p>		
<b>Review project question: Is having a fallout with our friend bullying?</b>			

## Project Question: Should we give up easily?

### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

### Wider Curriculum Links:

Horizontal –

Vertical –

Diagonal –

### Prior Learning:

Year 1: Mental Health and Wellbeing – Feelings

Year 2: Mental Health and Wellbeing – Friendship

### Key Texts



### Communicate personally:



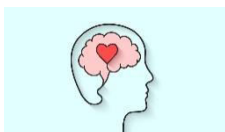
Achievement, skill, challenge, put-down, self-esteem, compliment, affirmation, setback

### Knowledge Schema

### Core Knowledge

### Concepts and Milestones

### PoP Tasks



#### **To know about celebrating achievements and setting personal goals.**

- *explain how it feels to be challenged, try something new or difficult*
- *can plan the steps required to help achieve a goal or challenge*
- *are able to celebrate their own and others' skills, strengths and attributes*

Draw a timeline from birth to us in Year 3 now. What are the key things we have achieved in our lives so far? Take some answers from children e.g. learning to ride a bike, swimming a certain distance, learning to read etc.

Choose one achievement from the timeline or what each child has achieved and ask children to think about how they achieved it – what did they need to? How did it feel before and after?

Set the children a practical challenge – it could be an origami challenge or organising tangrams into a square. What feelings do you have before the challenge? Excited, nervous, keen,

that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

to recognise that feelings can change over time and range in intensity

about everyday things that affect feelings and the importance of expressing feelings

a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations



#### **Basic**

List some achievements that you've had in your lives so far.

Describe one of them in more detail.

#### **Advanced**

Explain the challenge you took on today. Show the steps through diagrams commenting on how you felt during different parts of the challenge.

	<p>Allow pupils to start the challenge. Stop them part way through. How are you feeling now? What might help?</p> <p>Allow children to finish the challenge, supporting where possible until all have achieved.</p> <p>How did your feelings change during the task? How did you feel when it was completed at the end?</p>	<p>. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>to recognise their individuality and personal qualities</p> <p>to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	
	<p><b>To know about dealing with put-downs</b></p> <ul style="list-style-type: none"> <li>• <i>explain what is meant by a put-up or putdown and how this can affect people</i></li> <li>• <i>can demonstrate a range of strategies for dealing with put-downs</i></li> <li>• <i>recognise what is special about themselves</i></li> </ul> <p><a href="#">How To Speak Up About Putdowns   Kidpower International</a>  <a href="#">KS2 PSHE: Have Your Say! 4: Self-esteem - proud to be me - BBC Teach</a></p> <p>Introduce an image or cartoon that shows two people with one of them saying a put down to the other. A put down may be described as an unfair criticism or negative remark about a person, sometimes said as a ‘joke.’</p> <p>Sometimes people give themselves put-downs as well.</p> <p>Think about the impact of receiving a put down from someone or saying it to yourself. What will the impact of that be? Discuss self-esteem and confidence and how this will make this lower.</p> <p>Show some examples of put-downs. How might we deal with one? Let’s list some ideas – ignore it, change the subject, defend yourself, give yourself a put-up, ask for help, give a compliment back.</p> <p>Which of these would you use? Why?</p> <p>The opposite of a put-down is a put-up. If someone says something bad about us, we can give ourselves a put-up to make ourselves feel better. Have a go at turning some put-downs into put-ups.</p>		<p><b>Basic</b></p> <p>List some ways to deal with receiving a put down.</p> <p><b>Advanced</b></p> <p>Create a range of ‘put-ups’ or affirmations that we can use if we receive a put down. Write a list to use ourselves or to give to other people if needed.</p>
	<p><b>To know positive ways to deal with setbacks.</b></p> <ul style="list-style-type: none"> <li>• <i>can describe how it feels when there are set-backs</i></li> <li>• <i>know some positive ways to manage setbacks and how to ask for help or support</i></li> <li>• <i>recognise that everyone has set-backs at times, and that these cannot always be controlled</i></li> </ul>		<p><b>Basic</b></p> <p>Annotate an image of someone experiencing a setback with some ways they may make themselves feel better or turn the situation around.</p> <p><b>Advanced</b></p>

	<p>Show a set of balancing scales on the board – have some statements of things that might happen during the day. Each end of the scale can be labelled – or +. Sort the statements into things that may affect our day in a positive way or things that may affect our day in a negative way (5 of each)</p> <p>Ups and downs are a normal part of life and that we all have set-backs sometimes. There are some things we can have control over that can be changed and some things that cannot be changed.</p> <p>Let's think about a setback you may experience e.g. not being chosen for a football team or not performing very well in a test.</p> <p>What could the person in this situation do to make themselves feel better or turn things around? The children might want to refer back to the affirmations they made in the previous lesson.</p> <p>Brainstorm ways to deal with setbacks e.g. talking to someone, concentrating on the good in a situation, learn from mistakes, ask for help, understanding some things can't be controlled.</p> <p>Unhelpful ways may include giving up or turning everything into a huge deal which can't be overcome.</p>		<p>Explain why sometimes it is important for us to experience setbacks and how this makes us a stronger person in the future if we deal with them correctly.</p>
<p><b>Review project question: Should we give up easily?</b></p>			



## PSHE Curriculum

### Year 3 – Identity, society and democracy: Celebrating difference

#### Project Question: Is it good to be different?

##### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

##### Wider Curriculum Links:

Horizontal –

Vertical -

Diagonal -

##### Prior Learning:

Identity, society and democracy:

Year 1: Me and Others

##### Key Texts



##### Communicate personally:



Differences, similarities, interests, community, diverse, diversity, resolve, conflict

##### Knowledge Schema

##### Core Knowledge



To know about valuing the similarities and differences between themselves and others.

- know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief
- recognise they have shared interests and experiences with others in their class as well as with people in the wider world
- understand that peers might be similar or different to each other but can play or work together

Pupils have a grid with different headings e.g. month of their birthday, favourite food, pets, religion, favourite sport etc.

Can they find someone else in the class who has put the same thing in a box? What about someone who has put something different in the box?

##### Concepts and Milestones

about the different groups that make up their community; what living in a community means

to value the different contributions that people and groups make to the community

about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own



##### PoP Tasks

##### Basic

Annotate a drawing of a person, labelling the ways we might be different to one another in appearance and in interests or likes.

##### Advanced

Explain why differences should be celebrated and how they make our communities better.

	<p>Show children an image of a child – perhaps a child of a different ethnicity or religion. How are they different? How are they the same?</p> <p>Why is it important to celebrate our differences? What would happen if we were all exactly the same?</p> <p><a href="#">Embrace Our Differences PowerPoint   Twinkl (teacher made)</a></p> <p><a href="#">Similarities and Differences - BBC Bitesize</a></p>		
	<p><b>To know what is meant by community.</b></p> <p><i>*can explain what being part of a community means</i></p> <ul style="list-style-type: none"> <li><i>• can recognise some of the different groups or communities they belong to and their role within them</i></li> <li><i>• value and appreciate the diverse communities that exist and how they connect</i></li> </ul> <p>Discuss the word community – what does it mean? What do the pupils think of when they hear this or where have they seen the word before? Jot down children's ideas.</p> <p>A community is a group of people who join together for a common reason or to do something together.</p> <p>Think about some different communities – communities where we live, religious communities, clubs or groups we belong to, school community, family community etc.</p> <p>Think about being part of one of these communities? What are the benefits of being part of a community?</p> <p>Invite a speaker in from a community to share what their community does – the benefits of their work and how it makes people feel. This could be something like a brownie / scout leader or another leader of a community group.</p> <p><a href="#">UKS2 Communities Lesson Pack - PSHE and Citizenship - Twinkl</a></p>		<p><b>Basic</b></p> <p>List some different communities.</p> <p>Draw a picture of yourself in a community and describe what is good about being part of a community.</p> <p><b>Advanced</b></p> <p>Explain the community the visitor was part of and how it helps people and brings about positivity.</p>
	<p><b>To know about belonging to groups</b></p> <ul style="list-style-type: none"> <li><i>• can identify positive and negative aspects of being a member of a group</i></li> <li><i>• can acknowledge that there may be times when they don't agree with others in the group</i></li> <li><i>• can stand up for their own point of view against opposition</i></li> </ul> <p>Belonging to different groups can be good, however, sometimes people in a group might disagree with each other. What might happen then?</p>		<p><b>Basic</b></p> <p>Describe what a person in a group might do if they disagree with someone.</p> <p><b>Advanced</b></p> <p>"Different opinions can be good." Explain why you agree or disagree with this statement.</p>

	<p><a href="#">Being Part of a Group PowerPoint (teacher made) - Twinkl</a></p> <p>If we disagree with people in a group, we have to learn how to resolve differences.</p> <p>Share some scenarios of different groups where a disagreement has occurred. What could be done in that situation to resolve the difference?</p> <p>Sometimes it is good to have different opinions as long as can explain these in a respectful way.</p>		
<b>Review project question: Is it good to be different?</b>			

## Project Question: Is budgeting important?

### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

### Wider Curriculum Links:

Horizontal –

Vertical -

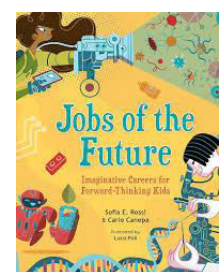
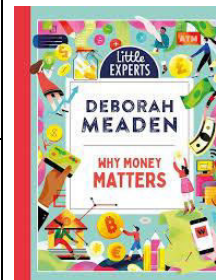
Diagonal -

### Prior Learning:

[HSBC money management workshops foundation, key stage 1 - Stay Safe Partnership – Lincolnshire County Council](#)

### Year 1 – My Money

### Key Texts



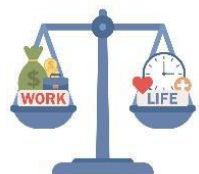
### Communicate personally:



Spending, saving, value, pressurise, deal, monetary, budget, paid, voluntary, shift, full-time, part-time, career, skills.

### Knowledge Schema

### Core Knowledge



To know what influences people's choices about spending and saving money.

- *understand how manufacturers and shops persuade us to spend money*
- *are able to recognise when people are trying to pressurise them to spend their money and how this feels*
- *can make decisions about whether something is 'value for money'*

Show pictures of different ways shops persuade customers to buy e.g. buy one, get one free, SALE, buy 3 for the price of 2, 50% off, free gift etc.

How do offers like this make people want to buy something?

You want to buy a pair of trainers. There are 3 pairs in the shop: priced at £125, £75, £25. Which do you think are the best value for money?

Now share more information:

- The £120 trainers are the newest, just out from a well-known designer label and are good for running

### Concepts and Milestones

about the different ways to pay for things and the choices people have about this

to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

to recognise that people make spending decisions based on priorities, needs and wants

different ways to keep track of money

to identify the ways that money can impact on people's feelings and emotions

### PoP Tasks

#### Basic

List ways shops might persuade customers to buy a product.


What do we mean by value for money?

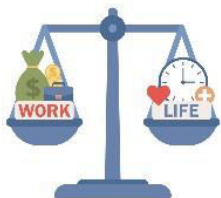
#### Advanced

Explain what you need to think about before deciding whether something is value for money.

Explain how shops try and persuade us to buy something and what this pressure feels like.



	<p>b. The £75 trainers are good for all types of activity and the exact colour you have been looking for</p> <p>c. The £25 pair are a designer brand, good for all types of activity but have been reduced in a shop sale as they are last season's style</p> <p>Does this make a difference on which ones you would choose?</p> <p>Discuss the difference between monetary value and sentimental value. Sentimental value is something that is special for us personally. It may / may not have monetary value e.g. a special teddy from being a baby. Monetary value is how much something is worth in money.</p> <p><a href="#">Money Matters Lesson 3: Spending Money Lesson Pack - Twinkl</a>  <a href="#">Spending Priorities LKS2 Lesson Pack   PSHE   Money Matters (twinkl.co.uk)</a></p>	<p>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p> <p>about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	
	<p><b>To know how people can keep track of their money</b></p> <ul style="list-style-type: none"> <li>• <i>can keep simple records to keep track of their money</i></li> <li>• <i>can ask simple questions about needs and wants - decide how to spend and save their money</i></li> <li>• <i>know the best places people can go for help about money</i></li> </ul> <p>Explain what we mean by 'budget' and why it is important to keep track of spending and not spend over what we have.</p> <p>Show children 9 classroom items and their cost – you have a budget of £5. Discuss decisions – what would you buy? What is it most important to get? What is the difference between what we need and what we want?</p> <p>Introduce a simple worksheet using simple amounts where you have a starting budget and take off the amount of each item at a time so you can see how much is remaining.</p> <p>Explain to children their challenge. They will have £10 and need to use the tesco website to plan a class party. What are they going to spend their £10 on? They will need to list what they want and subtract the amount from the £10 until they have spent up!</p> <p>It's important that children know where to get help from if they ever need help as an adult with money – places like moneysavingexpert can provide help and support.</p>	<p>that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>to identify the kind of job that they might like to do when they are older</p>	<p>All children to complete the £10 class party challenge.</p> <p>They should use laptops and the tesco online website to work out what they would want for £10 to plan a good party.</p> <p>The group who the teacher decides have used their budget most effectively can come and collect £10 from Mrs Jefferson to go and spend to have their class party!</p>



**To know about the world of work.**

- *know there are a range of jobs, paid and unpaid, including shift work, full-time, parttime work*
- *know about a number of different jobs people do*
- *can identify the skills and attributes needed for different jobs*

Explain how jobs / work can be very different. Look at the following words: what do you think they mean?

Full time, part time, shift work, paid work, voluntary (unpaid) work

What might encourage someone to do a particular job? Why might some people want to do a certain job? Discuss what attracts people to different jobs.

Invite a range of visitors from different types of jobs to be interviewed by the pupils (include paid, unpaid, shift week, part time work). If visitors are unavailable, provide pupils with simple case studies or videos of people talking about their jobs (ensure a wide range of jobs are included, including those the pupils may not already know about). Pupils can complete a simple worksheet, including name of job; main role and responsibilities, full time / part time / shift; paid / unpaid; at least three skills needed to do the job; at least three personal attributes needed to do the job; why they like their job. Display the completed worksheets around the classroom.

The main part of the lesson will be the children moving around speaking to different people about their jobs and identifying

- What the job is
- Can it be full time / part time / shifts?
- Main parts of the job
- Skills needed
- Personal qualities needed

Out of the jobs we explored in the lesson today, which ones appealed to you and why? Are there any jobs which we would like to find out more about?

**Review project question: Is budgeting important?**

## Project Question: Is it easy to be healthy?

### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

### Wider Curriculum Links:

Horizontal –

Vertical –

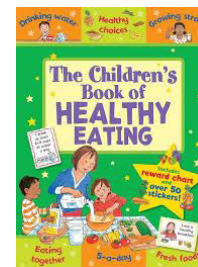
Diagonal –

### Prior Learning:

Year 1 – Physical Health and Wellbeing (Fun times)

Year 2 – Physical Health and Wellbeing (What keeps me healthy?)

### Key Texts



### Communicate personally:



Informed, healthy, branding, packaging, advertising, attracted, persuade, active, lifestyle

### Knowledge Schema

### Core Knowledge

### Concepts and Milestones

### PoP Tasks



#### To know about making healthy choices about food and drink.

##### Pupils

- can use the Eatwell guide to help make informed choices about what they eat and drink
- can describe situations when they have to make choices about their food and drink
- understand who and what influences their choices about food and drinks

Retrieve information from Y2 about what the children learnt about the eatwell plate and guide.

Information shared with pupils in Year 2 is here:

[Eatwell Guide PowerPoint](#) | [Primary Teaching Resources \(twinkl.co.uk\)](#)

Discuss snacks – what? When? Why?

Show children a range of snacks or hand some real ones out. How do the different snacks link to the eatwell guide?

how to make informed decisions about health

about the elements of a balanced, healthy lifestyle

about choices that support a healthy lifestyle, and recognise what might influence these

how to recognise that habits can have both positive and negative effects on a healthy lifestyle



about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay

#### Basic

List some different examples of snacks and label them on the eatwell plate.

#### Advanced

Explain what we should consider when choosing a healthy snack during an activity and why this might benefit us.

	<p>In what section of the eatwell guide are they and what does this tell us about how much of that type of product we should eat?</p>	<p>how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p>	
	<p><b>To know how branding can affect what foods people choose to buy</b></p> <ul style="list-style-type: none"> <li>• <i>can explain why people are attracted to different brands</i></li> <li>• <i>are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</i></li> <li>• <i>understand how this can affect what food people buy</i></li> </ul> <p>Show 3 different types of the same product (e.g. chocolate) It could be a supermarket value example, a brand and a luxury option like hotel chocolat or novelty option.</p> <p>Which are you most attracted to and why?</p> <p>Now try a sample of each type (check for food allergies) Rate now what the taste is like and a score out of 10. Rate the appearance and packaging out of 10 as well and the cost / value for money (retrieving information from the previous money unit)</p> <p>Share another example e.g. a cereal example or yoghurt – again choose 3 different types and ask children to compare the cost, appearance, packaging and taste out of 10.</p> <p>How does the branding of the product? E.g. the appearance and its packaging impact on making you want to buy something?</p> <p><a href="#">cfe2-p-186-how-does-advertising-and-the-media-affect-my-food-choices-powerpoint-english.ppt (live.com)</a></p>		<p><b>Basic</b> Children research different food types on a supermarket website and identify some products which appeal to them through their packaging / branding.</p> <p><b>Advanced</b> Organise your results to show the scores the products you tested received on taste, appearance, packaging and cost.</p>
	<p><b>To know about keeping active and some of the challenges of this.</b></p> <ul style="list-style-type: none"> <li>• <i>are able to identify a range physical activities that help the body</i></li> <li>• <i>are able to evaluate the levels of physical activity in different pastimes</i></li> <li>• <i>can explain what choices they have about how to spend their free time</i></li> </ul> <p>Share some examples of different activities people may do in their free time. Which of these would you describe as active and which would you say are less active?</p> <p>Show 2 fictional people – it could be character from a book or film or superheroes that the children may be familiar with or 2 made up people. Show their hobbies and what they do in their free time. Choose 2 people with opposite hobbies and one where someone is more active than the others.</p> <p>Which person has the more active lifestyle?</p>		<p><b>Basic</b> Draw / list some active hobbies that someone may do in their free time</p> <p><b>Advanced</b> Explain some tips for how you might help someone who gives reasons for not being able to lead an active lifestyle.</p>



	<p>What are the benefits of having an active lifestyle?</p> <p>What are some reasons someone might give for not being as active as perhaps they should be? E.g. they find it difficult, they don't have time, they don't enjoy it, they don't have the space.</p> <p>Take each of these reasons at a time and think about what solutions you might be able to give to help that person who gives that reason.</p>		
<b>Review project question: Is it easy to be healthy?</b>			

## PSHE Curriculum

### Year 4 – Identity, society and democracy: Democracy

#### Project Question: Are laws important?

##### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

##### Wider Curriculum Links:

Horizontal –

Vertical -

Diagonal -

##### Prior Learning:

Identity, society and democracy:

Year 1: Me and Others

Year 3: Celebrating difference

##### Key Texts



##### Communicate personally:



Democracy, political, parties, laws, dictatorship, election, voting, laws, council, services

##### Knowledge Schema

##### Core Knowledge



##### To know about Britain as a democratic society.

- *understand that Britain is a democratic society and what this means*
- *know that there are different political parties who differ in their views*
- *understand that people have opportunities to influence decisions by voting in elections*

[Introduction to UK Parliament, video - Parliament UK Education](#)  
[PSHE and Citizenship LKS2 Diverse Britain Lesson 2: Democracy Lesson Pack \(twinkl.co.uk\)](#)

Watch the video above about democracy and parliament and how laws are made.

What do we learn from this video?

Discuss the difference between a democracy and dictatorship. List some advantages and disadvantages of one person making all the

##### Concepts and Milestones

about the different groups that make up their community; what living in a community means

to value the different contributions that people and groups make to the community

to recognise reasons for rules and laws; consequences of not adhering to rules and laws

about the relationship between rights and responsibilities

ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

##### PoP Tasks



##### Basic

What do we mean by 'democracy?'

List the different political parties in the UK.

##### Advanced

Find out more about the different political parties and organise information about some of their key policies and ideas.

	<p>decisions (dictatorship) or a group of people having a say in how decisions are made (democracy)</p> <p>Discuss how voting processes in Britain works and what an election is. Discuss what an MP is and how they represent a party who all will have slightly different ideas. People vote for the party whose ideas they believe the most in. The party with the most votes become the government</p> <p>Find out about the key political parties in the UK.</p>	<p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	
	<p><b>To know how laws are made</b></p> <ul style="list-style-type: none"> <li>• <i>know how laws are made and the importance of following them</i></li> <li>• <i>understand the contribution and influence that individuals and organisations can have on social and environmental change</i></li> <li>• <i>recognise that laws help to keep people safe</i></li> </ul> <p>Think of some different laws we know that exist in our country and what a law is e.g. laws about fireworks, owning pets, traffic laws etc.</p> <p><a href="#">How are laws made?   UK Parliament: Making Laws PowerPoint (twinkl.co.uk)</a></p> <p>Laws are similar to rules and are made in parliament. We can get in trouble for breaking the laws.</p> <p>Think of a local or national issue e.g. pollution, climate change.</p> <p>What do you know or think about the issue and what do they think could be done to improve the situation?</p> <p>Pupils brainstorm how they think people can influence laws e.g. different types of protest, writing to MPs, joining a campaign group etc.</p> <p>What laws would you want to create linked to the issue?</p>		<p><b>Basic</b> Describe what laws are.</p> <p>Why are laws important?</p> <p><b>Advanced</b> Explain a local or national issue and what laws you would make to try and address this issue.</p>
	<p><b>To know about the local council</b></p> <ul style="list-style-type: none"> <li>• <i>understand that the local council organises services under the guidance of the central government</i></li> <li>• <i>recognise there are limited resources for the needs of the community</i></li> <li>• <i>know that people may have different views about how council money should be spent</i></li> </ul> <p>What do we think a council is? Children might make a link to the school council and what their role is in the school.</p> <p>A local council supports the local community</p>		<p><b>Basic</b> What does a local council do?</p> <p><b>Advanced</b> Explain how a local council has to decide how to spend its money for the benefit of the community.</p> <p>Share some information we learnt about the job of a councillor</p>

	<p><a href="#">PSHE and Citizenship UKS2 Diverse Britain Lesson 4: Local Government Lesson (twinkl.co.uk)</a></p> <p>Discuss the role of local government and the range of services that the council provide. For example, schools, education, housing, health, transport, environment</p> <p>Councils only receive a certain amount of money. They have to decide best how to spend that money to benefit the local community. Again, people might disagree with some but they can vote to pass decisions etc.</p> <p><a href="#">Local council services - BBC Bitesize</a></p> <p>Where possible, ask someone from the council to come and speak to the children about their role and the decisions they make.</p>		
<p><b>Review project question: Are laws important?</b></p>			

## Project Question: Can legal drugs be dangerous?

### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

### Wider Curriculum Links:

Horizontal –

Vertical -

Diagonal -

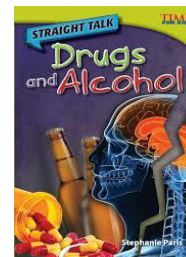
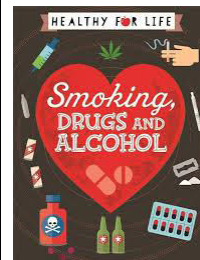
### Prior Learning:

Year 1: Drug, alcohol and tobacco education: What do we put into and on our bodies?

Year 2: Drug, alcohol and tobacco education: Medicines and me

Year 3: Drug, alcohol and tobacco education: Tobacco is a drug

### Key Texts



### Communicate personally:



Legal, caffeine, alcohol, tobacco, nicotine, substance, consumption, habit, addiction, behaviour

### Knowledge Schema

### Core Knowledge



**To know that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them.**

- are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used
- can identify why a person may choose to use or not use a drug
- are able to state some alternatives to using drugs

Retrieve from Y3 learning the definition of a drug:

A drug is a substance which changes the way our bodies act and work. Some drugs are legal and some are illegal.

Have headings on the board:

Caffeine      Alcohol      Tobacco/Nicotine      Medicines.

Can the children identify examples of each and put under the correct heading.

Now discuss – when and where might these examples of drugs be used?  
E.g. a person might have alcohol in a pub on a Friday night

### Concepts and Milestones

### PoP Tasks

how to make informed decisions about health

about choices that support a healthy lifestyle, and recognise what might influence these

how to recognise that habits can have both positive and negative effects on a healthy lifestyle

how to predict, assess and manage risk in different situations

about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

#### Basic

List some drugs that may be used in everyday situations

#### Advanced

Create a table showing the type of drug, when / why it might be used and by who and an alternative that may be used instead as a healthier option.



	<p>Why might a person want to use a drug in different situations? E.g. some people might have a coffee in the morning to help them wake up.</p> <p>Could you think of some suggestions that someone might do instead? E.g. a non-alcoholic drink as a replacement for lots of alcohol.</p>	<p>to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p>	
	<p><b>To know the effects and risks of drinking alcohol.</b></p> <ul style="list-style-type: none"> <li>• <i>know how alcohol can affect the body</i></li> <li>• <i>explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed</i></li> <li>• <i>know that there are laws and guidelines related to the consumption of alcohol</i></li> </ul> <p>Children brainstorm as many alcoholic drinks that they know as possible.</p> <p>Help the children to categorise these into beers/lagers wines / champagnes spirits / liqueurs.</p> <p>The more alcohol a person takes in, the greater the effect on their bodies.</p> <p>What happens to a person's body when they drink alcohol? Show an outline of the body and where alcohol travels and how it impacts on the body.</p> <p>Discuss that different drinks contain different amounts of alcohol and so therefore this is important to know. Show children some photos of alcohol labels where it says the % of alcohol.</p> <p>Show some situations linked with drinking – can the children place these on a risk scale showing which are the most risky and the least? Use this to discuss some rules and laws around drinking linked with the situations.</p> <p><a href="#">The Effects of Alcohol PowerPoint (teacher made) - Twinkl</a></p>	<p>about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p><b>Basic</b> Describe how alcohol can effect the body.</p> <p><b>Advanced</b> Explain how some situations pose a greater risk when drinking and why.</p> <p>Explain some of the laws / rules around drinking alcohol.</p>
	<p><b>To know about different patterns of behaviour that are related to drug use.</b></p> <ul style="list-style-type: none"> <li>• <i>can explain what is meant by the terms 'habit' and 'addiction'</i></li> <li>• <i>can identify different behaviours that are related to drug use</i></li> <li>• <i>know where they can go for help if they are concerned about someone's use of drugs</i></li> </ul> <p>Discuss what we mean by 'habits.' Do the children have any habits? E.g. biting nails. Why can habits be hard to change?</p> <p>When using drugs such as tobacco, alcohol or caffeine, some habits can begin to form. If these habits are difficult to stop, it may become an addiction.</p>		<p><b>Basic</b> Describe what a 'habit' is</p> <p>List some habits that might form linked with alcohol, tobacco and caffeine intake</p> <p><b>Advanced</b> Explain some places of support where adults can go if they need support with their behaviours</p>

	<p>Show some situations describing where different people's behaviour about drug use (alcohol, smoking, caffeine)</p> <p>e.g. smoking 10 cups of coffee a day          thinking about needing to smoke straight after finishing a cigarette.          Drinking alcohol every night</p> <p>Are any of the behaviour something you think the person should get help for?</p> <p>Share some support places where adults can get help with drug addiction  <a href="http://www.nhs.uk">Alcohol support - NHS (www.nhs.uk)</a>  <a href="http://www.ash.org.uk">Action on Smoking and Health - ASH</a></p>		
<p><b>Review project question: Can legal drugs be dangerous?</b></p>			

## Project Question: Is sleep necessary?

### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

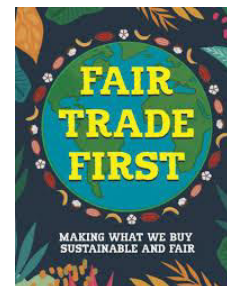
### Wider Curriculum Links:

Horizontal –

Vertical -

Diagonal -

### Key Texts



### Prior Learning:

Year 1 – Physical Health and Wellbeing (Fun times)

Year 2 – Physical Health and Wellbeing (What keeps me healthy?)

Year 3 – Physical Health and Wellbeing (What helps me choose?)

### Communicate personally:



Religious, moral, cultural, vegetarian, allergy, fairtrade

### Knowledge Schema

### Core Knowledge

### Concepts and Milestones

### PoP Tasks



**To know why people may eat or avoid certain foods (religious, moral, cultural or health reasons)**

- *can explain why a person may avoid certain foods*
- *are able to communicate their own personal food needs*
- *understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons*

Show children a character / person who doesn't eat a particular food for any particular reason. It could be

- A vegetarian who doesn't eat meat for moral reasons
- Someone who can't eat gluten for health reasons
- Someone who can't eat pork for religious reasons (Islam)
- Someone who can't eat nuts for health reasons (allergy)

How might these people make sure that they let people know about their food needs and choices? Why is it important that they tell people about these needs?

Give the children a scenario where these characters may visit a friend's house for tea. How might they say "I don't eat....."

how to make informed decisions about health

about choices that support a healthy lifestyle, and recognise what might influence these

how to recognise that habits can have both positive and negative effects on a healthy lifestyle

about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.



about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

### Basic

List different factors that may affect a person's food choices or needs.

### Advanced

Explain how a person might communicate their food needs and why it is important that we always listen to a person's food needs.

	<p>Explain how it can be very dangerous for some children to eat certain foods e.g. allergies so why it is important that we ALWAYS listen to what people's food needs are and not ignore them or think they're just being 'fussy'</p> <p><a href="#">Factors Affecting Food Choice PowerPoint (teacher made) (twinkl.co.uk)</a></p>	<p>to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	
	<p><b>To know about other factors that contribute to people's food choices (such as ethical farming or fairtrade)</b></p> <ul style="list-style-type: none"> <li>• <i>can identify factors that might influence people's choices about the food they buy (for example, ethical farming, fair trade, seasonality)</i></li> <li>• <i>are able to talk about their views and express their opinions on factors that affect food choice</i></li> <li>• <i>understand that consumers may have different views on the food they eat and how it is produced and farmed</i></li> </ul> <p><a href="#">Fairtrade For Kids - Fair Trade PowerPoint for Schools (twinkl.co.uk)</a>  <a href="#">Free teaching resources, lesson and assembly plans   Fairtrade Schools</a>  <a href="#">Business and fair trade - BBC Bitesize</a></p> <p>Discuss what we mean by fairtrade and why people choose to buy fairtrade because it means that producers and farmers get a fair deal.</p> <p>Show children the fairtrade logo – when we see this it means that the food has been grown in fair conditions and that the farmer has got a fair deal.</p> <p>It means that the item may be more expensive than a non-fairtrade alternative, however the moral reasons for some people mean that they don't mind paying more.</p> <p>Explain what fairtrade fortnight is and how it's a time when we focus on the importance of fairtrade and why it is important for farmers and producers</p>	<p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p><b><u>Basic</u></b></p> <p>What do we mean by 'fairtrade?'</p> <p><b><u>Advanced</u></b></p> <p>Research and organise information about fairtrade showing why people choose to buy fairtrade and who it benefits.</p>
	<p><b>To know about the importance of getting enough sleep</b></p> <ul style="list-style-type: none"> <li>• <i>explain the importance of sleep for health and wellbeing</i></li> <li>• <i>know what can help people relax and sleep well</i></li> <li>• <i>recognise the impact that too much screen time can have on a person's health and wellbeing</i></li> </ul> <p><a href="#">UKS2 It's My Body: Exercise and Sleep Lesson Pack   PSHE (twinkl.co.uk)</a></p> <p>Think about sleep – how do we feel if we don't get enough sleep? List some of the children's ideas.</p>		<p><b><u>Basic</u></b></p> <p>Why is a good sleep routine important?</p> <p><b><u>Advanced</u></b></p> <p>Create a 'healthy sleep' guide detailing what people can do to help sleep well as well as what they should avoid.</p>

	<p>Think back to being a young toddler or child – how did you used to prepare for bed? Did you have a bedtime routine e.g. bath, brush teeth and have a story.</p> <p>Split a board into 2 sections – things that can help people sleep well and things that might stop people sleeping well.</p> <p>Look at different statements and decide which column they should go in e.g. low lighting, playing on a tablet before bed, calm music, having a fizzy drink before bed.</p> <p>Can the children think of their own that weren't on a statement which they would add?</p> <p>Things that help sleep might include: stretching or gentle exercise before bed, meditating, deep breaths, reading a story, switching off the TV in good time, dark. Things that might disrupt sleep might include: screen-time, such as TV, using social media, texting in the night, noise, bright lights, stress, eating a big meal before bed, caffeine.</p> <p>Explain how getting enough sleep is important to someone's health – sleep is our body and brain's time to recover, grow and get stronger.</p>		
<p><b>Review project question: Is sleep necessary?</b></p>			



## Project Question: Is it important to know first aid?

### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

### Wider Curriculum Links:

Horizontal –

Vertical –

Diagonal –

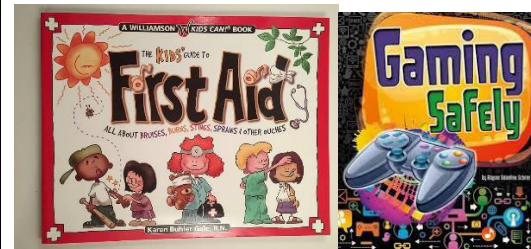
### Prior Learning:

Year 1: Keeping safe and managing risk: Feeling safe

Year 2: Keeping safe and managing risk: Indoors and Outdoors

Year 3: Keeping safe and managing risk: Bullying- see it, say it, stop it.

### Key Texts



### Communicate personally:



Gaming, habits, classification, age limit, risks, pressure, risk, emergency, procedure, recovery, CPR, choking, operator

### Knowledge Schema

### Core Knowledge

### Concepts and Milestones

### PoP Tasks



#### To know how to be safe in computer gaming habits.

- know about the age classification system and understand why some games are not appropriate for children to play
- can evaluate whether a computer game is suitable for them to play and explain why
- are able to share opinions about computer games

[KS2 Healthy Gaming Powerpoint - Twinkl - Computing - Twinkl](#)

Show a range of images, adverts or front covers of computer games (ensure the suggested age classification is discussed)

Why do children like playing computer games? What might the games be about?

Imagine a scenario where a child tries to persuade another child to play a game which is aimed at an older age than what they are. Why isn't this a good idea? What might happen to the child if they play this game?

how to make informed decisions about health

about choices that support a healthy lifestyle, and recognise what might influence these

how to recognise that habits can have both positive and negative effects on a healthy lifestyle

about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online



reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

#### Basic

List some rules for safe gaming and playing games online

#### Advanced

Explain why age classification is important and what the risks are in playing games which are designed for older players.

	<p>What should the child do or say? Explain to the children how it's important that they pay attention to age classification because it's there for a reason.</p>	<p>how to predict, assess and manage risk in different situations</p> <p>about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p>	
	<p><b>To know about keeping safe near roads, rail, water, building sites and around fireworks.</b></p> <ul style="list-style-type: none"> <li>• <i>can identify and assess the level of risk of different activities in the local environment</i></li> <li>• <i>recognise that in some situations there may pressure to behave in a way that doesn't feel safe</i></li> <li>• <i>can identify some ways to respond to unhelpful pressure</i></li> </ul> <p>Share a selection of scenarios with children doing different activities in different places such as roads, railways, building sites, bonfire night.(include dares or peer pressure) Rank the activities as to which are the most risky and which are the least risky and why.</p> <p>When we feel pressured to do something, it can make us behave in a way which may not be safe.</p> <p>Share some of the scenarios in more detail – what are the possible options to do here and what would the consequences be for each of those options?</p> <p>Pupils should discuss the options they would choose and why.</p> <p>Share some key information about staying safe around water.</p> <p><a href="#">Staying Safe Around Water PowerPoint (teacher made) - Twinkl</a></p>	<p>strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></p> <p>how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p><b>Basic</b> List some simple rules for staying safe in outside environments.</p> <p><b>Advanced</b> Explain some of the situations looked at in the lesson – what the possible options would be to do in this and the possible consequences of those.</p>
	<p><b>To know what to do in an emergency and basic emergency first aid procedures.</b></p> <ul style="list-style-type: none"> <li>• <i>are able to assess what to do in an emergency</i></li> <li>• <i>can carry out some simple first aid procedures for different needs</i></li> <li>• <i>can demonstrate how to ask for help from a range of emergency services</i></li> </ul> <p><a href="#">Mini First Aid</a> Book this session where possible.</p> <p>Pupils should categorise examples of emergencies and non-emergencies and consider whether they would need the emergency services.</p> <p>Pupils should learn about how to call the emergency services using 999 and what information they would need to give to an operator if needed.</p>		<p><b>Basic</b> What is the number to phone for an emergency?</p> <p>What information would you need to give?</p> <p><b>Advanced</b> Explain some first aid procedures to use for different needs and emergencies.</p>

	<p>Role play calling the emergency services.</p> <p>Children learn some first aid procedures including: the recovery position, CPR and what to do to help someone who may be choking.</p> <p><a href="#">PSHE and Citizenship LKS2 Safety First Lesson 6: Injuries and Emergencies (twinkl.co.uk)</a></p> <p><a href="#">St John Ambulance   Introduction to First Aid PowerPoint (twinkl.co.uk)</a></p>		
<p><b>Review project question: Is it important to know first aid?</b></p>			

**Project Question: Are teenagers always moody?**

**Curriculum Drivers:**

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

**Wider Curriculum Links:**

Horizontal –

Vertical -

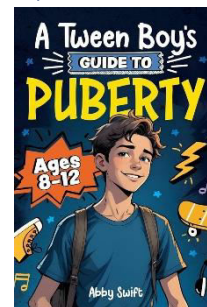
Diagonal -

**Prior Learning:**

Year 2: Sex and relationships education: Boys and girls / families

INFORMATION TO BE SENT OUT TO FAMILIES PRIOR TO THIS UNIT REMINDING THEM OF THE CONTENT AND THAT THEY MAY WISH TO HAVE CONVERSATIONS WITH THEIR CHILDREN BEFORE / AFTER THIS TEACHING

**Key Texts**



**Communicate personally:**



Stereotype, puberty, menstruation, wet dream, ejaculation, semen, hygiene, hormones, emotions, relationships

**Knowledge Schema**

**Core Knowledge**



**To know about the way we grow and change throughout the human life cycle.**

- *can identify changes throughout the human life cycle*
- *understand change is on-going*
- *understand change is individual*

Children to bring in a photo of themselves at a younger age – it could be as a baby, toddler or younger child.

Think back to the time in your photo – what were you able to do then? What couldn't you yet do? How have you changed?

Have some pictures of men / women at different times in their life stuck in the middle of some sugar paper e.g. toddler, child, teenager, adult, elderly.

Children work in groups to move around each piece of sugar paper jotting down what that person is able to do at that stage of their life. They should add their notes to each piece of sugar paper.

**Concepts and Milestones**

that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

to recognise that feelings can change over time and range in intensity

about everyday things that affect feelings and the importance of expressing feelings

**PoP Tasks**

**Basic**

How do we change as we grow older?

List some things we might be able to do at different stages of our life.


**Advanced**

Organise information about the human life cycle explaining what people can do at each stage.

Take a stereotype we might have about the elderly or teenagers – explain why this is wrong.





	<p>What do you think these terms might mean?</p> <p>Use the powerpoint below to explain menstruation</p> <p><a href="#">Menstruation PowerPoint - BBC Teach - Twinkl - Partnerships</a></p> <p>Boys may have wet dreams – this is when they ejaculate semen during their semen. Boys don't have any control over this. They may wake up with wet pyjamas or bed sheets.</p> <p>Both of these processes are a completely normal part of puberty.</p> <p>Show some statements / misconceptions and ask children to determine whether they are true or false based on what they have learnt in the lesson.</p> <p>Answer any questions the children may have or prompt children to use the question box.</p>		<p>menstruation cycle and what symptoms a girl may experience during her period.</p>
	<p><b>To know about the impact of puberty on personal hygiene and strategies for managing this.</b></p> <ul style="list-style-type: none"> <li><i>• can explain how changes at puberty affect body hygiene</i></li> <li><i>• can describe how to care for their bodies during puberty</i></li> <li><i>• can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</i></li> </ul> <p><a href="#">RSHP Puberty and Personal Hygiene PowerPoint (teacher made) (twinkl.co.uk)</a></p> <p>Recap what we have learnt about puberty so far.</p> <p>What do we mean by hygiene? Why is it important? Hygiene is about keeping our bodies clean to maintain health.</p> <p>Think about the changes that happen during puberty – we've already learnt that we sweat more, grow body hair etc.</p> <p>Which areas of the body do you think it's important that we keep particularly clean?</p> <p>Show a bag of items linked with personal hygiene – pull an item out. What is the item and what do you think we use it for? Is it used by men / women or both?</p> <p>What would you do if you noticed one of your friends was smelling of body odour. How could you be sensitive to their feelings?</p> <p><a href="#">Puberty, Body Odor and Other Changes for Boys (youtube.com)</a></p>		<p><b>Basic</b> How can we maintain good personal hygiene?</p> <p><b>Advanced</b> Explain why personal hygiene is important and what we would do to make sure we maintain good personal hygiene.</p> <p>Explain what you would do if one of your friends had a hygiene problem and you wanted to be sensitive about their feelings.</p>



**To know how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty.**

- are able to describe how feelings and behaviour change during puberty
- can devise strategies for managing these changes
- understand how changes during puberty can affect relationships with other people

Starter activity – go round the class and finish this sentence:

One thing I have noticed about teenagers is \_\_\_\_\_

Puberty doesn't just affect our physical bodies but also our emotions, our mood and our behaviours.

[Social Situation Emotional Changes of Puberty - Female \(twinkl.co.uk\)](https://www.twinkl.co.uk/resource/social-situation-emotional-changes-of-puberty-female)

[A Social Situation to Explain the Emotional Changes of Puberty - Male \(twinkl.co.uk\)](https://www.twinkl.co.uk/resource/social-situation-to-explain-the-emotional-changes-of-puberty-male)

[RSE Emotional Changes Puberty Activity - Problem Letters KS2 \(twinkl.co.uk\)](https://www.twinkl.co.uk/resource/rse-emotional-changes-puberty-activity-problem-letters-ks2)

Use of the resources and scenarios above to discuss the different feelings and emotions that may be experienced during puberty. Remind children it's perfectly normal to feel a range of different emotions.

Discuss strategies that may help us when we're feeling sad, angry, emotional etc. Who would you go to if you wanted to talk?



**To know strategies to deal with feelings in relationships.**

- are able to identify feelings and understand how they affect behaviour
- can practise strategies for managing relationships and changes during puberty
- can empathise with other people's feelings in relationships, including parents and carers

During puberty, our emotions and feelings can be stronger so it is important that we're able to recognise them and know how to deal with them.

Pupils are read a scenario about feelings / relationships for example.  
"X's little brother has entered their bedroom and read X's private diary

Pupils discuss how the person might FEEL in this situation and what they might DO in this situation. Should the person act on their thoughts and feeling straight away? If not, why?

Discuss the approach feel, think, do.

**Advanced**

Write a reply back to one of the problem letters from the resource in the main input.

How would you help that person with their feelings and reassure them that this is a normal part of puberty and growing up?

**Basic**

What is the feel, do, think approach?

**Advanced**

Explain why we should think before we act on our feelings or emotions.

Draw a scenario where we need to deal with our feelings in a relationship e.g. with a friend, our parents, a teacher etc.

	<p>We may feel something in the moment but it is important that we think before we do.</p> <p>Ask the children to come up with their own scenario to do with relationships with others.</p> <p>Use the feel, think, do approach to discuss what they should do in that situation.</p> <p>Give some strategies for the think part e.g. counting to 10, finding a quiet space, mindfulness activities etc.</p>		
<b>Review project question: Are teenagers always moody?</b>			

## PSHE Curriculum

### Year 5 – Physical Health and Wellbeing: In the Media

#### Project Question: Should we believe everything we see in the media?

##### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

##### Wider Curriculum Links:

Horizontal –

Vertical

Diagonal -

##### Prior Learning:

Physical Health and Wellbeing

Y1 – Fun times

Y2 – What keeps me healthy?

Y3 – What helps me choose?

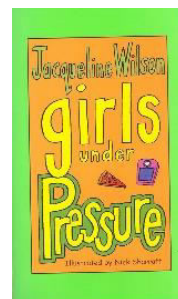
Y4 – What is important to me?

[How Does Advertising and the Media Affect My Food Choices PowerPoint \(twinkl.co.uk\)](https://www.twinkl.co.uk/resource/primary-5-physical-health-and-wellbeing-how-does-advertising-affect-my-food-choices-powerpoint)

[What is a Role Model? 3-6 Powerpoint Presentation Leaders \(twinkl.co.uk\)](https://www.twinkl.co.uk/resource/primary-5-physical-health-and-wellbeing-what-is-a-role-model-3-6-powerpoint-presentation-leaders)

[Computing: Online Safety: False Photography: Year 5 Lesson 4 \(twinkl.co.uk\)](https://www.twinkl.co.uk/resource/primary-5-physical-health-and-wellbeing-computing-online-safety-false-photography-year-5-lesson-4)

##### Key Texts



##### Communicate personally:



Misleading, advertising, consumer, campaign, qualities, role models, manipulate, pressure, editing, digitally enhance

Vocabulary

##### Knowledge Schema

##### Core Knowledge

##### Concepts and Milestones

##### PoP Tasks



##### To know that messages given on food labels can be misleading

- *know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers*
- *are able to compare the health benefits of a food or drink product in comparison with an advertising campaign*
- *identify advertising as one influence on people's choices about food and drink*

Use food adverts such as red bull "red bull gives you wings" Mars bar "a mars a day helps you work, rest and play" KFC: "the chicken, the whole chicken and nothing but the chicken."

What claims are made? What does it imply that the food or drink will do or be like?

Review the food labels – does this compare?

How to make informed decisions about health.

The elements of a balanced, healthy lifestyle.

The choices that support a healthy lifestyle and recognise what might influence these.

How to recognise that habits can have both positive and negative effects on a healthy lifestyle.

The benefits of the internet, the importance of balancing time online with other strategies.

How and when to seek support if they are worried about their health.



##### Basic

Why do adverts only promote the positive aspects of a food or drink?

##### Advanced

Compare the adverts to the food labels – what conclusions do you make?

Produce a more accurate advert for the product.

	<p>Food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers.</p> <p>Advertising is an influence on people's choices about food and drink.</p>	<p>recognise ways in which the internet and social media can be used both positively and negatively</p> <p>about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	
	<p><b>To know about role models</b></p> <ul style="list-style-type: none"> <li>• <i>are able to analyse how the media portray celebrities</i></li> <li>• <i>recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people</i></li> <li>• <i>can explain why we need to be cautious about things we see, hear or read about in the media</i></li> </ul> <p>Role model definition – a person looked to by others as an example to follow.</p> <p>What qualities a role model should possess e.g. integrity, honesty, determination</p> <p>Sort some pictures of celebrities – are they role models or not? Justify and explain thoughts.</p> <p>Role models should have positively influenced people or brought about positive change.</p> <p>Some celebrities are presented as role models by the media but actually may not be a good example. It is important we look at their qualities and what they have done to inspire.</p>		<p><b>Basic</b></p> <p>List some qualities a role model has.</p> <p>Choose a role model and describe them.</p> <p><b>Advanced</b></p> <p>Choose a role model portrayed in the media and consider what makes them a role model.</p> <p>Is it possible to be a role model all of the time? Discuss whether you think yes or no.</p>
	<p><b>To know how the media can manipulate and change images and that these may not reflect reality.</b></p> <ul style="list-style-type: none"> <li>• <i>understand that images can be changed or manipulated by the media and how this can differ from reality.</i></li> <li><i>*can describe how the media portrayal might affect people's feelings about themselves.</i></li> <li><i>*accept and respect that people have bodies that are different.</i></li> </ul> <p>Pressure to look a certain way has always existed and the media can create this pressure further.</p> <p>Show different photos from different media of celebrities or models – do you think this was the original photo that was first taken? How might it have been edited?</p> <p>Show a video of how the media can digitally manipulate how someone looks today</p>		<p><b>Basic</b></p> <p>List some ways a photo of someone could be edited.</p> <p><b>Advanced</b></p> <p>Create some advice for a friend to convince them that they shouldn't compare themselves with digitally enhanced pictures.</p>



	<p>What decisions were made about how the person should be altered? Did anything surprise you?</p> <p>Show some examples of role models / companies who are NOT editing or airbrushing photos anymore.</p>		
<p><b>Review project question: Should we believe everything we see in the media?</b></p>			

## PSHE Curriculum

### Year 5 – Identity, society and democracy: Stereotypes, discrimination and prejudice

#### Project Question: Should all girls like pink?

##### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

##### Wider Curriculum Links:

Horizontal –

Vertical -

Diagonal -

##### Prior Learning:

Identity, society and democracy:

Year 1: Me and Others

Year 3: Celebrating Difference

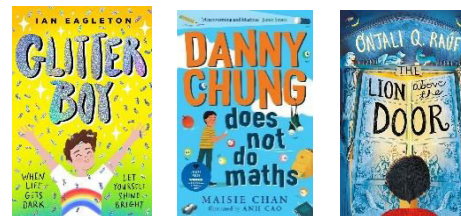
Year 4: Democracy

[Should some toys be just for girls or boys? - BBC Newsround](#)

[Challenging Gender Stereotypes PowerPoint \(teacher made\) \(twinkl.co.uk\)](#)

[Diversity and Discrimination PowerPoint - Valuing Diversity \(twinkl.co.uk\)](#)

##### Key Texts



##### Communicate personally:



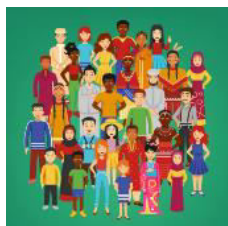
Stereotype, gender, equality, discrimination, LGBT+, prejudice, homophobia, racism, sexism, disablism, diversity

##### Knowledge Schema

##### Core Knowledge

##### Concepts and Milestones

##### PoP Tasks



##### To know about stereotyping, including gender stereotyping.

- *can explain what is meant by the word 'stereotype'*
- *identify stereotypes as presented in the media and wider world*
- *feel able to challenge gender stereotypes*

Pupils draw a quick sketch of a boy and a girl – what they like, how they dress, lifestyles and activities

Explain the definition of stereotype – a widely held view or idea about a particular type of person or thing.

Think about gender stereotypes e.g. girls have long hair, boys don't wear pink, women should look after children at home etc, girls play with Barbies

Show some images from the media of boys and girls – do they fit the stereotype or challenge the stereotype?

to recognise reasons for rules and laws;  
consequences of not adhering to rules and laws

to recognise there are human rights, that are there to protect everyone



about the relationship between rights and responsibilities

the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

**Basic**  
What is a stereotype?

List some common gender stereotypes

**Advanced**  
Re-draw your initial pictures of a boy and girl to make them less stereotypical. Label and caption to explain your thoughts.

	<p>What is the problem with stereotyping?</p> <p><a href="#">Should some toys be just for girls or boys? - BBC Newsround Challenging Gender Stereotypes PowerPoint (teacher made) (twinkl.co.uk)</a></p>	<p>about the different groups that make up their community; what living in a community means</p> <p>to value the different contributions that people and groups make to the community</p>	
	<p><b>Book this workshop:</b></p> <p>It looks at the problems young people in the LGBT community can face and how they can be supported. This runs alongside the theme of supporting our peers and avoiding using bullying behaviour. A discussion and activity is included for the students to consider the role of gender stereotyping in our society.</p> <p>We discuss with the pupils what the meaning of family is and ask them to come up with some ideas of all the different families that they can think of.</p> <p><a href="#">LGBT - an introduction - Stay Safe Partnership – Lincolnshire County Council</a></p>	<p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>Activities completed during the workshop.</p>
	<p><b>To know about prejudice and discrimination and how this can make people feel.</b></p> <ul style="list-style-type: none"> <li>• <i>identify some discriminatory language (homophobic, sexist, disablist, racist)</i></li> <li>• <i>know what to do if they experience discriminatory language at school</i></li> <li>• <i>understand how discriminatory language can make people feel and that this is unacceptable</i></li> </ul> <p>Pupils read the following quote: No one is born hating another person because of the colour of his skin, his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite' – Nelson Mandela. What are their thoughts? What does it mean?</p> <p>Identify the definitions of racism, sexism, disablism and homophobia and how they are all types of discrimination. Also discuss how these are 'protected characteristics' which means it is against the law to discriminate people because of these characteristics.</p> <p>Use some scenarios – what discrimination is happening here? What would you say if you saw this happening?</p> <p><a href="#">Diversity and Discrimination PowerPoint - Valuing Diversity (twinkl.co.uk)</a></p>		<p><b>Basic</b></p> <p>List some types of discrimination.</p> <p>What do we mean by protected characteristics?</p> <p><b>Advanced</b></p> <p>Use a scenario from the lesson and explain what advice you would give to the person this happened to.</p> <p>Organise information about different types of discrimination and how we can prevent this.</p>
<p><b>Review project question: Should all girls like pink?</b></p>			

## PSHE Curriculum

### Year 5 – Keeping Safe and Managing Risk: When things go wrong!

#### **Project Question:** When things go terribly wrong, are there people who can help?

##### Curriculum Drivers:

Live our Values  
Communicate Clearly  
Overcome difficulties  
Prioritise Health  
Recognise Achievement

##### Wider Curriculum Links:

Horizontal –

Vertical -

Diagonal -

##### Prior Learning:

##### Keeping Safe and Managing Risk:

Year 1: Feeling Safe

Year 2: Indoors and Outdoors

Year 3: Bullying – see it, say it, stop it

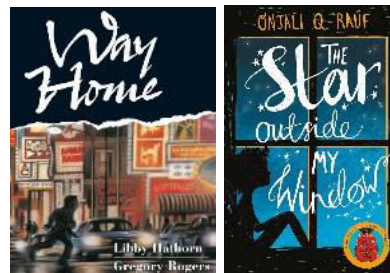
Year 4 : Playing Safe

[Safer Internet Day: Trustworthy Profiles? Worksheet - Twinkl](#)

[Domestic Violence Lesson Pack | Domestic Abuse Senior Phase \(twinkl.co.uk\)](#)

[key-stage-2.pdf \(railwaychildren.org.uk\)](#)

##### Key Texts



##### Communicate personally:



influenced, trustworthy, domestic abuse, runaway, absent, risk, solution.

##### Knowledge Schema

##### Core Knowledge

##### Concepts and Milestones

##### PoP Tasks



##### To know about keeping safe online

- understand that people can be influenced by things online
- can explain why what they see online might not be trustworthy
- know when and how to report something that makes them feel unsafe or uncomfortable

Share some examples of what people might post on social media e.g. updates, statuses, selfies, photos – what influences people to share those things?

Show a range of links / messages – are these trustworthy? How do you know?

how to predict, assess and manage risk in different situations

strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about


about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read

##### Basic


List some ways you would know whether information online is trustworthy or not.

##### Advanced

Explain what you would do in different scenarios if things went wrong online.

	<p>Discuss a range of statements for when things go wrong e.g. X has opened a link that has led to an inappropriate website. What should X do now?</p> <p><a href="#">Safer Internet Day: Trustworthy Profiles? Worksheet - Twinkl</a></p>	<p>online and how to report concerns, inappropriate content and contact</p> <p>that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>	
	<p><b>To know that violence within relationships is not acceptable.</b></p> <ul style="list-style-type: none"> <li>• <i>know what is meant by domestic violence and abuse</i></li> <li>• <i>understand that nobody should experience violence within a relationship</i></li> <li>• <i>know what to do if they experience violence/ where to go for help, advice and support</i></li> </ul> <p>Ask the children to discuss what violence is.</p> <p>Pupils make a freeze frame of someone about to use violence against another person. Ask the pupils to: include something that expresses how each person feels about what is happening; think about the space between them; include movement one or other could make to represent what is happening; include a sound</p> <p>Give the pupils an explanation of what is meant by domestic violence and abuse. When violence happens in a family or in a house, between people who are related, married, living together or used to live together, it has a special name – domestic violence and abuse. Domestic violence and abuse is against the law – a person can be arrested, questioned by police, taken to court, fined or put in prison.</p> <p>Is it ever OK to use violence to solve an argument? How should adults resolve arguments? Explain where pupils can go for help if an argument they are involved with is getting violent and they are worried about someone getting hurt, such as ChildLine, The Hideout, or in an emergency dial 999.</p> <p>Domestic violence affects many people. Use Eliza's story and Ted's story  <a href="#">Domestic Violence Lesson Pack   Domestic Abuse Senior Phase (twinkl.co.uk)</a></p>	<p>to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>the importance of seeking support if feeling lonely or excluded</p> <p>about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>	<p><b>Basic</b>  What is domestic abuse?</p> <p>How might people resolve arguments without violence?</p> <p><b>Advanced</b>  Explain what domestic abuse was happening in Ted or Eliza's stories. How was it affecting the people in the house?  Why was it abuse?  How had the victim changed?  What could they do to get help?</p>



	<p><b>To know about problems that can occur when someone goes missing from home.</b></p> <ul style="list-style-type: none"> <li>• <i>understand some of the reasons that might cause a young person to run away or be absent from home</i></li> <li>• <i>can identify the potential risks and dangers of running away or going missing</i></li> <li>• <i>know who to talk to if they feel like running away</i></li> </ul> <p>Start by thinking what the ideal home would be like – what would make a happy home? How would you feel living there? List things on individual bricks.</p> <p>Now take some of the bricks away – would you still be happy living there?</p> <p>Initial questions (paired or group)</p> <ul style="list-style-type: none"> <li>• What might cause a young person to want to runaway?</li> <li>• What are the risks a young person may face if running away.</li> </ul> <p>Share a case study, written as an e-mail to a help website, about a young person who feels they want to run away. Pupils discuss what the character could do, rather than taking the risk of running away.</p> <p><a href="#">key-stage-2.pdf (railwaychildren.org.uk)</a></p>	<p>. where to get advice and report concerns if worried about their own or someone else's personal safety (including online</p> <p>how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<p><b><u>Basic</u></b> What might cause a young person to want to runaway?</p> <p><b><u>Advanced</u></b> Pupils write a response to the character in the case study, highlighting the risks and what might help instead.</p>
<p><b>Review project question: When things go terribly wrong, are there people who can help?</b></p>			

**Project Question: Is it important to talk about our feelings?**

**Curriculum Drivers:**

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

**Wider Curriculum Links:**

Horizontal –

Vertical -

Diagonal -

**Prior Learning:**

Mental Health and Wellbeing:

Year 1: Feelings

Year 2: Friendship

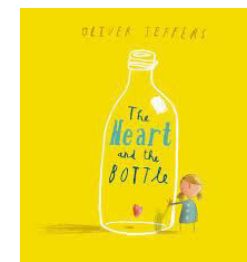
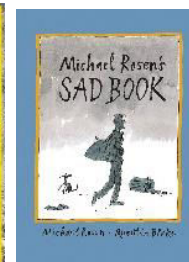
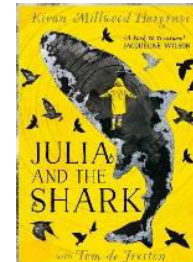
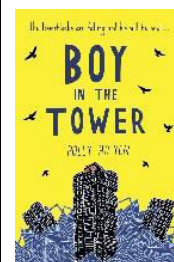
Year 3: Strengths and Challenges

[PSHE LKS2 Think Positive Changes Lesson Pack: Lesson 3 \(twinkl.co.uk\)](https://www.twinkl.co.uk/PSHE/LKS2/Think-Positive-Changes/Lesson-Pack/Lesson-3)

[Stages of Loss and Grief Poster: Death \(teacher made\) \(twinkl.co.uk\)](https://www.twinkl.co.uk/PSHE/LKS2/Think-Positive-Changes/Lesson-Pack/Lesson-3)

[PSHE lesson downloads | Winston's Wish \(winstonswish.org\)](https://www.winstonswish.org/)

**Key Texts**



**Communicate personally:**



Emotions, intensity, conflicting, grief, loss, bereavement, coping

**Knowledge Schema**

**Core Knowledge**



**To know about a wide range of emotions and feelings and how these are experienced in the body.**

- are able to name and describe a wide range and intensity of emotions and feelings
- understand how the same feeling can be expressed differently
- recognise how emotions can be expressed appropriately in different situations

Give each group a 'root' word (for example: joy, fear, sadness, anger, happy, excited, frightened, worried). Pupils brainstorm other words that relate to the root word. Pupils rank the words on a 'feelings thermometer' to show the different intensity of the same feelings.

Use clips from 'inside out' to highlight how we experience different feelings

Pupils are given scenarios that include feelings in different situations. Pupils discuss appropriate ways of expressing that feeling in the situation.

**Concepts and Milestones**

that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

to recognise that feelings can change over time and range in intensity

about everyday things that affect feelings and the importance of expressing feelings

**PoP Tasks**



**Basic**

List a range of emotions or feelings.

**Advanced**

Explain how a person may show their feelings in different scenarios.

Organise information to show different intensities of the same feeling.

	Discuss that sometimes it is not always appropriate to share a feeling in a particular way	a varied vocabulary to use when talking about feelings; about how to express feelings in different ways	
	<p><b>To know about times of change and how this can make people feel.</b></p> <ul style="list-style-type: none"> <li>• <i>identify situations when someone may feel conflicting emotions due to change</i></li> <li>• <i>can identify ways of positively coping with times of change</i></li> <li>• <i>recognise that change will affect everyone at some time in their life</i></li> </ul> <p><a href="#">PSHE LKS2 Think Positive Changes Lesson Pack: Lesson 3 (twinkl.co.uk)</a></p> <p>Starter activity – how many reasons for change can you think of with a partner?</p> <p>Review situations e.g. moving house, changing school, new brother or sister, making new friends, joining a club etc.</p> <p>How does it feel when going through a change? Is it possible for there to be more than one feeling and are these feelings sometimes conflicting? E.g. excited / nervous</p> <p>Some changes are unexpected but some changes have time to prepare – use activities from the link above to find ways of coping and managing with change.</p> <p>Share Lacey’s scenario – how could you help her cope with this change? What could she do?</p>	<p>strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p><b>Basic</b> List some key times of change in a young person’s life.</p> <p>Label some emotions linked with these changes.</p> <p><b>Advanced</b> Explain how you would support Lacey with coping with the change that she is about to experience. Use some of the coping strategies shared in the lesson.</p>
	<p><b>To know about the feelings associated with loss, grief and bereavement</b></p> <ul style="list-style-type: none"> <li>• <i>recognise that at times of loss, there is a period of grief that people go through</i></li> <li>• <i>understand there are a range of feelings that accompany bereavement and know that these are necessary and important</i></li> <li>• <i>know some ways of expressing feelings related to grief</i></li> </ul> <p>Define grief and bereavement</p> <p>Discuss that when a person dies there is a period of grief, during which there may be events or rituals that are followed. This might include: special clothing, sending sympathy cards, a burial, ceremony or celebration of the persons’ life. Pupils discuss the different types of things that might happen at these times</p> <p>What are the different feelings and emotions a person might experience at a time of bereavement?</p> <p>Explain the different stages of grief - <a href="#">Stages of Loss and Grief Poster: Death (teacher made) (twinkl.co.uk)</a></p>		<p><b>Basic</b> What do we mean by grief and bereavement?</p> <p><b>Advanced</b> Explain the different stages of loss and grief and how emotions may change.</p> <p>Organise different coping strategies which may support someone dealing with grief.</p>

	Use information from the slides in KS2 Lesson 1 and 2 from: <a href="#">PSHE lesson downloads</a>   <a href="#">Winston's Wish (winstonswish.org)</a>		
<b>Review project question: Is it important to talk about our feelings?</b>			

**Project Question: Does the media do enough to stop young people wanting to smoke?**

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

Vertical -

Diagonal -

Prior Learning:

Drug, Alcohol and Tobacco Education

Year 1 – What do we put into and on our bodies?

Year 2 – Medicines and Me

Year 3 – Tobacco is a drug

Year 4 – Making choices

Smoking - BBC Bitesize

Key Texts

Communicate personally:



Risks, tobacco, vaping, e-cigarettes, chronic, conflicting, influences, pressure, peers, intimidate

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



**To know about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis**

• *know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis*

• *understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law*

• *understand that there are risks associated with all smoking drugs*

\*Discuss with children some drugs they know which can be smoked e.g. cigarettes, ecigarettes, cannabis, shisha.

\*Discuss the risks associated with smoking – health, money, law, risks to others, social life

\*Also focus on vaping and its dangers – some children may think this is not as bad for you but emerging data shows links with asthma and chronic lung disease

[Smoking Stinks! \(for Kids\) | Nemours KidsHealth](#)

about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

about the mixed messages in the media about drugs, including alcohol and smoking/vaping

about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing






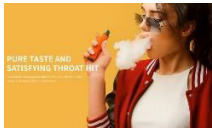

Basic

List some drugs which can be smoked.

Advanced

Organise information about smoking and its risks and harms.



	<p><a href="#">The Dangers of Smoking PowerPoint - Asthma - Classroom (twinkl.co.uk)</a>  <a href="#">The Effects of Vaping PowerPoint - Side Effects of Vaping (twinkl.co.uk)</a>  <a href="#">Things that harm us - Smoking (teacher made) - Twinkl</a>  <a href="#">ASH resources on youth vaping - ASH</a></p>	strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others	
	<p><b>To know about different influences on drug use – alcohol, tobacco and nicotine product</b></p> <ul style="list-style-type: none"> <li>• <i>can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products</i></li> <li>• <i>can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol</i></li> <li>• <i>recognise that there are many influences on us at any time</i></li> </ul> <p>Show some media campaigns linked to alcohol or smoking – use some examples from the NHS posters as well as some from the alcohol or tobacco companies themselves</p> <div>      </div> <p>What messages are being put across and who are they aimed at? How are the messages different from the health professionals and the selling companies?</p> <p>What might influence someone to drink / smoke? List ideas e.g. friends, thinking it's 'cool', seeing colourful products in a shop etc. Rank these influences discussing which would have most impact.</p>	<p>how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>about choices that support a healthy lifestyle, and recognise what might influence these</p>	<p><b>Basic</b></p> <p>Sort some advertising campaigns into whether it shows drinking / smoking in a positive way or a negative way.</p> <p><b>Advanced</b></p> <p>Explain some of the influences a young person may face which may persuade them to drink alcohol or smoke.</p> <p>As an extra challenge, then think what the opposite influence to that would be to discourage someone from smoking.</p> <p>e.g. an influence may be pressure from friends who all do it</p> <p>The opposite to that might be to find new friendship where there's no pressure to do something you don't want to do.</p>
	<p><b>To know strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol</b></p> <ul style="list-style-type: none"> <li>• <i>can describe some strategies that people can use if they feel under pressure in relation to drug use</i></li> <li>• <i>can demonstrate some ways to respond to pressure concerning drug use</i></li> <li>• <i>recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it</i></li> </ul> <p>Why might someone want to avoid smoking or drinking?</p>		<p><b>Basic</b></p> <p>List some ways a young person could avoid be pressured.</p> <p><b>Advanced</b></p> <p>Respond to a scenario where a young person is being pressured to try smoking.</p> <p>Explain some of the strategies they could use to say no!</p>

	<p>Pressure is when someone persuades or intimidates someone to make someone do something.</p> <p><a href="#">Peer Pressure PowerPoint (teacher made) - Twinkl</a></p> <p>It is important that we have different strategies to say No and to not let ourselves be pressured into something we do not want to do.</p> <p>Discuss some strategies for resisting pressure:-</p> <ul style="list-style-type: none"> <li>*giving factual reasons for why you don't want to</li> <li>*moral, religious or cultural beliefs</li> <li>*suggesting an alternative which isn't harmful</li> <li>*just saying No!</li> <li>*physical responses such as walking away</li> <li>*Think of an excuse</li> <li>*Find friends who share the same values</li> <li>*Avoid being in the situation where you feel pressured</li> <li>*Stand up for friends who may be being pressured</li> </ul> <p><a href="#">Peer pressure   Childline</a></p>		
<p><b>Review project question: Does the media do enough to stop young people wanting to smoke?</b></p>			

## Project Question: Is risk a good or bad thing?

### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

### Wider Curriculum Links:

Horizontal –

Vertical -

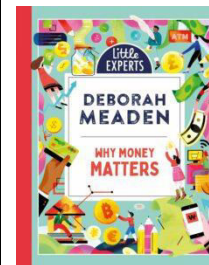
Diagonal -

### Prior Learning:

Year 1 – My Money

Year 3 – Saving, spending and budgeting.

### Key Texts



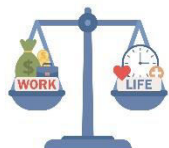
### Communicate personally:



Borrowing, risk, credit, debt, manageable, unmanageable, interest, enterprise, entrepreneur, career, salary, satisfaction.

### Knowledge Schema

### Core Knowledge



To know that money can be borrowed but there are risks associated with this.

- understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes)
- can explain the difference between manageable and unmanageable debt and how this can make people feel
- can identify where people can access reliable information and support

[Do You Need It? | Values, Money & Me \(valuesmoneyandme.co.uk\)](https://valuesmoneyandme.co.uk/)  
[Borrowing Money: When and How to Borrow | MoneySense \(mymoneysense.com\)](https://mymoneysense.com/)  
[Lesson 8: Introduction to borrowing - Money Matters \(ccpc.ie\)](https://ccpc.ie/)

How might people pay for things? E.g. cash in the shops, debit cards online, pre-paid cards for bus or train.

What about when things cost a lot of money? How might people pay for things then?

Sometimes people borrow money to help them be able to buy something. Brainstorm different ways of borrowing money:  
 \*from friend or family,

### Concepts and Milestones

### PoP Tasks

about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

to recognise their individuality and personal qualities

about the different ways to pay for things and the choices people have about this

to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

to recognise that people make spending decisions based on priorities, needs and wants

about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

### Basic



List some different ways people may borrow money.

What should people think about before borrowing money?

### Advanced

Explain the difference between manageable and unmanageable debt and how this can make someone feel.

Explain the risks with borrowing money and create an advice sheet for someone who is thinking about borrowing money.

	<p>*credit card, *loan, *payday loan *mortgage</p> <p>Why might people choose to borrow money rather than save up? Discuss as a class what people should think about before borrowing money – e.g. is it something that they really need? Are they going to be able to repay the money?</p> <p>Discuss interest rates and how these affect how much someone might pay back – this then ends up being more than the original amount borrowed.</p> <p>*Discuss what is meant by manageable and unmanageable debt and how people may feel when debt becomes unmanageable.</p> <p>*Share where people can access support if they need financial help.</p>	<p>to identify the ways that money can impact on people's feelings and emotions</p> <p>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p> <p>about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	
	<p><b>To know about enterprise.</b></p> <ul style="list-style-type: none"> <li>• <i>can identify skills that make someone enterprising</i></li> <li>• <i>know what is needed to plan and set up an enterprise</i></li> <li>• <i>can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise</i></li> </ul> <p>Share a story about enterprise  <a href="#">Young Entrepreneurs Share Their Success Story   Motivational Video for Kids - YouTube</a>  <a href="#">KS2 / KS3 PSHE: How to become a successful entrepreneur - BBC Teach</a></p> <p>What does a successful enterprise need?</p> <p>Explore the concept of risk and reward  <a href="#">The concept of risk and reward - The role of business enterprise and entrepreneurship - OCR - GCSE Business Revision - OCR - BBC Bitesize</a></p>	<p>that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>to identify the kind of job that they might like to do when they are older</p>	<p><b>Basic</b> List some qualities of an entrepreneur</p> <p>How might a business be successful?</p> <p><b>Advanced</b> Organise information about one of the people seen in the videos from the lesson about what they did to become successful entrepreneurs.</p>
	<p><b>To know what influences people's decisions about careers</b></p> <ul style="list-style-type: none"> <li>• <i>understand that money is one factor in choosing a job and that some jobs pay more than others</i></li> <li>• <i>can debate the extent to which a person's salary is more or less important to job satisfaction</i></li> <li>• <i>understand how people choose what job to do</i></li> </ul> <p>Discuss different jobs – show some examples on the board and ask children to match the average salary to the correct job. Why are some salaries higher than others?</p> <p>When deciding on a job or career in the future, what might influence someone's decision? List some factors on the board</p>		<p><b>Basic</b> List some factors that would influence a job or career that someone may choose.</p> <p><b>Advanced</b> Debate your view on the following:          "Job satisfaction is more important than a big salary."          Write your argument stating whether you agree or disagree.</p>

	<p>e.g.  money  passion  good at it  family members have done it  pressure from others  relevant qualifications  morals / values  locality e.g. if you're in a very rural area, there may be more agricultural opportunities. If you live in an inner city like London, there may be more business opportunities.</p> <p>Ask the children to rank which of the factors they would place biggest importance on when deciding on a job. Discuss reasons for their ranking.</p> <p>Discuss – how important is earning a big salary compared to job satisfaction? Would you rather have a job you loved that paid less or a job you disliked but paid more?</p> <p><a href="#">Sixth Grade Salary Comparison Activity (teacher made) (twinkl.co.uk)</a>  <a href="#">Jobs: the link between work and money - BBC Teach</a></p>		
<p><b>Review project question: Is risk a good or bad thing?</b></p>			

**Project Question:** Is having a baby a big commitment?

**Curriculum Drivers:**

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

**Wider Curriculum Links:**

Horizontal –

Vertical -

Diagonal -

**Prior Learning:**

Year 2: Sex and relationships education: Boys and girls / families

Year 4: Sex and relationships education – Growing up and changing

INFORMATION TO BE SENT OUT TO FAMILIES PRIOR TO THIS UNIT REMINDING THEM OF THE CONTENT AND THAT THEY MAY WISH TO HAVE CONVERSATIONS WITH THEIR CHILDREN BEFORE / AFTER THIS TEACHING

**Key Texts**



Puberty, sexual, reproduction, relationship, romantic, marriage, partnership, reproductive organs, intercourse, consent, conception, pregnancy, commitment

**Knowledge Schema**

**Core Knowledge**

**Concepts and Milestones**

**PoP Tasks**



**To know about the changes that occur during puberty**

- can identify the physical, emotional and behavioural changes that occur during puberty for both males and females
- understand that puberty is individual and can occur any time between 8-17
- understand that body changes at puberty are a preparation for sexual maturity

Children have learnt about puberty in Year 4 and 5 so this is a chance to recap that and to understand that puberty is also preparation for sexual maturity and the body's way of ensuring that in adulthood, a female can carry a child.

Show different headings linked with puberty:-

PHYSICAL SOCIAL EMOTIONAL BEHAVIOURAL

Can the children come up with some of the changes during puberty linked to these headings?

to recognise their individuality and personal qualities

to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for


**Basic**

Identify changes during puberty that fit under different headings of physical, social, emotional

**Advanced**

Create a response to a worry that someone may have about puberty, explaining how you would reassure them and where they may seek help.



	<p>Can the pupils remember where they might seek advice from if they're worried about puberty? Remind pupils of where they may get support.</p> <p>Share with children a worry letter written by a teenager going through puberty. It might be about having wet dreams, starting periods, pubic hair growing etc.</p> <p>With the children, draft a response – how would we reassure this person? What could we say or ask them to do to make things better?</p>	<p>about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>about the new opportunities and responsibilities that increasing independence may bring</p> <p>to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p>	
	<p><b>To know the different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.</b></p> <ul style="list-style-type: none"> <li>• <i>understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture</i></li> <li>• <i>can recognise and challenge gender stereotypes</i></li> <li>• <i>understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</i></li> </ul> <p>Discuss what we mean by gender stereotypes – this has been covered in previous year groups so shouldn't be new to the children.</p> <p>Show two circles – what people may expect girls/women to do and what people may expect boys/men to do</p> <p>Can the children identify anything to go in either of these circles?</p> <p>Show statements such as wearing a dress, looking after children, being prime minister, playing football etc. Where would you record these ideas?</p> <p>Discuss where gender stereotypes may come from – how does society influence us to believe we have to be a certain way? May be from school, families, friends, the media, religions etc.</p> <p>Show children the Smyths toy website – look at the Barbie page – how many of the toys have a girl pictured playing with them? Look at the hot wheels page – what do you notice about the pictures? Are these retailers helping break down stereotypes?</p> <p><a href="https://careersandenterprise.co.uk">Challenging gender stereotypes   Primary Platform (careersandenterprise.co.uk)</a></p> <p>Share some resources from above to help children break down their stereotypes about jobs and skillsets.</p>	<p>that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>about seeking and giving permission (consent) in different situations</p> <p>about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>	<p><b>Advanced</b></p> <p>Create a response to Smyths toy shop highlighting to them why their website is promoting gender stereotypes and giving some advice on why they need to change this because of the impact it might have on young people's views and beliefs about how they should behave.</p> <p>Organise information about gender stereotypes around jobs.</p>



**To know what values are important to them in relationships and to appreciate the importance of friendships in intimate relationships**

- *can identify positive qualities and expectations from a variety of relationships*
- *can explain the similarities and differences between friendships and intimate relationships*
- *can describe that there are different types of intimate relationships, including marriage*
- *understand that sex or making love may be one part of an intimate relationship between adults*

[UKS2 Relationships Lesson Pack - PSHE Growing Up Unit \(twinkl.co.uk\)](https://www.twinkl.co.uk/teaching-resources/primary/pshe/relationships/relationships-lesson-pack)

Discuss with the children what makes a healthy, romantic relationship.

The children should focus on positive qualities of friendships which then may transfer into a loving relationship between two people.

Discuss the features of a healthy relationship. The children may say:  
\*trust, respect, honesty, kindness, loyalty.

Discuss what an unhealthy relationship between a couple may look like. Why is this not a good situation and how could someone seek help?

Remind children of the different types of relationship – between a man and a woman or 2 women or 2 men. It could involve marriage, civil partnership or couples may choose to be together but not marry etc.

Use this as an opportunity to celebrate all types of loving relationship.

How would the children finish this sentence..

Love in a relationship is \_\_\_\_\_



**To know about human reproduction in the context of the human life cycle.**

- *understand that sexuality is expressed in a variety of ways between consenting adults*
- *know that sexual intercourse may be one part of a sexual relationship*
- *can describe how babies are made and explain how sexual intercourse is related to conception*
- *can name the male and female sex cells and reproductive organs*

Recap what we learnt about healthy relationships last week. One part of a loving, intimate relationship may be through sexual intercourse (or sex,

**Basic**

Complete the sentence

Love in a relationship is \_\_\_\_\_


**Advanced**

Organise information about what a healthy relationship between 2 people may look like.

What values would there be and how will people be treated?

**Basic**

Label diagrams of the male and female reproductive organs.

	<p>making love) This is a way that adults may show they care for one another and is also the way that a baby is made if this is what the couple want.</p> <p>Show different words linked with anatomy – children to decide whether they belong to a male, female or both.</p> <p>Choose words from: pubic hair, anus, elbows, breasts, nipples, penis, scrotum, vulva, vagina, clitoris, cervix, ovaries, testicles, foreskin, urethra, fallopian tube, bladder, womb</p> <p>Display diagrams of the reproductive organs of males and females and discuss any words the children may have had difficulty in.</p> <p>Reproduction is a term meaning to make babies – males and females have organs to allow this to happen. Sexual intercourse is the process that 2 consenting adults will do to allow reproduction to happen.</p> <p><a href="#">RSHP Reproductive Body Parts PowerPoint (teacher made) (twinkl.co.uk)</a></p>		
	<p><b>To know how a baby is made and grows</b></p> <ul style="list-style-type: none"> <li>• <i>know the male and female body parts associated with conception and pregnancy</i></li> <li>• <i>can define conception and understand the importance of implantation in the womb</i></li> <li>• <i>know what pregnancy is, where it occurs and how long it takes</i></li> </ul> <p><a href="#">Human Reproduction KS2 Lesson Pack   PSHE Growing Up UKS2 (twinkl.co.uk)</a></p> <p>Recap the male and female reproductive organs and the different parts from last lesson.</p> <p>Discuss using the resources above how a baby is made through sexual intercourse in a loving, consenting relationship. Share the stages through from sperm fertilising egg to the development of the foetus for 9 months until ready for birth and how the baby may leave a female's body.</p> <p>Complete a sequencing activity to show that children recognise the different order of the stages of conception and pregnancy.</p> <p>Show some statements and ask children to identify whether they are true or false based on what they have learnt in the lesson today.</p> <p>Keep the question box open for any children to ask any questions they may have about sex, conception or pregnancy.</p>		<p><b>Basic</b></p> <p>List some of the key stages of conception using the correct terminology.</p> <p><b>Advanced</b></p> <p><a href="#">Images and Vocabulary Sheet.pdf</a></p> <p>Explain fully the process of conception using the vocabulary on the resource above.</p>

**To know about roles and responsibilities of parents and carers**

- *can identify some of skills and qualities needed to be parent and carer*
- *understand the variety of ways in which parents and carers meet the needs of babies and children*
- *can recognise that both men and women can take on these roles and responsibilities*

Discuss with the children whether they've ever had a new baby born into their family e.g. a sibling or cousin etc.

What is it like for parents / carers when a new baby is born? How might their lives change? What feelings might they experience?  
List children's ideas on the board.

Explain how looking after a new baby is rewarding and wonderful but can also be very hard work – it's important for new parents to have different people they can turn to for support e.g. relatives, friends, midwives, health visitors and the children centres.

Discuss the phrase 'it takes a village to raise a child.' What do the children think this may mean? How does it link with the importance of support mentioned above?

Recap on the gender stereotypes covered earlier in the unit – it used to be (and still is in some cases) seen that women stay at home and look after children while men go back to work however this is not always the case. Both men and women can take on the roles and responsibilities of looking after a baby and there are things like shared parental leave etc. which allow this to be easier for families.

**Basic**

List some roles and responsibilities of new parents

**Advanced**

Explain how parents and carers meet the needs of babies and children and where they may seek support from if needed.

**Review project question:** *Is having a baby a big commitment?*

**Project Question: Can risks involved with drug use be reduced?**

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

Vertical -

Diagonal -

Prior Learning:

Drug, Alcohol and Tobacco Education

Year 1 – What do we put into and on our bodies?

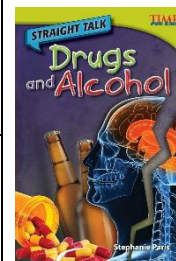
Year 2 – Medicines and Me

Year 3 – Tobacco is a drug

Year 4 – Making choices

Year 5 – Different Influences

Key Texts



Communicate personally:



Risk, legal, illegal, effects, situation

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



**To know about the risks associated with using different drugs , including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs**

- *know about some of the possible effects and risks of different drugs*
- *know that some drugs are restricted or that it is illegal to own, use and supply them to others*
- *understand why and when people might use drugs*

[Substance misuse workshop for year 6 - 'What's in the box?' - Stay Safe Partnership – Lincolnshire County Council](#)

Book the above workshop OR follow the following:

Pupils name different drugs that they know or have heard of. Help children categorise these into different types and discuss whether they are legal or illegal.

how to make informed decisions about health

how to predict, assess and manage risk in different situations

about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)


how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

Basic


List the risks associated with different drugs.

Advanced

Organise information about different drugs, showing what they are, how they are used and the effects they may have,

	<p>Can the children think of times or places where people may use drugs e.g. parties,</p> <p>Share on the board some different drugs – what have the children heard about this drug or what do they know about it? Make sure a range of both legal and illegal drugs are covered (including medicine)</p> <p>What does it look like? How is it used? What are the effects / risks? What are the laws surrounding this drug?</p> <p>Share some factsheets about the different drugs to share information with pupils. The FRANK website has information answering the different questions above for all drugs.</p> <p><a href="#">KS2 Harmful Substances Lesson Pack - PSHE and Citizenship (twinkl.co.uk)</a></p>	<p>about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p>	
	<p><b>To know about assessing the level of risk in different situations involving drug use.</b></p> <ul style="list-style-type: none"> <li>• <i>can explain why risk depends on the drug itself, the person using the drug and the situation – when and where the person is, and who they are with</i></li> <li>• <i>can identify risks within a given scenario involving drug use</i></li> <li>• <i>understand what would need to change to reduce the level of risk</i></li> </ul> <p>Show a situation involving drug use. Is this a risky situation or not? Why? Share some examples such as:- *an 18 year old drinking excessively at a party and their friends have all gone home. * a 30 year old taking their medication for a health condition Etc.</p> <p>Share the drug risk triangle – when needing to assess risk associated with drug use, we can use this triangle.</p> <ol style="list-style-type: none"> <li>1) What the drug is</li> <li>2) The person who is using the drug (age, physical health, mood, mental health)</li> <li>3) The situation (where the person is, who they are with and what they are doing at the time)</li> </ol> <p>Share some more situations – can they identify the different parts of the triangle in that situation. Can they change one part of the triangle which would make this situation more risky? Can they change a part of the triangle to make the situation less risky?</p>	<p>about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p><b>Basic</b> Label the drug risk triangle.</p> <p><b>Advanced</b> For different scenarios, explain the different parts of the drug risk triangle.</p> <p>For one scenario, change something to make the situation more risky and then change something to make the situation less risky.</p>



	Repeat with different examples		
	<p><b>To know about ways to manage risk in situations involving drug use.</b></p> <ul style="list-style-type: none"> <li>• <i>can identify situations where drug use may occur</i></li> <li>• <i>know some ways of reducing risk in situations involving drug use</i></li> <li>• <i>know where to get help, advice and support regarding drug use</i></li> </ul> <p>Recap the drug risk triangle.</p> <p>Invite the children to come up with a realistic scenario involving a drug, a person and a situation</p> <p>Using one of the scenarios the children come up with as an example, discuss what the person could do before, during and after the scenario to help reduce the risk. Which strategies would be most effective?</p> <p>Role play the scenarios focusing on the strategies a person could do to reduce the risk in the situation.</p> <p>Share information about where young people can get information, help or advice concerning drug use.</p> <p>Childline and FRANK are both websites containing help and support for young people concerned about drug use.</p>		<p><b>Basic</b></p> <p>Where could young people worried about drug use get help and support from?</p> <p><b>Advanced</b></p> <p>Explain some strategies that could be used to reduce the risk involved in drug use</p>
<p><b>Review project question: Can risks involved with drug use be reduced?</b></p>			

## PSHE Curriculum

### Year 6 – Identity, society and democracy: Human Rights

#### Project Question: Do we have a right to a safe home?

##### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

##### Wider Curriculum Links:

Horizontal –

Vertical -

Diagonal -

##### Prior Learning:

Identity, society and democracy:

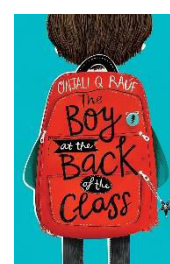
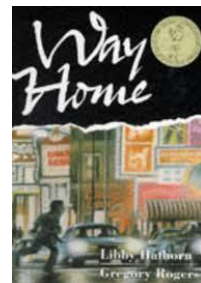
Year 1: Me and Others

Year 3: Celebrating Difference

Year 4: Democracy

Year 5: Stereotypes, Discrimination and Prejudice

##### Key Texts



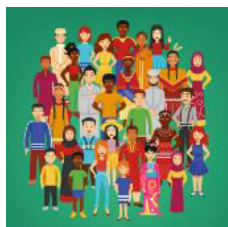
##### Communicate personally:



Refugee, migration, movement, immigrant, persecution, rights, convention, responsibility, homelessness

##### Knowledge Schema

##### Core Knowledge



To know about people who have moved to our area from other places (including the experience of refugees)

- *understand what migration means*
- *identify the reasons why people move from one place to another*
- *are able to empathise with the experiences and challenges moving and settling in new place might bring*

Look at a map and discuss where each member of the class is from or where their families may have moved from.

Discuss the word migration and its meaning – movement from one place to another.

##### Concepts and Milestones

about discrimination: what it means and how to challenge it

to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

##### PoP Tasks

###### Basic


What do we mean by 'migration' and a 'refugee'?


List reasons why people may migrate to a different part of the world.

###### Advanced

Organise information about the experiences of refugees and some of the challenges they may face.

Explain how the media sometimes presents a stereotyped or discriminatory view of refugees and immigrants.

	<p>Discuss reasons why people may migrate to a different part of the world. Make sure reasons are covered that involve choice but also reasons where people may have no choice.</p> <p>Explain the term refugee – people who have had to leave their country due to persecution or war.</p> <p>Pupils should consider some of the challenges of having to move and settle in a new place – this might include: missing friends and family, worrying about people left behind, different language and culture, change of environment, fear of the journey, wanting to return home but knowing its not safe.</p> <p>Share some stories / videos of refugees sharing their stories – what do we learn?</p> <p><a href="https://www.twinkl.co.uk/resource/Refugees-KS2-PowerPoint-and-Discussion-Pack-teacher-made">Refugees KS2 PowerPoint and Discussion Pack (teacher made) (twinkl.co.uk)</a></p> <p>Sometimes the media may give a stereotyped or discriminatory view of refugees and / or immigrants. Share some negative headlines linked with immigrants or refugees. Are these fair? Why/ why not?</p> <p>How may they make refugees feel welcome in the UK?</p>	<p>to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>to recognise there are human rights, that are there to protect everyone</p> <p>about the relationship between rights and responsibilities</p> <p>the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>about the different groups that make up their community; what living in a community means</p> <p>to value the different contributions that people and groups make to the community</p>	
	<p><b>To know about human rights and the UN Convention on the Rights of the Child</b></p> <ul style="list-style-type: none"> <li><i>• are aware how the rights are relevant to their lives and that rights come with responsibilities</i></li> <li><i>• understand that individual human rights can sometimes conflict with the circumstances in a country</i></li> <li><i>• identify some of the organisations that represent and support the rights of the child and the difference they make</i></li> </ul> <p><a href="#">All About the UNCRC PowerPoint (teacher made) - Twinkl</a></p> <p>What do we mean by children's rights or human rights?</p> <p>Explain what the UNCRC is – an agreement or treaty that grants all children and young people under the age of 18 their rights. It is a promise by governments across the world that every child will have the same right.</p> <p>Share some of the articles / rights from the agreement. What do these mean to you? Why are they important?</p> <p><a href="#">Symbols-Poster.pdf (cypcs.org.uk)</a></p>	<p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>recognise ways in which the internet and social media can be used both positively and negatively</p>	<p><b>Basic</b> What do we mean by a 'right?'</p> <p><b>Advanced</b> Explain some of the UN rights of the child and what they mean. Organise information about why they are important and how they help children to thrive.</p>

	<p>Children to spend time in groups exploring the poster showing the rights.</p> <p>Which, if any, would they ask the British government to do more work on or they feel needs to improve for young people in our country?</p>		
	<p><b>To know about homelessness</b></p> <ul style="list-style-type: none"> <li>• <i>can explain what make a place where someone lives a 'home'</i></li> <li>• <i>to be able to appreciate the difficulties of being homeless or living in temporary accommodation</i></li> <li>• <i>know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation</i></li> </ul> <p><a href="#">Schools - Shelter England</a>  <a href="#">Homelessness Awareness PowerPoint (teacher made) - Twinkl</a>  <a href="#">Exploring Homelessness KS2 Lesson 0.pdf (salvationist.org.uk)</a></p> <p>Think about what makes up a home. Children to list things that make a home.</p> <p>Place these in a zones of relevance – 'essential' items in the middle, 'important' in the next circle and 'not important' outside the circle.</p> <p>Watch a short video about homelessness and introduce some charities that work with people who are homeless or living in temporary accommodation – like Shelter</p> <p>Children to discuss some of the difficulties associated with being homeless e.g. health, education, work / careers</p> <p><a href="#">Homelessness learning resources for young people   Crisis UK</a></p> <p>Use some of the resources from the link above to explore homelessness further</p>		<p><b>Basic</b>  What does home mean to you?</p> <p><b>Advanced</b>  Explain the work of charities like Shelter and how they support people who are homeless or living in temporary accommodation and the difficulties they face.</p>
<p><b>Review project question: Do we have a right to a safe home?</b></p>			

**Project Question: Can you look after your mental health?**

**Curriculum Drivers:**

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

**Wider Curriculum Links:**

Horizontal –

Vertical -

Diagonal -

**Prior Learning:**

**Mental Health and Wellbeing:**

Year 1: Feelings

Year 2: Friendship

Year 3: Strengths and Challenges

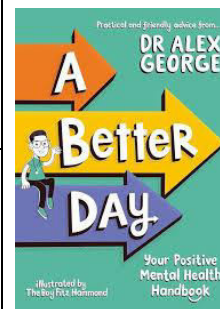
Year 5: Dealing with feelings

[PSHE LKS2 Think Positive Changes Lesson Pack: Lesson 3 \(twinkl.co.uk\)](https://www.twinkl.co.uk/lesson-plans/pshe/pshe-lks2-think-positive-changes-lesson-pack-lesson-3)

[Stages of Loss and Grief Poster: Death \(teacher made\) \(twinkl.co.uk\)](https://www.twinkl.co.uk/lesson-plans/pshe/stages-of-loss-and-grief-poster-death-teacher-made)

[PSHE lesson downloads | Winston's Wish \(winstonswish.org\)](https://www.winstonswish.org/lesson-plans/pshe/pshe-lesson-downloads)

**Key Texts**



**Communicate personally:**



Mental health, emotions, state, stress, worries, wellbeing

Vocabulary

**Knowledge Schema**

**Core Knowledge**



**To know what mental health is**

- *know that mental health is about emotions, moods and feelings - how we think, feel and behave*
- *recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent*
- *know that there is help, advice and support available about mental health*

Show images of people experiencing different emotions (states of mental health). Pupils should label them depicting what emotions are seen and an overarching theme for them.

Discuss what we mean by mental health and with the pupils, come up with a definition.

**Concepts and Milestones**

that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

to recognise that feelings can change over time and range in intensity



**PoP Tasks**

**Basic**

List some feelings and emotions associated with positive mental health and negative mental health

**Advanced**

Create a personalised line graph of emotions showing how our mental health changes frequently and isn't a permanent state. Make clear what the positive states were and times when mental health was more negative.

	<p>Show children a venn diagram – can the children create vocabulary linked with emotions which may suggest positive and negative mental health states.</p> <p>Explain how we don't experience the same consistent feelings all of the time – we all have a state of mental health that changes frequently and we experience highs and lows over a period of time.</p> <p><a href="#">Mental Health UKS2 Resource Pack (teacher made) - Twinkl</a></p>	<p>about everyday things that affect feelings and the importance of expressing feelings</p> <p>a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	
	<p><b>To know what can affect mental health and some ways of dealing with this.</b></p> <ul style="list-style-type: none"> <li>• <i>recognise what can affect a person's mental health</i></li> <li>• <i>know some ways of dealing with stress and how people can get help and support</i></li> <li>• <i>understand that anyone can be affected by mental ill health</i></li> </ul> <p>Discuss what we mean by worries.</p> <p>List some worries a young person or adult may experience and write them outside a bucket outline. Pupils should indicate how big a worry might be by drawing different size water blobs / droplets.</p> <p>Pupils should describe how it feels when this bucket starts to fill up</p> <p>(This could also be done practically so the children physically experience the weight of the bucket and the heavy feeling)</p> <p>Begin to discuss what a person could do to help release or 'lighten' these worries.</p> <p>They may think about:-</p> <ul style="list-style-type: none"> <li>*talking to someone</li> <li>* taking their mind off it with a distraction</li> <li>* removing the stress / leaving the situation</li> <li>* meditation or mindfulness activities</li> </ul> <p><a href="#">Stress and Worry KS2 Lesson Pack   PSHE   Twinkl Life</a></p>	<p>to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>	<p><b>Basic</b></p> <p>Create a worry bucket showing the different worries a person might have and how this feels when the bucket starts to fill.</p> <p><b>Advanced</b></p> <p>Explain some strategies to reduce these worries by creating a tip sheet for someone who is feeling worried or stressed.</p>
	<p><b>To know some everyday ways to look after mental health.</b></p> <ul style="list-style-type: none"> <li>• <i>know some everyday ways of looking after mental health</i></li> <li>• <i>can explain why looking after mental health is as important as looking after physical health</i></li> <li>• <i>understand that some things that support mental health will also support physical health</i></li> </ul> <p><a href="#">The Five Ways to Wellbeing Toolkit - Whole School Wellbeing (twinkl.co.uk)</a></p>		<p><b>Basic</b></p> <p>What are the 5 ways to wellbeing?</p> <p><b>Advanced</b></p> <p>Create an action plan showing some actions linked to the 5 ways to wellbeing to help look after your mental health.</p>



	<p><a href="https://www.twinkl.co.uk">My Wellbeing Challenge Book - Mind Mental Health Activities (twinkl.co.uk)</a></p> <p>Looking after our mental health is just as important as looking after our physical health.</p> <p>Share with children the 5 ways to wellbeing</p> <ul style="list-style-type: none"> <li>*connect</li> <li>* give</li> <li>* keep learning</li> <li>* be active</li> <li>* take notice</li> </ul> <p>Share these with children in more detail – what they are and how we should use these to improve our wellbeing.</p> <p><a href="https://www.youtube.com">The Five Ways to Wellbeing - boosting mental wellbeing (youtube.com)</a></p> <p>Which of these do you think would improve your wellbeing the most and why?</p> <p>What action points could you give yourself to link with these and look after your mental health?</p>		
<p><b>Review project question: Can you look after your mental health?</b></p>			

## PSHE Curriculum

### Year 6 – Keeping Safe and Managing Risk: Out and about

#### Project Question: Is it OK to be out in a group?

##### Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

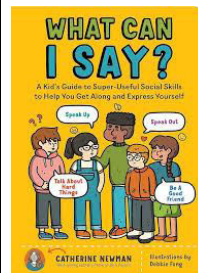
##### Wider Curriculum Links:

Horizontal –

Vertical -

Diagonal -

##### Key Texts



##### Prior Learning:

##### Keeping Safe and Managing Risk:

Year 1: Feeling Safe

Year 2: Indoors and Outdoors

Year 3: Bullying – see it, say it, stop it

Year 4 : Playing Safe

Year 5: When things go wrong!

##### Communicate personally:



independence, peer pressure, anti-social, harassment, distress, gangs

##### Knowledge Schema

##### Core Knowledge

##### Concepts and Milestones

##### PoP Tasks



**To know the feelings of being out and about in the local area with increasing independence.**

- are aware of potential risks when out and about in the local area
- describe a range of feelings associated with being out and about
- understand that people can make assumptions about others that might not reflect reality

Introduce a character who is growing up and is starting to be able to stay out longer or later.  
Share the different thoughts on this? How might the character feel about this? How might their parent feel about this?

Being out and about in the local area by ourselves or with friends is a way of increasing independence but it might cause some fears and worries as well.

how to predict, assess and manage risk in different situations


strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about


. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

##### Advanced

Explain what a young person should do when out and about on their own in order to stay safe and make positive choices.

	<p>Discuss some scenarios that the character might experience when they're out by themselves</p> <p>e.g. walking past an older group of teenagers, finding something suspicious looking on the floor</p> <p>What should the character do in this situation? What are their options and which would be the best thing for them to do?</p>	<p>how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	
	<p><b>To know how to recognise and respond to peer pressure.</b></p> <ul style="list-style-type: none"> <li>• <i>can identify risky behaviour in peer groups</i></li> <li>• <i>recognise and respond to peer pressure and who they can ask for help</i></li> <li>• <i>understand how people feel if they are asked to do something they are unsure about</i></li> </ul> <p><a href="#">Peer Pressure PowerPoint (teacher made) - Twinkl</a>  <a href="#">KS2 Peer Pressure Personal Safety Scenario Cards - Twinkl</a></p> <p>What do we mean by peer pressure? Why is it difficult to sometimes respond to peer pressure?</p> <p>Use the resources above to share some examples of risky situations. Explain how it's important we remember our respect for ourselves and our knowledge or right from wrong to resist pressure and make informed decisions for ourselves.</p> <p>Work through some of the examples and give suggestions for how someone could say no to the pressure they are being put under and how they could get out of the situation.</p> <p>What might happen if the person in these situations did give in to peer pressure?</p>	<p>the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p><b>Basic</b>  What is peer pressure?</p> <p><b>Advanced</b>  Explain some ways of resisting peer pressure and strategies that can be used to escape from situations of peer pressure</p>

	<p><b>To know about the consequences of anti social behaviour (including gangs and gang related behaviour)</b></p> <ul style="list-style-type: none"> <li>• <i>know some of the consequences of antisocial behaviour, including the law</i></li> <li>• <i>describe ways to resist peer pressure</i></li> <li>• <i>recognise they have responsibility for their behaviour and actions</i></li> </ul> <p>Book this workshop <a href="#">Mini police - anti-social behaviour year 5 and 6 - Stay Safe Partnership – Lincolnshire County Council</a></p> <p>OR</p> <p><a href="#">Anti-Social Behaviour PowerPoint   KS2   Twinkl Life</a></p> <p>Discuss what is meant by anti-social behaviour – defined as behaviour by a person which causes harassment, alarm or distress.</p> <p>Can the children list some examples of ant-social behaviour. Explain how some of these behaviour may also be illegal</p> <p>e.g. vandalism, threatening behaviour, playing loud music late, gathering in large groups, dumping rubbish, drinking to excess in public</p> <p>Discuss what is meant by gangs and gang culture – what is the impact of gang culture and why is it dangerous?</p>		<p><b><u>Basic</u></b> What is anti-social behaviour? List some examples</p> <p><b><u>Advanced</u></b> Organise information about anti social behaviour and gang culture detailing the potential risks and negative impacts of this.</p>
<p><b>Review project question: Is it OK to be out in a group?</b></p>			