



Nourishing the fitrah of each unique child

Personal, Social, Health and Economic Education, Citizenship (PSHEC) Policy

“We made you into nations and tribes, so that you may know each other.”

(Surah Al Hujurat, 49:13)

Updated: January 2024	Review date: January 2025	PSHEC & RSE Coordinator: Hawwa Mbombo
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Adopted: January 2024

Review: January 2025

PSHEC Policy

At Unique Academy we aim to provide children with an education that enables them to become upright members of society as well as healthy, independent and responsible individuals. We teach children about their rights and responsibilities and through participation in the Shura Council, children will gain experience in decision making. Children will learn the importance of being a positive member of a diverse and multicultural society.

Aims

Our aims and objectives are in line with the National Curriculum and incorporate Health and Wellbeing, relationships and living in the wider world. Children will be taught how these are supported by Islam by teaching them the Islamic perspective:

- to learn, understand and develop a good moral character, through learning values such as honesty and kindness.
- to provide opportunities to share and explore life experiences, emotions and difficulties
- to know the difference between right and wrong
- to develop skills to form good relationships with others
- to encourage reflection on choices, values, opinions
- to understand the meaning of a positive and healthy relationship with others;
- to learn, understand, develop and enjoy a healthy lifestyle;
- to develop self-confidence and self-esteem and promote good mental health;
- to develop their individual abilities and skills to their potential, learning to set achievable goals, to work hard to achieve them and understanding of success and failure
- to learn to respect themselves as individuals and to learn good behaviour towards others and respecting other;
- to be aware of the importance of their own safety and risks to their safety;
- to develop a growth mindset
- to be responsible, active and considerate members of school and their wider society;
- to respect the beauty and natural variety of the environment and understand their role in caring for it

Intent

At Unique Academy, our PSHE and Citizenship scheme of work aims to equip children with essential skills for life in this world and the Hereafter. It aims to develop the whole child through carefully planned lessons that develop the knowledge, skills and character that children need to protect and enhance their wellbeing.

Through our lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active Muslim citizens, responsibly participating in society around them.

Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, which also includes universal and Islamic values, to promoting strong and positive views of self in Think Positive and Be Yourself. Our PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens.

The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

Our scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfills the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation

At Unique Academy, our PSHE scheme of work is designed to enable children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons include key vocabulary to develop understanding. PSHE is delivered in Halaqah format through discussion. These thought-provoking discussions will enable children to build confidence and resilience. Children will participate in national events such as mental health week, Age Concern etc. Assessment for learning opportunities are built into each lesson to allow teachers to evaluate and assess progress.

Each PSHE lesson should begin with a discussion of children's existing knowledge and experience, providing an opportunity to assess prior knowledge. Each lesson ends with an opportunity to consolidate and reflect upon learning. Tools are provided for summative assessment, allowing progress to be recorded and tracked.

Impact

Our PSHEC scheme of work provides schools with an effective curriculum for mental health and wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. Our PSHEC schemes of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them.

At Unique Academy, we aim for successful PSHEC education which will have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHEC education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our PSHE and Citizenship scheme of work supports our whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and character they need to succeed at school and in the wider world.

Teaching Approach

Personal, Social, Health Education is central to all aspects of a child's development and opportunities to teach it are taken throughout the school day as certain situations arise. It is also taught specifically through:

- Halaqah in which children can discuss and participate in activities covering a range of topics, for example relationships, making choices, loss, bullying, feelings, rules and moral dilemmas, as part of their character development
- Whole school and class assemblies which enhance pupils' spiritual, moral, social and cultural developments, promoting and celebrating the schools' values and achievements
- Dedicated teaching of the curriculum in units of work, for example healthy eating, exercise or caring for the environment
- Active citizenship including fundraising for charities and planning special events at school

- Visiting speakers, such as health workers, the police and representatives from the local Masjid who talk about their role in creating a positive and supportive local community
- Walk to School activities
- Wellbeing Week includes activities to promote good mental wellbeing.

School Shura Council

Unique Academy will have an active Shura Council with two representatives who are elected from each class to support and contribute to the running of the school. They ensure that the views and ideas of all the children in their class are heard and discussed, thus encouraging children to have a 'voice within our school'. Meetings are held regularly to explore and make decisions on various aspects of school life including the school environment, behaviour, energy monitoring and charity events.

Equal opportunities

PSHE and citizenship classes are provided to every child. Teachers will cater to the individual abilities of each child and ensure that they work with them to set targets and to monitor their progress and involve parents where appropriate.

Equality Act 2010 and Protected Characteristics

Unique Academy's PSHE curriculum encourages pupils to respect others with particular regard to the protected characteristics as set out in the Equality Act 2010, which are: age, disability, gender, marriage or civil partnership, pregnancy and maternity, race and religion or belief. The age and abilities of pupils are taken into consideration to ensure that protected characteristics are delivered in an age appropriate manner.

Assessment for learning

Teachers at Unique Academy have criteria with which to monitor the progress of children in PSHE and Citizenship. Children will not be set for formal exams in PSHE and citizenship however their progress will be monitored informally during lessons and assessments.

Resources

We keep the resources for PSHE and citizenship in the staffroom.

Monitoring and review

Teaching of PSHE and Citizenship will be monitored and reviewed by the Headteacher and this policy will be reviewed annually.

Useful Websites Resources

The following websites may be of use to support your child in aspects of this curriculum, however it is essential for parents and carers to explore them first to ensure they are appropriate for individual children and situations.

Bereavement

www.childbereavement.org.uk/

www.crusebereavementcare.org.uk/

www.clicsargent.org.uk/

Healthy Eating

http://www.bbc.co.uk/northernireland/schools/4_11/uptoyou/

<http://www.foodafactoflife.org.uk>

Feelings and Health

http://www.bbc.co.uk/schools/websites/4_11/site/pshe.shtml

Understanding Money [Ttp://www.moneyville.co.uk](http://www.moneyville.co.uk)



PSHEC and RSE Curriculum Map

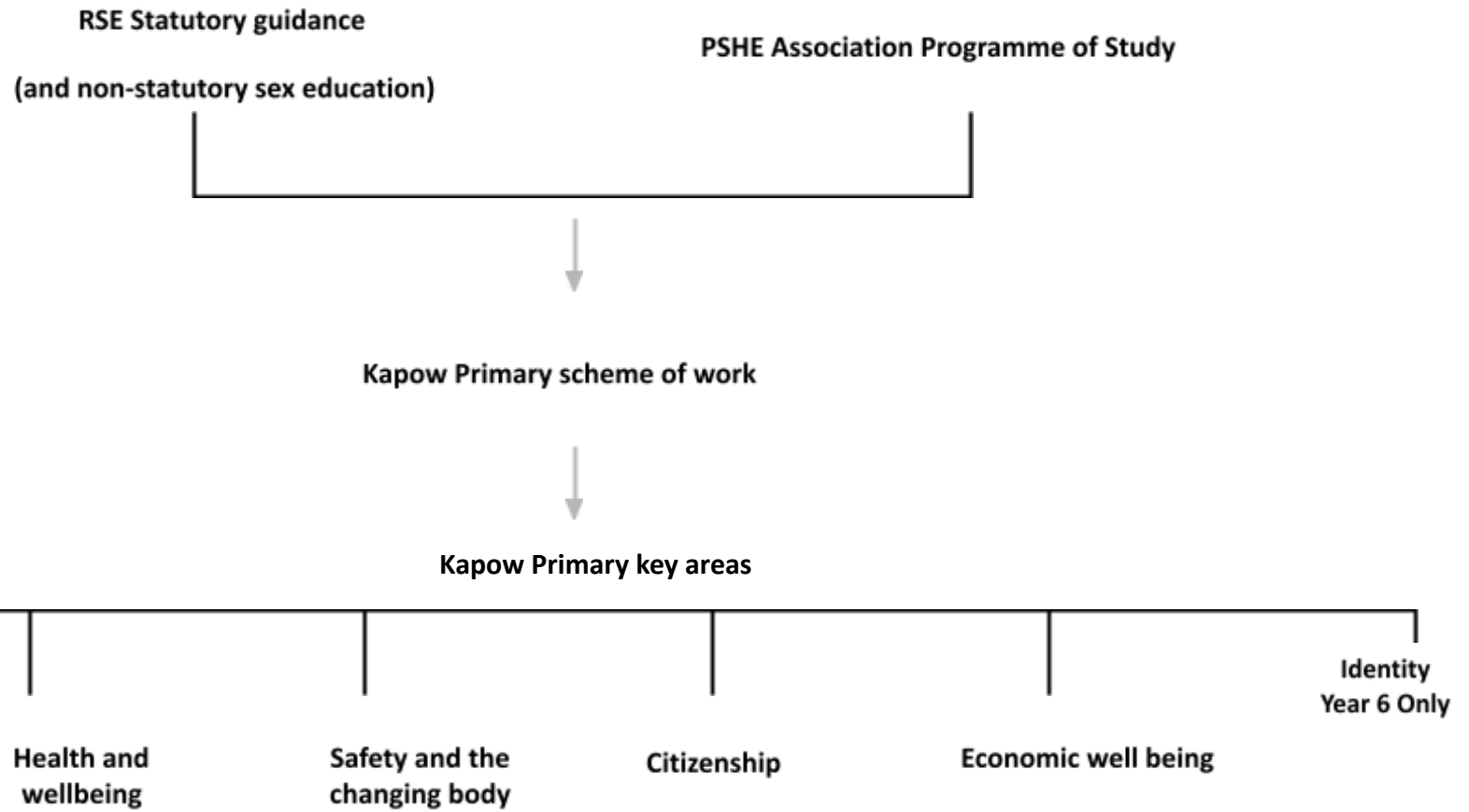
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Cycle A Yer 1 / 2	Families and relationships Introduction: Setting ground rules for RSE & PSHE lessons Family Friendships Families are all different Other people's feelings Getting along with others	Health and well being Understanding my feelings Relaxation - laughter and progressive muscle relaxation What am I like? Ready for bed? Hand washing and personal hygiene People who help us stay healthy	Safety and the changing body Communicating with adults People who help to keep us safe in our local community Road safety Safety with medicines Making a call to the emergency services My private parts are private	Citizenship Rules Similar, yet different Belonging Job roles in the community Our school environment Our local environment	Economic well being Money Needs and wants Looking after money Banks and building societies Jobs	Transition Transition lessons
Cycle B Year 1 / 2	Family and relationships Setting ground rules of RSE and PSHE Family Friendships Getting along with others Gender stereotypes Change and loss	Health and well being Understanding my feelings Steps to success Developing a growth mindset Being active Relaxation: Breathing exercises Healthy diet Looking after your teeth	Safety and the changing body Road safety Safety at home What to do if I get lost? The internet Appropriate contact My private parts are private Respecting personal boundaries	Citizenship Rules Similar, yet different The needs of others Caring for others: Animals Democratic decisions School Council Giving my opinions	Economic well being Money Needs and wants Spending and saving Banks and building societies Jobs	Transition Transition lessons
Cycle A Year 3 / 4	Families and relationships Setting ground rules and signposting Friendship issues and bullying The effects of bullying and the responsibility of the bystander Stereotyping - Gender Learning who to trust Change and loss - bereavement	Health and well being My healthy diary Diet and dental health Relaxation - stretches Wonderful me Celebrating mistakes My happiness	Safety and the changing body Be kind online Cyberbullying Privacy and secrecy First Aid: Bites and stings First Aid: Emergencies and calling for help Road safety	Citizenship Recycling / reusing Local community buildings and groups Local council and democracy Rules Rights of the child Human rights	Citizenship Spending choices Budgeting Money and emotions Jobs and careers Gender and careers	Transition Coping strategies Revisit and review
Cycle B Year 3 / 4	Families and relationships Setting ground rules and signposting Friendship issues and bullying Healthy families Stereotyping - Age/disability How my behaviour affects others Effective communication to support relationships Respect and manners	Health and well being My healthy diary Looking after our teeth Relaxation – visualisation Meaning and purpose - my role Resilience: breaking down problems Emotions Mental health	Safety and the changing body Fake emails Internet safety: age restrictions Consuming information online Tobacco First Aid: asthma Alcohol and tobacco	Citizenship Recycling? reusing Local community buildings and groups Local council and democracy Diverse communities Rights of the child Charity	Economic well being Spending choices Budgeting Money and emotions Jobs and careers Jobs for me	Transition Coping strategies Revisit and review

<p>Cycle A Year 5 / 6</p>	<p>Families and relationships Setting rules and signposting What makes a good friend Respecting myself Marriage Bullying Challenging stereotypes</p>	<p>Health and well being The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety</p>	<p>Safety and the changing body Online friendships Staying safe online First Aid: Choking Alcohol Drugs, alcohol and tobacco: Influences</p>	<p>Citizenship Breaking the law Prejudice and discrimination Protecting the planet Contributing to the community Rights and responsibilities Parliament and national democracy</p>	<p>Economic well being Borrowing Income and expenditure Prioritising spending Risks with money Careers*</p>	<p>Identity What is identity? Gender identity? Identity and body image</p> <p>Transition Roles and responsibilities* Year 5: Puberty Year 6: Physical and emotional changes of puberty Year 5: Menstruation <u>Year 6: Conception</u> Year 5: Emotional changes in puberty <u>Year 6: Pregnancy and birth</u></p>
<p>Cycle B Year 5 / 6</p>	<p>Families and relationships Setting rules and signposting Friendship skills Respect Resolving conflict Stereotyping Challenging stereotypes</p>	<p>Health and well being Relaxation - mindfulness What can I be? Taking responsibility for my health The impact of technology on health Immunisation Physical health concerns Good and bad habits</p>	<p>Safety and the changing body Critical digital consumers Social media First Aid: Bleeding First Aid: Basic life support Year 5: Puberty</p>	<p>Citizenship Pressure groups Valuing diversity Food choices and the environment Caring for others Rights and responsibilities Parliament and national democracy</p>	<p>Economic well being Attitudes to money Keeping money safe Stereotypes in the workplace Gambling Careers</p>	<p>Identity What is identity? Gender identity? Identity and body image</p> <p>Transition Roles and responsibilities Year 5: Puberty Year 6: Physical and emotional changes of puberty Year 5: Menstruation <u>Year 6: Conception</u> Year 5: Emotional changes in puberty <u>Year 6: Pregnancy and birth</u></p>

* Those lessons which are underlined and in red denote those which parents have the right to withdraw their child from all/part of the lesson.



PSHEC and RSE Schemes of Work Organisation





Progression Map

Families and relationships Year 1/2		
	Skills	Knowledge
Family	<p>Y2: Understanding that families offer love, care and support.</p> <p>Y1/Y2 (Cycle A): Exploring how families are different from each other.</p> <p>Y1/Y2 (Cycle A): Discussing ways to show respect for different families.</p>	<p>Y1: To understand that families look after us.</p> <p>Y1: To know some words to describe how people are related (eg. aunty, cousin)</p> <p>Y1: To know that some information about me and my family is personal.</p> <p>Y1/Y2 (Cycle A): To know that families can be made up of different people.</p> <p>Y1/Y2 (Cycle A): To know that families may be different to my family.</p>
Friendships	<p>Y1: Exploring how friendship problems can be overcome. Y1: Exploring friendly behaviours.</p> <p>Y2: Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>Y1: To understand some characteristics of a positive friendship.</p> <p>Y1: To understand that friendships can have problems but that these can be overcome.</p> <p>Y2: To know some problems which might happen in friendships.</p> <p>Y2: To understand that some problems in friendships might be more serious and need addressing.</p>
Respectful relationships	<p>Y1: Recognising how other people show their feelings.</p> <p>Y1: Identifying ways we can care for others when they are sad.</p> <p>Y1: Exploring the ability to successfully work with different people.</p> <p>Y2: Learning how other people show their feelings and how to respond to them.</p> <p>Y2: Exploring the conventions of manners in different situations.</p>	<p>Y2: To understand some ways people show their feelings.</p> <p>Y2: To understand what good manners are.</p> <p>Y2: To understand some gender stereotypes related to jobs.</p>
Change and loss	<p>Y1/Y2 (Cycle B): Exploring how loss and change can affect us.</p>	<p>Y1/Y2 (Cycle B): To know that there are ways we can remember people or events.</p>

	Health and wellbeing Year 1 / 2	
	Skills	Knowledge
Health and prevention	<p>Y1/Y2 (Cycle A): Learning how to wash hands properly.</p> <p>Y1/Y2 (Cycle A): Learning how to deal with an allergic reaction.</p> <p>Y1/Y2 (Cycle B): Exploring the effect that food and drink can have on my teeth.</p>	<p>Y1/Y2 (Cycle A): To understand we can limit the spread of germs by having good hand hygiene.</p> <p>Y1/Y2 (Cycle A): To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>Y1/Y2 (Cycle A): To know that certain foods and other things can cause allergic reactions in some people.</p> <p>Y1/Y2 (Cycle B): To know that food and drinks with lots of sugar are bad for my teeth.</p>
Physical health and wellbeing	<p>Y1/Y2 (Cycle A): Exploring positive sleep habits.</p> <p>Y1/Y2 (Cycle A): Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Y1/Y2 (Cycle A): Exploring health-related jobs and people who help look after our health.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of exercise on body and mind.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of a healthy balanced diet.</p> <p>Y1/Y2 (Cycle B): Suggesting how to improve an unbalanced meal.</p> <p>Y1/Y2 (Cycle B): Learning breathing exercises to aid relaxation.</p>	<p>Y1/Y2 (Cycle A): To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>Y1/Y2 (Cycle B): To understand the importance of exercise to stay healthy.</p> <p>Y1/Y2 (Cycle B): To understand the balance of foods we need to keep healthy.</p> <p>Y1/Y2 (Cycle B): To know that breathing techniques can be a useful strategy to relax.</p>

<p>Mental wellbeing</p>	<p>Y1: Identifying different ways to manage feelings.</p> <p>Y2: Exploring strategies to manage different emotions.</p> <p>Y2: Developing empathy.</p> <p>Y1/Y2 (Cycle A): Identifying personal strengths and qualities.</p> <p>Y1/Y2 (Cycle B): Identifying personal goals and how to work towards them.</p> <p>Y1/Y2 (Cycle B): Exploring the need for perseverance and developing a growth mindset.</p>	<p>Y1: To know the words to describe some positive and negative emotions.</p> <p>Y2: To know that we can feel more than one emotion at a time.</p> <p>Y1/Y2 (Cycle A): To know that strengths are things we are good at.</p> <p>Y1/Y2 (Cycle A): To know that qualities describe what we are like.</p> <p>Y1/Y2 (Cycle B): To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>
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Safety and the changing body		
Year 1 / 2		
	Skills	Knowledge
Being safe (including online)	<p>Y1: Discussing the concept of privacy.</p> <p>Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe.</p> <p>Y1/Y2 (Cycle B): Practicing what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): Identifying hazards that may be found at home.</p> <p>Y1/Y2 (Cycle B): Exploring ways to stay safe online.</p> <p>Y1 & Y2 (Cycle A & B): Learning how to behave safely near the road and when crossing the road.</p>	<p>Y1: To know that some types of physical contact are never appropriate.</p> <p>Y1: To know the PANTS rule.</p> <p>Y1/Y2 (Cycle A):To understand the difference between secrets and surprises.</p> <p>Y1/Y2 (Cycle B):To know what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): To know that a hazard is something which could cause an accident or injury.</p> <p>Y1/Y2: (Cycle B):To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>Y1/Y2 (Cycle A & B): To know the rules for crossing the road safely.</p>
Drugs, alcohol and tobacco	<p>Y1: Learning what is and is not safe to put in or on our bodies.</p> <p>Y2: Exploring what people can do to feel better when they are ill.</p> <p>Y2: Learning how to be safe around medicines.</p>	<p>Y1: To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>Y2: To know that medicine can help us when we are ill.</p> <p>Y2: To understand that we should only take medicines when a trusted adult says we can.</p>
The changing adolescent body		<p>Y1: To know the names of parts of my body including private parts.</p>
Basic first aid	<p>Y1/Y2 (Cycle A):Practicing making an emergency phone call.</p>	<p>Y1/Y2 (Cycle A):To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>Y1/Y2 (Cycle A):To know that the emergency services are the police, fire service and the ambulance service.</p>

Citizenship Year 1 / 2		Economic well being Year 1/2	
Skills	Skills	Knowledge	Knowledge
<p>Y1: Recognising why rules are necessary.</p> <p>Y1: Exploring the differences between people.</p> <p>Y2: Explaining why rules are in place.</p> <p>Y1/Y2 (Cycle A): Recognising the groups that we belong to.</p> <p>Y1/Y2 (Cycle A): Identifying positives and negatives about the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the importance of looking after the school environment.</p> <p>Y1/Y2 (Cycle A): Identifying ways to help look after the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the contribution people make to the local community.</p> <p>Y1/Y2 (Cycle B): Discussing how to meet the needs of different pets.</p> <p>Y1/Y2 (Cycle B): Learning how to discuss issues of concern to me.</p>	<p>Y1: Developing an understanding of how banks work.</p> <p>Y1: Identifying whether something is a want or need.</p> <p>Y2: Exploring the reasons why people choose certain jobs.</p> <p>Y1/Y2 (Cycle A): Discussing how to keep money safe.</p> <p>Y1/Y2 (Cycle B): Exploring choices people make about money.</p> <p>Y1/Y2 (Cycle B): Recognising that people make choices about how to spend money.</p> <p>Y1 & Y2 (Cycle A & B): Discussing what to do if we find money.</p>	<p>Y1: To know that coins and notes have different values.</p> <p>Y1: To know some of the ways children may receive money.</p> <p>Y1: To know that it is wrong to steal money.</p> <p>Y1: To know that banks are places where we can store our money.</p> <p>Y1: To know some jobs in school.</p> <p>Y1: To know that different jobs need different skills.</p> <p>Y1: To know the difference between a 'want' and 'need'.</p> <p>Y2: To know some of the ways in which adults get money.</p> <p>Y2: To know some of the features to look at when selecting a bank account.</p>	<p>Y1: To know the rules in school.</p> <p>Y1: To understand that people are all different.</p> <p>Y2: To know some of the different places where rules apply.</p> <p>Y2: To understand that everyone has similarities and differences.</p> <p>Y2: To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>Y1/Y2 (Cycle A): To know some of the jobs people do to look after the environment in school and the local community.</p> <p>Y1/Y2 (Cycle B): To know that different pets have different needs.</p> <p>Y1/Y2 (Cycle B): To understand the needs of younger children and that these change over time.</p> <p>Y1/Y2 (Cycle B): To know that voting is a fair way to make a decision.</p> <p>Y1/Y2 (Cycle B): To understand how democracy works in school through the school council.</p>

	Families and relationships Year 3 / 4	
	Skills	Knowledge
Family	<p>Y4: Using respectful language to discuss different families.</p> <p>Y3/Y4 (Cycle B): Learning that problems can occur in families and that there is help available if needed.</p>	<p>Y 4: To know that families are varied in the UK and across the world.</p> <p>Y3/Y4 (Cycle B): To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p>
Friendships	<p>Y3: Exploring ways to resolve friendship problems.</p> <p>Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Y3/Y4 (Cycle A): Exploring physical and emotional boundaries in friendships.</p>	<p>Y3: To know that violence is never the right way to solve a friendship problem.</p> <p>Y4: To know that bullying can be physical or verbal.</p> <p>Y4: To know that bullying is repeated, not a one off event.</p> <p>Y3 /Y4 (Cycle A): To understand the different roles related to bullying including victim, bully and bystander.</p> <p>Y3/Y4 (Cycle A): To understand that everyone has the right to decide what happens to their body.</p>
Respectful relationships	<p>Y3: Exploring the negative impact of stereotyping.</p> <p>Y3/Y4 (Cycle A): Identifying who I can trust.</p> <p>Y3/Y4 (Cycle B): Exploring how my actions and behaviour can affect other people.</p> <p>Y3/Y4 (Cycle B): Learning about the effects of non verbal communication.</p>	<p>Y3: To understand that there are similarities and differences between people.</p> <p>Y3: To understand some stereotypes related to age.</p> <p>Y4: To understand some stereotypes related to disability.</p> <p>Y3/Y4 (Cycle A): To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>Y3/Y4 (Cycle B): To understand the courtesy and manners which are expected in different scenarios.</p> <p>Y3/Y4 (Cycle B): To know the signs of a good listening.</p>
Change and loss	<p>Y3/Y4 (Cycle A) Discussing how to help someone who has experienced a bereavement.</p>	<p>Y3/Y4 (Cycle A): To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>

	Health and wellbeing Year 3 / 4	
	Skills	Knowledge
Health and prevention	<p>Y3/Y4 (Cycle A): Discussing why it is important to look after my teeth.</p> <p>Y3/Y4 (Cycle B): Developing independence in looking after my teeth.</p>	<p>Y3/Y4 (Cycle A): To understand ways to prevent tooth decay.</p> <p>Y3/Y4 (Cycle B): To know key facts about dental health.</p>
Physical health and wellbeing	<p>Y3/Y4 (Cycle A): Learning stretches which can be used for relaxation.</p> <p>Y3/Y4 (Cycle B): Identifying what makes me feel calm and relaxed.</p> <p>Y3/Y4 (Cycle B): Learning visualisation as a tool to aid relaxation.</p> <p>Y3 & Y4 (Cycle A & B): Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>Y3/Y4 (Cycle A): To understand the positive impact relaxation can have on the body.</p> <p>Y3/Y4 (Cycle B): To know that visualisation means creating an image in our heads.</p> <p>Y3 & Y4 (Cycle A & B): To know the different food groups and how much of each of them we should have to have a balanced diet.</p>
Mental wellbeing	<p>Y3/Y4 (Cycle A): Exploring ways we can make ourselves feel happy or happier.</p> <p>Y3/Y4 (Cycle A): Developing a growth mindset.</p> <p>Y3/Y4 (Cycle A): Exploring my own identity through the groups I belong to.</p> <p>Y3/Y4 (Cycle A): Identifying my strengths and exploring how I use them to help others.</p> <p>Y3/Y4 (Cycle B): Exploring how my skills can be used to undertake certain jobs.</p> <p>Y3/Y4 (Cycle B): Developing the ability to appreciate the emotions of others in different situations.</p> <p>Y3/Y4 (Cycle B): Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Y3/Y4 (Cycle B): Being able to break down a problem into smaller parts to overcome it.</p>	<p>Y3/Y4 (Cycle A): To understand that mistakes can help us to learn.</p> <p>Y3/Y4 (Cycle A): To understand the importance of belonging.</p> <p>Y3 /Y4 (Cycle A): To understand what being lonely means and that it is not the same as being alone.</p> <p>Y3/Y4 (Cycle B): To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>Y3/Y4 (Cycle B): To know that it is normal to experience a range of emotions.</p> <p>Y3/Y4 (Cycle B): To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>Y3/Y4 (Cycle B): To know who can help if we are worried about our own or other people's mental health.</p> <p>Y3/Y4 (Cycle B): To understand what a problem or barrier is and that these can be overcome.</p>

		Safety and changing body Year 3 / 4	
		Skills	Knowledge
Being safe (including online)	<p>Y3: Identifying things people might do near roads which are unsafe.</p> <p>Y3/Y4 (Cycle A): Discussing how to seek help if I need to.</p> <p>Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online.</p> <p>Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Y3/Y4 (Cycle B): Beginning to recognise unsafe digital content.</p> <p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p>	<p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p> <p>Y3/Y4 (Cycle A): To understand that there are risks to sharing things online.</p> <p>Y3/Y4 (Cycle A): To know the difference between private and public.</p> <p>Y3/Y4 (Cycle A): To understand that cyberbullying is bullying which takes place online.</p> <p>Y3/Y4 (Cycle B): To know the signs that an email might be fake.</p> <p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p>	
Drugs, alcohol and tobacco	<p>Y3: Exploring choices and decisions that I can make.</p> <p>Y4: Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker.</p>	<p>Y4: To understand that other people can influence our choices.</p> <p>Y3/Y4 (Cycle B): To understand the risks associated with smoking tobacco.</p>	
The changing adolescent body	<p>Y4: Discussing some physical and emotional changes during puberty.</p>	<p>Y4: To understand the physical changes to both male and female bodies as people grow from children to adults.</p>	
Basic first aid	<p>Y3: Learning what to do in a medical emergency, including calling the emergency services.</p> <p>Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack.</p>	<p>Y3: To know that it is important to maintain the safety of myself and others, before giving first aid.</p> <p>Y3/Y4 (Cycle A): To know that bites or stings can sometimes cause an allergic reaction.</p> <p>Y3/Y4 (Cycle B): To know that asthma is a condition which causes the airways to narrow.</p>	

Citizenship Year 3/4		Economic well being Year 3/4	
Skills	Knowledge	Skills	Knowledge
<p>Y3: Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Y3: Identifying local community groups.</p> <p>Y4: Discussing how local community groups support the community.</p> <p>Y4: Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Y4: Identifying ways items can be reused.</p> <p>Y4: Explaining why reusing items is of benefit to the environment.</p> <p>Y3/Y4 (Cycle A): Discussing how we can help to protect human rights.</p> <p>Y3/Y4 (Cycle B): Identifying the benefits different groups bring to the local community.</p> <p>Y3/Y4 (Cycle B): Discussing the positives diversity brings to a community.</p> <p>Y3 & Y4 (Cycle A & B): Exploring how children's rights help them and other children.</p>	<p>Y3: To understand how recycling can have a positive impact on the environment.</p> <p>Y3: To know that the local council is responsible for looking after the local area.</p> <p>Y3: To know that elections are held where adults can vote for local councillors.</p> <p>Y4: To know that reusing items is of benefit to the environment.</p> <p>Y4: To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>Y3/Y4 (Cycle A): To understand some of the consequences of breaking rules.</p> <p>Y3/Y4 (Cycle B): To understand the role of charities in the community.</p> <p>Y3/Y4 (Cycle B): To know that there are a number of groups which make up the local community.</p> <p>Y3 & Y4 (Cycle A & B): To understand the UN Convention on the Rights of the Child.</p>	<p>Y3: Discussing the range of feelings which money can cause.</p> <p>Y3: Discussing the different attitudes people have to money.</p> <p>Y3: Exploring the impact our spending can have on other people.</p> <p>Y4: Exploring the factors which affect whether something is value for money.</p> <p>Y4: Discussing some impacts of losing money.</p> <p>Y4: Identifying negative and positive influences that can affect our career choices.</p>	<p>Y3: To know that budgeting money is important.</p> <p>Y3: To understand that there are a range of jobs available.</p> <p>Y4: To know that money can be lost in a variety of ways.</p> <p>Y4: To understand the importance of tracking money.</p> <p>Y3/Y4 (Cycle B): To know that many people will have more than one job or career in their lifetimes.</p> <p>Y3 & Y4 (Cycle A & B): Exploring ways to overcome stereotypes in the workplace.</p> <p>Y3 & Y4 (Cycle A & B): To understand that there are different ways to pay for things.</p> <p>Y3 & Y4 (Cycle A & B): To understand that some stereotypes can exist around jobs but these should not affect people's choices.</p>

Sub-strand	Families and relationships Year 5/6	
	Skills	Knowledge
Family	Y5/Y6 (Cycle B): Identifying ways families might make children feel unhappy or unsafe.	Y5/Y6 (Cycle A): To know that marriage is a legal commitment and is a choice people can make. Y5/Y6 (Cycle B): To know that if I have a problem, I can call ChildLine on 0800 1111.
Friendships	Y5/Y6 (Cycle A): Exploring the impact that bullying might have. Y5/Y6 (Cycle B): Exploring issues which might be encountered in friendships and how these might impact the friendship. Y5/Y6 (Cycle B): Identifying ways to resolve conflict through negotiation and compromise.	Y5/Y6 (Cycle A): To know what attributes and skills make a good friend. Y5/Y6 (Cycle A): To understand what might lead to someone bullying others. Y5/Y6 (Cycle A): To know what action a bystander can take when they see bullying. Y5/Y6 (Cycle B): To know that a conflict is a disagreement or argument and can occur in friendships. Y5/Y6 (Cycle B): To understand the concepts of negotiation and compromise.
Respectful relationships	Y5: Exploring and questioning the assumptions we make about people based on how they look. Y5: Identifying ways to challenge stereotypes. Y6: Discussing how and why respect is an important part of relationships. Y5/Y6 (Cycle A): Exploring our positive attributes and being proud of these (self respect).	Y5: To understand what respect is. Y5: To understand that everyone deserves respect but respect can be lost. Y6: To know that stereotypes can be unfair, negative and destructive. Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. Y6: To understand that stereotypes can lead to bullying and discrimination Y5/Y6 (Cycle A): To understand that positive attributes are the good qualities that someone has.
Change and loss	Y5/Y6 (Cycle B): Exploring the process of grief and understanding that it is different for different people.	Y5/Y6 (Cycle B): To understand that loss and change can cause a range of emotions. Y5/Y6 (Cycle B): To know that grief is the process people go through when someone close to them dies.

		Health and wellbeing Year 5/6	
		Skills	Knowledge
Health and prevention	<p>Y5/Y6 (Cycle A): Developing independence for protecting myself in the sun.</p> <p>Y5/Y6 (Cycle B): Discussing ways to prevent illness.</p> <p>Y5/Y6 (Cycle B): Identifying some actions to take if I am worried about my health or my friends' health.</p>	<p>Y5/Y6 (Cycle A): To understand the risks of sun exposure.</p> <p>Y5/Y6 (Cycle B): To understand that vaccinations can give us protection against disease.</p> <p>Y5/Y6 (Cycle B): To know that changes in the body could be possible signs of illness.</p>	
Physical health and wellbeing	<p>Y5/Y6 (Cycle A): Considering calories and food groups to plan healthy meals.</p> <p>Y5/Y6 (Cycle A): Developing greater responsibility for ensuring good quality sleep.</p> <p>Y5/Y6 (Cycle B): Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Y5/Y6 (Cycle B): Exploring ways to maintain good habits. Y5/Y6 (Cycle B): Setting achievable goals for a healthy lifestyle.</p> <p>Y5 & Y6 (Cycle A & B): Understanding the relationship between stress and relaxation.</p>	<p>Y5/Y6 (Cycle A): To know that relaxation stretches can help us to relax and de-stress.</p> <p>Y5/Y6 (Cycle A): To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>Y5/Y6 (Cycle A): To know that what we do before bed can affect our sleep quality.</p> <p>Y5/Y6 (Cycle B): To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>Y5/Y6 (Cycle B): To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p>	
Mental wellbeing	<p>Y5/Y6 (Cycle A): Taking responsibility for my own feelings.</p> <p>Y5/Y6 (Cycle B): Exploring my personal qualities and how to build on them.</p> <p>Y5/Y6 (Cycle B): Developing strategies for being resilient in challenging situations.</p>	<p>Y5/Y6 (Cycle A): To understand what can cause stress.</p> <p>Y5/Y6 (Cycle A): To understand that failure is an important part of success.</p> <p>Y5/Y6 (Cycle B): To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</p> <p>Y5/Y6 (Cycle B): To know the effects technology can have on mental health.</p>	

	Safety and the changing body Year 5/6	
	Skills	Knowledge
Being safe (including online)	<p>Y5/Y6 (Cycle A): Developing an understanding of how to ensure relationships online are safe.</p> <p>Y5/Y6 (Cycle B): Developing an understanding about the reliability of online information.</p> <p>Y5 /Y6 (Cycle B): Exploring online relationships including dealing with problems.</p>	<p>Y5/Y6 (Cycle A): To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>Y5/Y6 (Cycle A): To know some of the possible risks online.</p> <p>Y5/Y6 (Cycle B): To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>Y5/Y6 (Cycle B): To know where to get help with online problems.</p>
Drugs, alcohol and tobacco	<p>Y5/Y6 (Cycle A): Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Y5/Y6 (Cycle A): Discussing the reasons why adults may or may not drink alcohol.</p>	<p>Y5/Y6 (Cycle A): To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>Y5/Y6 (Cycle A): To understand the risks associated with drinking alcohol.</p>
The changing adolescent body	<p>Y5: Learning about the emotional changes during puberty. Y5: Identifying reliable sources of help with puberty.</p> <p>Y6: Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>Y5: To understand the process of the menstrual cycle.</p> <p>Y5: To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>Y5: To know that puberty happens at different ages for different people.</p> <p>Y6: To understand how a baby is conceived and develops.</p>
Basic first aid	<p>Y5/Y6 (Cycle A): Learning how to help someone who is choking.</p> <p>Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding.</p> <p>Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position.</p>	<p>Y5/Y6 (Cycle B): To know how to assess a casualty's condition.</p> <p>Y5/Y6 (Cycle B): To know how to conduct a primary survey (using DRABC).</p>

Citizenship

Year 5/6

Skills	Knowledge
<p>Y5: Discussing how rights and responsibilities link.</p> <p>Y5: Exploring the right to freedom of expression.</p> <p>Y5: Developing an understanding of how parliament and Government work.</p> <p>Y6: Discussing how education and other human rights protect us.</p> <p>Y6: Identifying causes which are important to us.</p> <p>Y6: Discussing how people can influence what happens in parliament.</p> <p>Y6: Identifying appropriate ways to share views and ideas with others.</p> <p>Y5/Y6 (Cycle A): Discussing ways to challenge prejudice and discrimination.</p> <p>Y5/Y6 (Cycle A): Explaining why reducing the use of materials is positive for the environment.</p> <p>Y5/Y6 (Cycle A): Identifying the contribution people make to the community and how this is recognised.</p> <p>Y5/Y6 (Cycle B): Identifying ways people can bring about change in society.</p> <p>Y5/Y6 (Cycle B): Learning about environmental issues relating to food.</p>	<p>Y5: To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>Y5: To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>Y6: To know that education is an important human right.</p> <p>Y6: To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>Y5/Y6 (Cycle A): To know what happens when someone breaks the law.</p> <p>Y5/Y6 (Cycle A): To understand the waste hierarchy.</p> <p>Y5/Y6 (Cycle A): To know that prejudice is making assumptions about someone based on certain information.</p> <p>Y5/Y6 (Cycle A): To know that discrimination is treating someone differently because of certain factors.</p> <p>Y5/Y6 (Cycle B): To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p> <p>Y5/Y6 (Cycle B): To know that our food choices can affect the environment.</p>

Economic well being Year 5/6	
Skills	Knowledge
<p>Y6: Identifying jobs which might be suitable for them.</p> <p>Y5/Y6 (Cycle A): Discussing risks associated with money.</p> <p>Y5/Y6 (Cycle A): Making a budget based on priorities.</p> <p>Y5/Y6 (Cycle B): Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Y5/Y6 (Cycle B): Discussing some risks associated with gambling.</p>	<p>Y6: To understand that different jobs have different routes into them.</p> <p>Y6: To understand that people change jobs for a number of reasons.</p> <p>Y5/Y6 (Cycle A): To know that when money is borrowed it needs to be paid back, usually with interest.</p> <p>Y5/Y6 (Cycle A): To know that it is important to prioritise spending.</p> <p>Y5/Y6 (Cycle A): To know some ways that people lose money.</p> <p>Y5/Y6 (Cycle A): To know that income is the amount of money received and expenditure is the amount of money spent.</p> <p>Y5/Y6 (Cycle B): To understand that there are certain rules to follow to keep money safe in bank accounts.</p> <p>Y5/Y6 (Cycle B): To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</p> <p>Y5/Y6 (Cycle B): To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p>

Identity Year 6	
Skills	Knowledge
<p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p>	<p>To know that identity is the way we see ourselves and also how other people see us.</p>

Transition					
Year 1/2		Year 3/4		Year 5/6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Y1: Recognising our own strengths.</p> <p>Y2: Identifying people who can help us when we are worried about changes.</p>	<p>Y1 & Y2 (Cycle A & B): To understand that changes can be both positive and negative.</p> <p>Y1 & Y2 (Cycle A & B): To understand that change is part of life.</p>	<p>Y3: Being able to set goals.</p> <p>Y4: Learning strategies to deal with change.</p> <p>Y3 & Y4 (Cycle A & B): Recognising our own achievements.</p>	<p>Y3: To know that setting goals can help us to achieve what we want.</p> <p>Y4: To understand that change often brings about more opportunities and responsibilities.</p>	<p>Y5: Recognising your own skills and how these can be developed.</p> <p>Y6: Exploring a greater range of strategies to deal with feelings associated with change.</p>	<p>Y5: To understand the skills needed for roles in school.</p> <p>Y6: To know that a big change can bring opportunities but also worries.</p>



PSHE, Citizenship & RSE Mixed-age Year 1/2
Autumn Term 1 Family and relationships (Cycle A)
Lesson 1 (Cycle A) Introduction: Setting ground rules for RSE & PSHE lessons

Learning Objectives

- To begin to understand what PSHE education (or the name used in your school) is and how we can help everyone learn in these lessons
- I can make suggestions for rules for PSHE (Y1)
- I can explain to others and evaluate some rules to help everyone learn based on what I know already about PSHE (Y2)

Before the lesson

Have ready

- Ideas of things you know children learned about in Reception or Year 1 to remind them if necessary
- One of the stories from the *Activity: Story one or story two* (see Classroom resources), adapted if necessary for any sensitivities in your class
- Paper and pens for making the poster

Print

- *Activity: Story one or story two* (see Classroom resources), one copy for the teacher, adapted if necessary for your class

Attention grabber

1. Invite the children to sit in a large circle and explain to the Year 1 children that they are going to be finding out about some new lessons. Discuss some of the other lessons they have in school and the types of things they learn in these. Ask children who may have studied PSHE last year if they remember any rules they found helpful, and why that was.
2. Explain and recap that in PSHE lessons, the children are going to learn more about themselves, about keeping safe, healthy and happy. They will also learn about how they can get along with other people.
3. Invite:
 - The Year 1 children to think about when they were in Reception and whether they learned anything that sounds similar to this.
 - The Year 2 children to say what their favourite PSHE lesson was last year. Ask if they can they explain something they learned to the year 1 children? Take ideas from the children, for example, they might remember learning about eating healthy food, sharing toys with their friends or about the people who help them, like family members.

Praise the children for how much they have remembered.

Key question:

- What have we already learned about keeping happy, healthy and safe and PSHE?

Main event

1. Explain that because PSHE lessons are a bit different to other lessons, it is really important that everyone feels safe in the lessons to help them learn. Remind children about the rules you already have in the classroom and explain that you are going to add to them for these lessons.
2. Tell the children that you are going to read them a short story about a classroom in another school and as they listen, you want the children to think about the rules that might have helped the class. Stress that you think this might not be a very nice class or school to be in.
3. Read either story 1 or story 2 from the *Activity: Story one or two* (see Classroom resources) and adapt any aspects if there are sensitivities in your class.
4. After the story, invite the children to identify what went wrong in the class. Discuss how these children might feel.
5. Explain that you hope these things would not happen in your class, but to make sure they do not, you would like the children to come up with some rules for these lessons. Ask the Year 2 children what they thought worked best last year.
6. Record these rules as the children say them but try to make sure you cover the following:
 - Respecting other people's ideas
 - There are no silly questions
 - Keeping what is said in the room in the room
 - That we are all different and that is fine
 - Everybody is different
7. Go back to the story and ask what the children could have done differently to make sure no one felt bad at the end of the lesson.

Key questions:

- What rules will help us all learn and feel good in PSHE lessons?
- Why do these rules help us all learn and feel good in PSHE lessons?

Wrapping up

1. Recap the rules that the children have come up with. Are they all happy with these? You might ask the children to sign the rules to say they agree with them.
2. Sitting at mixed tables, ask each table group to create a poster explaining the rules, to be displayed in the classroom. Year 2 children on each table can help Year 1 children 'up level' some of the words.
3. Tell the children that the rules can be changed or added to if they think of anything else after or during this lesson, or during any PSHE lesson.
4. You might also want to tell the children a few of the things they will be learning about in PSHE this year.

Key question:

- What rules have we agreed to for PSHE?

Vocabulary

- PSHE
- Safe
- Learn
- Rule
- Unsafe (Y2)
- Unhappy (Y2)

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Understanding the need for rules for PSHE lessons.

Year 2: Understanding the consequences of not following the rules for PSHE lessons.

Pupils working at greater depth indicated by:

Year 1: Being able to explain to others the rules for PSHE lessons.

Year 2: Being able to evaluate each rule for PSHE lessons.

Differentiation

Pupils needing extra support:

Year 1: May need greater discussion around the feelings experienced by the children in the stories.

Year 2: May need a copy of the rules from PSHE and RSE last year.

Pupils working at greater depth:

Year 1: Can be challenged to contribute to the rules more and explain the consequences of not adhering to them.

Year 2: Can try to justify their suggestions by considering what worked best last year. For example, turn-taking or looking at the person speaking. Children could also consider what may happen when the rules are not followed (e.g. some children might not feel confident in sharing their ideas).

PSHE, RSE and Citizenship > Year 1/2
Autumn Term 1 - Family and relationships (Cycle A)
Lesson 2 (Cycle A): Family

Learning Objectives

- To understand the role of families
- I understand that families can include different people (Y1)
- I know the correct names for different relations (Y1)
- I can explain how families care for children (Y2)

Before the lesson

In this lesson, the children will be looking at members of their own families, so you will need to be aware and sensitive to any children who may be in care, come from families who have separated or have experienced a recent loss etc. You or another adult may need to sit with any such affected children and work with them on the tasks in the Main event.

Have ready

- Pictures of your family or, if you are not comfortable sharing information about your family, use a famous or a fictitious family.
- Familiar books that feature different family setups and challenges/no challenges e.g. *Owl Babies*, *Cinderella*, *Alfie and Annie Rose* books, *Charlie and The Chocolate Factory*.

Print

- *Activity: Family word bank* (see Classroom resources) – for those children needing this support

Attention grabber

1. Ask children what the word 'family' means. Draw on any previous knowledge from Y2 children.
2. Explain to the children that in this lesson you are going to be talking about families. Mention that everyone's family is different and that children only have to talk about those members of their family that they want to.
3. Show some pictures of your own family and explain to the children who each person is. If you do not feel comfortable talking about your own family, then talk about a famous family or a fictitious one. Try and include a range of relations to help children in the class who have a different family. Stress that family is not just the people we live with but it can include other people we are related to. Show books to children from the 'Have ready' section. Can they name any famous families from these books?

Key question:

- Who is in a family?

Main event

1. Ask the children who is in their family. Explain that they do not have to mention everyone, just the ones they choose to talk about. Take answers from those children who want to contribute.

2. Introduce the tasks:

Year 1 task

Ask the children to draw a picture of themselves and their family and label who each person is. Be particularly sensitive to children in your class who may be in care, come from families who have separated or have experienced a recent loss etc. It would be worth sitting with those children and working with them on this task if possible.

Year 2 task

Invite the children to draw themselves and their family around them as above, then ask them to select one person who is special to them and who looks after them. This could be a family member or someone else. Ask the children to write a list of the things that this person does to look after them around the picture. Get children to think of what the special person does to help care for them both in terms of the physical aspects (e.g. washing, giving hugs) and emotional aspects (e.g. listens to their worries).

Wrapping up

1. Bring both groups back together and talk about how much you like the children's pictures and celebrate any differences.
2. Invite the children to think about one person from their family and say who the person is and something they like to do with that person. Ask children to share this with the whole class if they feel comfortable.

Key questions:

- Who is in my family?
- What do I like to do with my family?

3. Thank the children for sharing information about their families and explain that they have been sharing information that is personal to them, for example, who is in their family. Explain that it is alright to do this in the classroom because they know everyone there and it is a safe space.
4. Remind the children of the rules the class drew up together from the week before. Ask the children if they can think of any other family information that is different for each person. Give the example of how first names are different. Ask children for other examples, for example, family name, address, birthday and the school they go to. Explain that this information is personal to them and they may not want to share it with people they do not know well.

Key question:

- What information is personal to me?

Vocabulary

- Family
- Relation
- Mum
- Dad
- Parent
- Brother
- Sister
- Grandad
- Grandma
- Grandparent
- Uncle
- Aunty
- Cousin
- Love
- Care
- Support
- Include any other words which you know are relevant to children in your class

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by:

Year 1: Understanding that families can include a range of people.

Year 2: Understand the characteristics of a healthy family life.

Pupils working at greater depth indicated by:

Year 1: Understanding how different members of a family are related to each other and that families' ways of offering care, love and support may be different for other people.

Year 2: Understanding that sometimes people beyond our immediate family may also provide care for us.

Differentiation

Pupils needing extra support: Provide family words using *Activity: Family word bank* (see Classroom resources) for children to copy or cut out and stick on their picture.

Pupils working at greater depth/Year 2 children: Could create their picture in an organised way such as a simple family tree or have the people who are closest to them nearer them. They could also identify ways people are related to each other, for example grandparents are the parents of mum or dad.

PSHE, Citizenship and RSE Year 1 / 2
Autumn Term 1 - Family and relationships (Cycle A)
Lesson 3 (Cycle A): Friendships

Learning Objectives

- To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy.
- I can explain what I like about my friends and what makes a good friend (Y1)
- I understand that friendships are not always positive (Y2)
- I can explain what I can do if a friendship is making me feel unhappy and who in school can help with friendship problems (Y2)

Before the lesson

Have ready

- Presentation: Diamond (see Main event)

Print

- Activity: Friendship cards (see Classroom resources) – for Y1 children – there are four sets of cards on each page and each group needs one set
- Activity: Stories 1 and 2 (see Classroom resources) – for Y2 children – one set per group

Attention grabber

1. Play the audio file from the *Presentation: Toy Story: You've Got a Friend in Me – Randy Newman*.

"You've Got a Friend in Me" from Songs And Story: Toy Story by Randy Newman. Released: 2010. Track 1. Genre: Children's Music.

2. Explain to children that friends are an important part of our lives and that some people will have lots of friends and other people will have a few. Our friends can come from people who we know at school, outside of school and may even be imaginary.

3. Invite the children to think about who their friends are and why they think they are friends. Is it because they like doing activities together?

4. Move on to discuss what the children like doing with their friends. Try to get a range of ideas and stress that there are lots of activities we can enjoy with other people. It might be simple things like playing a game, colouring or chatting. It could be bigger things like days out or holidays. Give an example of a friend you have and something that you enjoy doing with them.

Key question:

What do I like to do with my friends?

Main event

Year 1

1. Put the Year 1 children into three small groups and give each group a set of the cards from the Activity: Friendship cards.
2. Go through the words as a class and check that the children understand what each word means. Can any of the Year 2 children help explain any words?
3. Explain that the children are going to cut out the word cards and then in their groups they will decide which are the most important things for a friend to be.

Make sure the children understand that there are no right or wrong answers but they need to work together and agree.

There is also a blank card for children to add their own ideas if they want to.

4. Display the Presentation: Diamond illustrate how the children might display their answers.

Year 2

1. While the Year 1 children are doing their activity, explain to the Year 2 children that sometimes friends don't make each other feel good and problems can arise. Ask the children if they can think of anything that might create problems, such as having an argument, not sharing something, not playing with someone for one playtime. These might make us feel sad for a little while but usually the next day everything is alright again.
2. Explain to the children that we are going to look at some slightly more difficult friendship problems. Some of these the children might have experienced themselves and others might be things that may happen in the future. Explain that they are going to read or listen to these friendship problems, and think about what might have happened and what they think the children involved can do.
3. Put the Year 2 children into three groups and give each group a copy of the Activity: Stories 1 and 2. Ask each group to read the stories and then complete the tasks at the bottom of the sheet in their groups.
4. Get feedback from all the children on the first story, and then the second. During the feedback, stress that there were good things in both friendships but that the characters are starting to feel unhappy and friendships should never make you feel this way especially over a period of time.

5. Make sure the children are aware that sometimes the best thing might be to end a friendship and find another friend. This is not always easy but if something or someone is making us feel bad we need to do something to make us feel better.

Key questions:

- What makes a good friend? (Y1)
- Am I a good friend? (Y1)
- What should I do if a friendship is making me feel unhappy? (Y2)

Wrapping Up

1. Bring both Year 1 and Year 2 children back together. Ask Year 1 children what they thought made a good friendship. Ask Year 2 children to give feedback on what they were looking at (how good friends can sometimes have problems). Explain to the class that even though friends can have a lot in common, sometimes friends can have disagreements and fall out.

2. Make the children aware of the help available at school for them if they need it. It could be worth reviewing these systems to make sure they are working. You could extend the lesson to ask the children to create proposals for the school council or Headteacher to consider to help with friendship issues within school. These could include the steps that children can take to help solve the smaller problems themselves.

3. Explain to children that you are going to have a special box where they can put suggestions for improving friendships in school or they can write down any problems they are having and then you will try to help with these.

4. Complete the lesson by reminding the children about what good friends do, and tell them that you will be looking out for examples of friendship over the next few days.

Key questions:

- Who are my friends in the class?
- What can we do in school to help children have good friendships?

Glossary

- Friend
- Trust
- Share
- Fun
- Truth
- Kind
- Generous
- Listen
- Helpful
- Good friendships

Assessing pupils' understanding and progress

Differentiation

Pupils with secure understanding indicated by:

Year 1: Understand what people like to do with friends and who their own friends are. **Year 2:** Understand that friendships are not always positive.

Pupils working at greater depth indicated by:

Year 1: Understand what makes a good friend and who to go to when friendships have issues.

Year 2: Understand how to judge a friendship and recognise who to trust in a friendship.)

Pupils needing extra support: May require additional support to read the friendships cards.

Pupils working at greater depth: Could be challenged to write down why they have chosen the order they have.

PSHE, Citizenship and RSE Year 1/2
Autumn Term 1 - Family and relationships (Cycle A)
Lesson 4 (Cycle A): Families are all different

Learning Objectives

- To begin to understand the range of families they may encounter now and in the future
- I understand that families can be made up of different people
- I understand that I should respect different types of families

Before the lesson

Have ready

- A copy of 'The Family Book' by Todd Parr (readings are available online)
- Copies of the poster from link: – the poster displays pictures of nine families and you need to cut out the pictures to give one picture to each pair of children

Print

- *Activity: Different families questions* (see Classroom resources) – one copy per pair of pupil
- Copies of the poster from link: – the poster displays pictures of nine families and you need to cut out the pictures to give one picture to each pair of children

Attention grabber

1. Read 'The Family Book' by Todd Parr to the class and discuss with the children the different families in the book.

Key question:

- What different types of families are there?

Main event

1. Display on your interactive whiteboard the poster on link: . Ask the children to describe the families they can see. Stress that although all the families are different they all love each other and care for each other.

2. Put the children into pairs and give each pair a picture of one of the families cut from a printout of the poster and a copy of *Activity: Different families questions*.

3. Invite the children in their pairs to stick their family picture in the centre of the *Activity: Different families questions* and then discuss and answer the questions on the sheet. Stress that there are no right or wrong answers, they should decide for themselves.

4. Discuss the children's answers. Discuss the similarities between the different families and the differences. During this discussion correct any factual misconceptions particularly around marriage – clarifying that people of the same sex and opposite sex can be married and that people can live together and be parents together and not be married.

Key questions

- How are families different?
- How are families the same?

Wrapping up

1. Discuss the different families the children have looked at in the lesson and the fact that the children will have already met, and will in the future meet, children who come from families that are different to theirs.

2. Ask the children what they need to remember when they meet people who are in any way different to them (for example, to respect other people and not to ask personal questions that might make someone uncomfortable).

Key question:

- What do we need to remember when we meet people who might be different to us?

Vocabulary

- Family
- Love
- Care
- Different
- Same
- Similar

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Understanding that there are different families made up of different people.

Pupils working at greater depth indicated by:

Understanding how we show respect for difference.

Differentiation

Pupils needing extra support: Can work with a partner or in a group with an adult to discuss their own experience family and how it differs or is similar to some of the families on the poster.

Pupils working at greater depth: Should be challenged to give more detailed answers to the questions and to consider whether they are stereotyping when making assumptions about the families.

PSHE, Citizenship and RSE Year 1/2
Autumn Term 1 - Family and relationships (Cycle A)
Lesson 5 (Cycle A): Other people's feelings

Learning Objectives

- To recognise how others show feelings and how to respond to these
- To identify their special people and how they should care for one another

- I can recognise when other people might feel sad, worried or angry (Y1)
- I can show that I care by listening and thinking about what they say (Y1 and Y2)
- I can offer advice (Y1)
- I know that not everyone feels the same (Y2)
- I can describe what someone else might be feeling and thinking (Y2)

Before the lesson

Watch

- *Teacher video: People around me*

Have ready

- *Presentation: Emotions* (see Attention grabber)
- Link: (for any pupils who need help developing their social understanding) – **this link has been selected for the teacher only and is not intended to be shown to pupils.**

Print

- *Activity: Feeling sad* (see Classroom resources) – one per pupil

Attention grabber

Presentation: Emotions

Display the *Presentation: Emotions*.

2. Show the emoji images on slide 2 of the *Presentation: Emotions* and ask the children what feelings they think each emoji represents. Ask them what might be making them feel like this.

Encourage pupils to use appropriate vocabulary (slide 3 of the *Presentation: Emotions* can help with this) and also to describe what the feeling is like and what it makes them want to do.

3. Challenge the Year 2 children to identify emotions that are not in the presentation, for example, shyness.

4. Ask all the children how we can tell that somebody is happy/sad (for example, we can see they are smiling on the outside).

5. Explain that we are going to look out for signs of how other people are feeling and how we can respond to these.

Key questions

- What feelings do people experience?
- How do we show our feelings on the outside?

Main event

1. As a class, discuss how you can tell if someone is feeling sad. Note down on the board what this would look like and how they might be behaving.

2. Year 1

Ask the Year 1 children to act out a frowning face, hunched shoulders, looking down, etc.

3. Year 2

Ask the Year 2 children if they can describe what they might be feeling and thinking if they were sad.

4. Ask the whole class:

- How could you let someone know that you cared? (Let them know you are there to listen).
- What do you think that person might need? (Someone to talk to, time on their own, adult help).
- Where would you speak to them? (Somewhere quiet, at break time, after school).
- How could you help? (Give them space, listen to what they say, let them know that these feelings are normal, offer advice, ask what you can do to help).

5. Hand out to each child a copy of the *Activity: Feeling sad* and ask the children to fill out the thought bubbles for somebody feeling sad, using the ideas from the class discussion. Ask Year 2 children to think about emotions and how they would help in such a situation.

6. Explain to pupils that it is also important to recognise when people need time on their own. In this situation, they could still let the person know that they care by respecting their space. If unsure whether the person needs to be on their own or not, they could say that they are there to speak to if and when their friend wants to. This way, the friend can make their own mind up about whether they want to talk or not and can do so in their own time.

7. Discuss when it is a good idea to share worries with an adult.

8. Ask the children to get into mixed-age group pairs, then role-play two friends where one is sad. They should decide between them why this person is sad and also how their friend can help in this situation.

Encourage the children to consider what they would do in the situation and also to think about how this particular person is different. Encourage the children to remember:

What helps you might not necessarily be the right thing for someone else.

9. If there is time, repeat this activity but have the Year 1 child act as though they are worried or angry. What would the Year 2 child do in this situation? Imagine they were helping a younger sibling.

Discuss the advice they gave to their partner and how they responded. Did the Year 1 child feel cared for and listened to? Is there anything they would add? Will this happen every time with every person? Why not?

Key questions

- How can you tell how someone is feeling?
- How do you let them know that you care?
- When and where could you speak to them?

Wrapping up

1. Review some of the ideas that might help someone if they are feeling sad or worried. Remind the children that if they are really worried about someone and it is making them feel upset or worried, they should talk to an adult. Discuss with the children to whom they can go to in school for help and to discuss problems, and who they could talk to at home.

Key questions

- Who can help us if we are worried about our friends? (Y1)
- How can other people affect how we feel? (Y2)

Vocabulary

- Feeling
- Sad
- Worried
- Help
- Care
- Listen
- Emotion

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by:

Y1: Describing what people might look like if they are feeling: angry, scared, upset, worried.

Y2: Understanding that not everybody feels the same about a situation.

Pupils working at greater depth indicated by:

Y1: Identifying ways of responding to friends being upset by either offering help or giving them space.

Y2: Using a more developed range of vocabulary to describe how other people might be feeling and understanding how these can represent a mix of emotions. Empathising with other people, and explaining why they might think or feel differently.

Differentiation

Pupils needing extra support: Might need extra examples of each scenario. It may be useful to create a comic strip conversation (see link:) about one of the scenarios to embed the idea that other people can think and feel differently to us.

Pupils working at greater depth: Should suggest a range of different ways of responding to someone who seems upset, angry, worried.

PSHE, Citizenship and RSE Year 1/2
Autumn Term 1 - Family and relationships (Cycle A)
Lesson 6 (Cycle A): Getting along with others

Learning Objectives

- To begin to understand how courtesy and manners make us feel
- I understand the feelings we may have about working with different people (Y1)
- I can work with people I don't know very well (Y1)
- I understand that manners are important wherever I am (Y2)

Before the lesson

Have ready

- Mixed year groupings of children so Year 1 children are working alongside Year 2 children – especially if these children are in different friendship groups.
- Materials for tower building, such as newspaper and sticky tape, spaghetti and marshmallows or straws and paper clips.
- *Presentation: Getting along with others*

Print

- *Activity: Question cards* (see Classroom resources) – one set per group, there are three sets on one sheet

Attention grabber

1. Explain to the children that they are going to work with people with whom they may not have worked before. Acknowledge that this may feel a bit scary and different, but you want the children to try their best and enjoy the experience.
2. Ask the children to sit in the groups that you have put them in.
3. Display *Presentation: Getting along with others*.

Presentation: Getting along with others
Show on your interactive whiteboard.

4. Ask the children what they know already about manners. Can they name any examples of showing good manners? (For example, at family mealtime: not speaking with your mouth full, sitting on your chair, saying please and thank you, or taking turns in the playground). Go through the slides from the *Presentation: getting along with others* to help pupils consider the different manners we use in different situations.
5. Ask the children how manners can help us meet new people and build friendships? (People like to be treated kindly and manners help us to do this.)
6. Explain that in their groups, the children will be set a challenge and will need to work together to solve it. Explain that before working on the challenge, the children need to get to know each other a bit better. Hand out to each group one set of question cards from the *Activity: Question cards*. Invite the children, within their groups, to ask each other the questions. Reiterate the importance of manners when they do this (for example, say 'excuse me' when talking to somebody new, listen to the speaker, say 'thank you' when they have finished sharing something about themselves). Ask Year 2 children to set an example.

When they are finished, invite some pupils to share something that they have learned about someone in their group.

Key question

- What new things can we find out about each other?

Main event

1. Explain to the children that they are going to complete a challenge in their groups to build the tallest tower they can with the materials you have provided. The tower must stand up on its own. The children will have:
 - Five minutes to plan how to build the tower.
 - Ten minutes to build the tower.

Teacher note: as an alternate activity for each alternate year the lesson is taught, the children could design a bridge. Explain that the winner is the team to design the longest bridge without the middle section touching the ground. You could lay out pieces of paper approximately 50cm wide that represent water to assist children with thinking about this.

Ask the Year 2 children what manners can help the group work together, based on their experience from last year. Elicit answers such as listening to others in the team, sharing the materials kindly and waiting for your turn when building the structure. Reiterate to the Year 2 children that they must set a good example for the Year 1 children to see.

2. Start a timer for the five minutes planning time and remind the children **not** to build at this point. Point out good examples of using manners in the groups.

3. Once the five minutes are up, start the children off on their ten minute building time.

4. Once the ten minutes are up, stop the children working, measure each group's tower or bridge and declare a winning group.

5. Invite the children to think about the tower or bridge-building work and the question activity they have done with their group. Ask them what new things have they found out about each other. How did using manners help building the tower/bridge? Were there times when children did not use manners? How did the group feel?

Key questions

- How can we work as a team?
- How do our manners change in different situations?

Wrapping up

1. Ask the children how they felt when you told them they would be working with new people today. Ask them to rate how they felt from 1–5 with 1 being, 'I was really worried' and 5 being, 'I was excited about doing something new.'
2. Acknowledge all the responses and explain that we all have different feelings about doing new things, and that using good manners can really help us when we meet new people.
3. Ask the children how they would rate themselves now with 1 being, 'I am still not sure' and 5 being, 'I really enjoyed it'. Ask some of the children at both ends of the scale to say why they feel that way. Acknowledge these feelings and for those who are still not sure, explain that it is important that they try new things and that they have done well with it.
4. Ask the year 2 children if they could state any good examples of using manners in their groups.

Key questions

- What do we feel about working with new people? (Y1)
- Where do we need to show really good manners and behaviour? (Y2)

Vocabulary

- Challenge
- Co-operate
- Work together
- Team
- Manners
- Please
- Thank you
- Taking turns
- Table manners
- Quiet
- Respect

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by:

Y1: Understanding the skills needed to work together in a group.

Y2: Understanding that manners are important.

Pupils working at greater depth indicated by:

Y1: Understanding the benefits of working with different people and how good manners can play a part in this.

Y2: Understand that courtesy, manners and respect can build friendships.

Differentiation

Pupils needing extra support: May need some support with reading the questions and taking turns in their groups, which can be provided either by peers or adults.

Pupils working at greater depth: Should be challenged to explain the benefits of working with people that we do not know very well.

Can explain how manners can help in these situations. (Y2)

PSHE, Citizenship and RSE Year 1/2
Autumn Term 2 - Family and relationships (Cycle A)
Lesson 7 (Cycle A): Friendship problems

Learning Objectives

- To begin to understand that friendships can have problems but we can overcome these
- I understand that friends can sometimes fall out (Y1)
- I can explain ways I can overcome problems with my friends (Y1)
- I can explain how being friendly can make others feel welcome and included (Y2)

Before the lesson

- Have ready
- *Teacher resource: Healthy friendship story* (see Classroom resources)

Attention grabber

1. Sit the children on chairs in a circle in a mixed-age group, and explain that they are going to play a game.
2. Instruct the children that they must swap places with someone in the circle if what you say applies to them. Start with some simple things like wearing black socks, wearing glasses, watched TV last night, like to eat apples or have a brother etc. Then start to introduce some friendship ideas such as: has a friend in this class, played a game with their friend at playtime/lunchtime, has a friend outside school, has shared something with a friend in the last few days, knows when their friend's birthday is.
3. Celebrate with the children the good aspects of friendship they all have and any friendships between Year 1 and Year 2 children. Note the unique benefits of a mixed age group class and forming friends across the year groups (for example, learning from each other). Note that even though everybody in the class might not be each other's friend, the game will show us that around school and when we are older, we can all be *friendly* with each other.

Key questions

- What do we have in common?
- What makes a good friend?

Main event

1. Read the *Teacher resource: Healthy friendship story* to the children as a class and then discuss the following questions.

- How might Esther be feeling?
- How might Harriet be feeling?
- Why might Ali and Camilla have behaved as they did?

Make sure children don't think that Ali and Camilla were just being unkind. You want the children to explore whether they might feel jealous or have a genuine reason why they do not want to be friends with Esther. Elicit other responses from the children about ways friendships can sometimes change (having different interests, falling out). Note that sometimes when we get older our friendship groups can change because we are changing too, and this is quite normal.

2. Year 1

Send Year 1 children off in groups of four to act out what happened in the story. They can use the questions from earlier:

- How can you show how Esther and Harriet are feeling?
- How can you act out what Ali and Camilla did?
- How can you show these emotions?

3. Year 2

Tell the Year 2 children that they are going to decide what happens next in the story. Send them off in groups of four and ask them to discuss and decide:

- How can they resolve the issue by being friendly to each other?

Key question

- What problems can happen in friendships?

Wrapping up

1. Invite the Year 2 groups to share their role-play and, for each role-play, ask the Year 1 groups if they thought that was a good way to resolve the issues. Discuss the various approaches taken by each group. Ask if anybody in Y1 has another idea that wasn't shown. Mention that Ali and Camilla can decide who they want to be friends with but the way they behaved towards Esther was not right.
2. Ask the children what Ali and Camilla could do if they did not want to be friends with Esther. Possible answers could include finding Esther other friends, talking to her about how they feel, playing with her some days, making sure Harriet knew they would still be her friend even if she plays with Esther sometimes. Discuss other solutions when this situation occurs with children, and relate it to what can happen at playtime.
3. Reinforce the difference between friendly and a friend and make sure children understand that we can behave in a friendly way to lots of people even if they are not actually our friends. Reiterate points on using manners around other people and how this can help us be friendly from

Key questions

- What is a friendly way to behave towards others?
- What can we do to overcome problems in friendships?

Vocabulary

- Friend
- Falling out
- Problem
- Solution
- Welcome
- Included

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by:

Y1: Understanding friendships have problems and ways that these can be overcome.

Y2: Explaining how being friendly can make others feel included.

Pupils working at greater depth indicated by:

Y1: Understanding friendships have problems and that there may be a range of solutions to help solve these, including asking an adult for help.

Y2: Explaining that healthy friendships do not make others feel excluded.

Differentiation

Pupils needing extra support: Choose one character from the story to act out and focus on their emotions only.

Pupils working at greater depth: Should be challenged to describe a greater depth of understanding about the feelings and motivations of each character.

PSHE, Citizenship and RSE & Year 1/2
Autumn Term 2 - Health and wellbeing (Cycle A)
Lesson 1 (Cycle A): Understanding my feelings

Learning Objectives

Before the lesson

<ul style="list-style-type: none"> ● To describe and understand their feelings ● To develop simple strategies for managing these feelings <p>Year 1</p> <ul style="list-style-type: none"> ● I can describe how I feel ● I can recognise what might cause these feelings ● I can identify different ways of responding to emotions ● I can plan appropriate actions to manage my feelings <p>Year 2</p> <ul style="list-style-type: none"> ● I can describe my body's response to feelings ● I know that we often feel more than one emotion at a time ● I can imagine how I would feel in a particular situation ● I know that not everyone feels the same 	<p>Watch</p> <p>*These are external websites and we do not have control over their content – please check before showing them to the children</p> <ul style="list-style-type: none"> ● <i>Teacher video: Wonderful me</i> <p>This teacher video explains the key points behind our 'Wonderful me' topic across KS1 and KS2.</p> <p>Have ready</p> <p>Year 1</p> <ul style="list-style-type: none"> ● Book: 'Where Are You, Blue Kangaroo' by Emma Chichester Clark (there are also readings available online) ● Plain A4 paper <p>Print</p> <p>Year 1</p> <ul style="list-style-type: none"> ● <i>Activity: List of emotions – Venn diagram OR Activity: List of emotions – table</i> (see Classroom resources) – 1 per pair for extra support ● <i>Activity: Feelings as colours</i> (see Classroom resources) – 1 each <p>Year 2</p> <ul style="list-style-type: none"> ● <i>Activity: Person outline</i> (see Classroom resources) – 1 each ● <i>Activity: Scenario cards</i> (see Classroom resources) – There are 8 scenarios on a sheet, each child will need 1 scenario
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Attention grabber

Choose a child and show them (without showing the rest of the class) one of the following emotion words:

- joy
- fear
- anger
- sadness
- disgust

See if they can mime feeling this way and have the class guess their emotions, explaining why they made each guess and visual clues that helped them. You could provide your Year 1 children with the *Activity: List of Emotions* (see Classroom resources) to help them with their language.

Show children the following clips from 'Disney Pixar's Inside Out' and work together to identify the visual clues which show how the character is feeling:

Key question

- How can you tell how someone is feeling (visual clues, empathy)
- When have you felt this way?

Main event

Draw attention to the different colours of the feelings in the video clip. Ask the Year 1 children to work independently to assign different colours to different feelings, for example, happy – yellow, angry – red, etc by colouring in the sheet *Activity: Feelings as colours*.

Year 2

Explain how we can often feel a few different emotions at the same time.

Share some of the scenarios from *Activity: Scenario cards* and discuss how we might feel in the situations.

After discussing these, give each pupil *Activity: Person outline* and a scenario from *Activity: Scenario cards*. They then consider how they might think or feel if they were in that situation and use different colours to fill in their *Activity: Person outline* to show how much of each emotion they might experience.

Year 1

Discuss the colours that they assigned to each emotion and if there was any agreement between the children.

Look at the story 'Where are you, Blue Kangaroo?' by Emma Chichester Clark.

Ask the children to get into pairs and role-play three different points in the story by saying what Lily and Blue Kangaroo might say, think or feel when:

- Lily leaves him on the bus
- Lily wakes up and cannot find him
- The end, when Lily never loses him again

Ask children the following questions:

- How might Blue Kangaroo feel? (Forgotten, abandoned, worried, anxious, sad)
- How might Lily feel? (Confused, upset, panicked)
- What could these characters do to help themselves feel better or to help the situation?

Ask the children to fold a piece of paper in half and then choose one positive emotion and one negative emotion (they could use the *Activity: List of emotions* again to help them here). Ask them to draw situations that might make them feel this way on different sides of the paper, for example: happy = playing at a friend's house; sad = losing a favourite toy. They should then describe what is going on in their pictures to a partner, explaining why these situations make them feel these emotions.

Wrapping up

Explain to everyone that they have all been thinking about how different situations make them feel. Ask a Year 1 pupil to explain their paper to the class and how the situations made them feel. Can the class think of how they could take action to address the negative emotion and make themselves feel better? For example, if they have lost their toy they could ask their family to help them find it so it is found more quickly. Now repeat with a Year 2 pupil explaining their scenario and the emotions it would make them feel. If the emotions are negative, again, can the class think of ways they could manage this emotion?

Then, focus on developing some simple strategies for managing these feelings. You could draw a simple table on the board with a list of emotions, for example happy, sad, worried. Ask the children what they might do if they feel these emotions (how could they manage them?) Note these down to highlight that there are many different ways to respond to difficult emotions.

Vocabulary

- Action
- Emotions
- Feelings
- Strategy

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Using appropriate vocabulary to describe how they feel and recognising what these different feelings might look like and feel like. Describing situations that may provoke certain feelings.

Year 2: Using multiple colours to show how they can feel more than one emotion at a time. Describing how they would feel in a particular situation and understanding that not everyone feels the same.

Pupils working at greater depth indicated by:

Year 1: Identifying and describing their own feelings as well as other people's. The ability to recognise what situations may provoke different emotions and suggest different ways of managing these feelings.

Year 2: Showing empathy by describing how someone else might be feeling based on their experience. Drawing on their own experiences and making links between what they feel and other people's emotions. Explaining why different people feel different things.

Differentiation

Pupils needing extra support:

Year 1: Might need images from the story in front of them to help them think about how the characters were feeling, along with *Activity: List of emotions* (see Classroom resources).

Year 2: May need time to act out their scenario with prompting questions to help understand their different emotions and what they feel like.

Pupils working at greater depth:

Year 1: Should describe and show how their character feels but will also understand how the other characters feel.

Year 2: Could be challenged to draw upon their own experiences to help empathise with the girl from the clip and use this understanding to describe how she might be feeling.

PSHE, Citizenship RSE Year 1/2
Autumn Term 2 - Health and wellbeing (Cycle A)
Lesson 2 (Cycle A): Relaxation – laughter and progressive muscle relaxation

Learning Objectives

- To know how to relax in different ways
- I know that there are different ways of relaxing
- I can recognise when relaxation might help me
- I can focus on tensing and relaxing different parts of my body to relax
- I can use laughter to help me relax if I am nervous or have lots on my mind

Before the lesson

Have ready

- Link: GoZen! video:
- For more information on GoZen!'s academic references see Link: .

Attention grabber

Pose the question: Why do we need to relax?

Re-cap why rest and relaxation is so important by asking the children to discuss what happens while they are sleeping or resting as well as how it makes them feel when they have had a really good night's sleep.

Discuss what it means to feel relaxed.

Key questions:

- Why are rest and relaxation important?
- Why is sleep important?

Main event

Explain that we are going to look at two different techniques of relaxation, as we might want to relax in different ways at different times. Stress to the children that these activities are a bit different to other things they might do in school but you would like them to give them a try as they will help the children to look after themselves.

1. Progressive Muscle Relaxation

Set the scene by asking the children to close their eyes, make the room dark, make cushions available, ask them to get comfortable – give them a choice about how they want to sit/lie, etc.

Show them the GoZen! video:

Following the activity, ask the children how they feel, did it help them to relax?

2. Laughter

Explain the positive effects of laughter on the body:

- It relaxes your muscles for up to 45 minutes after
- It boosts your immune system/makes it less likely for you to get ill
- It releases hormones which make you feel good
- It protects your heart by increasing blood flow
- It helps you to manage feelings of anger
- It can help you live longer

This activity will work best either outside or in a space away from other classes so they are not disturbed by the noise.

This technique is more useful when you are feeling worried about something or are thinking about lots of things at the same time, rather than if you are feeling upset or angry.

Ask the children how they would feel if they were asked to shout out their name. Ask them to do so if they can.

In pairs, ask them to explore ways of making their partner laugh by: making funny faces/silly noises, telling jokes, etc.

Once they have calmed down, discuss how they feel. How would they feel if they were asked to shout out their name now? Has it changed?

Key question:

- What does being relaxed feel like?

Wrapping up

Discuss why people want to relax in different ways at different times. Explain that it might not always be appropriate to try and laugh or to lie down. They should consider their surroundings, including people in their environment, to choose the best way to relax. What other ways are the children aware of that people use to relax? For example, reading, listening to music, going for a walk, watching TV.

Key question:

- What can they do to help relax?

Vocabulary

- Relax
- Relaxation
- Sleep
- Rest

Assessing progression and understanding

Pupils with secure understanding indicated by: Explaining how rest and relaxation affects our bodies, including mental functions. Identifying scenarios or thinking of examples where they could use relaxation to help manage difficult emotions.

Pupils working at greater depth indicated by: Articulating a range of different ways to relax and understanding the impact of these on the body and mind. Suggesting how to adapt relaxation techniques according to their situation, taking into consideration: their environment, people around them, their feelings, their strength of feeling, etc.

Differentiation

Pupils needing extra support: Could be positioned closer to the teacher so that they can watch as the teacher models what they need to do.

Might need more time to think of examples of when they have laughed a lot to remember and link to how they felt at the time.

Pupils working at greater depth: Should articulate what relaxation means, demonstrating an understanding that it is not always about being calm and quiet

PSHE, Citizenship and RSE Y1/2
Autumn Term 2 - Health and wellbeing (Cycle A)
Lesson 3 (Cycle A): What am I like?

Learning objective	Success criteria
<ul style="list-style-type: none"> To recognise and celebrate their strengths and set simple but challenging goals Pupils should know: <ul style="list-style-type: none"> The importance of self-respect and how this links to their own happiness Pupils should be taught to: <ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> I can describe what I am like/what qualities I have I can identify my strengths I can think of things I would like to get better at I can set myself small, achievable goals

Before the lesson

Have ready

- Presentation: Animals* (see Main event)
- Either a copy of Audrey Wood's book 'Quick as a Cricket' OR
- Link: [Audrey Wood reads Quick as a Cricket](#) (Reading starts at 1:20) – **this is an external website and we do not have control over its content – please check before showing it to the children.**

Print
 Activity: *Word bank* – 1 copy per pupil who may need extra support

Vocabulary

- Skill
- Qualities
- Strengths
- Better

Attention grabber

In pairs, ask the children to discuss if they have asked anyone for help with something recently. Then ask some pupils to feedback to the rest of the class and discuss that this could include family they live with, family that they do not live with, friends at school, friends outside of school, teachers, and other adults that they know. Draw out that we all have different people in our lives who can help us.

Key question:

- Who can you go to for help if you need it?

Main event

As a class, read (if available) or watch the video '[Audrey Wood reads Quick as a Cricket](#)' by Audrey Wood and discuss what the different animals are like. Ask the children to discuss what they are good at. Thinking about when they feel most comfortable can help them to identify these things. Now ask them to discuss what THEY are like. Talk about how this is different. What words describe what someone is like as a person? These could include 'feeling' words as well. List these on the board and explain them as you go so that everyone understands their meanings. Ask the children what they are like. Are they quiet? Bold? Fast? Clever? Happy? If they were an animal, what would they be? Stress that this animal should show what they are like as a person and refer back to the list on the board. Now display *Presentation: Animals* on your interactive whiteboard. Practise describing the qualities of the animals. What would they be like if they were human? Now ask the children to draw themselves as an animal and if they are able to, label their pictures with words to describe themselves. If they are unsure, encourage them to ask their friends to help describe them. Take the children's work in as they will be referring back to them in the Transition lesson at the end of the year.

Key questions:

- What am I good at?
- What am I like?

Wrapping up

Thinking back to the things the children said they were good at earlier in the lesson, ask: What would you like to be even better at? (I.e.: drawing, football, reading). In pairs, they should discuss what this might be and any ideas they have as to how they could do this. Then feedback to the class, and discuss the **small** things they could do to reach their goal.

Key questions:

- What do I want to get better at?
- How can I do this?

Assessing progress and understanding	Differentiation
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<p>Pupils with secure understanding indicated by: Describing their qualities and strengths. Recognising something they want to get better at.</p> <p>Pupils working at greater depth indicated by: Understanding and describing what they are like and how they would like to improve. Identifying ways to improve, including breaking these down into small, easily recognisable steps to keep themselves motivated.</p>	<p>Pupils needing extra support: May need some guidance when making the link between things they are good at, what they do and what they are like. Could use the <i>Activity: Word bank</i> to help them describe the animals on the presentation and themselves.</p> <p>Pupils working at greater depth: Should be able to help describe people around them and provide examples to explain why they think that. Should be encouraged to use a range of vocabulary to describe what they are like and come up with synonyms for words suggested.</p>
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PSHE, Citizenship and RSE Year 1/2
Autumn term 2 - Health and wellbeing (Cycle A)
Lesson 4 (Cycle A): Ready for bed

Learning Objectives

- To understand the benefits of physical activity and rest
- I can understand the importance of sleep
- I know that I can affect the quality of sleep that I get
- I can think of ways to get ready for sleep

Before the lesson

Have ready

- The resources needed to create picture books or devices for recording videos

Print

- *Activity: Bedroom image* (see Classroom resources), sufficient copies for children who may need support with the activity
- *Activity: My bedtime routine* (see Classroom resources) – 6 on a sheet – 1 copy for children who may need support with writing

Attention grabber

Ask the children to think about what their bedroom is like, considering objects which help them to feel relaxed. Then ask them to draw a picture of their bedrooms. Share these with the rest of the class. *Activity: Bedroom image* can support anyone who needs it.

Key question:

- What is my bedroom like?

Main event

Explain that sleep is very important. Start by asking the children how they feel when they have not had much sleep. For example, do they feel grumpy, not able to do school work, tired, do they have no energy?

Ask the children why they think sleep is important and then discuss how sleep:

- allows your body to repair itself
- restores your energy
- releases hormones which make you grow.

Explain how getting enough sleep and relaxation makes you more alert, helps your memory, helps you to learn, helps you to concentrate, whereas NOT getting enough sleep can make you more likely to get poorly, have accidents and experience mood changes.

In pairs/groups, ask the children to act out their bedtime routine silently. The other members of their group then guess what they are doing (like in a game of charades).

Share these with the class and act out examples that have not been looked at, including:

- turning off TV and other devices
- getting into pyjamas
- having a bath
- reading a story
- turning the light off or down
- lying down in bed.

Discuss as a class how these help get you ready for sleep.

Explain that they are going to create a set of instructions showing a good bedtime routine, reinforcing English skills such as using imperative verbs, adverbials of time, etc.

They can do this either by creating a picture book **OR** recording video instructions on how to get ready for sleep.

Key questions:

- How do you feel when you are sleepy?
- What do you do before bedtime to help prepare you for sleep?
- Why is sleep important?
- How does it affect the body?

Wrapping up

Explain that what we do during the day can also affect our sleep. Discuss the following questions as a class:

- Can being active in the day help you sleep better?
- What exercise makes you happy and keeps you healthy?
- What else can help you feel healthy and happy?

Key question:

- How does exercise help our sleep?

Vocabulary

- Sleep

- Rest
- Routine
- Relaxation

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Describing their bedtime routine and why sleep is important.

Pupils working at greater depth indicated by: Detailing why each part of their bedtime routine prepares them for sleep. Understanding how sleep or lack of it can affect them.

Differentiation

Pupils needing extra support: Might need to look at the *Activity: Bedroom image* to help discuss what they might find in their rooms at home, as well as how these things can help them get a good night's sleep. Can sequence *Activity: My bedtime routine* to provide the text for their instructions.

Pupils working at greater depth: Should articulate the effects of getting a good night's sleep vs a bad night's sleep and relate that to their own experiences, for example feeling moody, low on energy, unable to concentrate vs happy, full of energy, alert.

PSHE, Citizenship and RSE
Spring Term 1 - Health and wellbeing (Cycle A)
Hand washing and personal hygiene

Learning objective	Success criteria
<ul style="list-style-type: none"> To begin to understand how germs are spread and how we can stop them spreading Pupils should know about: <ul style="list-style-type: none"> personal hygiene and germs including bacteria, viruses, how they are spread and the importance of washing 	<ul style="list-style-type: none"> I understand why I need to wash my hands I can explain how to wash my hands properly

Before the lesson

- Have ready**
- Presentation: Germs image* (see Attention grabber)
 - Link: [NHS Handwashing technique](#)
 - A bowl of water, soap and a towel
 - Access to hand-washing facilities and an adult if possible
 - Glitter in a range of colours (there are environmentally friendly forms of glitter available that are biodegradable)
- Print**
- Activity: Hand washing sequence 1* (see Classroom resources)
 - Activity: Hand washing sequence 2* (see Classroom resources)

Attention grabber

Tell the children that they are going to have a bit of time playing at the beginning of the lesson but before they start, you want to put some glitter on their hands. Explain that they will find out more about why in the next part of the lesson.

Put about half a teaspoon of glitter on each child's hands and ask them to rub it around their hands and then let them go off and play for five minutes. If possible, use a range of colours of glitter as this will help show the spread. If some children do not want glitter on their hands, it is fine as they will learn from the others.

After five minutes, ask the children to get back together and ask them where they can see the glitter (on themselves, on each other and around the classroom).

Explain that the glitter represents dirt and germs from our hands – in just five minutes, we have spread it to a lot of places.

Key question:

- Where did glitter from our hands end up?

Main event

Tell pupils that there are different types of germs, such as bacteria and viruses. These are so small that you can't see them without a microscope. Display the *Presentation: Germs image*.

Presentation: Germs image

Display the presentation on your interactive whiteboard.

Not all germs are bad, but some are, and if they get into our bodies, through our mouths for example, they can make us ill. We therefore need to clean our hands well so that we do not spread or take in germs.

Explain that we are now going to get rid of the glitter (germs!), starting with our hands.

Show the video: Link: [NHS Handwashing technique](#)

Then, recap the main points, asking the children to do the actions with you:

- Rub palm to palm
- Rub the back of each hand
- Rub in between fingers
- Rub the back of the fingers against the palm
- Rub each thumb
- Rub the tips of fingers

Ask an adult to take small groups of children to wash their hands. The adult needs to supervise and take the children through each step.

While some children are washing their hands, the other children can complete the *Activity: Hand washing sequence 1*, which has both pictures and the words. You can substitute *Activity: Hand washing sequence 2*, for the more able pupils, as this only has pictures and the children can add their own text.

Key question:

- How do we wash our hands properly?

Wrapping up

Explain to the children that we have learnt about washing our hands. Ask them:

- Why do we have to make sure that we wash our hands well? To get rid of any germs, which can make us ill.
- When do we need to take extra care to wash our hands? Before eating, when we have coughed or sneezed, after we have been to the toilet and when we have been doing something where our hands get dirty.

Key questions:

- Why is it important to wash our hands?
- When do we need to make sure that we wash our hands?

Vocabulary

- Dirt
- Hands
- Germs

- Wash
- Soap
- Water
- Scrub
- Clean

Assessing progress and understanding	Differentiation
<p>Pupils with secure understanding indicated by: Understanding that germs can be spread via our hands and how to wash hands properly.</p> <p>Pupils working at greater depth indicated by: Understanding why germs are bad, how to wash hands properly and the times when we should take extra care to wash our hands.</p>	<p>Pupils needing extra support: Use <i>Activity: Hand washing sequence 1</i>, which has pictures and words.</p> <p>Pupils working at greater depth: Use <i>Activity: Hand washing sequence 2</i>, which has pictures only so that pupils can add their own text.</p>

PSHE, Citizenship and RSE Year 1/2
Spring Term 1 - Health and wellbeing (Cycle A)
Lesson 6 (Cycle A): Sun safety

Learning Objectives

- To begin to understand the risks associated with the sun
- I understand that sunshine can be good for me
- I can explain the things I need to do to keep myself safe in the sun

Before the lesson

Have ready

- *Presentation: Sunny days* (see Attention grabber)
- Video link: from Skcin and the Karen Clifford Skin Cancer Charity – **this is an external website and we do not have control over its content – please check before showing it to the children.**
- Resources for children to create items for a display, poster or presentation

Attention grabber

Display the presentation on your interactive whiteboard.

Presentation: Sunny days

Display slides 1-3 of the *Presentation: Sunny days*.

Ask the children the types of things that they would enjoy doing on a sunny day in the different locations, for example the activities, food and the people they might be with.

Ask them how they might feel on a day like this.

Talk about how being outside can be really good for us as we are in the fresh air and getting exercise, keeping us healthy and happy. But we also have to be careful because the sun can be dangerous if we do not take care. Display slide 4 of the *Presentation: Sunny days* and explain that the sun is a giant ball of burning gasses and it is incredibly hot and can burn us.

Key questions:

- What do we like doing on a sunny day?
- How does it make us feel?

Main event

Ask the children what they already know about keeping safe in the sun, for example wearing a hat and putting on sunscreen. Celebrate things that they already know.

Watch the animated story on the link: from Skcin and the Karen Clifford Skin Cancer Charity.

After the video ask the children what the five S's mean:

1. Slip – on a t-shirt
2. Slop – on some sunscreen
3. Slap – on a hat
4. Shade
5. Sunglasses

Tell the children that they are going to be sun safe superstars and share the 5 s's with the rest of their school. The children can then either create pictures to put on a sun safe display or put together a presentation or poster to share in an assembly.

Key question:

- What five things do we need to do to be safe in the sun?

Wrapping up

Remind the children that being out in the sunshine is good for them in lots of ways but why do they need to be careful in the sun? (Because sunburn can be painful and dangerous).

Ask some children to share their presentations, poster and displays with the rest of the class.

Key question:

- Why is it important to use the five S's when we are in the sun?

Vocabulary

- Sun
- Safe
- Burn
- Slip
- Slop
- Slap
- Hat
- Sunscreen
- Sunglasses

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Knowing the five things they need to do when out in the sun to keep safe.

Pupils working at greater depth indicated by: Knowing the five things they need to do when in the sun to keep safe and be able to explain why.

Pupils needing extra support: Create pictures for the display- one to represent each of the 5 s's.

Pupils working at greater depth: Create a presentation using PowerPoint to use in an assembly.

PSHE, Citizenship and RSE & Year 1/2
Spring Term 1 - Health and wellbeing (Cycle A)
Lesson 7 (Cycle A): Allergies

Learning Objectives

- To begin to understand allergies
- I understand that people can be allergic to things in food or things around them
- I can explain what to do if I have an allergic reaction or one of my friends does

Before the lesson

Have ready

- *Presentation: Allergies* (see Main event)
- Selection of food packages with allergens marked in bold

Print

- *Activity: Allergens in food 1* (see Classroom resources) – one per pupil) and/or
- *Activity: Allergens in food 2* (see Classroom resources) – one per pupil) *

* this is a more supported resource

Attention grabber

Ask the children if any of them know what an allergy is. There is a good chance someone in the class has an allergy but you will need to be sensitive about whether they want to talk about this.

Gather ideas from the children and write a list of things they are allergic to or allergies they have heard of, for example, eggs, nuts, dairy, pets, or certain plants and materials.

Explain that we call things people can be allergic to 'allergens'.

Key questions:

- What is an allergy?
- **What can people be allergic to?**

Main event

Move on to explain that allergies are not something we chose to have, they just happen and they are not things that we can catch from people.

Explain that people can be allergic to lots of different things. These can include things we eat and things around us. If necessary, add some examples to the list.

Explain that our bodies are designed to fight things which make us ill such as bugs and germs and that sometimes our bodies think something is bad for us and will fight that, and this is called an allergic reaction.

Ask the children if they know of any ways in which people can react to allergies. Clarify, that these can be sneezing, itching and rashes or swelling. If we have an allergy or know someone who has, we should not panic if they have a reaction.

It is likely that they will need some special medicine, so they must get adult help straight away. If their breathing is affected we may also need to ring for an ambulance.

We can help people with allergies by keeping things they are allergic to away from them. Explain to the children that they should not share snacks of food with children who have allergies because they might not know what is in that food.

We are going to look at some foods and see what might be hidden in them that might cause someone to have an allergy.

As a class, go through the *Presentation: Allergies* and identify which foods contain potential allergens.

Presentation: Allergies

Display the presentation on your interactive whiteboard.

Explain that children with allergies need to be very careful and check the ingredients of foods that they buy. Show pupils an example of food packaging and show them that the ingredients that people could be allergic to are in bold.

Give children examples of food packaging and *Activity: Allergens in food* either sheet 1 or sheet 2 (sheet 2 is a more supported version with the allergens already written out and the children need to select them). Ask the children to find the allergens and record these on the sheet.

Key question:

- What allergens are found in food?

Wrapping up

Feedback on the allergens children have found. Were there any they were surprised about? Stress how careful children with allergies need to be and if they are not sure about something, it is best not to eat it and to ask an adult.

Remind children of what to do if they have an allergic reaction or one of their friends does – keep calm, find medicine if possible, get an adult to help and if necessary phone for an ambulance.

Key question:

- What should I do if I have an allergic reaction or one of my friends does?

Vocabulary

- Allergy, Allergen
- Food allergy
- Allergic reaction

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Knowing people can be allergic to certain things and how to help with an allergic reaction.

Pupils working at greater depth indicated by: Knowing that allergens are not always obvious in foods and that potentially allergenic ingredients can be found in bold on food packaging.

Differentiation

Pupils needing extra support: Help with finding the allergens on the food packaging and using the *Allergens in Food Resource 2* which has a list of allergens for them to choose from.

Pupils working at greater depth: Should be given more challenging packaging to work with and *Allergens in Food Resource 1*.

PSHE, Citizenship and RSE Year 1/2
Spring Term 1 - Health and wellbeing (Cycle A)
Lesson 8 (Cycle A): People who help us stay healthy

Learning Objectives

- To understand that there are people in the local community who help to keep us healthy
- I understand that some people have jobs which help to keep us healthy
- I can explain how these people help to keep us healthy

Before the lesson

Have ready

- *Resource: Hospital image* (see Classroom resources)

Print

- *Activity: Book template* (see Classroom resources) – one per pupil
- *Activity: Images and text for book creation* (see Classroom resources) – for pupils who may need support

Attention grabber

Look at *Resource: Hospital image* and ask the children who they think might work there? Make a note of their ideas, for example doctor, nurse, physiotherapist, paramedic, cleaner, cook.

Explain that we are going to be thinking about people who help us to be healthy. Ask if they can think of any other jobs which do this who do not work in the hospital? For example, dentist, gym instructor, teacher. Make a note of these.

Key question:

- What jobs do people do to keep us healthy?

Main event

Explain to the children that they are going to make a book of people who help to keep us healthy. Give each pupil a copy of the *Activity: Book template* and for pupils needing support, a copy of the *Activity: Images and text for book creation* which can be cut out and stuck into the book instead of writing and drawing their own images.

Key question:

- What do people do to keep us healthy?

Wrapping up

Talk about the people who help us and this time think about whether they help to keep us healthy or if they help us when we get ill, some might do both. Discuss what we can do to keep ourselves healthy?

Key question:

- What can we do to keep ourselves healthy?

Vocabulary

- Paramedic
- Job
- Help
- Healthy
- Doctor
- Nurse
- Optician
- Dentist

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding that there are a range of people who help to keep us healthy.

Pupils working at greater depth indicated by: Understanding some of the things these people do to help keep us healthy.

Differentiation

Pupils needing extra support: Should use the *Activity: Images and text for book creation*.

Pupils working at greater depth: Should write their own information and draw their own pictures. They could also add other people/roles to their books.

PSHE, Citizenship and RSE Year 1/2
Spring Term 1 - Safety and the changing body (Cycle A)
Lesson 1 (Cycle A): Communicating with adults

Learning Objectives

- To know how to respond to adults politely and safely.
- I know who works in my school (Y1).
- I understand how I should speak to adults in school (Y1).
- I know what to do if I am worried about anything an adult says or does in school (Y1).
- I can list some places I meet adults outside of school (Y2).
- I know what to do if I am worried about anything an adult says or does outside school (Y2).

Before the lesson

Have ready

- *Presentation: Communicating with adults – Scenarios* (see Main event).
- Photos of the following adults in your school, if possible:
 - headteacher;
 - secretary;
 - caretaker;
 - cook;
 - lunchtime supervisor;
 - cleaner;
 - teaching assistant;
 - school crossing patrol.

Print

- *Activity: Adults outside school* (see Classroom resources) – one per Year 2 pupil.

Attention grabber

Year 2

Ask the Year 2 children to write down a list of adults they might meet outside school. This can be done on mini-whiteboards or using the *Activity: Adults outside school* sheet. Focus on the places and times they meet adults. For example, after-school clubs, shopkeepers, playing outside, places of worship or family gatherings.

You might want to include meeting people online but this will depend on the children in your class and their experiences. If they have mentioned 'online' in their list, it will need to be covered. If they do not mention it, you do not need to include it at this stage.

Year 1

Play the game, 'Guess who?' with the class. It is important for this activity that the children know the names of the people who work in school, and not just their role. If possible, have available photos of the people working in your school.

Give the class a clue about a person who works in school and ask the children to guess who you are thinking of.

For example, you might say:

- This person is in charge of the school – headteacher.
- This person welcomes visitors into school – secretary.
- This person does jobs around the school to make sure everything is safe for us – caretaker.
- This person makes our lunches – cook.
- This person helps us at lunchtime – lunchtime supervisor.
- This person keeps our classroom clean – cleaner.
- This person helps us with our learning – teaching assistant.
- This person helps us to cross the road on the way to school – school crossing patrol.

Where there is more than one person with a role in the school, you will need to give additional clues such as what that person looks like or what their name begins with.

Years 1 and 2

Bring both Years 1 and 2 together. Ask the Year 2 children to share some examples of adults outside of school. Can the Year 1 children think of any more? Ask pupils: what do we have to remember when we talk to adults we know? (To say 'please' and 'thank you', use the adult's name and give answers clearly). Discuss why this is necessary, ensuring that pupils know that these actions are a mannerly way of showing respect to adults.

Key questions

- Who are the adults who work in school? (Y1)
- Who are the adults we meet outside school? (Y2)

Main event

1. Talk about how school helps to keep us safe around adults whom we don't know. For example:

- People must report to the office and sign in.
- People must wear visitor badges.
- An adult introduces another adult to us.

2. Explain that how well we know someone and how close we feel to them will vary depending on who the person is. For example, you will know another teacher around the school quite well, whereas a friend of your parents from work you will not know as well.

Ask the children what they think a stranger is. Make sure that the children understand that a stranger is anyone they do not know. Strangers are not always bad people, but we need to get to know them to be sure and there may be times when we need an adult whom we trust to help.

3. Pair the children so that there is a Year 1 child working with a Year 2 child. Display the *Presentation: Communicating with adults – scenarios*, which sets out four scenarios where children come across a stranger.

Presentation: Communicating with adults - scenarios

Display on your interactive whiteboard

4. Read out each of the scenarios from the *Presentation: Communicating with adults – scenarios* one at a time, and ask the children in their pairs to discuss what they would do in each situation. Ask the Year 1 pupils to go first when the scenario involves an adult in school and the Year 2 pupils to go first when it involves an adult outside of school (they alternate).

Some ideas for discussion points are given within the answers but do take the children's ideas too as they may have very particular fears. Throughout the discussion, the key balance to achieve is not to scare the children but to make sure that they are aware that not everyone is safe. Stress that it is very unlikely that strangers will want to hurt them but it is important they learn about what to do if they are ever worried. The wrapping up activity will give children the opportunity to practise ways to end a conversation with an adult if they do not feel safe or comfortable.

5. Make sure all pupils know who they can talk to if they are worried (for example, parents, a neighbour, people working in a shop and police) and where to go if they do find themselves in a tricky situation (for example, home, neighbour's house or shop).

Key questions

- Who do we know well?
- What is a stranger?
- Why should we be cautious around strangers?
- How do we respond to adults in school we do not know? (Y1)
- How does our behaviour change when we talk to different adults? (Y2)

Wrapping up

1. Use one or two of the scenarios to create a role-play to give the children the opportunity to practise ending a conversation with someone that they do not know and to go and find a grown-up. Ask some children to act their conversations out to the rest of the class.

You might want to give children some sentences that they can use here such as, "I need to go back to my mum now" or, "thank you for talking to me, I am going to find my dad now".

2. Remind children that if a grown-up ever makes them feel unhappy or hurts them, even if the grown-up is someone they know well, they should always talk to another adult they trust either in school or at home.

Key questions

- Where do children talk to adults outside school?
- What should I do if an adult makes me unhappy or hurts me?

Vocabulary

- adult
- job
- manners
- polite
- visitor
- stranger
- worry
- hurt

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by:

Year 1: Knowing that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. Knowing that a stranger is simply anyone you don't know.

Year 2: Knowing how to move politely out of a situation that makes them feel uncomfortable and to tell an adult they trust right away.

Pupils working at greater depth indicated by:

Year 1: Knowing that the way they talk to adults changes depending on the situation.

Year 2: Demonstrating an understanding of when to be more cautious around adults outside of school (e.g. if they are alone, or being asked to go with them).

Differentiation

For pupils needing extra support:

Year 1: Have photos of people who work in school before for the 'Guess who' activity. Show them a visitor and staff badge. Ask the school secretary to explain how they sign in visitors.

Year 2: Give them a list of examples of places where they may meet adults outside of school to choose from before completing: *Activity: Adults outside of school.*

Pupils working at greater depth:

Year 1: Challenge them to think of other adults who might be in school for legitimate reasons (for example, governors, reading helpers, PTA helpers) and to explain how they would know that they have been allowed into school (visitor's badge).

Year 2: Should be challenged to explain the importance of being polite and confident in potentially tricky situations, for example where they have to question an adult about something they do not understand or what they are doing in school.

PSHE, Citizenship and RSE Year 1/2
Spring Term 1 - Safety and the changing body (Cycle A)
Lesson 2 (Cycle A): People who help to keep us safe in our local community

Learning Objectives

- To understand that there are people in the local community who help to keep us safe.
- I understand that some people have jobs that help to keep us safe.
- I can explain how these people help to keep us safe.
- I can explain how I can help these people to keep me safe.

Before the lesson

Have ready

- *Presentation: People who help us* (see Attention grabber).
- Any books you have available about the jobs featured in the *Presentation: People who help us*.

Print

- *Activity: Job description* (see Classroom resources) – one per pupil.
- *Activity: Job description – support version* (see Classroom resources) – for any pupil needing additional support.
- *Activity: Job description – extension version* (see Classroom resources) – for pupils who need challenges to give more depth in their thinking.

Attention grabber

Display the *Presentation: People who help us*.

Presentation: People who help us

Display the presentation on your interactive whiteboard.

Show slides 2 – 8 and for each image ask the children to identify the jobs the people are doing.

Ask the children what all the jobs have in common. (They all help to keep us safe). Ask in what way each of these people's jobs help us to keep safe.

Key question

- What jobs do people do to keep us safe?

Main event

1. Explain that the children are going to write a job description for a job relating to safety so that people know what the job involves.

2. Model by completing the job description for a teacher, but focus on the safety aspects. For example:

- Make sure the classroom is safe.
- Watch children in the playground.
- Teach children about safety.

Then ask the children what qualities are needed to do this job (likes children, patience, good communicator).

3. Give each pupil a copy of the *Activity: Job description* (or the *Activity: Job description – support version* or the *Activity: Job description – extension version* as appropriate).

Ask the children to select one of the jobs from the pictures that you just looked at in the *Presentation: People who help us*, or another if they have an idea, and write a job description for that job. It would be useful to have some books on jobs if available, to help the children if available.

4. When the children have finished, invite some of them to share their job descriptions and discuss any similarities and differences between them. Ask the children if they might like to do any of these jobs when they are adults.

Key question

- How do the people doing these jobs keep us safe?

Wrapping up

Discuss with the children that these people all do important jobs and we are lucky that we have them to help keep us safe. However, we also have a responsibility to help them.

Ask the children if they can think of anything they can do to help those people keep us safe (listening carefully to what they tell us, not behaving in a silly way in situations which could be dangerous e.g. near the road or swimming pool).

Remind the children that when possible they should thank people who help them.

Key question

- What can we do to help the people who help us?

Vocabulary

- job
- safe
- help

Assessing pupils' progress and understanding**Differentiation****Pupils with secure understanding indicated by:**

Understanding that people do jobs that help keep us safe and what some of those jobs are.

Pupils working at greater depth indicated by:

Understanding how we can help people to keep us safe by behaving in an appropriate way.

Pupils needing extra support: Could use the *Activity: Job description – Support version* (see Classroom resources), which includes a word bank to help write the job description. **Pupils working at greater depth:** Could use the *Activity: Job description – Extension version* (see Classroom resources), which encourages them to write in more detail and explain their thinking. They could perhaps draw on their own research in books or online to help them complete this.

PSHE, Citizenship and RSE Year 1/2
Spring Term 2 - Safety and the changing body (Cycle A)
Lesson 3 (Cycle A): Road safety

Learning Objectives

- To understand ways to keep safe on and near roads.
- I can explain some rules to keep safe near traffic (Y1)
- I can explain why we need these rules (Y1)
- I can explain how to cross a road safely (Y2).

Before the lesson

Have ready

- *Presentation: Road safety* (see Main event).
- Paper, pencils, pens, crayons, for poster designs (see Main event).

Attention grabber

Ask children how they travelled to school today.

Focus on those who walked and ask what they did to help keep themselves safe. Answers might include walking with a grown-up, walking on the pavement, crossing with the school crossing patrol etc.

Ask those who came by car what they did to keep safe. Answers might include sitting in the back of the car, wearing a seatbelt, sitting on a booster cushion or in a special seat.

Key questions

- How did I travel to school today?
- How did I stay safe?

Main event

The next part of the lesson focuses on being safe as a pedestrian.

1. Display the *Presentation: Road Safety*.

Presentation: Road safety

Show on your interactive whiteboard

2. Show the pictures on slides 2 – 5 and for each picture, ask the children where it would be safest to walk as a pedestrian.

Make sure the children know that they should be on the pavement, on the inside, away from the kerb, and with an adult preferably holding their hand.

Discuss how to stay safe on country roads and in the car park where there are no pavements.

Make the children aware that it can be difficult for drivers to see them because they are small and staying with an adult is really important, especially in a car park.

3. Ask the Year 1 children to design a poster to show a key safety message when being near a road. If they haven't done an activity like this before, you might need to help with what makes a good poster i.e. clear writing, short messages, clear pictures and use of colour. They may wish to concentrate on one or more of the following messages: keeping away from the kerb, remaining on the side of an adult away from the road, holding an adults hands and wearing bright colours.

Key questions

- Where should I walk to keep safe?
- How else can I keep safe when there is traffic around?

Year 2s

Whilst the Year 1s begin work on their posters, explain to the Year 2 pupils that we are safest on the pavement but we can't always stay there as we often need to cross roads to get to where we are going.

Presentation: Safer crossing

Display the *Presentation: Safer crossing* on your interactive whiteboard

Year 2:

Show slides 2 – 6 to the Year 2s and talk about why the different crossing places shown make it safer to cross the road. For example, they stop traffic or avoid the traffic by taking you over the traffic or underneath the traffic. We should always use these ways to cross the road if we can but it isn't always possible. We also need to learn how to cross the road safely without these crossing options.

Watch the video and listen to the song on link:

Roleplay crossing the road either in the classroom, hall or out on the playground. Have some children pretending to be traffic and others crossing.

Make sure that the children know they need to **stop, look, listen and think**.

Remind the children that they should only be crossing with an adult.

Key questions

- What are safe crossing places?
- What rules do I need to cross the road safely?

Wrapping up

Ask the Y1 children to share their posters (anonymously). Then ask the children for feedback on which poster they like best, pointing out that they are looking for those posters that give a clear message and are eye-catching. Ask the Year 2 children to model safe road-crossing to the Year 1 children by reenacting their role-play.

Key questions

- Which poster is the most effective at helping people to understand how to stay safe near roads?
- What rules do I need to cross the road safely?

Vocabulary

- pedestrian
- road
- safe
- walking
- pavement
- holding hands
- car park
- traffic
- kerb

Assessing pupils' understanding and progress

Differentiation

Pupils with secure understanding indicated by:

Year 1: Understanding how to keep safe near roads.

Year 2: Understanding how to cross the road carefully with an adult.

Pupils working at greater depth indicated by:

Year 1: Being able to explain why we need to keep safe near roads.

Year 2: Being able to explain safer places to cross the road.

Pupils needing extra support:

Year 1: A poster template with key words could be given to the children and then they can illustrate the point, for example, to hold hands with a grown-up or stay on the pavement.

Year 2: Could be supported during their role play to remember the key messages.

Pupils working at greater depth:

Year 1: Ask children to think about a different scenario, such as walking down the street in the dark. What might their safety message be then?

Year 2: Can be challenged to find out more about the safer crossing places and how they are used.

PSHE, Citizenship and RSE Year 1/2
Spring Term 2 - Safety and the changing body (Cycle A)
Lesson 4 (Cycle A): Safety with medicines

Learning Objectives

- To begin to understand what is safe to put into or onto our bodies.
- I understand what can safely go into my body (Y1).
- I can explain why I should never put some things into my body (Y1).
- I understand that I should only take medicines if a grown-up I trust says it is OK (Y2).

Before the lesson

Have ready

- *Presentation: Having a cold* (see *Attention grabber*).
- *Presentation: Pictures – set 1* (see Main event).
- *Presentation: Pictures – set 2* (see Main event).
- *Presentation: Pictures – set 3* (see Main event).
- Scissors for cutting out pictures, one pair per pupil or between two (see Main event).

Print

- *Activity: Sorting activity for Y1* (see Classroom resources) – one per pair of pupils.
- *Activity: Sorting activity for Y2* (see Classroom resources) – one per pupil or pair of pupils.

Attention grabber

1. Explain that we are going to think about our bodies and how we can look after them. Ask the children to think about all the things they can do with their bodies, such as being able to run, jump, think, talk and eat.

Stress how amazing our bodies are and that we need to learn to take care of them.

Ask the children for ideas of ways they look after their bodies, such as eating healthy food, drinking water and exercising.

2. Display *Presentation: Having a cold*.

Presentation: Having a cold

Display the presentation on your interactive whiteboard.

Slide 2 shows a boy holding a tissue to his face. Explain that he has a cold.

Ask the children how he might be feeling. Show slide 3 to give the children ideas e.g. blocked nose, sneezy, headache, hot, cold and shivery. Explain that we all get colds and they can make us feel horrible for a while but we will get better.

3. Explain that sometimes to treat a cold, we can take medicine. Ask the children if they can remember what medicine is? (A drug that treats or prevents illness.) In the case of cold, medicine is used to treat illness. Ask the children what medicines they have heard of.

Note: Be aware at this point that children might be taking a range of medicines for various things. Stress the need for these to be the right medicine for the right thing/illness. If you are concerned about anything raised, you should raise the issue with your safeguarding lead in school.

Key questions

- What can our bodies do?
- What can make us feel better?
- What is medicine?

Main event

1. Explain that we are going to be thinking about things that might go into or onto our bodies.

2. Ask the children how things might go into our body (through our mouths, up our noses and by injection).

3. Ask the children how things might go onto our body (onto skin, like a cream, or onto hair).

4. Display the *Presentation: Pictures- set 1*.

Presentation: Pictures - set 1

Display on your interactive whiteboard.

5. Show the slides 2-14 and ask the children to decide if the item in each picture goes **into** the body, **onto** the body or **neither**. Ask the Year 2 children to think about where the items shown should be stored in the house.

6. Display the *Presentation: Pictures – set 2*.

Presentation: Pictures - set 2

Display on your interactive whiteboard.

7. For each of the slides 2-7, discuss whether the children would put the item shown **into** or **onto** the body and whether they would do this without an adult.

8. Stress that medicines can make us better but only if we are told by a trusted adult to take them and that we take the correct amount of them and in the right way. Stress to them, that as children they should never take medicine without an adult. Talk about who some of these adults might be i.e. parent, carer, doctor, nurse or pharmacist.

Ask the Year 2 pupils to consider where these items should be kept in the house.

9. Display the *Presentation: Pictures – set 3*.

Presentation: Pictures - set 3

Display on your interactive whiteboard

10. Show slides 2-6 and for each image ask the children what the item shown is. Take a range of answers.

Stress that if they don't know what something is, they should not put it into or onto their body.

Talk about the fact that these things could make us very ill or damage our skin. If they are unsure, they should ask an adult.

11. **Year 1:** hand out the *Activity: Sorting activity for Y1*, one between two, and ask the children to work in pairs to sort the substances.
12. **Year 2:** Explain to the children that they have looked at some different substances and were asked to think where these substances might be kept in the house.
- Explain that medicines and cleaning products should ideally be kept locked away or high up so that children can't reach them, whereas food items might be kept in the fridge or a cupboard that everybody can access.
- Hand out the *Activity: Sorting activity for Y2* (one each or one between two) and ask the Year 2 children to sort the substances according to where they think they should be kept in the house. Let the children create their own categories (e.g. fridge, first aid cabinet, under the sink etc.) and discuss with them (while they work) why the places they have chosen are or are not appropriate.

Key questions

- What goes into our bodies?
- What goes onto our bodies?

Wrapping up

1. Recap some of the key points, making sure the children understand why certain things shouldn't go into or onto their bodies and that if they are ever unsure about what something is, they should not put it into their body or onto their body. Discuss who they could go to for help if they are ever unsure e.g. teachers and family members.

2. Focus on some of the things that you have discussed that:

- You should never put into or onto your body
- You need an adult to help with.

Discuss where these things should be kept (for example, a locked cupboard, high cupboard). Remind the children that even if some of these substances are not kept up high or in a locked cupboard they should never touch them without asking an adult.

Key questions

- What should I do if I am unsure about something?
- Where is a safe place to keep medicines or potentially dangerous substances?

Vocabulary

- into
- onto
- adult
- danger
- ill
- damage
- medicine

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Year 1: Understanding what goes into or onto the body.

Year 2: Knowing when to check about substances with an adult.

Pupils working at greater depth indicated by:

Year 1: Understanding why some things should not go into or onto our bodies.

Year 2: Understanding how to safely store substances that might be dangerous to put into or onto our bodies.

Pupils needing extra support:

Year 1: Work in a group with an adult for the sorting activity. You could provide some empty cleaning bottles, medicine boxes etc. to help them picture the items.

Year 2: Provide children with categories to sort the items.

Pupils working at greater depth:

Year 1: Draw or write their own ideas on the sorting activity.

Year 2: Able to discuss the advantages/disadvantages of storing substances in different places.

PSHE, Citizenship and RSE Year 1/2
Spring Term 2 - Safety and the changing body (Cycle A)
Lesson 5 (Cycle A): Making a call to the emergency services

Learning Objectives

- To know what an emergency is and how to make a phone call if needed.
- I understand what an emergency is.
- I know the number to call in an emergency.
- I know my address and postcode.

Before the lesson

Have ready

- Link: on VideoLink (2:42 minutes).
- Link: on VideoLink (1:42 minutes).
- *Presentation: Making an emergency call* (see Attention grabber).

Print

- *Activity: Emergency services information* (see Classroom resource) – one per child to take home.
- *Activity: Emergency scenarios* (see Classroom resources) – one set per table, printed and cut into cards, folded in half and placed in a container on the table.

Attention grabber

1. Play the video on link: on how to call the emergency services.

2. Display the *Presentation: Making an emergency call*.

Presentation: Making an emergency call

Display on your interactive whiteboard.

3. Using slides 2 and 3, establish with the children what the three emergency services are (ambulance, police, fire brigade) and what each of those services are responsible for.

Key question

- What are the three emergency services?

Main event

1. Discuss the video that the children watched in the Attention grabber and stress that 999 should only be used to call for emergency services in the case of an emergency.

Discuss what 'an emergency' is and make sure that the children understand that it is a situation where someone is badly hurt, very ill or a serious accident has happened.

2. Use the scenarios on slides 4, 6 and 8 of the *Presentation: Making an emergency call* and ask the children for each scenario to indicate whether they think it is an emergency or not. You might ask the children to indicate by standing up or sitting down, by putting their thumbs up or down, or by moving to different ends of the room. The answer for each scenario is on the subsequent slide (slides 5, 7 and 9).

For the non-emergency situations, discuss what the children could do in that scenario to help or who they could speak to if they were worried.

3. Go through the remaining scenarios and answers on slides 10-15.

4. Once children understand what an emergency is, use slide 16 to talk about what they should do if they are in an emergency:

- Phone 999.
- Say which service they need or what has happened.
- Know what their address and postcode is.
- Stay on the phone until the emergency services arrive.

5. Role-play making a phone call to the emergency services with a child and you being the operator. Invite the children to work in pairs and role-play together dialling 999 and being the operator. Walk around and check the childrens' conversations. If any of them do not know their address, tell them to ask someone at home to help them learn it.

Key questions

- What is an emergency?
- What number do I call in an emergency?
- What information do I need to give?

Wrapping up

Play the video on link: on VideoLink to consolidate the children's understanding and ask them:

- What number should they call in an emergency?
- What they should do if it is not an emergency?

Go through the *Activity: Emergency scenarios* and ask the children which emergency service would be the best to help in each situation, explaining that sometimes more than one may be able to help.

Give each pupil a copy of *Activity: Emergency Services information* to take home.

Key questions:

- What number do I call in an emergency?
- What can I do to help if it isn't an emergency?

Vocabulary

- police
- fire
- ambulance
- emergency, 999

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated

by: Knowing the number for the emergency services and knowing their own address.

Pupils working at greater depth indicated by:

Knowing the number to call in an emergency, being able to select the correct emergency service required and knowing their own address including postcode.

Pupils needing extra support: May benefit from doing the role-play with an adult and may need to be given their address on a piece of paper.

Pupils working at greater depth: Should think about which of the emergency services might be needed in the 'emergency or not' activity and can try and ask the operator for the appropriate emergency service for each scenario.

PSHE, Citizenship and RSE Year 1/2
Spring Term 2 - Safety and the changing body (Cycle A)
Lesson 6 (Cycle A): The difference between secrets and surprises

Learning Objectives

- To begin to understand the difference between secrets and surprises.
- I can explain what a surprise is.
- I can explain what a secret is.
- I can identify whether something is a secret or a surprise.
- I can begin to explain the difference between a secret and a surprise.

Before the lesson

Have ready

- A box with something exciting inside, such as a new toy or book, or an envelope with details of a treat for the class (see Attention grabber).
- Paper, pens or pencils for drawing (see Main event).
- *Presentation: Secrets and surprises* (see Main event).

Print

- *Activity: Secrets and surprises* (see Classroom resources) – one per child.

Attention grabber

1. Show the children the box or envelope that you have prepared. Tell the children that inside the box or envelope is a special surprise for them and they have to guess what it is. While they are guessing, ask the children to describe how they feel about the surprise (for example, excited, curious, impatient).
2. If they don't guess the surprise, give the children some clues. If they still can't guess, open the box and reveal the surprise.

Ask the children:

- What they think or feel now that they know what the surprise is?
- How would they have felt if the box had been empty?
- How might they have felt if they found out before the lesson what the surprise was?

Key questions

- What is the surprise?
- How do surprises make us feel?

Main event

1. Invite the children to think about when they have had a surprise and/or a time when they have known about a surprise for someone else.
2. Ask the children to draw a picture or write down their surprise and then share it with another child. As a class, discuss how surprises make us feel (happy, excited, grateful). Aim to build a sense of positivity about surprises.
3. Move on to talk about secrets. Ask the children whether they have ever kept a secret or been asked to keep a secret. Do not ask the children to specify any details of any secrets but make sure that the children know that if they are concerned about any secret, they should talk to an adult whom they trust.
4. Explain that sometimes people confuse secrets and surprises. Usually, to make sure a surprise work, we don't tell anyone for a while, as you did with the box, but then everyone will find out.
A secret is often something bad that someone does not want other people to find out about. It might be something they have done wrong and they know other people will be hurt or cross when they find out, or it might be something unkind.
5. Ask the children to work in pairs and to describe to each other how being told a secret can make them feel.
6. Give each child a copy of the *Activity: Secrets and surprises*, and ask them to draw themselves in each of the frames showing how they feel about secrets and how they feel about surprises. They can write words or draw extra pictures around themselves to show how they feel. For example, on the secret side they might draw dark clouds and a worried face, and on the surprise side, they may draw sunshine, balloons and fireworks.
7. Display the *Presentation: Secrets and surprises*.

Presentation: Secrets and surprises

Display this on your interactive whiteboard.

8. Go through each of the slides and in relation to each scenario (on slides 2, 4, 6, 8, 10), ask the children to decide whether the scenario is a secret or a surprise. The answer is on the subsequent slides (slides 3, 5, 7, 9, 11).

Key questions

- What is a secret?
- What is the difference between a secret and a surprise?

Wrapping up

Explain to the children that at some point they might be asked to keep something secret and if they are, they need to think whether it is a:

- Surprise – something that everyone will know about at some point and will be happy about.
- Secret – something that no one is ever supposed to know about and someone might be hurt or upset.

If a child knows that something is a secret or they are not sure, they should talk to an adult whom they trust. A surprise should not make you feel worried or upset.

Key question

- What should children do if they are asked to keep something secret?

Vocabulary

- excited
- good
- happy
- surprise
- secret
- unhappy
- worried

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding what a secret is and what a surprise is.

Pupils working at greater depth indicated by: Understanding the difference between a secret and a surprise.

Differentiation

Pupils needing extra support: Give additional examples of secrets and surprises and offer them support when they are completing the *Activity: Secrets and surprises*.

Pupils working at greater depth: Write their own secret and surprise scenarios to try on one another.

PSHE, Citizenship and RSE & Year 1/2
Spring Term 2 - Safety and the changing body (Cycle A)
Lesson 7 (Cycle A): Appropriate contact

Learning Objectives

- To begin to understand the difference between acceptable and unacceptable physical contact.
- I understand that some types of physical contact are never appropriate (Y1).
- I understand that some types of physical contact are appropriate (Y1).
- I understand that my relationship with a person is relevant to what physical contact I may feel is appropriate (Year 2).

Before the lesson

Have ready

- Paper and pens or crayons (see Main event)
- *Presentation: Physical contact* (see Main event).

Print

Year 1

- *Activity: Physical contact images* (see *Classroom resources*) – one for each child needing extra support, cut up into individual cards.

Year 2

- *Activity: Physical contact images* (see *Classroom resources*) – one per pair, cut up into individual cards.
- *Activity: Usually, sometimes, or never appropriate – Teacher* (see *Classroom resources*) – one per pair.
- *Activity: Usually, sometimes, or never appropriate – Stranger* (see *Classroom resources*) – one per pair.
- *Activity: Usually, sometimes, or never appropriate – Parent* (see *Classroom resources*) – one per pair.

Attention grabber

1. Explain that the children are going to talk about physical contact. Define what we mean by physical contact i.e. when one person touches another. Touching can be in many different ways, for example: cuddling, kissing, holding hands, shaking hands, tickling, brushing hair etc. Ask the children to talk with a partner about the physical contact they have had today and then ask some of the children to feedback to the rest of the class.

Key question

- What is physical contact?

Main event

Year 1

Ask the Year 1 children to draw a picture of themselves or a stick person in the middle of a sheet of paper, and then to write or draw any physical contact that they like, around the picture, such as being cuddled, holding hands, being tickled etc.

Year 2

Explain that some physical contacts are usually appropriate when they are by a friend or family member, but may not be appropriate from a stranger. Ask the children to think of some examples (e.g. cuddling, tickling).

The Year 2 children now sort some images of physical contact under headings: usually, sometimes or never appropriate. Arrange the children in pairs and give each pair a set of the images from the *Activity: Physical contact images*. Each pair will need a copy of one or more of the following, which allow them to sort the physical contact cards according to whether the physical contact is from a teacher, a stranger or a parent:

- *Activity: Usually, sometimes, or never appropriate – Teacher.*
- *Activity: Usually, sometimes, or never appropriate – Stranger.*
- *Activity: Usually, sometimes, or never appropriate – Parent.*

The activity allows the children to compare the differences between what is appropriate and inappropriate physical contact when it comes from a parent, a teacher and a stranger. You may want to rotate the sheets around the group to save on printing. If they finish, the children can try and add some other physical contacts they can think of under each heading.

Year 1

Ask the Year 1 children to compare their pictures of physical contact that they like. Do they notice any similarities and differences? Pick out some of the things children have written or drawn and invite the children to stand up if they like that type of contact. Include some types of physical contact over which there may be a difference of opinion, such as tickling.

Explain that there are some things we like and some we don't and we can say no if someone does something that we don't like.

There are some types of physical contact that no one likes. Ask the children what these might be (for example, hitting, smacking, biting, hair-pulling and pushing). Ask the children why people don't like these kinds of physical contact. (It's unkind, it can hurt, it can make people feel bad).

Year 1 and Year 2

Bring all the children back together to show the *Presentation: Physical contact*, which displays pictures of different types of contact.

Presentation: Physical contact

Display on your interactive whiteboard.

Ask the class to decide whether each type of physical contact is:

- Never acceptable.
- Sometimes acceptable.
- Usually acceptable.

Children answer with a show of hands or by moving around the room. Year 2 pupils may now argue that contacts are 'sometimes acceptable' depending on the relationships involved.

Key questions

- What physical contact do I like?
- What physical contact do I not like?
- What physical contact is not acceptable?

Wrapping up

Discuss what makes something never or sometimes acceptable (the children don't want to receive physical contact from that person or they don't like the type of physical contact).

Remind children that they should never themselves use unacceptable physical contact and that if someone does something they don't like, they should tell them to stop. Give children ideas for what they could say in this situation, such as, "Stop, I don't like that!", "No, that hurts me!" and, "No, I don't like you touching me like that!". Stress that if something is happening to them that they don't like, they should talk to an adult they trust. This could be inappropriate contact from another child or from an adult.

Key questions

- What should I do if someone hurts me?
- What should I do if I don't like someone having contact with me?

Vocabulary

- physical
- contact
- like
- dislike
- kind
- unkind
- hurt

Assessing pupils' progress and understanding**Differentiation****Pupils with secure understanding indicated by:**

Year 1: Understanding that some physical contact is never acceptable.

Year 2: Understanding that physical contact that is acceptable with someone who is close to you may be unacceptable with a stranger.

Pupils working at greater depth indicated by:

Year 1: Understanding that different people have different opinions on some types of physical contact.

Year 2: Being able to suggest physical contacts which are acceptable and unacceptable by family, a teacher or a stranger.

Pupils needing extra support:

Year 1: Children can select images from the *Activity: Physical contact images* to stick onto their picture.

Year 2: Could be supported by working in a mixed-ability pair or with an adult. Could compare parent and teacher only using the appropriate versions of the activity.

Pupils working at greater depth:

Year 1: Could add who they like the particular contact with, for example, a cuddle with grandma, being tickled by dad.

Year 2: Could be challenged to think of other physical contacts to write under each heading on the *Activity: Usually, sometimes or never appropriate*.

PSHE, Citizenship and RSE Year 1/2
Spring Term 2 - Safety and the changing body (Cycle A)
Lesson 8 (Cycle A): My private parts are private

Learning Objectives

- To begin to understand the concept of privacy and the correct vocabulary for body parts.
- I understand what 'private' means (Y1).
- I can name parts of the body including private parts (Y1).
- I can name someone I can talk to if I'm worried about something (Y2).

Before the lesson

Have ready

- Link: on VideoLink.
- Link: (see the third subheading under 'Teaching resources')*
- Link: *

***These are external websites and we do not have control over their content – please check before showing them to the children.**

Print

Year 1

- *Activity: Body parts* (see Classroom resources) one per pupil.
- *Activity: Body parts word bank* (see Classroom resources) – for pupils requiring extra support.

Year 2

- *Activity: My trust tribe* (see Classroom resources) – one per pupil.

Attention grabber

1. Sing the song, 'Heads, shoulders, knees and toes' with the children.
2. Point to other parts of your body and ask the children to name them. Keep this activity quick and fun and focus on the body parts that children will know (not the private parts), for example, arm, leg, hand, wrist, neck, head, knee, foot, and ankle.
3. Ask the Year 2 children to share knowledge from science about parts of the body that Year 1 may not have covered yet.

Key questions

- What are the names of some of the parts of our body?

Main event

1. Show the children the video on link: on VideoLink.
 2. Explain that the children are going to learn about parts of the body and give each child a copy of the *Activity: Body parts*. Explain that in the pictures shown, and probably most pictures we see, some parts of the body are covered and these are sometimes called, 'private parts', just as we saw on the Pantosaurus video.
- Ask the children what the word 'private' means? (Something we don't show to anyone or tell people about unless we want to). Ask if they have heard this word, 'private' anywhere else, for example, a notice on a door, or on the cover of a diary.
3. Remind the Year 2 children that last year they learned 'The Pants Rule'. See if they can remember it.
 4. Show slide 2 from the presentation on link: (see the third subheading under 'Teaching resources')
 5. Remind the Year 2 children that if they ever feel uncomfortable they should always say 'no' and tell someone they trust who wasn't there when it happened.
 6. Invite the Year 2 children to consider who they can trust and introduce Childline to them by showing them the poster, which can be found on link: . Instruct the Year 2 children to repeat the number to commit it to memory. Ask them to complete the *Activity: My 'trust tribe.'*
 7. Show the Year 1 children the presentation on link: (see the third subheading under 'Teaching resources') to explain the PANTS rule to the children. Look at each part of the rule and make sure children understand.
 8. Once the Year 1 children understand the PANTS rule, move on to discuss safe and unsafe touches. Remind the Year 1 children about things they have already learned about appropriate physical contact. Talk about the touches which we like. For example, cuddles or kisses from people we love and trust.
 9. Explain that sometimes someone might have to touch us in a way we don't like but for a good reason. For example, if they have fallen over and hurt their knee, someone will have to clean the knee and put a plaster on it. This can hurt but we know it is for the best.
 13. Explain to the Year 1 children that if anyone touches them or does something they don't like and says to keep it a secret they shouldn't but should tell someone they trust. This applies to any part of their body but especially their private parts.
 14. Remind the Year 1 children that all of their body belongs to them and they can say no if they don't want someone to touch them. Reiterate learning from previous lessons about telling a trusted adult if they are worried about this.

Key questions

- What does private mean?
- What are our private parts called?
- What do you do if someone tries to see or touch under your pants or says to keep it secret? (Say no and tell an adult you trust/like to speak to straight away.)

Wrapping up

Show again, to the whole class, the video on link: on VideoLink to reinforce the PANTS message.
Stress that if the children are ever worried, they must talk to an adult whom they trust. Invite the Year 2 children to share some examples of the people they feel they can trust.

Key question

- What is the PANTS rule?

Vocabulary

- arm
- leg
- hand
- wrist
- neck
- head
- knee
- foot
- ankle
- elbow

Assessing pupils' progress and understanding**Pupils with secure understanding indicated by:**

Year 1: Knowing the name of parts of the body including those of the private parts for their gender.

Year 2: Knowing the people and organisations we can go to for help if we are concerned about something.

Pupils working at greater depth indicated by:

Year 1: Knowing a wider range of body parts and using the correct names for private parts for both genders.

Year 2: Knowing the ChildLine phone number and how organisations like ChildLine can help.

Differentiation**Pupils needing extra support:**

Year 1: Can use the *Activity: Body parts with word bank* so that they can select from the body parts provided.

Year 2: May only choose 2 or 3 adults that they feel they can trust.

Pupils working at greater depth:

Year 1: Label other areas on the *Activity: Body parts*, such as wrist, shoulder, knee, ankle.

Year 2: Can memorise the ChildLine number and explain why it may be useful.

Citizenship Year 1/2
Summer Term 1 - Citizenship (Cycle A)
Rules

Learning Objectives

- To begin to understand the importance of rules
- I can identify key rules we have in school (Y1)
- I understand why rules are important (Y1)
- I can explain some consequences of not having or following rules (Y2)
- I can explain why rules are different in different places (Y2)

Before the lesson

Have ready

- Covers to go over any class rules on display in the classroom

Year 1

- Copies of your class rules, cut up ready to be sorted – one per pair (or you can choose to use the rules on *Activity: Class rules*)
- Hula hoops for sorting rules – three per pair

Year 2

- Copies of your class rules for reference

Print

Year 1

- *Activity: Class rules* (optional- you may choose to use your own class rules) – one per pair, cut up and ready to be sorted
- *Activity: Headings* – one per pair

Attention grabber

This activity is to see how many classroom rules the children can recall, so make sure that you have covered up any rules that you have on display.

Ask the children what rules there are in the classroom.

Make a note of the answers and then compare them to the displayed rules.

How many could the children remember?

Are there any rules that the children suggested that could be added to your classroom rules?

Key question:

- What rules do we have in our classroom?

Main event

Ask the children why we have rules in the classroom. Discuss their ideas, which might include:

- To keep people safe.
- To help us learn.
- To help people get on together.

Ask if there are any additional rules in school outside the classroom. Make a note of any suggested and discuss where these rules apply, for example, in the playground, in corridors, at assembly, at lunchtime. Ask children if they know any rules outside of school. For example, rules for driving a car or swimming at a pool.

Ask the children why different rules might be needed at different times or in different places, for example, because there are more children in the playground, because activities have different purposes or because different people are in charge.

Ask the children to imagine what might happen if there were no rules in school. Would they like school if there were no rules?

Ask the Year 1 children to say reasons why there should not be any rules in school, and the Year 2 children to think of reasons why there should be. Give the children five minutes to talk about any ideas between them. Then, taking turns, ask a Year 2 child to give one of their reasons why there should be rules. Ask a Year 1 child if they have a reply to this.

The children may all have different ideas but try to make sure that everyone can see the positives of having rules.

Ask the Year 2 children how the class rules helped in the debate they just had. For example, nobody talked over each other, instead, they took turns, everybody respected each others' opinions.

Year 1

Ask pairs to sort your class rules (or the example rules provided in *Activity: School rules*) under the headings 'Rules that keep us safe,' 'Rules that help us learn,' 'Rules that help us to get along.' If you have them, you could use hula hoops to group the rules. You could then use these to extend children's learning by creating a Venn diagram to show which rules fall into more than one category (see *Differentiation*).

Year 2

Ask the Year 2 children to write a sentence about some or all of your class rules using the following structure:

I think the rule to ____ is a good idea because ____.

Key questions:

- What other rules do we have in school?
- Why do we have rules?

Wrapping up

Share some of the Year 2 children's sentences and see if other children agree. Remind children about the importance of rules for keeping us safe and making sure everyone can enjoy school. Ask children to name a rule outside of school that keeps us safe. For example, not to run around a swimming pool. Ask children in pairs to choose a place outside of school (for example, library, park, swimming pool, cinema) and think what rules that place may have. Can the Year 2 children think about why those rules might exist?

Key questions:

- How do rules help us?

- Why do different places have different rules?

Vocabulary

- Rule
- Different

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Understanding the rules in the classroom and school and the purpose of these rules.

Year 2: Recognising the consequences of not having rules or not following rules.

Pupils working at greater depth indicated by:

Year 1: Understanding that some rules have more than one purpose.

Year 2: Being able to explain why different places have different rules.

Differentiation

Pupils needing extra support:

Year 1: Focus on one 'type' of rule at a time and try to find all the rules that help us to stay safe, for example.

Year 2: Write or draw what would happen if we *did not* have the rule.

Pupils working at greater depth:

Year 1: Could identify rules which could fall into more than one category (by overlapping the hula hoops, if used, to create a Venn diagram). Could be asked to add any other school rules.

Year 2: Consider which class rules they think are most important and why.

Citizenship Year 1/2
Summer Term 1 - Citizenship (Cycle A)
Lesson 2 (Cycle A): Similar, yet different

Learning Objectives

Before the lesson

- To begin to recognise ways in which we are the same and different to other people
- Year 1**
- I understand that everyone is unique
 - I can identify things that are the same or different about people
- Year 2**
- I can explain how different people contribute to the local community

- Have ready
- A list of different groups in the local community that children may have come across, for example, different religious groups, older people, clubs and societies
 - *Presentation: My local community*
- Print
- Year 1**
- *Activity: Questions to ask* (see Classroom resources) – one per table as a prompt
 - *Activity: The same but different* (see Classroom resources) – one per pupil

Attention grabber

Say a series of statements similar to those below and ask children to stand up if it applies to them, then sit down ready for the next statement.

- Stand up if you wear glasses
- Stand up if you like playing football
- Stand up if you have a brother
- Stand up if you have a pet
- Stand up if you walk to school
- Stand up if you were born in May
- Stand up if you have brown eyes
- Stand up if your favourite lesson is Computing
- Stand up if like to eat pasta
- Stand up if you love to read
- Stand up if you play a musical instrument
- Stand up if you do not like to eat bananas

Key question:

- What makes me who I am?

Main event

Explain that some of the things the children have suggested will stay the same throughout their lives, such as eye colour, and others will change as they grow up. Some will change because of other people, for example, they might have more siblings in the future. Some things will change as the children grow up, including hobbies and interests.

Stress the fact that the differences between people and the way people change are something we can celebrate.

Year 2

Ask the Year 2 children to think in pairs about whether there are people or groups of people in the community who are different to them, for reasons such as age, religion, interests or race. Ask them to make a note on their whiteboards while you explain the activity to the Year 1 pupils.

Year 1

The children are going to use the *Activity: The same but different* to find out similarities and differences between themselves and their peers. The *Activity: The same but different* has a table to complete to identify similarities and differences. The children can use the questions provided on *Activity: Questions* to aid their discussions with each other.

Firstly, model/show to the class how to ask the questions and record the answers. Then hand out the *Activity: The same but different* and give the children time to walk around and talk to peers and complete their worksheet.

Year 2

Share slide 1 from the *Presentation: My local community*.

Presentation: My local community

Display the presentation on your interactive whiteboard.

Help the Year 2 children to identify differences in a respectful way, for example, the language they use to describe race or religion.

Ask the children to get into groups and ask the groups to think about one or possibly two groups of people who are different to them.

Ask them to think about:

- How they are different
- How they are the same
- What they bring to the community

Share the example on slide 3 of the presentation.

Key questions:

- Who makes up our local community?
- What is the same and different about these groups?

Wrapping up

Ask the Year 1 children if they have found anyone who is exactly the same as them. Talk about how everyone is different and no two people are exactly the same. Stress that everything they have talked about makes them who they are and that each one of them is important. Ask them to imagine what the class would be like if everyone in it looked exactly the same as them and liked all the same things. Talk about how differences are a good thing and it makes us more interesting as people.

Ask the Year 2 children to share some examples of how those who are different to us can bring something to our local community. Emphasise that everyone has a role to play in the community and that differences should be respected.

Key questions:

- Why are differences important?
- What do different people do for our community? (Y2)

Vocabulary

- Same
- Different
- Unique

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Understanding some similarities and differences between themselves and their peers.

Year 2: Being able to identify people that are similar to and different from them in the local community.

Pupils working at greater depth indicated by:

Year 1: Recognising the value of differences and how these make each of us unique.

Year 2: Being able to suggest ways that a range of different groups or individuals contribute to the local community.

Differentiation

Pupils needing extra support:

Year 1: Will require support to model the questions to ask their peers and how to record their answers.

Year 2: Suggest groups they could consider in the local community or ask them to use the 'older people' example to base their own work on.

Pupils working at greater depth:

Year 1: Can be challenged to think of additional questions to ask their peers other than those on *Activity: Questions to ask*.

Year 2: Can be challenged to look at a wider range of people in the community.

Citizenship Year 1/2
Summer Term 1 - Citizenship (Cycle A)
Lesson 3 (Cycle A): Belonging

Learning Objectives

- To understand the range of groups people belong to
- I understand that there are a range of groups people belong to
- I can identify some groups I belong to
- I can explain that some groups are chosen and some we just belong to

Before the lesson

- Have ready
- Scissors – at least one pair on each table
- Print
- *Activity: Character examples* (see Classroom resources) – one per pair of pupils or group
 - *Activity: Character template* (see Classroom resources) – one per pupil

Attention grabber

Explain that the children are going to think about the different groups we each belong to. Hand out copies of the *Activity: Character examples* – one between two or one for a group. Talk through the different categories. Give each child a copy of the *Activity: Character template*. The children create at least two imaginary characters of their own. These will be of a similar age, but slightly different. Once they have written their characters, the children cut up their sheets so they have separate cards.

Key question:

- What makes us different?

Main event

Put the children into mixed ability groups and explain they are going to be looking at the characters they have each created to find out which things the characters have in common, and which things are different. Give the children a few minutes to introduce their characters to the rest of the group. You could also give the children the *Activity: Character example* cards as well so they have more characters to look at. Once the children know a bit about each other's characters, explain they need to use things that the characters have in common to group the characters together.

Start by asking the children to group the characters into boys or girls. This will help you to see if they understand groupings.

Then, ask the children to create their own groups to sort the characters.

Take some feedback on the groups the children have created and the process that they went through to decide the groupings.

Key question:

- What groups can we create?

Wrapping up

Explain that we all fit into different groups. Some of these groups are:

- A given, for example, the month we were born, the colour of our eyes.
- Chosen for us, such as our class at school or our family.
- Ones we choose for ourselves, such as hobbies and favourite foods.

Ask the children about any other groups they belong to. As they give examples, ask the class if any of them are also in that group.

Re-state that we all belong to different groups and this is fine because the groups we belong to make us who we are.

Key question:

- What groups do we belong to?

Vocabulary

- Different
- Group
- Same

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding that we all belong to different groups and identifying some groups they belong to.

Pupils working at greater depth indicated by: Understanding that some groups we just belong to and others we choose.

Differentiation

Pupils needing extra support: May need support to write their character descriptions. Should work in mixed ability groups for the activity in the main event.

Pupils working at greater depth: Can create more than two characters and could be challenged to create groups looking at more than one factor, for example, characters who are girls and have the same favourite sport; or characters who each have the same eye and the same hair colour.

Citizenship Year 1/2
Summer Term 1 - Citizenship (Cycle A)
Lesson 4 (Cycle A): Job roles in the community

Learning Objectives

- To begin to understand the roles people have in the community
- I understand that there are a range of jobs locally that help our community
- I can explain some of the things people do for their job
- I can explain what might happen if no one did these jobs

Before the lesson

- Have ready
- *Presentation: People in our local community* (see Attention grabber)
- Print
- *Activity: Writing template* (for pupils who need extra support)

Attention grabber

Ask the class if they can think of any people who have jobs locally that help the local community. List these on the board. Ideas could include shopkeepers, teachers, doctors, vets, post people, police and librarians.

Display the *Presentation: People in our local community* and discuss the different roles.

Key question:

- Who works in our local community?

Main event

Discuss one or two of the jobs on the list from the *Presentation: People in our local community* in a bit more detail, asking questions such as:

- Where do they work?
- Do they just work in this community or in other communities as well?
- Do we see that person often?
- What might our community be like if no one did that job?

Put the children into pairs and ask the pairs to select one of the job roles that they think is interesting.

Ask the children in their pairs to write a brief description of what that person/people do. Ask them to think about and write down what else they would like to find out about that person's job. Pupils needing support can use the *Activity: Writing template*.

If time allows, the children could put their questions into a letter or an email to the person they have selected.

Key questions:

- What do these jobs involve?
- What would it be like if no one did these jobs?

Wrapping up

Discuss with the children if they think they might want to do any of the jobs discussed in this lesson when they are adults and what about the job do they think they would enjoy.

Key question:

- Which of these jobs would we want to do?

Vocabulary

- Job
- Role
- Community

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding the roles people have in the local community.

Pupils working at greater depth indicated by: Understanding the impact of these roles not being fulfilled.

Differentiation

Pupils needing extra support: Should write about a job that they are familiar with and can use the *Activity: Writing template*.

Pupils working at greater depth: Can write a letter to their person asking questions about their job.

Citizenship Year 1/2
Summer Term 1 - Citizenship (Cycle A)
Lesson 5 (Cycle A): Our school environment

Learning Objectives

- To understand ways to look after the school environment
- I understand what makes up the school environment
- I can identify things that I like in the school environment
- I can identify things that could be improved in the school environment
- I can explain how I can make a difference to the school environment

Before the lesson

Attention grabber

Before the lesson, make the classroom look messy. For example, you could put pencils on the floor, arrange books in an untidy fashion on the shelves and scatter toys around the classroom.

Ask the children what they notice about the classroom. Ask them how an untidy room like this makes them feel.

Ask the children to clear up the classroom. Ask the class how they feel about the classroom environment once everything is tidied away.

Explain that we call the area around us 'our environment' and it is really important to keep this as nice as possible, and that we all have a responsibility to do this.

Key question:

- How do we feel about our classroom environment?

Main event

Ask what the children like about the classroom, for example:

- The displays
- Being able to see out of the window
- Equipment available

Widen the discussion to ask what the children like about the school environment, for example:

- The playground equipment
- The dining room
- The corridors

Make a note of some of the children's answers.

Ask the children if there is anything about the school environment that they think could be improved. If time allows, you could ask the class to walk around school to carry out this task. Make a note of any suggestions.

Look at the things the children would like to improve. Are any of the suggestions for things that the children could do something about, for example, adding to displays to brighten up an area, dealing with litter issues or putting equipment away tidily?

If none of these answers arise, ask the children to focus on things they could do to maintain the environment or the things they would like to improve that are beyond their control.

Ask each child to write a sentence or two explaining how they are going to make sure that their school environment is a good place for everyone to be.

Key questions:

- What do we like about our school environment?
- What could be improved about our school environment?

Wrapping up

Look back at some of the issues the children identified that they cannot change themselves or change immediately. Discuss what the children think they could do to try and make these changes happen. For example, the class could bring up the issues with the School Council or discuss them with the Headteacher.

Explain that we can all make a difference even if we cannot change something ourselves. We can bring these issues to the attention of other people who are in a better position to make changes.

As a class, make a list of the changes that should be prioritised and decide how these will be addressed. You could use this as an opportunity to hold a vote, selecting the issues the children care about most whilst reinforcing how democracy works.

Key question:

- What can we do to improve bigger issues in our school?

Vocabulary

- Environment
- Responsibility
- Problems

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding what makes a good school environment and how everyone has a responsibility to maintain it.

Pupils working at greater depth indicated by: Understanding the school environment, how it can be improved and how they can play a part in this improvement.

Differentiation

Pupils needing extra support: Could benefit from having photographs of areas around school to look at. They could draw a picture of how they are going to make sure the school environment is a good place to be.

Pupils working at greater depth: Could be challenged to come up with ideas to develop something new in school that would enhance the environment, for example, a quiet area in the playground, additional play equipment or a new reading area.

Citizenship Year 1 / 2
Summer Term 1 - Citizenship (Cycle A)
Lesson 6 (Cycle A): Our local environment

Learning Objectives

- To recognise the role people play in looking after the environment
- I understand some people have jobs that help to keep our environment a good place to live or learn
- I can identify some people in school who look after the environment
- I can identify the jobs some people do in the local area to look after the environment
- I can explain that some people volunteer to keep the local environment pleasant

Before the lesson

Have ready

- Photos of people in your school who look after the environment, such as cleaners, caretaker or lunchtime staff
- Photos of the local area

Print

- *Activity: Letter template* (one per pupil who may need extra support)

Attention grabber

Remind the children about the previous lesson ' where the class thought about the school environment.

Remind the children that they talked about the responsibility they have for looking after the environment and also the role the headteacher plays in this. Explain there are other people who work in school who help to look after the environment, such as the caretaker, cleaners and lunchtime staff. Ask the children if they know who these people are. If the children are not aware, introduce them to these people using the staff's names and photos if possible.

Key question:

- Who looks after our school environment?

Main event

Remind the children that so far, they have looked at their classroom environment and their school environment but for the rest of this lesson they are going to think about the local environment outside their school.

Show pictures that you have taken of the local area around the school. Ask the children:

- What they can see in the photographs that they like.
- If they know who might help to keep the environment the way it is (for example, street cleaners, refuse collectors, residents who keep their property looking nice, and local groups such as gardening groups).

Discuss that some people do these tasks as their job and others do them voluntarily.

Ask the children to select one of the jobs and then write a thank you letter to the person or people who carry it out daily. In the letter, the children should include why they think that person or group of people are doing a good job.

If there are issues in your local area and the children struggle to find positives, you could look at what needs to be improved and ask the children to write a letter to the local council explaining the improvements they would like to see.

Key questions:

- What do we like about our local area?
- Who helps to keep it this way?

Wrapping up

Remind the children again that although lots of people help to make their local area a good place to live, the children also have a part to play in this.

Ask the children for ideas of what they can do to help keep the local area pleasant (or to improve it if necessary), such as not dropping litter, looking after equipment on a playground or helping with community activities.

Key question:

- What can we do to keep our local area a good place to live?

Vocabulary

- Environment
- Pleasant
- Job
- Volunteer
- Look after

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding some jobs people do to keep the local environment pleasant.

Pupils working at greater depth indicated by: Understanding the roles various people take to look after the local environment and why some people volunteer to help.

Differentiation

Pupils needing extra support: Could write their thank you letter to someone who works in the school as they might find it easier to focus on someone they know. Can use the *Activity: Letter template* to help them.

Pupils working at greater depth: Could use your local authority website to find out more about the services they provide to keep areas pleasant.

PSHE, Citizenship and RSE Year 1 / 2
Economic wellbeing (Cycle A)
Lesson 1 (Cycle A): Money

Learning Objectives

Before the lesson

- Learning about what money is, where it comes from and how people make money
- Year 1**
- I understand that coins and notes have different values
 - I can identify where children might get money from
 - I understand why it is wrong to steal money
- Year 2**
- I understand where adults might get money from

Have ready

- *Presentation: Money* (see Attention grabber)
- Pretend money (one set of complete coins and notes per child or pair of children)

Print

- *Activity: Writing frame* (see Classroom resources) – one per pupil
- *Activity: Writing frame – support version* (see Classroom resources) – for pupils needing more support

Attention grabber

Display the *Presentation: Money*, which shows pictures of coins and notes.

Presentation: Money

Display the presentation on your interactive whiteboard.

Ask the Year 1 children to write down what they already know about money, for example value of the coins and notes, which are worth more and where money might come from. While they are undertaking this activity, speak to the Year 2 children.

Emphasise to the Year 2 children that you would like them to think about how many pence are in a pound, what notes we use and/or if they can name any types of money used in other countries. Explain to the children that you want them to do this on their own so you can see what everyone knows.

Note: children might have limited experience of handling or seeing cash due to the use of other payment methods.

Key questions:

- What do we know about money? (Y1)
- What value do different coins and notes have? (Y2)

Main event

Give out the 'pretend' money and ask the children to identify the value of the coins. Ask Year 2 children to guide Year 1 children if they are not sure. Then ask them to put the coins in order of value, from the lowest to the highest (pupils often order them in size, so correct any misconceptions here).

Alternatively you could use Slide 2 of the presentation. Ask Year 2 children if they know that when they are buying things they can use different combinations to make a given amount (for example, £10 could be 2 x £5 notes, 1 x £10 note, 10 x £1 coin or 5 x £2 coin).

Ask them what they can do with money. For example, spend it on things for themselves, save it or buy things for other people.

Ask the children if they have ever had any money of their own and how they got it (for example, pocket money, presents or being paid for doing jobs at home). You can show *Presentation: Money* Slide 4 to help elicit ideas.

Presentation: Money

Discuss some of these with children as some may be new to them. If the children suggest ways such as stealing, have a discussion about why this is not right.

Tell the children that today they are writing a short story about a child getting some money. They should include how or why the child got money and what they are planning to do with it. Give each pupil a copy of either the *Writing frame* or the *Writing frame – support version*.

Once the Year 1 children have started writing, show *Presentation: Money* Slide 6 to the Year 2 children and explain that as well as presents, adults can get money by a wage (when they earn money by working in a job), by receiving benefits (paid by the government to help people look after children, or when they are in need) and winning money (for example, in a lottery). Ask the Year 2 to include one of these ways in their story.

Ask some of the children to share their stories.

Key questions:

- How do children get money? (Y1)
- How do adults get/earn money? (Y2)

Wrapping up

Bring the children back together as a group. Discuss what children should do if they find money lying around, and why they should not just keep it for themselves without trying to find the rightful owner.

If none of the children mention stealing then this would be a time to bring this up and discuss why it is not the right thing to do. If it has been discussed, then reinforce why stealing is inappropriate.

Draw the discussion together by clarifying that earning money from a job is the most reliable way to get money as you know when you are getting it and how much it will be. For the benefit of the Year 1 children, compare this to earning pocket money earned by doing jobs around their house.

Key question:

- What should we do if we find money?

Vocabulary

- Money
- Coins
- Notes
- Value
- Savings
- Pocket money
- Earn
- Wages (Y2)
- Benefits (Y2)
- Presents (Y2)
- Pension (Y2)

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Year 1: Understanding how children might get money.

Year 2: Understanding how adults might get money.

Pupils working at greater depth indicated by:

Year 1: Understand that stealing is wrong.

Year 2: Understanding why some ways of getting money are wrong.

Pupils needing extra support:

Year 1: Use the *Writing frame – support* version to support their writing.

Year 2: Can also use the *Writing frame – support* version to support their writing.

Pupils working at greater depth:

Year 1: They could write two ways of getting money in their story and compare them.

Year 2: Write a story about a child finding or stealing money and include a moral message. They could also write two ways of getting money in their story and compare them.

PSHE, Citizenship and RSE Year 1/2
Summer Term 2 - Economic wellbeing (Cycle A)
Lesson 2 (Cycle A): Needs and wants

Learning Objectives

Before the lesson

- To begin to understand the difference between wants and needs
- Year 1**
- I can identify some things I need
 - I can identify things that I own which are 'wants'
- Year 2**
- I understand why people have to prioritise needs over wants
 - I understand that I may need to save money to buy something I want

- Have ready
- Paper and resources for making posters
- Print
- Year 1**
- *Activity: Wants or needs? cards* (see Classroom resources) – cut up, one set per group or pair of pupils

Attention grabber

Ask the children to think about a new-born baby. What does that baby need to survive and grow? Note down some of the children's ideas on the board, for example milk, clothes, cot, house, someone to care for them. If any children have a younger sibling, what did they think was most important for them?

Now ask the children what a puppy needs – for example food, water, bed, house or shelter. Is this any different to what a new-born baby needs? Explain that these are all things that we need to survive. Write 'Needs' above the list on the board. Discuss what each thing does to help us. For example, food gives us energy and helps us grow, a house gives us shelter from weather and clothes keep us warm. Ask Year 2 children if there is anything they need now that was different from when they were in Year 1.

Now ask if there is anything the children *want*. Ask them to think about birthday presents or what they usually get as a treat. Jot down some of their suggestions under the title 'Wants' on the board. Clarify these things are *wants* – they are not essential to keep us alive.

Key questions:

- What needs do we all have?
- What is the difference between a want and a need?

Main event

Year 1

Put the Year 1 children into small groups or pairs and give each group a pack of the *Wants or Needs? cards*. Ask the children to think again about the needs that they identified for a baby and to then sort the cards into either wants or needs. When they have finished, ask them to create a picture which shows the things they have which are 'needs'.

Year 2

Look again at the list of 'Wants' on the board. If the children have written down something expensive on the board, explain that they might not be able to buy these items straight away. Some things, they might never be able to buy. Give an example of something expensive that you might want, but are unlikely to ever have such as a boat, expensive car or piece of jewellery.

Explain we all have to make choices about our wants and whether we can afford them now or in the future.

Ask the children to think about the item they have chosen and ask:

- Would they be able to buy it now?
- Would they need to save up?
- Would someone else be able to help them? (for example, give it as a present)

Take an example from the Attention grabber about something one child *wants*. Whatever the object is (for example, a computer game), explain that you will need to save up for it. Give an example of a price (such as £35) and ask how long it would take them to save up for this if they earned £5 pocket money per week (amounts can be adapted to the class).

Now ask the children to think about what problems they might have saving for that long. Ask them to write down their ideas (for example, need money for other things, money could get lost, might change their mind or a newer one might come out).

Ask them to think about and write down the good things about saving for the item they want (for example, feel good when he/she can buy the item because they looked forward to it, or it might stop you wasting money because you are focused on one thing).

Take some feedback from the children on their ideas and ask the Year 2 children to design a poster about ways of saving for something they *want*.

Key questions:

- What are wants and needs? (Y1)
- How can we save for something we really want? (Y2)
- What might stop us saving? (Y2)

Wrapping up

Ask the children to feedback on the differences between wants and needs. Clarify that these will be different for different people. Ask the Year 2 children if they can give any advice to the Year 1 children about saving.

Explain that most people prioritise their needs first and then think about wants later. For example, grown ups will pay for their house through a mortgage or rent, the bills like gas, electricity and water and buy food before thinking about going on a holiday.

Key questions:

- What do we own which are actually 'wants'? (Y1)

- Why do people prioritise their needs over wants? (Y2)

Vocabulary

- Need
- Want
- Survive
- Essential
- Priority

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Year 1: Understanding things that are needs and things that are wants.

Year 2: Being able to describe the difference between a want and need and to understand that saving might be necessary to buy the things we want.

Pupils working at greater depth indicated by:

Year 1: Understanding that, although food for nourishment and clothes for warmth are needs, particular food and clothing choices are often wants, rather than needs.

Year 2: Understanding the problems that might stop us from saving or slow us down in reaching our savings goals.

Pupils needing extra support:

Year 1: Can have a set of the *Activity: Wants or needs? cards* to create their picture from.

Year 2: Can design a poster with an image of the item they want and phrases around it to say why they want it so much and why it is worth the time and effort of saving.

Pupils working at greater depth:

Year 1: Can be challenged to add more detail to their picture, for example not just putting food but identifying foods which are needs rather than wants.

Year 2: Can be challenged to use the poster as an opportunity to address the problems that people can have when saving for that long (for example, need money for other things, money could get lost, might change their mind or a newer one might come out)

PSHE, Citizenship and RSE Year 1/2
Summer Term 2 - Economic wellbeing (Cycle A)
Lesson 3 (Cycle A): Looking after money

Learning Objectives

- To understand how to keep cash safe
- I understand why it is important to keep cash safe
- I can explain different ways to keep cash safe
- I can identify how to keep cash safe in different situations

Before the lesson

- Have ready
- *Presentation: Money* (see Attention grabber)
- Print
- *Activity: Cash story* (see Classroom resources) – one copy for the teacher
 - *Activity: Story response sheet* (see Classroom resources) – one per pupil
 - *Activity: Support cards* (see Classroom resources) – for children needing additional support

Attention grabber

Display *Presentation: Money* (a similar presentation was used in Lesson 1).

Presentation: Money

Display the presentation on your interactive whiteboard.

Use Slide 2 of the *Presentation: Money* to remind children about different coins and how much they are worth.

Ask the children to add up how much money someone would have if they had one of each coin type from Slide 2. (£3.88). Explain that this is quite a lot of money and you would not want to lose it.

Ask the children to imagine they had lost this money, and ask how they would they feel (for example, sad, cross with themselves, worried about what mum/dad might say).

Key question:

- How might we feel if we lose money?

Main event

Ask the children who has had money as cash? (Check they understand the term cash). Ask them what they do to keep it safe? (For example, keep in a money box, purse/wallet, pocket, bag or put it in a bank).

Explain that the children are going to think about how they can keep cash safe that they might spend soon (that is, they do not want to put it in the bank).

Give each pupil a copy of the *Activity: Story response sheet* and read the class the story from *Activity: Cash story*. At certain points in the story, the children will be asked where Billy could put his money to keep it safe. Pupils record their answers on the *Activity: Story response sheet*. Pupils needing additional support can also use the *Activity: Support cards*.

Take feedback from the children on their answers and include the following discussion points:

- Box 1 – money box, wallet, a bag kept somewhere in the house. The important thing is that Billy knows where the money is and it will not get lost with other things.
- Box 2 – wallet, purse or pocket. Discuss keeping this safe, the risks of holding the money and making sure there are no holes in the pocket. You might want to discuss why it might not be a good idea to take out with you your money box or more money than you actually need.
- Box 3 – back in the same place as box 1 or possibly leaving it in a purse or wallet. Leaving it in a pocket is not a good idea as it could end up in the washing machine.
- Box 4 – wallet or might give it to an adult to look after. Stress that notes are worth more so they are more important to keep safe.
- Box 5 – in Billy's school bag or bookbag in a marked envelope and he should give it to his teacher or another adult in school as soon as possible.

Afterwards, discuss how Billy might have felt if he had lost his money, particularly the money he took to the museum and the money for the school trip.

Key question:

- How can we keep cash safe in different situations?

Wrapping up

Recap the different ways to keep money safe. Explain that people can decide for themselves which way is best for them, and might use different ways at different times.

Ask the children what they should do if they lose money (for example, tell an adult, report it where they think they lost it, go back to where they have been to look for it).

Key question:

- What should we do if we lose money?

Vocabulary

- Cash
- Coins
- Money
- Moneybox
- Notes
- Purse
- Safe
- Wallet

Assessing pupils' progress and understanding**Differentiation**

Pupils with secure understanding indicated by: Understanding different ways to keep money safe.

Pupils working at greater depth indicated by: Understanding that different ways to keep money safe are appropriate in different situations.

Pupils needing extra support: Could use the *Activity: Support cards* to help them with their responses to the *Activity: Cash story*.

Pupils working at greater depth: Can be challenged to include a reason why for their answers.

PSHE, Citizenship and RSE Year 1/2
Summer Term 2 - Economic wellbeing (Cycle A)
Lesson 4 (Cycle A): Banks and building societies

Learning Objectives

Have ready

- To understand the benefits of banks and building societies
- Year 1**
- I understand that banks and building societies help to keep money safe
 - I can explain why a savings account helps me to save
- Year 2**
- I can explain what I should look for when choosing a bank account

- Role-play items that may be in a bank, such as toy money.
- Print
- *Activity: Role-play cheques*

Attention grabber

Recap learning from the previous lesson and discuss ways children can keep cash safe, for example purse/wallet, money box and other safe places. Ask the children where else they might be able to keep money safe away from their houses? I.e. banks or building societies. Ask them if they recognise any of the banks or building societies on Slide 2 of *Presentation: Inside a bank*

Presentation: Inside a bank

Explain that some banks and buildings societies are in buildings in towns and cities and others are online. Those who have branches will also work online. Ask children if they know where the nearest bank is to their school.

Key question:

- Where can we keep our money safe?

Main event

Ask the children if any of them have been into a bank or building society. Ask them to talk about what they saw, or what their parent or carer did when they were there.

They might talk about using cash machines, paying money in or talking to someone about money. Share the *Presentation: Inside a bank*.

Presentation: Inside a bank

Display the *Presentation: Inside a bank* on your interactive whiteboard.

Talk the children through what might happen in a bank, using slides 3, 4, 5 and 6.

Explain that banks and building societies are a good way of keeping large amounts of money safe. Ask the children why they think this might be the case. (For example, it will not get lost or stolen like it might if we carry it around or have it at home and it helps us save by making it more difficult for us to get to our money).

Display Slide 7 and explain that banks and building societies want us to save money and that they will pay you to keep your money there. This is called 'interest'. This means that if children put money in a bank or building society they will end up with more money when they come to take it out. The longer it stays in there and the more money they have, the more interest they will get.

Year 1

Send Year 1 children in pairs, one to role-play being a customer, and the other somebody working in a bank. Give them some ideas of what they might discuss, such as taking money out, putting money in and opening a new account. It might be helpful to have some of the key vocabulary up on the board (for example, 'savings', 'interest' and 'bank account'). You can print out the *Activity: Role-play cheques* and give them some toy money to use or even set up a bank role-play area!

Year 2

Explain that when people decide to save their money in a bank they need to choose a bank account. How might they decide which bank account to choose? (Proximity to home, good customer service, available online, good interest rates, free gifts).

Sometimes banks may offer customers a free gift to join, but this does not mean that bank will be the best choice for them. Show an example of 2 bank accounts on Slide 8 of *Presentation: Inside a bank* and highlight the pros and cons of each. Explain that there are lots of different types of bank accounts available and an adult can help them to decide which bank and account they should have. Ask the children to discuss in pairs which one they would choose and why.

Send the Year 2 children off in pairs; one as a customer who wishes to open a bank account and one as somebody working in a bank who can talk them through their options. Ask the child who is the bank worker to explain the difference between different accounts.

Leave Slide 8 on the board to encourage children to use the correct vocabulary.

After 5 minutes, bring children together, and ask the Year 2 children to explain to the Year 1 the different types of bank accounts. Do the Year 1 children have any questions they would like to ask the Year 2 children? Did they understand the explanation?

Key questions:

- How do banks and building societies keep money safe? (Y1)
- What are the advantages of putting money in the bank/building society? (Y1)
- What should we think about when we choose a bank account? (Y2)

Wrapping up

Ask how the Year 1 children felt when they role played the customer. Were they confused by anything? Can the Year 2 children help explain any of the key vocabulary they are not sure about?

Explain that now it is more common for people to do their banking online. Ask the children if they have seen anyone use online banking.

Explain that this is still a good way to keep money safe and they will get interest on money they are saving.

Discuss the need for passwords on online bank accounts and why these need to be kept private. Stress that they should never tell anyone the password for an online bank account.

Key question:

- What do we need to remember about online banking?

Vocabulary

- Bank
- Building society
- Safe
- Interest
- Bank account

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Year 1: Understanding the role of banks and building societies.

Year 2: Understanding that there are many things to consider when choosing a savings account.

Pupils working at greater depth indicated by:

Year 1: Understanding the advantages of having a savings account.

Year 2: Able to explain and justify their decisions about which savings account they would choose.

Pupils needing extra support:

Year 1: Will benefit from working in a group with someone who has had experience of going to a bank and should undertake a more simple part in the role play, such as withdrawing money from their account.

Year 2: Could just look at each individual detail about the two bank accounts and identify which is better for that detail.

Pupils working at greater depth:

Year 1: Could practise role-playing both the part of the bank assistant and the customer, adapting their language as they do so.

Year 2: Can be challenged to role-play a greater range of activities in the bank. They can also try to explain the difference between a 'high-street' bank and an online bank.

PSHE, Citizenship and RSE & Year 1/2
Summer Term 2 - Economic wellbeing (Cycle A)
Lesson 5 (Cycle A): Jobs

Learning Objectives

- To understand that skills and interests will help someone decide what job to do

Year 1

- I understand that there are different jobs in school
- I can explain the skills people need to do different jobs

Year 2

- I understand there are many different jobs outside school
- I can explain some of the things involved in choosing a job

Before the lesson

Note

It would be useful if, before this lesson, the children have already considered the adults who work in school in the lesson:

Have ready

- *Activity: Jobs with skills inside school – suggested answer sheet* (see Classroom resources)
- *Activity: Jobs with skills outside school – suggested answer sheet* (see Classroom resources)
- A member of staff to come and talk to the children about their job

Print

Year 1

- *Activity: Jobs with their skills in school* (see Classroom resources) – one copy per pupil
- *Activity: Jobs with their skills in school- support version* (see Classroom resources) – one copy per pupil who may need additional support

Year 2

- *Activity: Jobs with their skills outside school* (see Classroom resources) – one copy per pupil
- *Activity: Jobs with their skills outside school – support version* (see Classroom resources) – one copy per pupil who may need additional support

Attention grabber

Ask the children if they can remember/know some of the adults who work in their school. Make a list of names and their roles on the board. Ask why they think these people have chosen to do these jobs (for example, they were interested in that job, someone they know did the same job or just to earn money). Stress that there can be lots of reasons why people decide to do different jobs.

Ask the Year 2 children if they can remember which school staff member they 'interviewed' last year in the lesson. Ask if they remembered why they did that job. Can they explain these reasons to the Year 1 children?

Key questions:

- Who works in our school? (Y1)
- Why might people do the jobs they do? (Y2)

Main event

Explain that there are lots of different jobs in school and that people need different skills to do different jobs.

Year 1

Explain to the Year 1 children that they are going to think about what skills people might need to do the different jobs they have identified. If possible, ask people in your school what skills they think they need for their job beforehand. If this is not possible use the *Activity: Jobs with their skills – inside school* provided. Ask the children to match the skills against the roles. Explain that some skills will apply to more than one job.

Year 2

Ask the Year 2 children to think of three jobs outside of school. What sort of skills will they need for these roles? Ask children to think about jobs family members do if they need support. Children then complete *Activity: Jobs with their skills – outside school*, thinking of a job to go into the blank column. Discuss and check children's answers using the *Activity: Jobs with their skills outside school – suggested answer sheet*.

All children

Explain that at the end of the lesson, they will be talking to someone who works in school about their job. Tell them who this person is. Ask the children to think of three questions to ask that person about their job. For example, why they chose that job or what they like most about the job.

Ask the Year 2 children to think about what skills the guest will need for their job, and to think about their life outside of their job. For example, does the job they have chosen give them much free-time or time to spend with their family?

It may be worth reminding the children that it is not polite to ask how much money someone earns, especially if you do not know them personally as this is private information.

Ask children to share some of their questions.

Key question:

- What skills do people need for different jobs in school?

Wrapping up

Welcome your visitor into the classroom and give the children the opportunity to ask their questions. Ask children if they think the job would be an interesting one.

If no one else is available, the children can ask you about your job or continue to prepare questions they can ask someone at another time.

Key questions:

- What can we find out about a job in our school?
- How do people earn money from jobs?

Vocabulary

- Job
- Skill
- Earn
- Money
- Interests

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Understanding that different skills are needed for different jobs in school.

Year 2: Understanding that there are a range of different jobs available and that they require different skills.

Pupils working at greater depth indicated by:

Year 1: Understanding that people's skills and interests will influence the job they decide to do.

Year 2: Understanding some of the other reasons that people choose certain jobs (interests, lifestyle choices, working hours, money etc).

Differentiation

Pupils needing extra support:

Year 1: Can work with the *Activity: Jobs with their skills inside school – support version* of the activity sheet and may need support to formulate and ask the visitor questions.

Year 2: Can work with the *Activity: Jobs with their skills outside school – support version of the activity sheet*

Pupils working at greater depth:

Year 1: Can be challenged to add additional ideas to the skills required for each job.

Year 2: Can also be challenged to add additional ideas to the skills required for each job.

Lesson 1 (Cycle A): Transition lesson

Learning Objectives

- To understand that change can cause mixed feelings
 - I can identify the positives and challenges of change
- Year 1**
- I understand that everyone has different strengths
 - I can explain some of the skills I have developed in Year 1
- Year 2**
- I can ask questions to help me deal with change
 - I know who can help us deal with change

Before the lesson

- Have ready
- *Activity: Story* (see Classroom resources) – one copy for the teacher. This activity can be adapted to fit your school setting.
- Print
- Year 1**
- *Activity: Skills I have developed this year* (see Classroom resources) – one per pupil
 - *Activity: Response sheet Y1* (see Classroom resources) – one per group of pupils
- Year 2**
- *Activity: Response sheet Y2* (see Classroom resources) – one per group of pupils
 - *Activity: Feelings associated with change* – one per group of pupils who may need further support
- All pupils**
- *Activity: Story* (see Classroom resources) – one per group of pupils

Attention grabber

Write the word 'Change' on the board. Ask the children of any changes they know about. If necessary, remind them about depersonalising their comments.

Some ideas might include change from baby to child, moving house, moving class, having a new teacher, changes in the family and changing weather. Explain that change is one thing which happens a lot in life and it is really important that we learn how to cope with it. Some changes might be small and we hardly notice, but others might be bigger and more difficult to deal with.

Key questions:

- What were we like when we were younger?
- What is change?

Differentiation

Pupils needing extra support:

Year 1: Highlight the sentences relevant to their character on a copy of the *Story* for them.

Year 2: Provide pupils with the *Activity: Feelings associated with change* word bank to help them complete column 3.

Pupils working at greater depth:

Year 1: Scribe for their group, putting their ideas into sentences.

Year 2: Ask them to identify more than one (sometimes conflicting) emotion that they or their character might feel when dealing with change.

Wrapping up

Gather the children back together with their questions. Explain that you will try to answer some of the questions now. Note to them that if you do not know or there is not time you will come back with an answer.

If the teacher is staying in the class next year with the same Year 1 pupils, you may want to ask if anybody has any advice about welcoming others to the class.

Key questions:

- What will it be like in Year 2 or 3?
- How could you welcome the Reception class that are coming into your class next year? (Y1)

Vocabulary

- Strengths
- Skills
- Move
- Change (Y2)
- Feelings (Y2)
- Emotions (Y2)

Assessing pupils' progression and understanding

Array

Pupils with secure understanding indicated by:

Year 1: Understanding how skills and strengths have changed during the academic year.

Year 2: Being able to name some emotions associated with change.

Pupils working at greater depth indicated by:

Year 1: Identifying positives and challenges associated with moving to a new class.

Year 2: Understanding the sometimes conflicting emotions that come with change and being able to express that.

PSHE, Citizenship and RSE & Year 1/2 Schemes of Work
Autumn Term 1 - Family and relationships (Cycle B)
Lesson 1 (Cycle B) Introduction: Setting ground rules for RSE & PSHE lessons

Learning Objectives

- To begin to understand what PSHE education (or the name used in your school) is and how we can help everyone learn in these lessons
- I can make suggestions for rules for PSHE (Y1)
- I can explain to others and evaluate some rules to help everyone learn based on what I know already about PSHE (Y2)

Before the lesson

Have ready

- Ideas of things you know children learned about in Reception or Year 1 to remind them if necessary
- One of the stories from *Activity: Story one or story two* (see Classroom resources), adapted as necessary for any sensitivities in your class
- Paper and pens for making the poster

Print

- *Activity: Story one or story two* (see Classroom resources), one copy for you, adapted if necessary for any sensitivities in your class

Attention grabber

1. Seat the children in a large circle and explain to the Year 1 children that they are going to be finding out about some new lessons. Discuss some of the other lessons they have in school and the types of things they learn in these. Ask children who may have studied PSHE last year if they remember any rules they found helpful, and why that was.

2. Explain and recap that in PSHE lessons, the children are going to learn more about themselves, about keeping safe, healthy and happy. They will also learn about how they can get along with other people.

3. Ask:

- The Year 1 children to think about when they were in Reception and whether they learned anything that sounds similar to this.

Take ideas from the children, for example, they might remember learning about eating healthy food, sharing toys with their friends or about the people who help them, like family members.

- The Year 2 children what their favourite PSHE lesson was last year. Can they explain something they learned to the Year 1 children?

Praise the children for how much they have remembered.

Key question:

- What have we already learned about keeping happy, healthy and safe and PSHE?

Main event

1. Explain to the children that because these lessons are a bit different to other lessons, it is really important that everyone feels safe in the lessons to help them learn. Remind children about the rules you already have in the classroom and explain that you are going to add to these rules for these PSHE lessons.

2. Tell the children that you are going to read them a short story about a classroom in another school and as they listen, you want them to think about the rules that might have helped in this class.

Stress that you think this might not be a very nice class or school to be in.

3. Read either story one or story two from *Activity: Story one or two*, adapting any aspects if there are sensitivities in your class. If you remember which story you read last year, you may want to choose the other one for this year.

4. After the story, ask the children to identify what went wrong in the class. Discuss how the children in the story might feel.

5. Explain that you hope the things that went wrong in the story will not happen in your class, but to make sure they do not, you would like the children to come up with some rules for these lessons. Ask the Year 2 children what they thought worked best last year.

6. Record the rules suggested by the children as they say them but make sure you cover the following:

- Respecting other people's ideas
- There are no silly questions
- Keeping what is said in the room in the room
- That we are all different and that is fine
- Everybody is different

7. Return to the story and ask what the children in the story could have done differently to make sure that no one felt bad at the end of the lesson.

Key questions:

- What rules will help us all learn and feel good in PSHE lessons?
- Why do these rules help us all learn and feel good in PSHE lessons?

Wrapping up

1. Recap the rules that the children have come up with. Are they all happy with these? You might ask the children to sign the rules to say they agree with them.

2. Sitting at mixed tables, ask each table group to create a poster explaining the rules, to be displayed in the classroom. Year 2 children on each table can help Year 1 children 'up level' some of the words.

3. Tell the children that the rules can be changed or added to if they think of anything else after or during this lesson, or during any PSHE lesson.

4. You might also want to tell the children a few of the things they will be learning about in PSHE this year.

Key question:

- What rules have we agreed to for PSHE?

Vocabulary

- PSHE
- Safe
- Learn
- Rule
- Unsafe (Y2)
- Unhappy (Y2)

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Understanding the need for rules for PSHE lessons. (Y1)
Understanding the consequences of not following the rules for PSHE lessons. (Y2)

Pupils working at greater depth indicated by:

Being able to explain to others the rules for PSHE lessons. (Y1)
Being able to evaluate each rule for PSHE lessons. (Y2)

Differentiation

Pupils needing extra support: May need greater discussion around the feelings experienced by the children in the stories.

Pupils working at greater depth and/or in Year 2 cohort: Can be challenged to contribute to the rules more and explain the consequences of not adhering to them. Year 2 pupils can try and remember what worked best last year. For example, turn-taking or looking at the person speaking. Children could also consider what may happen when the rules are not followed (for example, some children might not feel confident in sharing their ideas).

Citizenship and RSE Year ½ Schemes of Work
Autumn Term 1 - Family and relationships (Cycle B)
Lesson 2 (Cycle B): Family

Learning Objectives

- To understand the role of families
- I understand that families can include different people (Y1)
- I know the correct names for different relations (Y1)
- I can explain how families care for children (Y2)

Before the lesson

Note

In this lesson, the children will be looking at members of their own families, so you will need to be aware and sensitive to any children who may be in care, come from families who have separated or have experienced a recent loss etc. You or another adult may need to sit with any such affected children and work with them on the tasks in the Main event.

Have ready

- Pictures of your family or, if you are not comfortable sharing information about your family, use a famous or a fictitious family.
- Familiar books that feature different family setups and challenges/no challenges e.g. *Owl Babies*, *Cinderella*, *Alfie and Annie Rose* books, *Charlie and The Chocolate Factory*.

Print

- *Activity: Family word bank* (see Classroom resources) – for those children needing this support

Attention grabber

1. Ask children what the word 'family' means. Draw on any previous knowledge from Y2 children.
2. Explain to the children that in this lesson you are going to be talking about families. Mention that everyone's family is different and that children only have to talk about those members of their family that they want to.
3. Show some pictures of your own family and explain to the children who each person is. If you do not feel comfortable talking about your own family, then talk about a famous family or a fictitious one. Try and include a range of relations to help children in the class who have a different family. Stress that family is not just the people we live with but it can include other people we are related to. Show books to children from the 'Have ready' section. Can they name any famous families from these books?

Key question:

- Who is in a family?

Main event

1. Ask the children who is in their family. Explain that they do not have to mention everyone, just the ones they choose to talk about. Take answers from those children who want to contribute.
2. Introduce the tasks:

Year 1 task

Ask the children to draw a picture of themselves and their family and label who each person is. Be particularly sensitive to children in your class who may be in care, come from families who have separated or have experienced a recent loss etc. It would be worth sitting with those children and working with them on this task if possible.

Year 2 task

Invite the children to draw themselves and their family around them as above, then ask them to select one person who is special to them and who looks after them. This could be a family member or someone else. Ask the children to write a list of the things that this person does to look after them around the picture. Get children to think of what the special person does to help care for them both in terms of the physical aspects (e.g. washing, giving hugs) and emotional aspects (e.g. listens to their worries).

Wrapping up

1. Bring both groups back together and talk about how much you like the children's pictures and celebrate any differences.
2. Invite the children to think about one person from their family and say who the person is and something they like to do with that person. Ask children to share this with the whole class if they feel comfortable.

Key questions:

- Who is in my family?
- What do I like to do with my family?

3. Thank the children for sharing information about their families and explain that they have been sharing information that is personal to them, for example, who is in their family. Explain that it is alright to do this in the classroom because they know everyone there and it is a safe space.

4. Remind the children of the rules the class drew up together from the week before. Ask the children if they can think of any other family information that is different for each person. Give the example of how first names are different. Ask children for other examples, for example, family name, address, birthday and the school they go to. Explain that this information is personal to them and they may not want to share it with people they do not know well.

Key question:

- What information is personal to me?

Vocabulary

- Family

- Relation
- Mum
- Dad
- Parent
- Brother
- Sister
- Grandad
- Grandma
- Grandparent
- Uncle
- Aunty
- Cousin
- Love
- Care
- Support
- Include any other words which you know are relevant to children in your class

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by:

Understanding that families can include a range of people. (Y1)
 Understand the characteristics of a healthy family life. (Y2)

Pupils working at greater depth indicated by:

Understanding how different members of a family are related to each other and that families' ways of offering care, love and support may be different for other people. (Y1)
 Understanding that sometimes people beyond our immediate family may also provide care for us. (Y2)

Differentiation

Pupils needing extra support: Provide family words using *Activity: Family word bank* (see Classroom resources) for children to copy or cut out and stick on their picture.

Pupils working at greater depth/Year 2 children: Could create their picture in an organised way such as a simple family tree or have the people who are closest to them nearer them. They could also identify ways people are related to each other, for example grandparents are the parents of mum or dad.

**PSHE, Citizenship and RSE Year ½ Schemes of Work
Autumn Term 1 - Family and relationships (Cycle B)
Lesson 3 (Cycle B): Friendships**

Learning Objectives

Before the lesson

- To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy.
- I can explain what I like about my friends and what makes a good friend (Y1)
- I understand that friendships are not always positive (Y2)
- I can explain what I can do if a friendship is making me feel unhappy and who in school can help with friendship problems (Y2)

- Have ready**
- Presentation: Diamond (see Main event)
- Print**
- Activity: Friendship cards (see Classroom resources) – for Y1 children – there are four sets of cards on each page and each group needs one set
 - Activity: Stories 1 and 2 (see Classroom resources) – for Y2 children – one set per group

Attention grabber

1. Play the audio file from the *Presentation: Toy Story: You've Got a Friend in Me* – Randy Newman.

“You’ve Got a Friend in Me” from Songs And Story: Toy Story by Randy Newman. Released: 2010. Track 1. Genre: Children’s Music.

2. Explain to children that friends are an important part of our lives and that some people will have lots of friends and other people will have a few. Our friends can come from people who we know at school, outside of school and may even be imaginary.
3. Invite the children to think about who their friends are and why they think they are friends. Is it because they like doing activities together?
4. Move on to discuss what the children like doing with their friends. Try to get a range of ideas and stress that there are lots of activities we can enjoy with other people. It might be simple things like playing a game, colouring or chatting. It could be bigger things like days out or holidays. Give an example of a friend you have and something that you enjoy doing with them.

Key question:

What do I like to do with my friends?

Main event

Year 1

1. Put the Year 1 children into three small groups and give each group a set of the cards from the *Activity: Friendship cards*.
2. Go through the words as a class and check that the children understand what each word means. Can any of the Year 2 children help explain any words?
3. Explain that the children are going to cut out the word cards and then in their groups they will decide which are the most important things for a friend to be.
Make sure the children understand that there are no right or wrong answers but they need to work together and agree.
There is also a blank card for children to add their own ideas if they want to
4. Display the *Presentation: Diamond* illustrate how the children might display their answers.

Display this on your interactive whiteboard.

Year 2

1. While the Year 1 children are doing their activity, explain to the Year 2 children that sometimes friends don't make each other feel good and problems can arise. Ask the children if they can think of anything that might create problems, such as having an argument, not sharing something, not playing with someone for one playtime. These might make us feel sad for a little while but usually the next day everything is alright again.
2. Explain to the children that we are going to look at some slightly more difficult friendship problems. Some of these the children might have experienced themselves and others might be things that may happen in the future. Explain that they are going to read or listen to these friendship problems, and think about what might have happened and what they think the children involved can do.
3. Put the Year 2 children into three groups and give each group a copy of the *Activity: Stories 1 and 2*. Ask each group to read the stories and then complete the tasks at the bottom of the sheet in their groups.
4. Get feedback from all the children on the first story, and then the second. During the feedback, stress that there were good things in both friendships but that the characters are starting to feel unhappy and friendships should never make you feel this way especially over a period of time.
5. Make sure the children are aware that sometimes the best thing might be to end a friendship and find another friend. This is not always easy but if something or someone is making us feel bad we need to do something to make us feel better.

Key questions:

- What makes a good friend? (Y1)
- Am I a good friend? (Y1)
- What should I do if a friendship is making me feel unhappy? (Y2)

Wrapping up

1. Bring both Year 1 and Year 2 children back together. Ask Year 1 children what they thought made a good friendship. Ask Year 2 children to give feedback on what they were looking at (how good friends can sometimes have problems). Explain to the class that even though friends can have a lot in common, sometimes friends can have disagreements and fall out.
2. Make the children aware of the help available at school for them if they need it. It could be worth reviewing these systems to make sure they are working. You could extend the lesson to ask the children to create proposals for the school council or Headteacher to consider to help with friendship issues within school. These could include the steps that children can take to help solve the smaller problems themselves.
3. Explain to children that you are going to have a special box where they can put suggestions for improving friendships in school or they can write down any problems they are having and then you will try to help with these.
4. Complete the lesson by reminding the children about what good friends do, and tell them that you will be looking out for examples of friendship over the next few days.

Key questions:

- Who are my friends in the class?
- What can we do in school to help children have good friendships?

Glossary

- Friend
- Trust
- Share
- Fun
- Truth
- Kind
- Generous
- Listen
- Helpful
- Good friendships

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by:

Understanding what people like to do with friends and who their own friends are. (Y1) Understanding that friendships are not always positive. (Y2)

Pupils working at greater depth indicated by:

Understanding what makes a good friend and who to go to when friendships have issues. (Y1)
Understanding how to judge a friendship and recognise who to trust in a friendship. (Y2)

Differentiation

Pupils needing extra support: May require additional support to read the friendships cards.

Pupils working at greater depth: Could be challenged to write down why they have chosen the order they have.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Autumn Term 1 - Family and relationships (Cycle B)
Lesson 4 (Cycle B): Other people's feelings

Learning Objectives

- To recognise how others show feelings and how to respond to these
- To identify their special people and how they should care for one another
- I can recognise when other people might feel sad, worried or angry (Y1)
- I can show that I care by listening and thinking about what they say
- I can offer advice (Y1)
- I know that not everyone feels the same (Y2)
- I can describe what someone else might be feeling and thinking (Y2)

Before the lesson

Watch

- *Teacher video: People around me*

Have ready

- *Presentation: Emotions* (see Attention grabber)
- Link: (for any pupils who need help developing their social understanding) – **this link has been selected for the teacher only and is not intended to be shown to pupils.**

Print

- *Activity: Feeling sad* (1 per pupil, see Classroom resources) – one per pupil

Attention grabber

1. Display the *Presentation: Emotions*.

Presentation: Emotions

Display on your interactive whiteboard

2. Show the emoji images on slide 2 of the *Presentation: Emotions* and ask the children what feelings they think each emoji represents. Ask them what might be making them feel like this.

Encourage pupils to use appropriate vocabulary (slide 3 of the *Presentation: Emotions* can help with this) and also to describe what the feeling is like and what it makes them want to do.

3. Challenge the Year 2 children to identify emotions that are not in the presentation, for example, shyness.

4. Ask all the children how we can tell that somebody is happy/sad (for example, we can see they are smiling on the outside).

5. Explain that we are going to look out for signs of how other people are feeling and how we can respond to these.

Key questions

- What feelings do people experience?
- How do we show our feelings on the outside?

Main event

1. As a class, discuss how you can tell if someone is feeling sad. Note down on the board what this would look like and how they might be behaving.

2. Year 1

Ask the Year 1 children to act out a frowning face, hunched shoulders, looking down, etc.

3. Year 2

Ask the Year 2 children if they can describe what they might be feeling and thinking if they were sad.

4. Ask the whole class:

- How could you let someone know that you cared? (Let them know you are there to listen).
- What do you think that person might need? (Someone to talk to, time on their own, adult help).
- Where would you speak to them? (Somewhere quiet, at break time, after school).
- How could you help? (Give them space, listen to what they say, let them know that these feelings are normal, offer advice, ask what you can do to help).

5. Hand out to each child a copy of the *Activity: Feeling sad* and ask the children to fill out the thought bubbles for somebody feeling sad, using the ideas from the class discussion. Ask Year 2 children to think about emotions and how they would help in such a situation.

6. Explain to pupils that it is also important to recognise when people need time on their own. In this situation, they could still let the person know that they care by respecting their space. If unsure whether the person needs to be on their own or not, they could say that they are there to speak to if and when their friend wants to. This way, the friend can make their own mind up about whether they want to talk or not and can do so in their own time.

7. Discuss when it is a good idea to share worries with an adult.

8. Ask the children to get into mixed-age group pairs, then role-play two friends where one is sad. They should decide between them why this person is sad and also how their friend can help in this situation.

Encourage the children to consider what they would do in the situation and also to think about how this particular person is different. Encourage the children to remember:

What helps you might not necessarily be the right thing for someone else.

9. If there is time, repeat this activity but have the Year 1 child act as though they are worried or angry. What would the Year 2 child do in this situation? Imagine they were helping a younger sibling.

Discuss the advice they gave to their partner and how they responded. Did the Year 1 child feel cared for and listened to? Is there anything they would add? Will this happen every time with every person? Why not?

Key questions

- How can you tell how someone is feeling?
- How do you let them know that you care?
- When and where could you speak to them?

Wrapping up

1. Review some of the ideas that might help someone if they are feeling sad or worried. Remind the children that if they are really worried about someone and it is making them feel upset or worried, they should talk to an adult. Discuss with the children to whom they can go to in school for help and to discuss problems, and who they could talk to at home.

Key questions

- Who can help us if we are worried about our friends? (Y1)
- How can other people affect how we feel? (Y2)

Vocabulary

- Feeling
- Sad
- Worried
- Help
- Care
- Listen
- Emotion

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by:

Describing what people might look like if they are feeling: angry, scared, upset, worried. (Y1)

Understanding that not everybody feels the same about a situation. (Y2)

Pupils working at greater depth indicated by:

Identifying ways of responding to friends being upset by either offering help or giving them space. (Y1)

Using a more developed range of vocabulary to describe how other people might be feeling and understanding how these can represent a mix of emotions. Empathising with other people, and explaining why they might think or feel differently. (Y2)

Differentiation

Pupils needing extra support: Might need extra examples of each scenario. It may be useful to create a comic strip conversation (see link:) about one of the scenarios to embed the idea that other people can think and feel differently to us.

Pupils working at greater depth: Should suggest a range of different ways of responding to someone who seems upset, angry, worried.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Autumn Term 1 - Family and relationships (Cycle B)
Lesson 5 (Cycle B): Getting along with others

Learning Objectives

- To begin to understand how courtesy and manners make us feel
- I understand the feelings we may have about working with different people (Y1)
- I can work with people I don't know very well (Y1)
- I understand that manners are important wherever I am (Y2)

Before the lesson

Have ready

- Mixed year groupings of children so Year 1 children are working alongside Year 2 children – especially if these children are in different friendship groups.
- Materials for tower building, such as newspaper and sticky tape, spaghetti and marshmallows or straws and paper clips.
- *Presentation: Getting along with others*

Print

- *Activity: Question cards* (see Classroom resources) – one set per group, there are three sets on one sheet

Attention grabber

1. Explain to the children that they are going to work with people with whom they may not have worked before. Acknowledge that this may feel a bit scary and different, but you want the children to try their best and enjoy the experience.

2. Ask the children to sit in the groups that you have put them in.

3. Display *Presentation: Getting along with others*.

Presentation: Getting along with others

Show on your interactive whiteboard

4. Ask the children what they know already about manners. Can they name any examples of showing good manners? (For example, at family mealtime: not speaking with your mouth full, sitting on your chair, saying please and thank you, or taking turns in the playground). Go through the slides from the *Presentation: getting along with others* to help pupils consider the different manners we use in different situations.

5. Ask the children how manners can help us meet new people and build friendships? (People like to be treated kindly and manners help us to do this.)

6. Explain that in their groups, the children will be set a challenge and will need to work together to solve it. Explain that before working on the challenge, the children need to get to know each other a bit better. Hand out to each group one set of question cards from the *Activity: Question cards*. Invite the children, within their groups, to ask each other the questions. Reiterate the importance of manners when they do this (for example, say 'excuse me' when talking to somebody new, listen to the speaker, say 'thank you' when they have finished sharing something about themselves). Ask Year 2 children to set an example.

When they are finished, invite some pupils to share something that they have learned about someone in their group.

Key question:

- What new things can we find out about each other?

Main event

1. Explain to the children that they are going to complete a challenge in their groups to build the tallest tower they can with the materials you have provided. The tower must stand up on its own. The children will have:

- Five minutes to plan how to build the tower.
- Ten minutes to build the tower.

Teacher note: as an alternate activity for each alternate year the lesson is taught, the children could design a bridge. Explain that the winner is the team to design the longest bridge without the middle section touching the ground. You could lay out pieces of paper approximately 50cm wide that represent water to assist children with thinking about this.

Ask the Year 2 children what manners can help the group work together, based on their experience from last year. Elicit answers such as listening to others in the team, sharing the materials kindly and waiting for your turn when building the structure. Reiterate to the Year 2 children that they must set a good example for the Year 1 children to see.

2. Start a timer for the five minutes planning time and remind the children **not** to build at this point. Point out good examples of using manners in the groups.

3. Once the five minutes are up, start the children off on their ten minute building time.

4. Once the ten minutes are up, stop the children working, measure each group's tower or bridge and declare a winning group.

5. Invite the children to think about the tower or bridge-building work and the question activity they have done with their group. Ask them what new things have they found out about each other. How did using manners help building the tower/bridge? Were there times when children did not use manners? How did the group feel?

Key questions

- How can we work as a team?
- How do our manners change in different situations?

Wrapping up

1. Ask the children how they felt when you told them they would be working with new people today. Ask them to rate how they felt from 1–5 with 1 being, 'I was really worried' and 5 being, 'I was excited about doing something new.'

2. Acknowledge all the responses and explain that we all have different feelings about doing new things, and that using good manners can really help us when we meet new people.
3. Ask the children how they would rate themselves now with 1 being, 'I am still not sure' and 5 being, 'I really enjoyed it'. Ask some of the children at both ends of the scale to say why they feel that way. Acknowledge these feelings and for those who are still not sure, explain that it is important that they try new things and that they have done well with it.
4. Ask the year 2 children if they could state any good examples of using manners in their groups.

Key questions

- What do we feel about working with new people? (Y1)
- Where do we need to show really good manners and behaviour? (Y2)

Vocabulary

- Challenge
- Co-operate
- Work together
- Team
- Manners
- Please
- Thank you
- Taking turns
- Table manners
- Quiet
- Respect

Assessing pupils' understanding and progress

Differentiation

Pupils with secure understanding indicated by:

Understanding the skills needed to work together in a group. (Y1)
 Understanding that manners are important. (Y2)

Pupils working at greater depth indicated by:

Understanding the benefits of working with different people and how good manners can play a part in this. (Y1)
 Understanding that courtesy, manners and respect can build friendships. (Y2)

Pupils needing extra support: May need some support with reading the questions and taking turns in their groups, which can be provided either by peers or adults.

Pupils working at greater depth: Should be challenged to explain the benefits of working with people that we do not know very well.
 Year 2: Can explain how manners can help in these situations.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Autumn Term 1 - Family and relationships (Cycle B)
Lesson 6 (Cycle B): Friendship problems

Learning Objectives

- To begin to understand that friendships can have problems but we can overcome these
- I understand that friends can sometimes fall out (Y1)
- I can explain ways I can overcome problems with my friends (Y1)
- I can explain how being friendly can make others feel welcome and included (Y2)

Before the lesson

Have ready

- *Teacher resource: Healthy friendship story* (see Classroom resources)

Attention grabber

1. Sit the children on chairs in a circle in a mixed-age group, and explain that they are going to play a game.
2. Instruct the children that they must swap places with someone in the circle if what you say applies to them. Start with some simple things like wearing black socks, wearing glasses, watched TV last night, like to eat apples or have a brother etc. Then start to introduce some friendship ideas such as: has a friend in this class, played a game with their friend at playtime/lunchtime, has a friend outside school, has shared something with a friend in the last few days, knows when their friend's birthday is.
3. Celebrate with the children the good aspects of friendship they all have and any friendships between Year 1 and Year 2 children. Note the unique benefits of a mixed age group class and forming friends across the year groups (for example, learning from each other). Note that even though everybody in the class might not be each other's friend, the game will show us that around school and when we are older, we can all be *friendly* with each other.

Key questions

- What do we have in common?
- What makes a good friend?

Main event

1. Read the *Teacher resource: Healthy friendship story* to the children as a class and then discuss the following questions.

- How might Esther be feeling?
- How might Harriet be feeling?
- Why might Ali and Camilla have behaved as they did?

Make sure children don't think that Ali and Camilla were just being unkind. You want the children to explore whether they might feel jealous or have a genuine reason why they do not want to be friends with Esther. Elicit other responses from the children about ways friendships can sometimes change (having different interests, falling out). Note that sometimes when we get older our friendship groups can change because we are changing too, and this is quite normal.

2. Year 1

Send Year 1 children off in groups of four to act out what happened in the story. They can use the questions from earlier:

- How can you show how Esther and Harriet are feeling?
- How can you act out what Ali and Camilla did?
- How can you show these emotions?

3. Year 2

Tell the Year 2 children that they are going to decide what happens next in the story. Send them off in groups of four and ask them to discuss and decide:

- How can they resolve the issue by being friendly to each others.

Key question

- What problems can happen in friendships?

Wrapping up

1. Invite the Year 2 groups to share their role-play and, for each role-play, ask the Year 1 groups if they thought that was a good way to resolve the issues. Discuss the various approaches taken by each group. Ask if anybody in Y1 has another idea that wasn't shown. Mention that Ali and Camilla can decide who they want to be friends with but the way they behaved towards Esther was not right.
2. Ask the children what Ali and Camilla could do if they did not want to be friends with Esther. Possible answers could include finding Esther other friends, talking to her about how they feel, playing with her some days, making sure Harriet knew they would still be her friend even if she plays with Esther sometimes. Discuss other solutions when this situation occurs with children, and relate it to what can happen at playtime.
3. Reinforce the difference between friendly and a friend and make sure children understand that we can behave in a friendly way to lots of people even if they are not actually our friends. Reiterate points on using manners around other people and how this can help us be friendly from

Key questions

- What is a friendly way to behave towards others?
- What can we do to overcome problems in friendships?

Vocabulary

- Friend
- Falling out
- Problem
- Solution
- Welcome
- Included

Assessing pupils' understanding and progress**Differentiation****Pupils with secure understanding indicated by:**

Understanding friendships have problems and ways that these can be overcome. (Y1)
Explaining how being friendly can make others feel included. (Y2)

Pupils working at greater depth indicated by:

Understanding friendships have problems and that there may be a range of solutions to help solve these, including asking an adult for help. (Y1)
Explaining that healthy friendships do not make others feel excluded. (Y2)

Pupils needing extra support: Choose one character from the story to act out and focus on their emotions only.

Pupils working at greater depth: Should be challenged to describe a greater depth of understanding about the feelings and motivations of each character.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Autumn Term 2 - Family and relationships (Cycle B)
Lesson 8 (Cycle B): Change and loss

Learning Objectives

- To begin to understand how loss and change can affect us
- I understand how memories can make us feel
- I can explain how objects can help us to remember people or events
- I understand that remembering people or pets who have died or no longer live with us can be helpful

Before the lesson

Note

If you have pupils in the class who have recently experienced a loss or bereavement, it is advisable to forewarn their parents and carers that the lesson is going to take place.

Have ready

- A copy of the book, 'Badger's Parting Gift' by Susan Varley
- Pieces of card or paper folded to make a card that opens up – one for each child (see Main event)

Print

- *Activity: Card insert* (see Classroom resources) – one for any child who needs further support to write in the card – there are two copies on each A4 page.

Attention grabber

1. Ask the children to think about something they remember doing with their friends or family that made them happy. Ask them to share this memory with a partner.
2. Invite some of the children to share the memory that their partner has told them with the rest of the class, but only after they have asked their partner if they are happy for their memory to be shared, and their partner has agreed.
3. Share a memory that you have.

Key question

- What happy memories do we have?

Main event

1. Read to the class the story of 'Badger's Parting Gifts' by Susan Varley.
 2. At the end of the story, ask the children how they thought the characters felt when Badger died?
 3. Explain and make it clear that all these feelings are perfectly normal.
 4. Ask the class what the characters did that helped them to feel better and discuss why some of these things helped.
- Ask if there was anything else the friends could have done to help remember their friend. Explore some of these ideas with the children.
5. Discuss that when someone has died or perhaps no longer lives with us, it can help us to remember them, and that thinking about things the person said or did can make us feel happy again.
 6. Ask the children to imagine that they are one of the friends in the story. They are going to make a card for one of the friends from the story. On the card they are going to remind that friend about something Badger did or said that might help them feel less sad about the Badger's death. The children can draw a picture on the front of the card and then write inside. (Pupils who need support to write in the card can use *Activity: Card insert*).

Key questions

- How might we feel when someone dies?
- How can memories help us feel better?

Wrapping up

1. Explain that we sometimes might own something that helps us to remember an event, a pet or a person.
 2. Ask the children if they have anything like that at home and what or who it reminds them of. Make it clear that the children do not need to share this information if they don't want to.
 3. Explain also that these things might not be related to someone who has died or doesn't live with us anymore. They might just be a reminder of something that happened in the past such as a holiday or other special event.
- Having objects can help us to remember people or events.

Key question

- What might help us to remember special people or events?

Vocabulary

- Change
- Remember
- Happy
- Sad
- Upset
- Death

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by: Understanding how remembering people or events can make us feel.

Pupils working at greater depth indicated by: Understanding the importance of having memories and how objects can help us remember.

Pupils needing extra support: There may be pupils in the class who have recently experienced a loss or bereavement and you should make sure you have forewarned parents and carers of this lesson before it takes place. It might be appropriate for any such affected children to make a card for the person or pet who was special for them or they may need support through the lesson from you or another adult and after the lesson. May need to look through the book again to choose an image after the task is explained. May want to use the *Activity: Card insert* to support them to complete the writing on the inside of their card.

Pupils working at greater depth: Should be challenged to write in their card to explain to the friend how remembering Badger can help them feel better.

**PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Autumn Term 2 - Health and wellbeing (Cycle B)
Lesson 1 (Cycle B): Understanding my feelings**

Learning Objectives

Before the lesson

- To describe and understand their feelings
- To develop simple strategies for managing these feelings

Year 1

- I can describe how I feel
- I can recognise what might cause these feelings
- I can identify different ways of responding to emotions
- I can plan appropriate actions to manage my feelings

Year 2

- I can describe my body's response to feelings
- I know that we often feel more than one emotion at a time
- I can imagine how I would feel in a particular situation
- I know that not everyone feels the same

Watch

- Link: *
- Link: *
- Link: *
- Link: *
- Link: *

***These are external websites and we do not have control over their content – please check before showing them to the children**

- *Teacher video: Wonderful me*

This teacher video explains the key points behind our 'Wonderful me' topic across KS1 and KS2.

Have ready

Year 1

- Book: 'Where Are You, Blue Kangaroo' by Emma Chichester Clark (there are also readings available online)
- plain A4 paper

Print

Year 1

- *Activity: List of emotions – Venn diagram OR Activity: List of emotions – table (see Classroom resources) – 1 per pair for extra support*
- *Activity: Feelings as colours (see Classroom resources) – 1 each*

Year 2

- *Activity: Person outline (see Classroom resources) – 1 each*
- *Activity: Scenario cards (see Classroom resources) – There are 8 scenarios on a sheet, each child will need 1 scenario*

Attention grabber

Choose a child and show them (without showing the rest of the class) one of the following emotion words:

- joy
- fear
- anger
- sadness
- disgust

See if they can mime feeling this way and have the class guess their emotions, explaining why they made each guess and visual clues that helped them. You could provide your Year 1 children with the *Activity: List of Emotions* (see Classroom resources) to help them with their language.

Show children the following clips from 'Disney Pixar's Inside Out' and work together to identify the visual clues which show how the character is feeling: (Show links)

Key question

- How can you tell how someone is feeling (visual clues, empathy)
- When have you felt this way?

Main event

Draw attention to the different colours of the feelings in the video clip. Ask the Year 1 pupils to work independently to assign different colours to different feelings, e.g. happy – yellow, angry – red, etc by colouring in the sheet *Activity: Feelings as colours*.

Year 2

Explain how we can often feel a few different emotions at the same time.

Share some of the scenarios from *Activity: Scenario cards* and discuss how we might feel in the situations.

After discussing these, give each pupil *Activity: Person outline* and a scenario from *Activity: Scenario cards*. They then consider how they might think or feel if they were in that situation and use different colours to fill in their *Activity: Person outline* to show how much of each emotion they might experience.

Year 1

Discuss the colours that they assigned to each emotion and if there was any agreement between pupils.

Look at the story 'Where are you, Blue Kangaroo?'

Ask the children to get into pairs and role-play three different points in the story by saying what Lily and Blue Kangaroo might say, think or feel when:

- Lily leaves him on the bus
- Lily wakes up and can't find him

- The end, when Lily never loses him again

Ask children the following questions:

- How might Blue Kangaroo feel? (Forgotten, abandoned, worried, anxious, sad)
- How might Lily feel? (Confused, upset, panicked)
- What could these characters do to help themselves feel better or to help the situation?

Ask the children to fold a piece of paper in half and then choose one positive emotion and one negative emotion (they could use the *Activity: List of emotions* again to help them here) Ask them to draw situations that might make them feel this way on different sides of the paper, for example: happy = playing at a friend's house; sad = losing a favourite toy.

They should then describe what is going on in their pictures to a partner, explaining why these situations make them feel these emotions.

Wrapping up

Explain to everyone that they have all been thinking about how different situations make them feel. Ask a Year 1 pupil to explain their paper to the class and how the situations made them feel. Can the class think of how they could take action to address the negative emotion and make themselves feel better? i.e. if they have lost their toy they could ask their family to help them find it so it is found more quickly. Now repeat with a Year 2 pupil explaining their scenario and the emotions it would make them feel. If the emotions are negative, again, can the class think of ways they could manage this emotion?

Then, focus on developing some simple strategies for managing these feelings. You could draw a simple table on the board with a list of emotions, e.g. happy, sad, worried. Ask the children what they might do if they feel these emotions (how could they manage them?) Note these down to highlight that there are many different ways to respond to difficult emotions.

Vocabulary

- Action
- Emotions
- Feelings
- Strategy

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Year 1: Using appropriate vocabulary to describe how they feel and recognising what these different feelings might look like and feel like. Describing situations that may provoke certain feelings.

Year 2: Using multiple colours to show how they can feel more than one emotion at a time. Describing how they would feel in a particular situation and understanding that not everyone feels the same.

Pupils working at greater depth indicated by:

Year 1: Identifying and describing their own feelings as well as other people's. The ability to recognise what situations may provoke different emotions and suggest different ways of managing these feelings.

Year 2: Showing empathy by describing how someone else might be feeling based on their experience. Drawing on their own experiences and making links between what they feel and other people's emotions. Explaining why different people feel different things.

Pupils needing extra support:

Year 1: Might need images from the story in front of them to help them think how the characters were feeling, along with *Activity: List of emotions* (see Classroom resources)

Year 2: May need time to act out their scenario with prompting questions to help understand their different emotions and what they feel like.

Pupils working at greater depth:

Year 1: Should describe and show how their character feels but will also understand how the other characters feel.

Year 2: Could be challenged to draw upon their own experiences to help empathise with the girl from the clip and use this understanding to describe how she might be feeling.

PSHE, Citizenship and RSE Year 1/ 2 Schemes of Work
Autumn Term 2 - Health and wellbeing (Cycle B)
Lesson 2 (Cycle B): Steps to success

Learning Objectives

- To understand their strengths and set themselves achievable goals
- I can say what I am good at
- I can say what I want to get better at
- I can break down goals into small, achievable steps
- I know how to ask for help

Before the lesson

Watch

- Link:
- *Presentation: Super skills* (see Main event)

Print

- *Activity: Steps to success ladder* (see Classroom resources) x1 per pupil
- *Activity: Steps to success ladder – example* (see Classroom resources) x 1 for any pupil who may need further support

Attention grabber

Show children the about practising, improving, working towards a goal and achieving.

Ask them to consider how Mulan felt when things were not going well and then when she finally reached the top of post. Ask them to think of times when they have felt like this or been in similar situations.

Key questions:

- How do we feel when things are not going well?
- How do we feel when we succeed at something?

Main event

In pairs, ask the children to discuss what they are good at and what they enjoy (these are often, but not always, the same). Share ideas as to why this might be. Being good at something makes us feel good, so we like it more; when we like something we practise it more often and so get better at it. Display the *Presentation: Super skills* to help children to think about what they are good at.

Presentation: Super skills

Once they have had plenty of time to consider their main strengths, bring them together in a circle and ask them to take turns to name at least one of the things that they are good at.

Ask them to think how they can help other people by using these skills.

Ask pupils to choose a skill that someone else in the class has that they would like to get better at. How can they ask this person for help to improve?

Give each pupil *Activity: Steps to success ladder* and ask them to write their chosen skill as the goal at the top.

Before filling it out, they should talk to someone in the class who mentioned that skill as a strength during the circle activity. They could ask them:

- What is the trickiest thing about...?
- How did you get better at...?
- What skills are important in...?

Using this information, they then write or draw actions on each rung of their *Activity: Steps to success ladder*, as these will be the steps to help them to achieve their goal.

Key questions:

- What are we good at?
- What do we enjoy doing?
- How can we get better at something?

Wrapping up

Ask pupils to talk to a partner about the following:

- When they will practise these skills?
- Where will they practise them?
- How often will they practise?
- How can they help each other?
- Is there anyone that can help them?

Explain that you will ask the children to meet with their partner at the end of each day to discuss how they are doing.

Vocabulary

- Goal
- Skill
- Achieve
- Steps

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Recognising and describing what they are good at and what skills they would like to develop. Creating a complete ladder detailing achievable steps which work towards their goal.

Pupils working at greater depth indicated by: Describing what they are good at as well as providing examples of how they know this. Identifying what they would like to get better at and quickly suggesting small steps which will work towards this goal.

Differentiation

Pupils needing extra support: May need help in recognising their strengths and so could benefit from an adult or peer giving them examples of when they have shown a skill. It could be helpful to provide them with an example of how to break down a skill into smaller, achievable goals using *Activity: Steps to success ladder – example*.

Pupils working at greater depth: Can be challenged to explain how they will reach their goal in greater detail, explaining when, where and how they will develop this new skill.

PSHE, Citizenship and RSE Year 1 / 2 Schemes of Work
Autumn Term 2 - Health and wellbeing (Cycle B)
Lesson 3 (Cycle B): Developing a growth mindset

Learning Objectives

- To identify strategies to help overcome barriers or manage difficult emotions
- To develop a growth mindset
- I can describe how I feel when I find something difficult
- I understand that everybody fails
- I know that failing is not the end of a process
- I understand what a growth mindset is

Before the lesson

Have ready

- *Presentation: Growth mindset* (see Wrapping up)
- Playing cards
- Needles and thread
- Wooden blocks
- Class dojo link:

Print

- *Activity: Challenges recording sheets* (see Classroom resources) x1 per pupil)

Attention grabber

Discuss what pupils have been doing to work towards their goal, referring to their *Activity: Steps to Success Ladders* from lesson 2. As a class, discuss any obstacles they may have encountered or why it might be difficult to persevere. Encourage them to celebrate small achievements which work towards a larger goal.

Key question:

- What have we achieved towards our goal?

Main event

Set up a carousel of activities with each group spending four minutes on each:

- building card houses
- threading as many needles as you can in one minute
- building a tower of blocks.

Let children know that these challenges will involve failing, which can feel frustrating. Discuss how to manage these feelings so that they do not become distressed. Remind them of using laughter to help them relax and stay calm (see Year 1 > Lesson 3 > Relaxation). Let them know that it is fine if they want to take a break at any point.

As the children work through the activities, they can use the *Activity: Challenges recording sheet* to keep a tally of the number of attempts they made on each of the tasks and what they achieved (number of cards stacked/needles threaded/blocks stacked).

Discuss the following:

- How did they feel when their tower fell or they ran out of time?
- How many times did they try it?
- Why did they not try more?
- What might have happened if they kept trying?

Discuss how comparing their results with other people can make it more difficult. Instead they should focus on their starting point and try to gradually improve. Point out that they will not always get better each time, in fact sometimes it may seem as though they are getting worse! Just encourage them to continue to keep trying and adjust their goals as necessary.

Give children another go on each activity (four minutes each) and frequently remind them and reinforce the message that this is about them developing perseverance skills rather than trying to get better at stacking cards or competing against others.

Key questions:

- What situations make you want to give up?
- What is an alternative to giving up?
- What makes it easier to persevere?
- Why is it more difficult when you compare yourself to other people?

Wrapping up

Explain what a growth mindset is and how it is different to a fixed mindset by displaying the *Presentation: Growth mindset*.

Presentation: Growth mindset

Show the children the video and then ask pupils:

Key questions:

- How might someone with a fixed mindset approach the challenges you looked at today?
- How might someone with a growth mindset approach them?

Vocabulary

- Try
- Fail
- Frustrating
- Challenge
- Growth mindset

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by: Explaining what a growth mindset is and using strategies to help stay calm during the tricky challenges.

Pupils working at greater depth indicated by: Explaining what a growth mindset looks like in different contexts. Suggesting and using a variety of strategies to help keep calm during the tricky challenges. Focusing on their own improvement rather than comparing it to other peoples'.

Pupils needing extra support: May find the time-limited challenges difficult to cope with. Give them the option to time other children using a stopwatch, if they show signs of becoming agitated.

Pupils working at greater depth: Should be challenged to explain what a growth mindset is and how it could be applied in different contexts.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Autumn Term 2 - Health and wellbeing (Cycle B)
Lesson 4 (Cycle B): Being active

Learning Objectives

- To understand the benefits of physical activity
- I understand how exercise affects the body
- I can describe how my body feels during/after exercise
- I understand how exercise keeps me healthy
- I know what energetic activities I find fun

Before the lesson

- Have ready
- *Presentation: Sports images* (see Classroom resources)
 - Outside space or hall
 - A variety of sports equipment set up at different stations in the outside space or hall, and a music player at each station (see Main event)
 - Drinking water for each child

Attention grabber

Display the *Presentation: Sports images* and ask the children to identify the sports and activities that they see.

Presentation: Sports images

Display the presentation on your interactive whiteboard.

Explain that there are lots of different sports and hobbies and everyone should be able to find at least one that they enjoy.

Explain that it is good for us to take part in an activity that gives us physical exercise. Ask the children why exercise is good for us.

Key question:

- What types of activities are available for us to take part in?

Main event

Discuss the active things you do in a week, making a note of these on the board.

Explain the effects of exercise on the body. Exercise:

- strengthens your muscles and bones – helping you balance and stay strong
- keeps your heart healthy
- helps to stop you from getting ill
- lifts your mood
- helps your thinking and memory
- helps your breathing
- helps your body to digest food.

Take pupils outside or into a large space, such as the school hall, and set up stations with play equipment and a music player at each. Make sure the play equipment allows for a variety of activities, and be ready to model activities if children are struggling to come up with their own ideas.

Make sure each child has a drink of water available and stress the importance of keeping well-hydrated when exercising, as your body loses water through sweating.

Get the children to think about how they can recognise if an activity is energetic or not. Does the exercise:

- Warm-up their body?
- Make their heart beat faster?
- Make them feel out of breath?

Challenge the children to spend two minutes at each station, coming up with energetic exercises that they could do using the equipment provided.

Explain that it is up to them to decide fun ways of being active. Let them know that they can change activities at any point.

Key questions:

- What type of physical activities do we do?
- How does physical activity make us feel?
- What activities do we enjoy?

Wrapping up

Go through a cool down as a class and end by sitting down together and discussing the effects of the exercises on their bodies. Can the children describe the experience of those feel-good hormones? Stress the fact that exercise is good for our bodies and also for our minds and how we feel. Ask the children to decide how they might increase their physical activity and if there is anything that could be done in school to help this. If necessary these ideas could be taken to the school council.

Key questions:

- How do we feel after exercise?
- How can we increase the amount of physical activity we do?

Vocabulary

- Sport
- Activity
- Physical
- Exercise
- Health
- Feeling

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by: Understanding how physical activity affects their body and knowing it helps to keep their mind healthy too. Describing energetic physical activities that they enjoy.

Pupils working at greater depth indicated by: Describing a range of physical activities that help keep them healthy as well as recognising when these are more/less energetic. Describing the positive impact of exercise on mental health and positivity.

Pupils needing extra support: May need to follow example activities and need guidance recognising the effects of exercise on the body.

Pupils working at greater depth: Should be able to describe how exercise releases hormones that make them feel good.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Spring Term 1 - Health and wellbeing (Cycle B)
Lesson 5 (Cycle B): Relaxation: breathing exercises

Learning Objectives

- To use breathing exercises to relax
- I understand how relaxation affects the body
- I know that it is important to have relaxation strategies
- I know how to use breathing to help myself relax
- I can describe suitable times and places for using breathing techniques to relax

Before the lesson

- Have ready
- *Activity: Breathing exercises* (see Classroom resources)
 - Link from GoZen!: *
 - Link from New Horizon: *
- *These are external websites and we do not have control over their content – please check before showing them to the children.**

Attention grabber

Ask the children how much exercise they have done this week. Have they tried any new activities? Were they on their own or were they playing as part of a group?

Discuss how they know when their body is ready for exercise and effects on the body during and after energetic activities. Explain that your body has ways of getting you ready for exercise, for example the heart beats faster to get more oxygen around the body so that muscles can work harder.

Ask how they feel when they are feeling nervous or stressed. Explain that this can sometimes be a good thing because, like exercise, it is getting your body ready for what it needs to do.

However, it is not healthy to feel like this all the time. Relaxing and resting allow your body to repair itself so that you are ready for what is next.

Key questions:

- How does exercise help our bodies?
- How do we feel if we are nervous or stressed?

Main event

Why is relaxation important? Discuss some of its effects on the body:

- allows your body to repair itself
- restores your energy
- makes you more alert
- helps your memory
- helps you to learn and concentrate
- helps your immune system – can stop you from getting ill
- can make it easier to stay calm

Relaxation not only has positive effects on the body, but it can also help you to respond calmly and thoughtfully to difficult situations. Often, if dealing with difficult emotions, it helps to step back, use relaxation techniques to calm down and then look at the situation again. This can help you to see more clearly rather than doing or saying something that you will regret once you have calmed down.

Ask pupils to suggest ways to relax and note ideas on the board.

Children may well mention the use of technology as a way to relax. Use this as an opportunity to discuss how this can work but that time online can also have a negative effect on their health, such as eye strain, over stimulation for their minds, lack of movement for their bodies. Discuss ways of reducing any negative effects, such as limiting time online, not using technology before bedtime.

Ask: How might breathing help you relax?

Ask children to get into a comfortable position, then talk them through either:

1. The *Activity: Breathing exercises* and test each of the four strategies in turn, talking the children through getting themselves comfortable and helping them with counting their breaths.

OR

2. Watch the (who are endorsed by clinical psychologists) **or** the which will talk pupils through relaxing breathing exercises (from).

Following whichever activity you chose, ask pupils to describe how they are feeling. Did any colours come to mind during the breathing exercises?

Ask them to name situations where this might be a useful technique to use. What would they need in order to do this? Will they need a quiet place? Will they need space to sit down?

Set pupils the challenge of creating a poster in groups showing each of these techniques.

Key questions:

- Why is relaxation important?
- What can we do to relax?

Wrapping up

Discuss when would be a good time to use these breathing techniques? Pose the fact that we brush our teeth twice a day to keep them clean rather than only cleaning them when they start to look dirty or unhealthy. In this same way, it is better to incorporate relaxation into our routine rather than only use it when we are feeling stressed or trying to manage difficult feelings.

Over the next few days, you might want to take the opportunity to practise the breathing techniques again with the class so they can do them easily when they need to.

Key question:

- When might we use these breathing techniques?

Vocabulary

- Exercise
- Relax
- Relaxation
- Breath

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Describing the positive effects of relaxation and knowing there are different ways to relax. Knowing how to use breathing exercises to relax.

Pupils working at greater depth indicated by: Understanding and describing how exercise and relaxation can affect the body and starting to understand how different emotions can cause similar effects. They know a range of relaxation techniques, including breathing exercises, and can suggest when they might be useful.

Differentiation

Pupils needing extra support: Might need to work as part of a guided group to remember different breathing exercises.

Pupils working at greater depth: Should try a range of breathing exercises and describe the pros and cons of each of them. Should describe in detail how relaxation makes them feel and how it affects the body.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Spring Term 1 - Health and wellbeing (Cycle B)
Lesson 6 (Cycle B): Healthy diet

Learning Objectives

- To understand what it means to have a healthy diet
- I can identify the benefits of a balanced, healthy diet
- I can describe the consequences of a poor diet
- I can recognise where improvements can be made to an unbalanced dish

Before the lesson

Have ready

- *Presentation: Healthy diet* (in Attention grabber)
- Link: – **this is an external website and we do not have control over its content – please check before showing it to the children.**
- Timer (physical or on-screen)
- Timer (physical or on-screen)

Print

- *Activity: Food pyramid* (see Classroom resources) – per pair of pupils
- *Activity: Food groups diagram* (see Classroom resources) – for any pupils needing support
- *Activity: Spider diagram* (see Classroom resources) – optional
- *Extension activity: Consequences of a poor diet 1, 2 and 3* (see Classroom resources) – one per child, optional to deliver after lesson has been taught

Attention grabber

Gather the class around the board and have the *Presentation: Healthy diet* ready.

Presentation: Healthy diet

Display the presentation on your interactive whiteboard.

Explain that you are going to set a timer for one minute and the children are going to take it in turns to state a food that they can see on slide 2. Show the children slide 3 and repeat the task. After the timer has finished, ask the children what the difference between slide 2 and slide 3 was and what they think we will be learning about this lesson, allowing them to see each slide again if required.

After listening to the children's thoughts and ideas, watch this video from the

Key questions:

- What foods can you see in this photograph?
- What foods are not in this photograph?
- What is the difference between the first and the second picture?
- What do you think we will be learning about?

Main event

Using slide 4 from the presentation, explain that our bodies must consume a variety of nutritious foods each day as they all contain different substances that are needed to keep us healthy. Our bodies need food for energy, to grow and be able to heal and repair itself from injuries and illnesses. When our body is healthy, we feel good.

Show the children slide 5. Explain that each type of food that we eat or drink, can help our body in different ways. To eat a healthy diet, we need to:

- Drink between six and eight cups of **water** a day to keep our body hydrated.
- Eat a variety of at least **five portions of fruits and vegetables every day**. They provide our body with vitamins and minerals, including vitamin c and potassium that improve our body's defence against bugs, this is called the immune system.
- Base dishes on potatoes, rice, bread, pasta, or other starchy carbohydrates. **Starchy foods** provide our body with a rich source of energy. They also contain fibre, B vitamins, calcium, and iron.
- Eat some **dairy** such as milk, yogurts and cheese or dairy alternatives, choosing lower fat and sugar where possible. Dairy foods give us calcium which helps to keep our bones and teeth strong.
- Eat some **protein** such as beans, pulses, fish, eggs, and meat, making sure to have at least two portions of fish every week. Protein helps us grow and enables our body to repair itself.
- Eat small amounts of **unsaturated oils and spreads**. Small amounts of fat in our diet, helps our body to absorb vitamins. It also provides us with some energy and insulation around our body to keep us warm.
- Very few foods and drinks with **high sugar and fat** content, clarifying that our bodies do not need these foods as they have little nutritional value, but we can enjoy them as an occasional treat.

The amount of each food group that we eat is important to our health (slide 6). Explain to the children that the food pyramid represents the balance of the different food groups we should be eating across a meal. At the top of the pyramid are the foods we should only eat in very small amounts and at the bottom are the foods we should be eating the most.

Share with the class slide 7, and explain what the pre-completed example represents. Ask the children questions about the ingredients in the dish and whether it could be made even better? Give the children some ideas, adding to the food pyramid to show them how the dish could be improved and why. For example, the dish may be missing a food group, refer back to the benefit in the guidance and explain 'Protein is missing, perhaps this dish could include some meatballs? Protein helps our body grow and repair itself'.

Activity

Move onto slide 8 and complete the food pyramid based on the example dish together as a class and discuss. Display slide 9 – working in pairs, pupils categorise the different ingredients from a given dish (slide 9 – either A, B, or C) onto a copy of the *Activity: Food pyramid*.

When the children have completed the activity, discuss their thoughts on each dish.

Explain that amounts of food can be understood as 'portions' and having too many or too few portions can result in our bodies becoming unhealthy. Display slide 10 and ask the children if they think this is a healthy plate of food?

Consequences of a poor diet

Share slide 11 and explain that:

- Not eating enough fruits and vegetables can cause our body to find it more difficult to fend off bugs and illnesses.
- Not eating enough starchy carbohydrates such as potatoes, bread and rice can leave us with low energy levels and feeling tired.
- Eating too much sugar can cause our teeth to decay and ache.
- Eating too much fat can cause us to gain weight.
- Not eating enough protein or dairy can cause our body to become weak and brittle.

Key questions:

- Why is it important to eat the right amount of each food type?
- How could we have a variety of foods in this dish?
- Is the dish balanced?
- Is it healthy? Are there any food groups missing?
- What do you think about the dish?
- Are there any ingredients you could change to improve the dish?

Wrapping up

As a class, discuss and surround the spider diagram on slide 12 or the printable version *Activity: Spider diagram*, with the points that the children make based on what they have learnt about in the lesson.

Key questions:

- What is a healthy diet?
- Why do you think it is important for our health to eat the right amount and a variety of each food type?
- What are portions?
- What did you eat for your dinner, do you think it was a healthy meal?

Vocabulary

- Immune system
- Healthy diet
- Balanced meal
- Portion
- Nutrients
- Weight
- Tooth decay

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Explaining that a healthy diet is when we eat a balance of the right foods and describing some of the consequences that may arise from poor diet choices. Stating what ingredients they can see on a dish and comparing them with the food pyramid.

Pupils working at greater depth indicated by:

Identifying and describing why a dish might not be healthy or have balance, with acknowledgement to the different food groups. Suggesting additional, alternative or the removal of ingredients to improve a dish.

Differentiation

Pupils needing extra support: Provide with a copy of the *Activity: Food groups diagram* for pupils to visually see which foods are in each food group.

Pupils working at greater depth: Challenge to design their own balanced dish and explain why it is a healthy plate of food. Skip class example on slide 6 and see if the pupils can determine where each ingredient needs to sit on their own. Seek a deeper understanding through open questioning and by asking them to justify their answers.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Spring Term 1 - Health and wellbeing (Cycle B)
Lesson 7 (Cycle B): Looking after our teeth

Learning Objectives

- To understand ways of looking after our teeth
- I understand how food and drink can affect my teeth
- I can explain what I can do to keep my teeth healthy

Before the lesson

Note: This lesson follows the *Change for Life* lesson plan and presentation from Public Health England. The experiment conducted in this lesson will need some time and will need to be reviewed a few days later.

Have ready

- Link: Public Health England, (Ks1 version)
- 3 white eggs or egg shells with a white interior, 2 high sugar drink e.g. cola/squash/juice and water, cups with labels

Print

- *Activity: Keeping my teeth healthy* (see Classroom resources) – one per child
- *Activity: Keeping my teeth healthy- support version* – for any child who may need more support
- *Activity: Keeping my teeth healthy- extension version* – for any child who needs more of a challenge

Attention grabber

Set up the experiment as described in Link: giving the children the opportunity to look at the egg shells. Discuss what the children think might happen to each of the egg shells.

Key question:

- What effect do different liquids have on the egg shells?

Main event

Use the link: (KS1 version) to tell the story of Tilly the Tooth. Use the quiz which is part of the presentation to discuss how Tilly can look after herself. At the end, discuss which things were not good for Tilly and which helped her stay strong and healthy.

Explain to the children that it is really important that they look after their teeth. Give out the *Activity: Keeping my teeth healthy*. Explain to the children that while you are waiting a few days to see what happens to the eggs, you want to see how they look after their teeth. On the sheet they are going to write down things they eat and drink which are good for their teeth and things which are not so good.

Over the next two days, they will then record how often they have these things and how often they brush their teeth.

Key questions:

- What is good for my teeth?
- What should I avoid to keep my teeth healthy?

Wrapping up

Follow up 2 – 3 days later – look at the egg shells and ask the children:

- What has happened to them?
- What is the difference between each of the shells?

You may want to extend the experiment further and see what happens after a week.

Ask the children to share their diaries from the *Activity: Keeping my teeth healthy* and to reflect on how they have done with helping to keep their teeth healthy.

Key question:

- What has happened to the egg shells?

Vocabulary

- Tooth
- Teeth
- Sugary drink
- Healthy
- Brush

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by: Understanding what helps to keep teeth healthy.

Pupils working at greater depth indicated by: Understanding what is healthy for teeth and what is unhealthy for teeth.

Differentiation

Pupils needing extra support: Have the support version of *Activity: Keeping my teeth healthy* to help them to identify how their food and drink choice

Pupils working at greater depth: Have the extension versions affect their teeth. of *Activity: Keeping my teeth healthy* where they create a dental health plan. Should record their prediction about what they think will happen to the egg shells.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Spring Term 1 - Safety and the changing body (Cycle B)
Lesson 1 (Cycle B): Communicating with adults

Learning Objectives

- To know how to respond to adults politely and safely.
- I know who works in my school (Y1).
- I understand how I should speak to adults in school (Y1).
- I know what to do if I am worried about anything an adult says or does in school (Y1).
- I can list some places I meet adults outside of school (Y2).
- I know what to do if I am worried about anything an adult says or does outside school (Y2).

Before the lesson

Have ready

- *Presentation: Communicating with adults – Scenarios* (see Main event).
- Photographs of people working in school if possible (optional).

Print

- *Activity: Adults outside school* (see Classroom resources) – one per Year 2 pupil.

Attention grabber

Year 2

Ask the Year 2 children to write down a list of adults whom they might meet outside school. This can be done on mini-whiteboards or using the *Activity: Adults outside school*. Ask the children to focus on the places and times that they meet adults. For example, after-school clubs, shopping, playing outside, places of worship or family gatherings.

You might want to include meeting people online here but this will depend on the children in your class and their experiences. If they have mentioned online meetings in their list, it will need to be covered. If they do not mention it, you do not need to include it at this stage.

Year 1

Play the game, 'Guess who?' with the class. It is important for this activity that the children know the names of the people who work in school, and not just their role. If possible, have available photos of the people working in your school.

Give the class a clue about a person who works in school and ask the children to guess who you are thinking of.

For example, you might say:

- This person is in charge of the school – headteacher.
- This person welcomes visitors into school – secretary.
- This person does jobs around the school to make sure everything is safe for us – caretaker.
- This person makes our lunches – cook.
- This person helps us at lunchtime – lunchtime supervisor.
- This person keeps our classroom clean – cleaner.
- This person helps us with our learning – teaching assistant.
- This person helps us to cross the road on the way to school – school crossing patrol.

Where there is more than one person with a role in the school, you will need to give additional clues such as what that person looks like or what their name begins with.

Explain that these are all adults we know in school.

Year 1 and Year 2

Bring both groups of children together. Ask the Year 2 children to share some examples of adults outside school. Can Year 1 children think of any more? Ask the children what we must remember when we talk to adults we know. (To say 'please' and 'thank you', use the adult's name and give answers clearly). Discuss why this is necessary, ensuring that pupils know that these actions are a mannerly way of showing respect to adults.

Key questions

- Who are the adults who work in school? (Y1)
- Who are the adults we meet outside school? (Y2)

Main event

1. Talk about what school does to help to keep us safe. For example:

- People report to the office and sign in.
- Visitor badges are used to show who is a visitor who has been allowed into the school.
- An adult we know introduces us.

2. Explain that how well we know someone and how close we feel to them will vary depending on who the person is. For example, you will know another teacher around the school quite well, whereas a friend of your parents from work you will not know as well.

3. Ask the children what they think a stranger is. Make sure that the children understand that a stranger is anyone they do not know. Strangers are not always bad people, but we need to get to know them to be sure and there may be times when we need an adult we trust to help.

4. Display the *Presentation: Communicating with adults – scenarios*, which sets out four scenarios where children come across a stranger in school.

Presentation: Communicating with adults - Scenarios

Display the presentation on your interactive whiteboard.

2. Pair the children so that there is a Year 1 child working with a Year 2 child. Read out loud the first scenario on slide 2 and invite the children to discuss, in their pairs, what they would do in that situation. Take feedback and make sure the key points from the answer on slide 3 are covered.

Repeat the exercise with the other three scenarios on slides 4, 6 and 8, making sure to cover the key points in the feedback sessions on the corresponding answer slides (slides 5, 7 and 9).

Ask the Year 1 pupils to go first giving feedback when the scenario involves an adult in school and the Year 2 pupils to go first when it involves an adult outside of school (they alternate). In addition to the suggested points for discussion, take the children's ideas as pupils may have very particular fears. Throughout the discussion, the key balance to achieve is not to scare the children but to make sure that they are aware that not everyone is safe.

Stress that it is very unlikely that strangers will want to hurt them but it is important they learn about what to do if they are ever worried. The wrapping up activity will give children the opportunity to practise ways to end a conversation with an adult if they do not feel safe or comfortable.

Stress that if children are ever worried about any adult in school, they must speak to an adult whom they trust and feel comfortable with. You might want to give some examples, such as where an adult makes a child feel unhappy, worried or unsafe.

Make sure all pupils know who they can talk to if they are worried (for example, parents, a neighbour, people working in a shop and police) and where to go if they do find themselves in a tricky situation (for example, home, neighbour's house or shop).

Key questions

- Who do we know well?
- What is a stranger?
- Why should we be cautious around strangers?
- How do we respond to adults in school we do not know? (Y1)
- How does our behaviour change when we talk to different adults? (Y2)

Wrapping up

Use one or two of the scenarios to create a role-play to give the children the opportunity to practise ending a conversation with someone whom they do not know, and finding a grown-up. Ask some children to act their conversations out to the rest of the class.

You might want to give children some sentences they can use here such as, "I need to go back to my mum now" or, "Thank you for talking to me, I am going to find my dad now".

Remind children that if a grown-up ever makes them feel unhappy or hurts them, even if it is someone they know well, they should always talk to another adult they trust either in school or at home.

Key questions

- Where do children talk to adults outside school?
- What should I do if an adult makes me unhappy or hurts me?

Vocabulary

- adult
- job
- manners
- polite
- visitor
- stranger
- worry
- hurt

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by:

Year 1: Knowing that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. Knowing that a stranger is simply anyone you don't know.

Year 2: Knowing how to politely move out of a situation that makes them feel uncomfortable and to tell an adult they trust right away.

Pupils working at greater depth indicated by:

Year 1: Knowing that the way they talk to adults changes depending on the situation.

Year 2: Demonstrating an understanding of when to be more cautious around adults outside of school (e.g. if they are alone, or being asked to go with them).

Differentiation

For pupils needing extra support:

Year 1: Have photos of people who work in school for the 'Guess who' activity. Show them a visitor and staff badge. Ask the school secretary to explain how they sign in visitors.

Year 2: Give them a list of examples of places where they may meet adults outside of school to choose from before completing: *Activity: Adults outside of school.*

Pupils working at greater depth:

Year 1: Challenge them to think of other adults that might be in school for legitimate reasons (e.g. governors, reading helpers, PTA helpers) and to explain how they would know that they have been allowed into school (visitor's badge).

Year 2: Should be challenged to explain the importance of being polite and confident in potentially tricky situations, for example where they have to question an adult about something they do not understand or what they are doing in school.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Spring Term 1 - Safety and the changing body (Cycle B)
Lesson 2 (Cycle B): Road safety

Learning Objectives

- To understand ways to keep safe on and near roads.
- I can explain some rules to keep safe near traffic (Y1)
- I can explain why we need these rules (Y1)
- I can explain how to cross a road safely (Y2).

Before the lesson

Have ready

- *Presentation: Road safety* (see Main event).
- Paper, pencils, pens, crayons, for poster designs (see Main event).
- Link:

Attention grabber

Ask the children how they travelled to school today.

Focus on those children who walked and ask what they did to help keep themselves safe. Answers might include walking with a grown-up, walking on the pavement, crossing with the school crossing patrol etc.

Ask those children who came by car what they did to keep safe. Answers might include sitting in the back of the car, wearing a seatbelt, sitting on a booster cushion or in a special seat.

Key questions

- How did I travel to school today?
- How did I stay safe?

Main event

The next part of the lesson focuses on being safe as a pedestrian.

Display the *Presentation: Road safety*.

Presentation: Road safety

Show on your interactive whiteboard

2. Show the pictures on slides 2 – 5 and for each picture, ask the children where it would be safest to walk as a pedestrian.

Make sure the children know that they should be on the pavement, on the inside, away from the curb, and with an adult preferably holding their hand.

Discuss how to stay safe on country roads and in the car park where there are no pavements.

Make the children aware that it can be difficult for drivers to see them because they are small and staying with an adult is really important, especially in a car park.

3. Ask the Year 1 children to design a poster to show a key safety message when being near a road. If they haven't done an activity like this before, you might need to help with what makes a good poster i.e. clear writing, short messages, clear pictures and use of colour. They may wish to concentrate on one or more of the following messages: keeping away from the kerb, remaining on the side of an adult away from the road, holding an adults hands and wearing bright colours.

Key questions

- Where should I walk to keep safe?
- How else can I keep safe when there is traffic around?

Year 2s

Whilst the Year 1s begin work on their posters, explain to the Year 2 pupils that we are safest on the pavement but we can't always stay there as we often need to cross roads to get to where we are going.

Presentation: safer crossing

Display the *Presentation: Safer crossing* on your interactive whiteboard.

Year 2:

Show slides 2 – 6 to the Year 2s and talk about why the different crossing places shown make it safer to cross the road. For example, they stop traffic or avoid the traffic by taking you over the traffic or underneath the traffic. We should always use these ways to cross the road if we can but it isn't always possible. We also need to learn how to cross the road safely without these crossing options.

Watch the video and listen to the song on link:

Roleplay crossing the road either in the classroom, hall or out on the playground. Have some children pretending to be traffic and others crossing.

Make sure that the children know they need to **stop, look, listen and think**.

Remind the children that they should only be crossing with an adult.

Key questions

- What are safe crossing places?
- What rules do I need to cross the road safely?

Wrapping up

Ask the Y1 children to share their posters (anonymously). Then ask the children for feedback on which poster they like best, pointing out that they are looking for those posters that give a clear message and are eye-catching. Ask the Year 2 children to model safe road-crossing to the Year 1 children by reenacting their role-play.

Key questions

- Which poster is the most effective at helping people to understand how to stay safe near roads?
- What rules do I need to cross the road safely?

Vocabulary

- pedestrian
- road
- safe
- walking
- pavement
- holding hands
- car park
- traffic

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by:

Year 1: Understanding how to keep safe near roads.

Year 2: Understanding how adults can help us keep safe around roads.

Pupils working at greater depth indicated by:

Year 1: Being able to explain why we need to keep safe near roads.

Year 2: Understanding how to keep safe in a range of different situations where there is traffic.

Differentiation

Pupils needing extra support:

Year 1: A poster template with key words could be given to the children and then they can illustrate the point, for example, to hold hands with a grown-up or stay on the pavement.

Year 2: Could be supported during their role play to remember the key messages.

Pupils working at greater depth:

Year 1: Ask children to think about a different scenario, such as walking down the street in the dark. What might their safety message be then?

Year 2: Can be challenged to find out more about the safer crossing places and how they are used.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Spring Term 1 - Safety and the changing body (Cycle B)
Y1/2 Lesson 3 (Cycle B): Safety at home

Learning Objectives

- To understand that there are dangers at home and how these can be avoided.
- I understand that there can be hazards in the home.
- I can explain how I can make things safer by following simple rules.
- I know what I need to do if there is an accident at home.

Before the lesson

Have ready

- *Presentation: Homes* (see Attention grabber).
- Pencils or pens (see Main event).

Print

- *Activity: Possible hazards* (see Classroom resources) – one copy per group of pupils, groups should have five images each.

Attention grabber

1. Display the *Presentation: Homes*.

Presentation: Homes

Show on your interactive whiteboard

2. Display slide 2, which shows images of various homes. Talk about the different types of homes people live in and ask the children what they like about where they live.

3. Ask the children how they feel when they are at home.

Reinforce that home is somewhere where we should feel safe, secure and happy.

4. Explain that accidents can happen and we need to be aware of dangers to keep ourselves and the people we live with, safe.

Key question

- How do we feel at home?

Main event

1. Explain to the children that they are going to be hazard detectives. Explain that a hazard is something that could cause an accident or injury.

2. Start by modelling the activity that the children will be doing, by showing the picture of the garden on slide 3 of the *Presentation: Homes*.

Ask the children for their ideas of accidents that could happen either in the picture of the garden shown, or in gardens generally. Write down the children's ideas around the picture. For example: the ladder and treehouse (seen); tools (not seen).

3. Arrange the children in small groups and give each group a copy of the *Activity: Possible hazards*. For each of the rooms illustrated, the children should use the picture and their knowledge of that kind of room, to identify the possible hazards and write down them around the picture. It might help the children to think about what might cause an accident for them or for younger children. For example:

Kitchen – kettle, oven, chemicals stored in cupboards.

Lounge – fire, rug (trip hazard) and sockets.

Playroom – toys on the floor, ladder/bunk bed, things on shelves falling off.

Hall – stairs, things in cupboards.

Garage – tools, pile of tyres and chemicals.

4. Take feedback from the children on the hazards they have identified.

5. Discuss how some of these hazards can be avoided, for example by:

- Putting things away so people don't trip over them.
- Keeping hot things away from children.
- Putting dangerous things in high or locked cupboards.

Remind the children that these simple rules can help keep us and everyone we live with, safe at home.

Key question

- What hazards are there in houses?

Wrapping up

1. Explain that sometimes accidents will happen at home and if they do happen it is important that the children know what to do.

Take suggestions from the children but make sure they know that they should always ask for adult help if they need it, and they should never do anything that might put them in more danger, such as trying to put out a fire.

2. Remind children about the lesson on making a call to the emergency services, if that is what they think is required (see

Key question

- What should we do if an accident happens at home?

Vocabulary

- safe
- unsafe
- accident
- hazard
- danger

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding that there are hazards in homes and some ways that these can be prevented.

Pupils working at greater depth indicated by: Greater understanding of how hazards can be avoided or reduced and knowing what to do if an accident occurs at home.

Differentiation

Pupils needing extra support: In the *Activity: Possible hazards*, the children could circle things that might be a hazard and draw pictures to show what might happen. For example, circle the kettle, and draw it falling off the cooker.

Pupils working at greater depth: In the *Activity: Possible hazards*, the children should be challenged to describe how the hazards could be prevented or minimised as they identify them in the room.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Spring Term 2 - Safety and the changing body (Cycle B)
Lesson 4 (Cycle B): Safety with medicines

Learning Objectives

- To begin to understand what is safe to put into or onto our bodies.
- I understand what can safely go into my body (Y1).
- I can explain why I should never put some things into my body (Y1).
- I understand that I should only take medicines if a grown-up I trust says it is OK (Y2).

Before the lesson

Have ready

- *Presentation: Having a cold* (see *Attention grabber*).
- *Presentation: Pictures – set 1* (see Main event).
- *Presentation: Pictures – set 2* (see Main event).
- *Presentation: Pictures – set 3* (see Main event).

Print

- *Activity: Sorting activity for Y1* (see Classroom resources) – one for each pair of Year 1 children.
- *Activity: Sorting activity for Y2* (see Classroom resources) – one for each pair of Year 2 children.

Attention grabber

1. Explain that the children are going to think about their bodies and how they can look after them. Ask the children to think about all the things they can do with their bodies, such as to run, jump, think, talk, eat.

Stress how amazing our bodies are and that we need to learn to take care of them.

Ask the children for ideas of ways they look after their bodies (eating healthy food, drinking water and exercising).

2. Display the *Presentation: Having a cold*.

Presentation: Having a cold

Show on your interactive whiteboard.

3. Show slide 2 and explain that the boy holding a tissue to his face has a cold.

Ask the children how he might be feeling. Show slide 3 to give the children ideas e.g. blocked nose, sneezy, headache, hot, cold and shivery.

Explain that we all get colds and they can make us feel horrible for a while but we will get better.

Explain that sometimes to treat a cold, we can take medicine. Ask the children if they can remember what medicine is. (A drug that treats or prevents illness.) In the case of cold medicine, we would be treating an illness. Ask the children what medicines they have heard of.

Note: Be aware at this point that children might be taking a range of medicines for various things. Stress the need for these to be the right medicine for the right thing/illness. If you are concerned about anything raised, you need to refer to your safeguarding lead in school.

Key questions

- What can our bodies do?
- What can make us feel better?
- What is medicine?

Main event

1. Explain that the children are going to think about things that might go into or onto our bodies.

Ask children how things might go into our body (through the mouth, up the nose and by injection).

Ask the children how things might go onto our body (onto skin (like a cream) or hair).

2. Display the *Presentation: Pictures – set 1*.

Presentation: Pictures – set 1

Show on your interactive whiteboard.

3. Looking at *Presentation: Pictures – set 1*, ask the children to decide if they go **into** the body, **onto** the body or **neither**.

4. Ask the Year 2 children to think about where they should be stored in the house.

5. Display the *Presentation: Pictures – set 2*.

Presentation: Pictures – set 2

Show on your interactive whiteboard.

6. Show each slide and discuss whether we would put these **into** or **onto** the body and whether they would do this without an adult.

7. Stress that medicines can make us better but only if we are told by a trusted adult to take them and that we take the correct amount of them and in the right way. Stress that, as children, they should never take medicine without an adult.

Talk about who some of these adults might be i.e. parent, carer, doctor, nurse or pharmacist.

8. Ask the Year 2 pupils to consider where these items should be kept in the house.

9. Display *Presentation: Pictures – set 3*.

Presentation: Pictures – set 3. Show on your interactive whiteboard.

10. Look at *Presentation: Pictures – set 3* and ask if the children can tell what they are? Take a range of answers. Stress that if they don't know what something is, they should not put it into or onto their body. Talk about the fact that these could make us very ill or damage our skin. If they are unsure they should ask an adult.

11. Year 1: hand out the *Activity: Sorting activity for Y1* to each pair of Year 1 children and ask them to sort out the substances.

12. Year 2: explain to the children that we have looked at some different substances and they were asked to think about where these substances might be kept in the house.

Explain that medicines and cleaning products should ideally be kept locked away or high up so that children can't reach them, whereas food items might be kept in the fridge or a cupboard that everybody can access.

Hand out the *Activity: Sorting activity for Y2* to each pair of children and ask them to sort the substances as to where they think they should be kept in the house. Let them create their own categories (e.g. fridge, first aid cabinet, under the sink etc.) and discuss with them (while they work) why the places they have chosen are/are not appropriate.

Key questions

- What goes into our bodies?
- What goes onto our bodies?

Wrapping up

1. Recap some of the key points, making sure the children understand why certain things shouldn't go into or onto their bodies and that if they are ever unsure about what something is, they should not put it into their body or onto their body.

Discuss who they could go to for help if they are ever unsure e.g. teachers and family members.

2. Focus on some of the things you have discussed that you should never put into or onto your body and those that the children need an adult to help with. Discuss where these things should be kept (for example, a locked cupboard, a high cupboard) and remind children that even if some of these substances are not kept up high or in a locked cupboard the children should never touch them without asking an adult.

Key questions

- What should I do if I am unsure about something?
- Where is a safe place to keep medicines or potentially dangerous substances?

Vocabulary

- into
- onto
- adult
- danger
- ill
- damage
- medicine

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Understanding what goes into or onto the body.

Year 2: Knowing when to check about substances with an adult.

Pupils working at greater depth indicated by:

Year 1: Understanding why some things should not go into or onto our bodies.

Year 2: Understanding how to safely store substances that might be dangerous to put into or onto our bodies.

Differentiation

Pupils needing extra support:

Year 1: Work in a group with an adult for the sorting activity. You could provide some empty cleaning bottles, medicine boxes etc. to help them picture the items.

Year 2: Provide children with categories to sort the items.

Pupils working at greater depth:

Year 1: Draw or write their own ideas on the sorting activity.

Year 2: Able to discuss the advantages/disadvantages of storing substances in different places.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Spring Term 2 - Safety and the changing body (Cycle B)
Lesson 5 (Cycle B): What to do if I get lost

Learning Objectives

- To understand what to do if you get lost.
- I know what to do if I get lost.
- I can tell someone my mum/dad/carer's name.

Before the lesson

- Have ready
- Toy/puppet (see Attention grabber).
 - *Presentation: What to do if you get lost* (in the Main event).

Attention grabber

1. Hide a toy or a puppet that the children know well and tell the children that he/she is lost. Ask the children how they think the toy/puppet might be feeling.

Make a note of some of the words that the children suggest, for example, scared, worried, sad, upset. They may come up with some positive words as well as the toy/puppet might be having an adventure.

2. Invite the children to look around the classroom for the toy/puppet. When he/she is found, ask the children how the toy/puppet might be feeling now, for example, glad, happy, a bit cross.

Key questions

- How does it feel to be lost?
- How does it feel to lose something?

Main event

1. Talk to children about the places where they might get lost (shops, parks, on holiday etc.). You could ask the children if they have ever been lost, but be aware that this might raise stories that the children find upsetting.

2. Ask pupils to discuss with a partner the things they can do to avoid getting lost, for example:

- Staying with an adult.
- Holding hands.
- Sitting in a trolley.
- Staying in the area they have been told to.

Invite the children to give feedback to the rest of the class.

3. Display the *Presentation: What to do if you get lost*.

Presentation: What to do if you get lost?

Show on your interactive whiteboard

4. Talk through slides 2-5 to explain to the children that if they get lost they should:

- Keep calm.
- Stand still and look for the grown-up they were with.
- Find an adult they can trust (if they cannot find the grown-up that they were with), for example, a person working in the shop (uniform), security staff, police officer, an adult who has children with them.
- Not leave the shop or area they were in.
- Tell the adult that they are lost and what the name is of the grown-up they were with and, if possible, that grown up's mobile number.

5. Explain to the children that it is really helpful for them to know the name of the grown-up that they are with, rather than just 'mum' or 'dad' etc., as this will help someone to find them.

6. Discuss that information such as our address and phone number is personal to us and should not be shared with strangers, but, if we are lost, we may need to share this information with an adult, such as a police officer or shop assistant so we can be helped.

7. Put the children into groups of three and ask them to role-play a scenario where they get lost, with one being the child, another the adult the child is with, and the third being a trusted adult they can go to. Encourage them to practise the conversations they might have. Get them to swap roles so they each have a chance to practise asking for help.

Wrapping up

Recap the steps of what to do if you get lost with the children.

Ask the children:

- Who knows the name of the grown-up(s) they are usually with when they are out?
- Who knows the mobile phone number of their grown-up? If children don't know this, ask them to find out at home after school.

Key questions

- What is the name of the grown-up I am usually with?
- What is the mobile number of my grown-up?

Vocabulary

- lost
- safe
- adult

Assessing pupils' understanding and progress**Differentiation**

Pupils with secure understanding indicated by: Understanding ways to keep safe and not get lost as well as steps to take if they do get lost.
Pupils working at greater depth indicated by: Understanding who are the safest adults that they can ask for help if they were to get lost.

Pupils needing extra support: may need help when assuming the roles of the adults in the role-play activity.

Pupils working at greater depth: can be challenged to think of additional information they could provide to help them find the adult they were with, such as where they last saw them, what they were wearing.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Spring Term 2 - Safety and the changing body (Cycle B)
Lesson 6 (Cycle B): The internet

Learning Objectives

- To understand how to stay safe when using the internet.
- I can explain what the internet is and how we use it to help us.
- I understand the importance of being kind online.
- I know what to do if something I have seen or heard online makes me feel upset or uncomfortable.

Before the lesson

Have ready

- *Presentation: The internet* (see Attention grabber).
- *Presentation: Staying safe online* (see Main event).
- The following, ready to display and share with the children:
 - a video-messaging application (e.g. Zoom, Skype, FaceTime, Google Meet, Microsoft Teams);
 - an eCommerce website;
 - a video-streaming website (e.g. YouTube or Netflix Kids);
 - an email account (you could use your own account and set up a folder with a few dummy emails in it, or ask your technical team to set up a dummy account for the purposes of this lesson).
- Laptops or desktop computers – one per pupil
- Link: (use the Year 2, story B version) – **this is an external website and we do not have control over its content – please check before showing it to the children.**
- Timer (physical or on-screen).

Attention grabber

1. Show the children the various links on your computer that you prepared before the lesson. Ask the children to discuss with a partner what all these things have in common. The answer is that they are all web-based or internet-based tools.
2. Allow the children some time to think about what else we can do on the internet. Take their answers.
3. Ask the children to think of any devices they have at home that connect to the internet and to name them (for example, mobile phones, tablets, computers, laptops, TV, voice-activated devices).

Key questions

- What do these tools have in common?
- What do we do on the internet?
- How many devices do you have at home that connect to the internet?
- How do you use the internet at home?

1. Explain to the children that a lot of the things we do day-to-day rely on us having access to the internet, which is an interconnected network of computers.

2. Display the *Presentation: The internet*.

Presentation: The internet.

Show on your interactive whiteboard

3. Display slides 1-5 of the *Presentation: The internet*, which explains what the internet is.

4. Display slide 6 and ask the children to discuss how these tasks, which we often use the internet for, may have been accomplished before the internet was invented.

Take the children's answers and then display slide 7 for some examples of how these tasks may have been carried out before the invention of the internet.

Key question

- What other things can be quicker or easier now that we have the internet?

Main event

1. Explain that the internet can be really helpful but we need to be careful when using it.

2. Read the class, 'Smartie the Penguin' using the link: .

3. Display the *Presentation: Staying safe online*.

Presentation: Staying safe online

Show on your interactive whiteboard

Go through slides 5 – 8:

Slide 5: Discuss what the image could be that popped up on Smartie's screen on slide 8 of the story. It could be a 'pop-up', which is sometimes used to advertise. Pop-ups are sometimes harmless when you click on them, but they can damage your computer so you should always ask an adult if you are unsure, just as Smartie did.

Slide 6: Ask the children 'who was unkind in the story?' (the other players on the game were unkind to Percy). Discuss why it is important to be kind and polite online, just as it is in the real world. It can be hurtful when people say unkind things and we must not think that just because they cannot see us that it does not matter.

Slide 7: Discuss what the children should do if someone or something makes them feel uncomfortable online (stop playing immediately and speak to an adult that they trust).

Slide 8: Explain to the class that they are going to work in pairs to make an online safety poster based on Smartie's story. You could use this as an opportunity to develop their computing skills by getting them to create their posters using Sketch.io, Google Slides or Docs etc.

Remind the children to refer back to the key learning points from Smartie's story and ask them to make sure that they include what they should do if they experience anything online that makes them feel uncomfortable.

Key questions

- Is everybody kind online?
- What should you do if something 'pops-up' on your screen?
- What should you do if you see something that makes you uncomfortable?
- What other rules do you know about staying safe online?

Wrapping up

1. Bring the class back together and review some of the children's posters.
2. Explain that being kind online is as important as being kind when we are face to face with someone.
3. Ask the children to imagine that Percy (Smartie's friend) play the same online game a few days later. The other players are being mean to Percy again. Smartie and Percy try to ignore them but Percy is getting quite upset about it. What can Percy and Smartie do? For example, they can ignore the other players, they can talk to an adult whom they trust, they can let the administrator of the game know (they may need an adult to help with this); they can choose not to play that game anymore.
4. Explain that if someone continues to be unkind we call it bullying, and this can happen online and offline. Did Percy and Smartie do anything to make the other players bully them? Explain they did not and stress that it is NEVER someone's fault if they are bullied.
5. Ask the children what they think the most important 'tip' was from their posters and display some around the classroom. Make copies for the children to take home.

Key question

- What should you do if someone makes you feel uncomfortable online? Who might you talk to?

Vocabulary

- internet
- online
- danger
- safe
- kind
- unkind
- bullying

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Creating a poster with clear information about how to remain safe online; showing what to do if something online makes them feel uncomfortable.

Pupils working at greater depth indicated by: Demonstrating a comprehensive understanding of the dangers online and how to stay safe online. Using word processing skills to demonstrate confident digital literacy skills.

Differentiation

Pupils needing extra support: Encourage pupils to make a poster detailing the overriding rule that they should tell someone if they feel uncomfortable or think something is wrong.

Pupils working at greater depth: Encourage pupils to use a variety of different word processing tools to make their work more creative and to include additional safety messages.

**PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Spring Term 2 - Safety and the changing body (Cycle B)
Lesson 7 (Cycle B): Appropriate contact**

Learning Objectives

- To begin to understand the difference between acceptable and unacceptable physical contact.
- I understand that some types of physical contact are never appropriate (Y1).
- I understand that some types of physical contact are appropriate (Y1).
- I understand that my relationship with a person is relevant to what physical contact I may feel is appropriate (Year 2).

Before the lesson

Have ready

- *Presentation: Physical contact* (see Classroom resources)
- Paper and pencils or crayons for the drawing activity (see Main event)
- A selection of pictures of different types of physical contact cut from magazines that children requiring additional support can use and stick onto their picture (see Main event).

Print

Year 1

- *Activity: Physical contact images* (see Classroom resources) – one for any child needing extra support – cut up into individual cards.

Year 2

- *Activity: Physical contact images* (see Classroom resources) – one per pair of children – cut up into individual cards.
- *Activity: Usually, sometimes, or never appropriate – Teacher* (see Classroom resources) – one per pair of children.
- *Activity: Usually, sometimes, or never appropriate – Stranger* (see Classroom resources) – one per pair of children.
- *Activity: Usually, sometimes, or never appropriate – Parent* (see Classroom resources) – one per pair of children.

Attention grabber

Explain that the children are going to be talking about physical contact. Define what we mean by physical contact (when one person touches another). Physical contact can happen in lots of different ways, for example: cuddling, kissing, holding hands, shaking hands, tickling, brushing hair etc. Ask the children to talk with a partner about the physical contact they have had today and then ask some of the children to feedback to the rest of the class.

Key question

- What is physical contact?

Main event

Year 1

Ask the Year 1 children to draw a picture of themselves or a stick person in the middle of a sheet of paper. They then write or draw any physical contact that they like, around the picture, such as being cuddled, holding hands, being tickled etc.

Year 2

Explain that some physical contacts are usually appropriate when they are by a friend or family member, but not if by a stranger.

Ask the children to think of some examples (e.g. cuddling, tickling)

The Year 2 children now sort some images of physical contact under headings: usually, sometimes or never appropriate. Arrange the children in pairs and give each pair a set of the images from the *Activity: Physical contact images*. Each pair will need a copy of one or more of the following, which allow them to sort the physical contact cards according to whether the physical contact is from a teacher, a stranger or a parent:

- *Activity: Usually, sometimes, or never appropriate – Teacher.*
- *Activity: Usually, sometimes, or never appropriate – Stranger.*
- *Activity: Usually, sometimes, or never appropriate – Parent.*

The activity allows the children to compare the differences between what is appropriate and inappropriate physical contact when it comes from a parent, a teacher and a stranger. You may want to rotate the sheets around the group to save on printing. If they finish, the children can try and add some other physical contacts they can think of under each heading

Year 1

Ask the Year 1 children to compare their pictures of physical contact that they like. Do they notice any similarities and differences? Pick out some of the things children have written or drawn and invite the children to stand up if they like that type of contact. Include some types of physical contact over which there may be a difference of opinion, such as tickling.

Explain that there are some things we like and some we don't and we can say no if someone does something that we don't like.

There are some types of physical contact that no one likes. Ask the children what these might be (for example, hitting, smacking, biting, hair-pulling and pushing). Ask the children why people don't like these kinds of physical contact. (It's unkind, it can hurt, it can make people feel bad).

Year 1 and Year 2

Bring all the children back together to show the *Presentation: Physical contact*, which displays pictures of different types of contact.

Presentation: Physical contact

Show on your interactive whiteboard

Ask the class to decide whether each type of physical contact is:

- Never acceptable.
- Sometimes acceptable.
- Usually acceptable.

Children answer with a show of hands or by moving around the room. Year 2 pupils may now argue that contacts are 'sometimes acceptable' depending on the relationships involved.

Key questions

- What physical contact do I like?
- What physical contact don't I like?
- What physical contact is not acceptable?

Wrapping up

Discuss what makes something never or sometimes acceptable (the children don't want to receive physical contact from that person or they don't like the type of physical contact).

Remind children that they should never themselves use unacceptable physical contact and that if someone does something they don't like, they should tell them to stop. Give children ideas for what they could say in this situation, such as, "Stop, I don't like that!", "No, that hurts me!" and, "No, I don't like you touching me like that!". Stress that if something is happening to them that they don't like, they should talk to an adult they trust. This could be inappropriate contact from another child or from an adult.

Key questions

- What should I do if someone hurts me?
- What should I do if I don't like someone having contact with me?

Vocabulary

- physical
- contact
- like
- dislike
- kind
- unkind
- hurt

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Understanding that some physical contact is never acceptable.

Year 2: Understanding that physical contact that is acceptable with someone who is close to you may be unacceptable with a stranger.

Pupils working at greater depth indicated by:

Year 1: Understanding that different people have different opinions on some types of physical contact.

Year 2: Being able to suggest physical contacts which are acceptable and unacceptable by family, a teacher or a stranger.

Differentiation

Pupils needing extra support:

Year 1: Children can select images from the *Activity: Physical contact images* to stick onto their picture.

Year 2: Could be supported by working in a mixed-ability pair or with an adult. Could compare parent and teacher only using the appropriate versions of the activity.

Pupils working at greater depth:

Year 1: Could add who they like the particular contact with, for example, a cuddle with grandma, being tickled by dad.

Year 2: Could be challenged to think of other physical contacts to write under each heading on the *Activity: Usually, sometimes or never appropriate*.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Spring Term 2 - Safety and the changing body (Cycle B)
Lesson 8 (Cycle B): My private parts are private

Learning Objectives

- To begin to understand the concept of privacy and the correct vocabulary for body parts.
- I understand what 'private' means (Y1).
- I can name parts of the body including private parts (Y1).
- I can name someone I can talk to if I'm worried about something (Y2).

Before the lesson

Have ready

- Link: on VideoLink.
- Link: (see the third subheading under 'Teaching resources')*
- Link: *

***These are external websites and we do not have control over their content – please check before showing them to the children.**

Print

Year 1

- *Activity: Body parts* (see Classroom resources) one per pupil.
- *Activity: Body parts word bank* (see Classroom resources) – for pupils requiring extra support.

Year 2

- *Activity: My trust tribe* (see Classroom resources) – one per pupil.

Attention grabber

1. Sing the song, 'Heads, shoulders, knees and toes' with the children.
2. Point to other parts of your body and ask the children to name them. Keep this activity quick and fun and focus on the body parts that the children will know (not the private parts), for example, the arm, leg, hand, wrist, neck, foot and ankle.
3. Ask the Year 2 children to share their knowledge from science about parts of the body that Year 1 may not have covered yet.

Key question

- What are the names of some of the parts of our body?

Main event

1. Show the children the video on link: on VideoLink.
2. Explain that the children are going to learn about parts of the body and give each child a copy of the *Activity: Body parts*. Explain that in the pictures shown, and probably most pictures we see, some parts of the body are covered and these are sometimes called, 'private parts', just as we saw on the Pantosaurus video.
- Ask the children what the word 'private' means? (Something we don't show to anyone or tell people about unless we want to). Ask if they have heard this word, 'private' anywhere else, for example, a notice on a door, or on the cover of a diary.
3. Remind the Year 2 children that last year they learned 'The Pants Rule'. See if they can remember it.
4. Show slide 2 from the presentation on link: (see the third subheading under 'Teaching resources').
4. Ask the Year 2 children to consider the following scenarios and what they would/should do:
5. Remind the Year 2 children that if they ever feel uncomfortable they should always say 'no' and tell someone they trust who wasn't there when it happened.
6. Invite the Year 2 children to consider who they can trust and introduce Childline to them by showing them the poster, which can be found on link: . Instruct the Year 2 children to repeat the number to commit it to memory. Ask them to complete the *Activity: My 'trust tribe'*.
7. Show the Year 1 children the presentation on link: (see the third subheading under 'Teaching resources') to explain the PANTS rule to the children. Look at each part of the rule and make sure children understand.
8. Once the Year 1 children understand the PANTS rule, move on to discuss safe and unsafe touches. Remind the Year 1 children about things they have already learned about appropriate physical contact. Talk about the touches which we like. For example, cuddles or kisses from people we love and trust.
9. Explain that sometimes someone might have to touch us in a way we don't like but for a good reason. For example, if they have fallen over and hurt their knee, someone will have to clean the knee and put a plaster on it. This can hurt but we know it is for the best.
10. Explain to the Year 1 children that if anyone touches them or does something they don't like and says to keep it a secret they shouldn't but should tell someone they trust. This applies to any part of their body but especially their private parts.
11. Remind the Year 1 children that all of their body belongs to them and they can say no if they don't want someone to touch them. Reiterate learning from previous lessons about telling a trusted adult if they are worried about this.

Key questions

- What does private mean?
- What do you do if someone tries to see or touch under your pants or says to keep it secret? (Say no and tell an adult you trust/like to speak to straight away.)

Wrapping up

Show again, to the whole class, the video on link: on VideoLink to reinforce the PANTS message. Stress that if the children are ever worried, they must talk to an adult whom they trust. Invite the Year 2 children to share some examples of the people they feel they can trust.

Key question

- What is the PANTS rule?

Vocabulary

- arm
- leg
- Hand
- wrist
- neck
- head
- knee
- foot
- ankle
- elbow

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Knowing the name of parts of the body .

Year 2: Knowing the people and organisations we can go to for help if we are concerned about something.

Pupils working at greater depth indicated by:

Year 1: Knowing a wider range of body parts.

Year 2: Knowing the ChildLine phone number and how organisations like ChildLine can help.

Differentiation

Pupils needing extra support:

Year 1: Can use the *Activity: Body parts with word bank* so that they can select from the body parts provided.

Year 2: May only choose 2 or 3 adults that they feel they can trust.

Pupils working at greater depth:

Year 1: Label other areas on the *Activity: Body parts*, such as wrist, shoulder, knee, ankle.

Year 2: Can memorise the ChildLine number and explain why it may be useful.

PSHE, Citizenship and RSE Schemes of Work
Summer Term 1 - Citizenship (Cycle B)
Lesson 1 (Cycle B): Rules

Learning Objectives

- To begin to understand the importance of rules
- I can identify key rules we have in school (Y1)
- I understand why rules are important (Y1)
- I can explain some consequences of not having or following rules (Y2)
- I can explain why rules are different in different places (Y2)

Before the lesson

Have ready

- Covers to go over any class rules on display in the classroom
- Year 1**
- Copies of your class rules, cut up ready to be sorted – 1 per pair (or you can choose to use the rules on *Activity: Class rules*)
 - Hula hoops for sorting rules – 3 per pair
- Year 2**
- Copies of your class rules for reference
- Print
- Year 1**
- *Activity: Class rules* (optional- you may choose to use your own class rules) – 1 per pair, cut up and ready to be sorted.
 - *Activity: Headings* – 1 per pair

Attention grabber

This activity is to see how many classroom rules the children can recall, so make sure that you have covered up any rules that you have on display. Ask the children what rules there are in the classroom.

Make a note of the answers and then compare them to the displayed rules.

How many could the children remember?

Are there any rules that the children suggested that could be added to your classroom rules?

Key question

- What rules do we have in our classroom?

Main event

Ask the children why we have rules in the classroom. Discuss their ideas, which might include:

- To keep people safe.
- To help us learn.
- To help people get on together.

Ask if there are any additional rules in school outside the classroom. Make a note of any suggested and discuss where these rules apply, for example, in the playground, in corridors, at assembly, at lunchtime. Ask children if they know any rules outside of school. E.g., rules for driving a car or swimming at a pool.

Ask the children why different rules might be needed at different times or in different places, for example, because there are more children in the playground, because activities have different purposes or because different people are in charge.

Ask the children to imagine what might happen if there were no rules in school. Would they like school if there were no rules?

Ask the Y1 children to say reasons why there shouldn't be any rules in school, and the Y2 children to think of reasons why there should be. Give the children 5 minutes to talk about any ideas between them. Then, taking turns, get a Y2 child to give one of their reasons why there should be rules. Ask a Y1 child if they have a reply to this.

The children may all have different ideas but try to make sure that everyone can see the positives of having rules.

Ask the Y2 children how the class rules helped in the debate they just had. For example, nobody talked over each other, instead, they took turns, everybody respected each others' opinions.

Year 1

Ask pairs to sort your class rules (or the example rules provided in *Activity: School rules*) under the headings 'Rules that keep us safe,' 'Rules that help us learn,' 'Rules that help us to get along.' If you have them, you could use hula hoops to group the rules. You could then use these to extend pupils' learning by creating a Venn diagram to show which rules fall into more than one category (see *Differentiation*).

Year 2

Ask the Year 2 pupils to write a sentence about some or all of your class rules using the following structure:

I think the rule to ____ is a good idea because ____.

Key questions

- What other rules do we have in school?
- Why do we have rules?

Wrapping up

Share some of the Year 2 children's sentences and see if other children agree. Remind children about the importance of rules for keeping us safe and making sure everyone can enjoy school. Ask children to name a rule outside of school that keeps us safe. For example, not to run around a swimming pool. Ask children in pairs to choose a place outside of school (eg. library, park, swimming pool, cinema) and think what rules that place may have. Can the Year 2 pupils think about why those rules might exist?

Key question

- How do rules help us?
- Why do different places have different rules?

Vocabulary

- Rule
- Different

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Understanding the rules in the classroom and school and the purpose of these rules.

Year 2: Recognising the consequences of not having rules or not following rules.

Pupils working at greater depth indicated by:

Year 1: Understanding that some rules have more than one purpose.

Year 2: Being able to explain why different places have different rules.

Differentiation

Pupils needing extra support:

Year 1: Focus on one 'type' of rule at a time and try to find all the rules that help us to stay safe, for example.

Year 2: Write or draw what would happen if we *didn't* have the rule.

Pupils working at greater depth:

Year 1: Could identify rules which could fall into more than one category (by overlapping the hula hoops, if used, to create a Venn diagram). Could be asked to add any other school rules.

Year 2: Consider which class rules they think are most important and why.

PSHE, Citizenship and RSE & Year 1/2 Schemes of Work
Summer Term 1 - Citizenship (Cycle B)
Lesson 2 (Cycle B): Similar, yet different

Learning Objectives

- To begin to recognise ways in which we are the same and different to other people
- Year 1**
- I understand that everyone is unique
 - I can identify things that are the same or different about people
- Year 2**
- I can explain how different people contribute to the local community

Before the lesson

- Have ready
- A list of different groups in the local community that children may have come across, for example, different religious groups, older people, clubs and societies
 - *Presentation: My local community*
- Print
- Year 1**
- *Activity: Questions to ask* (see Classroom resources) – one per table as a prompt
 - *Activity: The same but different* (see Classroom resources) – one per pupil

Attention grabber

Say a series of statements similar to those below and ask children to stand up if it applies to them, then sit down ready for the next statement.

- Stand up if you wear glasses
- Stand up if you like playing football
- Stand up if you have a brother
- Stand up if you have a pet
- Stand up if you walk to school
- Stand up if you were born in May
- Stand up if you have brown eyes
- Stand up if your favourite lesson is Computing
- Stand up if like to eat pasta
- Stand up if you love to read
- Stand up if you play a musical instrument
- Stand up if you don't like to eat bananas

Key question

- What makes me who I am?

Main event

Explain that some of the things the children have suggested will stay the same throughout their lives, such as eye colour, and others will change as they grow up. Some will change because of other people, for example, they might have more siblings in the future. Some things will change as the children grow up, including hobbies and interests.

Stress the fact that the differences between people and the way people change are something we can celebrate. Ask the Year 2 children to think in pairs about whether there are people or groups of people in the community who are different to them, for reasons such as age, religion, interests or race. Ask them to make a note on their whiteboards while you explain the activity to the Year 1 pupils.

Year 1
 The children are going to use the *Activity: The same but different* to find out similarities and differences between themselves and their peers. The *Activity: The same but different* has a table to complete to identify similarities and differences. The children can use the questions provided on *Activity: Questions* to aid their discussions with each other.

Model to the class yourself first to show how to ask the questions and record the answers. Then hand out the *Activity: The same but different* and give the children time to walk around and talk to peers and complete their worksheet.

Year 2
 Share slide 1 from the *Presentation: My local community*
 Presentation: My local community

Help the Year 2 children to identify differences in a respectful way, for example, the language they use to describe race or religion.

Get the children into groups and ask the groups to think about one or possibly two groups who are different to them.

Ask them to think about:

- How they are different
- How they are the same
- What they bring to the community

Share the example on slide 3 of the presentation.

Key questions

- Who makes up our local community?
- What is the same and different about these groups?

Wrapping up

Ask the Year 1 children if they have found anyone who is exactly the same as them? Talk about how everyone is different and no two people are exactly the same. Stress that everything they have talked about makes them who they are and that each one of them is important. Ask them to imagine what the class would be like if everyone in it looked exactly the same as them and liked all the same things. Talk about how differences are a good thing and it makes us more interesting as people.

Ask the Year 2 children to share some examples of how those who are different to us can bring something to our local community. Emphasise that everyone has a role to play in the community and that differences should be respected.

Key questions

- Why are differences important?
- What do different people do for our community? (Y2)

Vocabulary

- Same
- Different
- Unique

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Understanding some similarities and differences between themselves and their peers.

Year 2: Being able to identify people that are similar to and different from them in the local community.

Pupils working at greater depth indicated by:

Year 1: Recognising the value of differences and how these make each of us unique.

Year 2: Being able to suggest ways that a range of different groups or individuals contribute to the local community.

Differentiation

Pupils needing extra support:

Year 1: Will require support to model the questions to ask their peers and how to record their answers.

Year 2: Suggest groups they could consider in the local community or ask them to use the 'older people' example to base their own work on.

Pupils working at greater depth:

Year 1: Can be challenged to think of additional questions to ask their peers other than those on *Activity: Questions to ask*.

Year 2: Can be challenged to look at a wider range of people in the community.

**PSHE , Citizenship and RSE Year 1/2 Schemes of Work
Summer Term 1 - Citizenship (Cycle B)
Lesson 3 (Cycle B): Caring for others: Animals**

Learning Objectives

- To understand that animals have different needs and how to care for them
- I understand that different pets have different needs
- I can explain how to look after some animals
- I can explain why some pets might not be suitable for some people

Before the lesson

Have ready

- Link: on VideoLink – **this is an external website and we do not have control over its content – please check before showing it to the children.**
- Books on pets (if available)
- *Presentation: Looking after a pet* (see Main event)

Print

- *Activity: Pet cards* (see Classroom resources) – cut up, one card per pair of pupils (some pairs will have the same animal)
- *Activity: Looking after a pet* (see Classroom resources) – one per pair of pupils
- *Activity: Pet shop scenarios* (see Classroom resources) – one for the teacher (see Wrapping up)

Attention grabber

Discuss pets with the children, finding out:

- What type of animals the children have.
- What the children's pets are called.
- What the children like about their pets.

If there are children without pets, ask them what type of pet they would like to have.

Key question:

- What pets do we have?

Main event

Watch the video on the link: on VideoLink.

Ask the children about some of the things mentioned that pets need including food, exercise, company and treatment from vets.

Explain that having a pet is a big responsibility.

Explain that the children are going to think more about what different animals need, and they are going to put together a class book to help someone decide if a pet is right for them.

Give each pair of pupils a card from the *Activity: Pet cards* (more than one pair may look at the same pet), and a copy of the *Activity: Looking after a pet*.

The children complete the sheet in the *Activity: Looking after a pet*, for the animal on their pet card.

Display the *Presentation: Looking after a pet* on the board for support.

Presentation: Looking after a pet

Display the presentation on your interactive whiteboard.

If the children are not sure about the needs of the pet they have been allocated, they can ask someone in the class who has that pet or look in a book about pets.

Collect the children's sheets to put together into a folder/book.

Key questions:

- How do we care for pets?
- What do different pets need?

Wrapping up

Explain to the children that now they know more about pets, you want them to imagine they work in a pet shop and that different customers are going to come in and they need to recommend a pet for them.

Read out the *Activity: Pet shop scenarios* and then ask the children what pet they would recommend and why.

Key question:

- What pets would suit different people?

Vocabulary

- Animal
- Care
- Pet
- Need

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding that different animals need different types of care.

Pupils working at greater depth indicated by: Understanding that some pets are more suitable for different types of people and homes.

Differentiation

Pupils needing extra support: Allocate a pet from the *Activity: Pet cards* with which they are familiar, either as their own pet, or one in the family. **Pupils working at greater depth:** Should be challenged to provide extra information in the additional information section when working on the *Activity: Looking after a pet*. They could also find out about some other types of pet.

PSHE, Citizenship and RSE & Year ½ Schemes of Work
Summer Term 1 - Citizenship (Cycle B)
Lesson 4 (Cycle B): The needs of others

Learning Objectives

- To begin to understand the needs of babies and young children
- I understand that babies and young children have different needs
- I can explain how to care for babies and younger children
- I understand how I could help to look after a baby or younger child

Before the lesson

Have ready

- *Presentation: Babies and children* (see Main event)
- Optional: magazines/catalogues with products for babies and children

Print

- *Activity: The needs of young children* (see Classroom resources) – there are six versions, print one version between two pupils

Attention grabber

Ask the children if any of them have younger brothers or sisters or other younger children in their family. Ask the children about:

- The names of these younger children.
- The ages of these younger children.
- How they are related to these younger children.

Key question:

- Who are the younger children in our families?

Main event

Remind the children that in *'Kapow Primary, RSE Year 1/2 Citizenship: Lesson 3 (Cycle B): Caring for others: Animals'*, the children looked at how to look after animals. Today, the children will think about how younger children need to be cared for.

Some of these things might be things the children can do or help with, and others might be things an adult does to care for the younger child. Ask the children what types of things babies and children need? (Ideas could include food, somewhere to sleep, clothes, keeping clean and entertainment).

Display the *Presentation: Babies and children*, which features pictures of younger children and explain that the care they need changes as these babies and younger children grow and develop.

Presentation: Babies and children

Display slide 2 on your interactive whiteboard.

Explain that we will think about what babies and children need at different ages. Point to one of the images in the *Presentation: Babies and children* and ask:

- What food might that baby/child need?
- Point to another and ask what they might need to keep clean?
- What type of entertainment might one of the other children need?

Hand out a version of the *Activity: The needs of young children* to each pair of children. The *Activity: The needs of young children* will show a picture of a baby or child with a note of their age. There are questions on the sheet that ask the children to describe what that baby or young child needs to keep it safe and well. For example, a newborn baby would need milk. You can look at slide 3 of *Presentation: Babies and children* to discuss which of the images might be suitable for the age child that their group has been allocated. They could write this down on their sheet to start them off and then work to complete the rest of the sheet as a group.

Take some feedback from the children on some of the aspects to show how the needs change as the babies grow and develop. For example, beds might start as a Moses basket, then move to be a cot and then a bed.

Key question:

- What needs do children have?

Wrapping up

When you are sure the children have a good idea about what babies and children need, ask them to think about how they might help to care for them. Some examples might be helping to feed them and playing with them.

Key question:

- How can we help to care for younger children?

Vocabulary

- Need
- Baby
- Child
- Care

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding some of the needs of babies and young children.

Pupils working at greater depth indicated by: Recognising the changing needs of babies and young children.

Differentiation

Pupils needing extra support: Could be given catalogues with products for babies and children and stick these on to their sheet to show their needs.

Pupils working at greater depth: Can be challenged to add extra categories or expand their answers, for example, entertainment could include ideas for toys, rather than just giving the answer 'toys'.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Summer Term 1 - Citizenship (Cycle B)
Lesson 5 (Cycle B): Democratic decisions

Learning Objectives

- To begin to understand how democracy works
- I understand how voting works
- I can explain why voting is a fair way to decide something which affects a lot of people

Before the lesson

- Have ready
- A small object to give to each child, such as a lollipop stick, button or pencil

Attention grabber

Give the children a few minutes to think about things they like to do in school as a class, for example having a story read, play activities or extra time outside. Then ask the children to share their ideas and write these up on the board. Only write them the first time they are suggested.

Key question:

- What activities do we like to do?

Main event

Explain that the children will be doing one of these activities this afternoon. Before you begin, review the list and remove any which are not possible in the time you have and explain this to the children. You can also add your own idea, which might be one that will not be popular.

Tell the children that you have come up with some ideas for how the activity can be chosen:

- Putting all the ideas in a bag or box and picking one out. This is fair as all the ideas have an equal chance, but some of the ideas may be ones that not many people like.
- Allowing one child to select the activity. This is not fair as that child will probably select the activity they thought of.
- You could choose. This is not fair as you may also select the activity you put in.
- Tossing a coin to see which activities stay on the list. This is fair as all the ideas will be treated the same, but it will take a long time and the activity left could be one that not many people like.

Ask the children if they can think of any other ways to decide. Suggest voting if the children do not themselves come up with this. Explain that voting is fair as everyone gets one vote.

Discuss how the class will vote. Some ideas might include the children writing their choice on a piece of paper or putting their hands up to be counted.

Explain that you are going to ask the children to put their hands up to vote for their favourite activity. To make sure the vote is fair, everyone will have an object (for example, a lollipop stick, button or pencil) and will hand in their object when they vote. Explain that this stops anyone from voting twice because a vote will only count if the object is also handed in. Explain that if there is a tie because two activities each get the same number of votes, you will have the casting vote, which means you will decide.

Read through the activity list again so the children understand all the choices, and then read out each activity in turn and ask the children who want to vote for that activity to raise their hands, and give you their object.

As you go through the activity list, write down the number of votes (and objects). When all the voting has been done, you can read out the number of votes for each activity and declare the winner. If there is a tie, you have the casting vote.

Give the children some time to do the activity for which the class voted.

Key question:

- How can we decide on something fairly?

Wrapping up

Following the activity, re-cap how the children selected it. Ask the children what they think about voting, what was good about it? They might suggest, for example, that:

- Everyone got a say
- Most people got what they wanted
- It was fair

Ask the children if they can see any problems with voting. They might say, for example, that some people had to do an activity that they did not want to do.

Explain that voting is part of democracy and it is very important. By everyone having a vote, everyone has a say but sometimes the result of the vote will not be what you wanted. It is important to respect the views of other people. There will be opportunities in the future for other votes and the result might be different then.

Key question:

- What is democracy?

Vocabulary

- Fair
- Unfair
- Choice
- Vote
- Democracy

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by: Understanding that voting is a fair way to make a decision which affects a lot of people.

Pupils working at greater depth indicated by: Understanding the positives and negatives of different ways of making choices.

Pupils needing extra support: Might need additional support if an activity is selected that they do not want to do.

Pupils working at greater depth: Should be challenged to explain in more detail about the fairness of each way of choosing.

**PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Summer Term 1 - Citizenship (Cycle B)
Lesson 6 (Cycle B): School Shura council**

Learning Objectives

- To begin to understand how democracy works in school
- I understand how the school shura council works
- I can explain how the school shura council is democratic

Before the lesson

This lesson focuses on your school council, which is likely to run differently in each school. School Shura council provides an experience of democracy for children and it is good practice to have Key Stage 1 children on the school shura council. This lesson could be used prior to voting for the representatives.

If possible, have a child from an older age group attend the lesson and explain to the class how the school council works.

Have ready

- Paper, pens and pencils
- A member of school council from an older year group to visit and talk to the class

Print

- *Resource: Writing frame* (for children needing extra support)

Attention grabber

Put the words 'school shura council' on the board. Ask the children what they know about the school shura council. For example, they might know children who are on the council or tasks the council have carried out.

If the children struggle with this activity, you could give them some examples of things the school shura council do or have done

Key question:

- What is a school shura council?

Main event

Explain to the children in more detail how the School Shura Council works in your school. The main points to include are:

- How many representatives are there from each class?
- How are they chosen? (This should be democratic i.e. voted).
- What the representatives do? (For example, listen to the views of their class and take these to the council meetings and then share what is said at the meeting with their class).
- How can children not on the council share their ideas? (For example, tell the class representative, suggestion boxes).
- What does the school shura council do? (Improve the school, give a voice to the views of the children about the school)

If possible, have a child from an older age group attend the lesson and explain to the class how the school shura council works.

Ask the pupils to get into pairs and ask each pair to design an information leaflet for those in Reception class or those who are new to the school, explaining what the School Shura Council does. Alternatively, children could think about what makes a good school shura council representative and why they would make a good representative. There is a *Resource: Writing frame* provided for children requiring extra support.

Key question:

- How does our School Shura Council work?

Wrapping up

Remind children about the word 'democracy' and explain that the school shura council is democratic, meaning anyone can stand as a representative, elections/votes are used to select representatives and representatives will share the views of the people in their class.

Ask the children to think about what they would like the school shura council to help with at school. This will be picked up again in the next lesson.

Key questions:

- How is our school shura council democratic?
- What ideas do we have to help our school shura council make school better?

Vocabulary

- School Shura council
- Representative
- Meeting
- Democracy
- Vote
- Election

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Understanding how the school council works.

Pupils working at greater depth indicated by:

Understanding the role democracy plays in the school council.

Differentiation

Pupils needing extra support: May benefit from talking to an older child who is on the school council. Can use the *Activity: Writing frame* provided.

Pupils working at greater depth: Should be asked to identify how democracy works in the school council.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Summer Term 1 - Citizenship (Cycle B)
Lesson 7 (Cycle B): Giving my opinion

Learning Objectives

- To understand ways to share an opinion
- I understand that I can share my opinion on things which are important to me
- I can identify things I would like to make better in school

Before the lesson

Have ready

- *Presentation: Giving my opinion* (see Main event)

Print

- Activity: Template for giving a speech (for those who might need further support)

Attention grabber

Remind children briefly about the previous lesson, where the class learnt about the school council and how it works, '*Kapow Primary, RSE & PSHE, Citizenship, Year 1/2 Lesson 6 (Cycle B): School council*'. Explain that today the class are going to be thinking about how they can make their school even better.

To begin the lesson, ask the children to think about some of the things they like about their school. List these on the board.

You might also ask children to justify their opinion for example, 'I like the playground because we have lots of equipment to use'.

Key question:

- What is good about our school?

Main event

Explain that it is great that there are so many things the children like about their school but they should now think about what might make it even better. Ask the children to get into groups and ask them to discuss and write down their ideas. To focus their discussion, you might want to give each group a certain area to think about, such as the playground, lunchtime, lessons, assemblies or safety in school. Emphasise the importance of justifying their opinions.

Take some brief feedback from each group. Then ask the groups to look at their ideas again and think about which one they would like to see happen the most. You could ask the children to take a democratic vote within each of their groups in order to choose the most popular.

Once the ideas have been chosen, ask the groups about why their idea matters and how they would persuade either the school council or the headteacher to consider the idea. Ask each group to fill in the template *Activity: Template for explaining an issue*.

Those groups who need an extension task could turn their ideas into a short speech using *Presentation: Giving my opinion*. Other children could simply prepare to answer questions about their issue, using their completed sheets.

Presentation: Giving my opinion

Display the presentation on your interactive whiteboard for those children who need an extension task.

- What is the issue?
- Why is it a problem?
- What can be done about it?
- What would happen if this issue is solved, for example, would children be happier, safer or able to learn better?

Now discuss how they can create a good speech by:

- Beginning with a strong sentence about the issue
- Giving reasons for their view
- Having a beginning, middle and end of the speech
- Ending the speech by explaining the problem again and the benefits their idea could bring

Give the groups time to practise the speech before delivering it to the class. For groups who have not prepared a speech, they could practise verbally answering the questions from: *Activity: Template for explaining an issue* to the class.

Key question:

- How can we make school even better?

Wrapping up

Ask each group to present their ideas on how school can be improved, either in a speech form or by answering the questions on *Activity: Template for giving a speech*. At the end of each presentation, ask the other children:

- If they also think it is a good idea
- If they can see any problems
- Can they suggest ways to make it even better

During this process, if necessary, remind the children about how to disagree without putting the other person down.

As a class, decide if there are any ideas they would like to share with the School Council and use the appropriate systems in school to share the children's ideas. If possible, allow the children to present their ideas, for example to the headteacher.

Key question:

- Which idea will we take to the school council?

Vocabulary

- Opinion
- Idea
- Improve
- School council

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding that we can share our opinions on things which matter to us.

Pupils working at greater depth indicated by: Understanding how our ideas and opinions can help to change something.

Differentiation

Pupils needing extra support: Could benefit from adult support to think about why their idea is a good one. Use *Activity: Template for giving a speech* (see Classroom resources) to organise ideas.

Pupils working at greater depth: Should be challenged to produce a structured speech and to give a greater range of ideas and justify these to others.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Summer Term 2 - Economic wellbeing (Cycle B)
Lesson 1 (Cycle B): Money

Learning Objectives

- Learning about what money is, where it comes from and how people make money
- Year 1**
- I understand that coins and notes have different values
 - I can identify where children might get money from
 - I understand why it is wrong to steal money
- Year 2**
- I understand where adults might get money from

Before the lesson

- Have ready
- *Presentation: Money* (see Attention grabber)
 - Pretend money (one set of complete coins and notes per child or pair of children)
- Print
- *Activity: Writing frame* (see Classroom resources) – one per pupil
 - *Activity: Writing frame – support version* (see Classroom resources) – for pupils needing more support

Attention grabber

Display the *Presentation: Money*, which shows pictures of coins and notes.

Presentation: Money

Show on your interactive whiteboard

Ask the Y1 children to write down what they already know about money, for example value of the coins and notes, which are worth more and where money might come from. While they are undertaking this activity, speak to the Y2 children.

Emphasise to the Y2 children that you'd like them to think about how many pence are in a pound, what notes we use and/or if they can name any types of money used in other countries. Explain to the children that you want them to do this on their own so you can see what everyone knows.

Teacher note: children might have limited experience of handling or seeing cash due to the use of other payment methods.

Key questions:

- What do we know about money? (Y1)
- What value do different coins and notes have? (Y2)

Main event

Give out the 'pretend' money and ask the children to identify the value of the coins. Ask Y2 children to guide Y1 children if they aren't sure. Then ask them to put the coins in order of value, from the lowest to the highest (pupils often order them in size, so correct any misconceptions here). Alternatively you could use slide 2 of the presentation. Ask Y2 children if they know that when they are buying things they can use different combinations to make a given amount (for example, £10 could be 2 x £5 notes, 1 x £10 note, 10 x £1 coin or 5 x £2 coin).

Ask them what they can do with money. For example, spend it on things for themselves, save it or buy things for other people.

Ask the children if they have ever had any money of their own and how they got it (for example, pocket money, presents or being paid for doing jobs at home). You can show *Presentation: Money* slide 4 to help elicit ideas.

Presentation: Money

Discuss some of these with children as some may be new to them. If the children suggest ways such as stealing, have a discussion about why this is not right.

Tell the children that today they are writing a short story about a child getting some money. They should include how or why the child got money and what they are planning to do with it. Give each pupil a copy of either the *Writing frame* or the *Writing frame – support version*.

Once the Y1 children have started writing, show *Presentation: Money* slide 6 to the Y2 children and explain that as well as presents, adults can get money by a wage (when they earn money by working in a job), by receiving benefits (paid by the government to help people look after children, or when they are in need) and winning money (for example, in a lottery). Ask the Y2 to include one of these ways in their story.

Ask some of the children to share their stories.

Key questions:

- How do children get money? (Y1)
- How do adults get/earn money? (Y2)

Wrapping up

Bring the children back together as a group. Discuss what children should do if they find money lying around, and why they should not just keep it for themselves without trying to find the rightful owner.

If none of the children mention stealing then this would be a time to bring this up and discuss why it is not the right thing to do. If it has been discussed then reinforce why stealing is inappropriate.

Draw the discussion together by clarifying that earning money from a job is the most reliable way to get money as you know when you are getting it and how much it will be. For the benefit of the Y1 children, compare this to earning pocket money earned by doing jobs around their house.

Key questions:

- What should we do if we find money?

Vocabulary

- Money
- Coins
- Notes
- Value
- Savings

- Pocket money
- Earn
- Wages (Y2)
- Benefits (Y2)
- Presents (Y2)
- Pension (Y2)

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Year 1: Understanding how children might get money.

Year 2: Understanding how adults might get money.

Pupils working at greater depth indicated by:

Year 1: Understand that stealing is wrong.

Year 2: Understanding why some ways of getting money are wrong.

Pupils needing extra support:

Year 1: Use the *Writing frame – support* version to support their writing.

Year 2: Can also use the *Writing frame – support* version to support their writing.

Pupils working at greater depth:

Year 1: They could write two ways of getting money in their story and compare them.

Year 2: Write a story about a child finding or stealing money and include a moral message. They could also write two ways of getting money in their story and compare them.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Summer Term 2 - Economic wellbeing (Cycle B)
Lesson 2 (Cycle B): Needs and wants

Learning Objectives

- To begin to understand the difference between wants and need
- I can identify some things I need (Y1)
- I can identify things that I own which are 'wants' (Y1)
- I understand why people have to prioritise needs over wants (Y2)
- I understand that I may need to save money to buy something I want (Y2)

Before the lesson

- Have ready
- Paper and resources for making posters
- Print
- Year 1**
- *Activity: Wants or needs? cards* (see Classroom resources) – cut up, one set per group or pair of pupils

Attention grabber

Ask the children to think about a new-born baby. What does that baby need to survive and grow? Note down some of the childrens' ideas on the board e.g. milk, clothes, cot, house, someone to care for them. If any children have a younger sibling, what did they think was most important for them? Now ask the children what a puppy needs – e.g. food, water, bed, house or shelter. Is this any different to what a new-born baby needs? Explain that these are all things that we need to survive – write 'Needs' above the list on the board. Discuss what each thing does to help us. For example, food gives us energy and helps us grow, a house gives us shelter from weather and clothes keep us warm. Ask Y2 children if there is anything they need now that was different from when they were in Y1. Now ask if there is anything the children *want*. Get them to think about birthday presents or what they usually get as a treat. Jot down some of their suggestions under the title 'Wants' on the board. Clarify these things are *wants* – they are not essential to keep us alive.

Key questions:

- What needs do we all have?
- What is the difference between a want and a need?

Main event

Year 1
Put the Y1 children into small groups or pairs and give each group a pack of the *Wants or Needs? cards*. Ask the children to think again about the needs that they identified for a baby and to then sort the cards into either wants or needs. When they have finished, ask them to create a picture which shows the things they have which are 'needs'.

Year 2
Look again at the list of 'Wants' on the board. If the children have written down something expensive on the board, explain that they might not be able to buy these items straight away. Some things, they might never be able to buy. Give an example of something expensive that you might want, but are unlikely to ever have such as a boat, expensive car or piece of jewellery.

Explain we all have to make choices about our wants and whether we can afford them now or in the future.

Ask the children to think about the item they have chosen and ask:

Would they be able to buy it now? Would they need to save up? Would someone else be able to help them? (for example, give it as a present)

Take an example from the Attention grabber about something one child *wants*. Whatever the object is (for example, a computer game), explain that you will need to save up for it. Give an example of a price (such as £35) and ask how long it would take them to save up for this if they earned £5 pocket money per week (amounts can be adapted to the class).

Now ask the children to think about what problems they might have saving for that long. Ask them to write down their ideas (for example, need money for other things, money could get lost, might change their mind or a newer one might come out).

Ask them to think about and write down the good things about saving for the item they want (for example, feel good when he/she can buy the item because they looked forward to it, or it might stop you wasting money because you are focused on one thing).

Take some feedback from the children on their ideas and get the Y2 children to design a poster about ways of saving for something they *want*.

Key questions:

- What are wants and needs? (Y1)
- How can we save for something we really want? (Y2)
- What might stop us saving? (Y2)

Wrapping up

Ask the children to feedback on the differences between wants and needs. Clarify that these will be different for different people. Ask the Y2 children if they can give any advice to the Y1 children about saving.

Explain that most people prioritise their needs first and then think about wants later. For example, grown ups will pay for their house through a mortgage or rent, the bills like gas, electricity and water and buy food before thinking about going on a holiday.

Key questions:

- What do we own which are actually 'wants'? (Y1)
- Why do people prioritise their needs over wants? (Y2)

Vocabulary

- Need
- Want
- Survive
- Essential
- Priority

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Understanding things that are needs and things that are wants.

Year 2: **Being able to describe the difference between a want and need and to understand that saving might be necessary to buy the things we want.**

Pupils working at greater depth indicated by:

Year 1: Understanding that, although food for nourishment and clothes for warmth are needs, particular food and clothing choices are often wants, rather than needs.

Year 2: Understanding the problems that might stop us from saving or slow us down in reaching our savings goals.

Differentiation

Pupils needing extra support:

Year 1: Can have a set of the *Activity: Wants or needs? cards* to create their picture from.

Year 2: Can design a poster with an image of the item they want and phrases around it to say why they want it so much and why it is worth the time and effort of saving.

Pupils working at greater depth:

Year 1: Can be challenged to add more detail to their picture, for example not just putting food but identifying foods which are needs rather than wants.

Year 2: Can be challenged to use the poster as an opportunity to address the problems that people can have when saving for that long (for example, need money for other things, money could get lost, might change their mind or a newer one might come out)

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Summer Term 2 - Economic wellbeing (Cycle B)
Lesson 3 (Cycle B): Saving and spending

Learning Objectives

- To begin to understand that people make different choices about spending and saving money
- I understand that we can make choices about what to do with our money
- I can explain what might influence these choices

Before the lesson

- Have ready
- Class puppet or soft toy for children to advise (see Attention grabber)
- Print
- *Activity: Spend or save scenarios* (see Classroom resources) – one per pair of pupils
 - *Activity: Spend or save scenarios – support version* (see Classroom resources) – for pupils needing additional support

Attention grabber

Use the puppet or soft toy that you use for RSE and PSHE lessons. Remind the children who your character is if they have not seen him/her for a while, and explain that the character is very excited because it was his/her birthday last weekend. They got lots of lovely presents and cards and some of their relatives gave them money.

You could make up amounts that your character was given by different people. For example, grandma gave £20, uncle gave £10 and mum's friend gave £5. Check with the children how much the character has?

Explain that on a Saturday the character also gets £1 pocket money.

Note: you can change the amounts to fit with what children in your class might receive or to fit in with their mathematical ability.

Write on the board how much the character has altogether. Explain that he/she does not know what to do with all that money and would like to know what the children think. Give the children a few minutes in pairs to discuss what advice they would give.

Take some feedback from the children and get your character to feedback on their thoughts.

Key question:

- What can we do with our money?

Main event

Discuss with the children the options they gave to the character and decide if they were spending or saving? Make sure children understand the difference between these.

Ask the children if they save any money and how do they do this. For example, do they put it in a moneybox or purse, do they give it to parents to look after, or do they put it in a bank or building society?

Explain that the children are going to listen to you read out the *Activity: Spend or save scenarios*. After each scenario, they will discuss with a partner what they think is the best thing for the person in the story to do with their money.

Afterwards, discuss what the children decided. Bring out the advantages and disadvantages of each choice. For example:

- Spending money gives you something you want or need.
- Saving money at home means it is easily available when needed.
- Using the bank makes sure the money is safe and you earn interest.

Wrapping up

Reflect back on the scenarios and discuss the fact that people make different decisions about money. Lots of things can influence this decision. For example, Amelie in scenario 4 might not have had a new toy for a long time, or she might get something new every week. How might these facts influence her decision? Callum in the third scenario, might find it difficult to save and might just go out to spend the money just because he has it.

Ask what the children themselves think about when they are deciding what to do with their money.

Key questions:

- What can we do with the money we have?
- Why do different people make decisions about what to do with money?

Vocabulary

- Choice
- Save
- Spend
- Interest

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding that people can make different choices about spending or saving.

Pupils working at greater depth indicated by: Understanding what might influence choices to spend or save.

Differentiation

Pupils needing extra support: Can use the *Activity: Spend or save scenarios – support version*.

Pupils working at greater depth: Can be challenged to give reasons for their answers to the scenarios.

PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Summer Term 2 - Economic wellbeing (Cycle B)
Lesson 4 (Cycle B): Banks and building societies

Learning Objectives

Have ready

- Year 1**
- To understand the benefits of banks and building societies
 - I understand that banks and building societies help to keep money safe
 - I can explain why a savings account helps me to save
- Year 2**
- I can explain what I should look for when choosing a bank account

- Print
- Role-play items that may be in a bank, such as toy money.
 - *Activity: Role-play cheques*

Attention grabber

Recap learning from the previous lesson and discuss ways children can keep cash safe e.g. purse/wallet, money box and other safe places. Ask the children where else they might be able to keep money safe away from their houses? I.e. banks or building societies. Ask them if they recognise any of the banks or building societies on slide 2 of *Presentation: Inside a bank*

Presentation: Inside a bank

Explain that some banks and buildings societies are in buildings in towns and cities and others are online. Those who have branches will also work online. Ask children if they know where the nearest bank is to their school.

Key questions:

- Where can we keep our money safe?

Main event

Ask the children if any of them have been into a bank or building society. Ask them to talk about what they saw, or what their parent or carer did when they were there.

They might talk about using cash machines, paying money in or talking to someone about money. Share Presentation: Inside a bank on your interactive whiteboard.

Presentation: Inside a bank

Talk the children through what might happen in a bank, using slides 3, 4, 5 and 6.

Explain that banks and building societies are a good way of keeping large amounts of money safe. Ask the children why they think this might be the case. (E.g. won't get lost or stolen like it might if we carry it around or have it at home and it helps us save by making it more difficult for us to get to our money). Show slide 7 and explain that banks and building societies want us to save money and that they will pay you to keep your money there. This is called 'interest'. This means that if children put money in a bank or building society they will end up with more money when they come to take it out. The longer it stays in there and the more money they have, the more interest they will get.

Year 1

Send Y1 children in pairs, one to role-play being a customer, and the other somebody working in a bank. Give them some ideas of what they might discuss, such as taking money out, putting money in and opening a new account. It might be helpful to have some of the key vocabulary up on the board (for example, 'savings', 'interest' and 'bank account'). You can print out the *Activity: Role-play cheques* and give them some toy money to use or even set up a bank role-play area!

Year 2

Explain that when people decide to save their money in a bank they need to choose a bank account. How might they decide which bank account to choose? (Proximity to home, good customer service, available online, good interest rates, free gifts).

Sometimes banks may offer customers a free gift to join, but this doesn't mean that bank will be the best choice for them. Show an example of 2 bank accounts on slide 8 of *Presentation: Inside a bank* and highlight the pros and cons of each. Explain that there are lots of different types of bank accounts available and an adult can help them to decide which bank and account they should have. Ask the children to discuss in pairs which one they would choose and why.

Send the Y2 children off in pairs; one as a customer who wishes to open a bank account and one as somebody working in a bank who can talk them through their options. Get the child who is the bank worker to explain the difference between different accounts.

Leave slide 8 on the board to encourage children to use the correct vocabulary.

After 5 minutes bring children together, and ask the Y2 children to explain to the Y1 the different types of bank accounts. Do the Y1 children have any questions they'd like to ask the Y2 children? Did they understand the explanation?

Key questions:

- How do banks and building societies keep money safe? (Y1)
- What are the advantages of putting money in the bank/building society? (Y1)
- What should we think about when we choose a bank account? (Y2)

Wrapping up

Ask how the Y1 children felt when they role played the customer. Were they confused by anything? Can the Y2 children help explain any of the key vocabulary they aren't sure about?

Explain that now it is more common for people to do their banking online. Ask the children if they have seen anyone use online banking.

Explain that this is still a good way to keep money safe and they will get interest on money they are saving.

Discuss the need for passwords on online bank accounts and why these need to be kept private. Stress that they should never tell anyone the password for an online bank account.

Key questions: What do we need to remember about online banking?

Vocabulary

- Bank
- Building society
- Safe
- Interest
- Bank account

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Understanding the role of banks and building societies.

Year 2: Understanding that there are many things to consider when choosing a savings account.

Pupils working at greater depth indicated by:

Year 1: Understanding the advantages of having a savings account.

Year 2: Able to explain and justify their decisions about which savings account they would choose.

Differentiation

Pupils needing extra support:

Year 1: Will benefit from working in a group with someone who has had experience of going to a bank and should undertake a more simple part in the role play, such as withdrawing money from their account.

Year 2: Could just look at each individual detail about the two bank accounts and identify which is better for that detail.

Pupils working at greater depth:

Year 1: Could practise role-playing both the part of the bank assistant and the customer, adapting their language as they do so.

Year 2: Can be challenged to role-play a greater range of activities in the bank. They can also try to explain the difference between a 'high-street' bank and an online bank.

**PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Summer Term 2 - Economic wellbeing (Cycle B)
Lesson 5 (Cycle B): Jobs**

Learning Objectives

- To understand that skills and interests will help someone decide what job to do
- Year 1**
- I understand that there are different jobs in school
 - I can explain the skills people need to do different jobs
- Year 2**
- I understand there are many different jobs outside school
 - I can explain some of the things involved in choosing a job

Before the lesson

- Note
It would be useful if, before this lesson, the children have already considered the adults who work in school in the lesson:
- Have ready
- *Activity: Jobs with skills inside school – suggested answer sheet* (see Classroom resources)
 - *Activity: Jobs with skills outside school – suggested answer sheet* (see Classroom resources)
 - A member of staff to come and talk to the children about their job
- Print
- Year 1**
- *Activity: Jobs with their skills in school* (see Classroom resources) – one copy per pupil
 - *Activity: Jobs with their skills in school- support version* (see Classroom resources) – one copy per pupil who may need additional support
- Year 2**
- *Activity: Jobs with their skills outside school* (see Classroom resources) – one copy per pupil
 - *Activity: Jobs with their skills outside school – support version* (see Classroom resources) – one copy per pupil who may need additional support

Attention grabber

Ask the children if they can remember/know some of the adults who work in their school. Make a list of names and their roles on the board. Ask why they think these people have chosen to do these jobs (for example, they were interested in that job, someone they know did the same job or just to earn money). Stress that there can be lots of reasons why people decide to do different jobs.

Ask the Y2 children if they can remember which school staff member they 'interviewed' last year in the lesson. Ask if they remembered why they did that job. Can they explain these reasons to the Y1 children?

Key questions:

- Who works in our school? (Y1)
- Why might people do the jobs they do? (Y2)

Main event

Explain that there are lots of different jobs in school and that people need different skills to do different jobs.

Year 1

Explain to the Year 1 children that they are going to think about what skills people might need to do the different jobs they have identified. If possible, ask people in your school what skills they think they need for their job beforehand. If this is not possible use the *Activity: Jobs with their skills – inside school* provided. Ask the children to match the skills against the roles. Explain that some skills will apply to more than one job.

Year 2

Ask the Year 2 children to think of three jobs outside of school. What sort of skills will they need for these roles? Ask children to think about jobs family members do if they need support. Children then complete *Activity: Jobs with their skills – outside school*, thinking of a job to go into the blank column. Discuss and check children's answers using the *Activity: Jobs with their skills outside school – suggested answer sheet*.

All children

Explain that at the end of the lesson they will be talking to someone who works in school about their job. Tell them who this person is. Get the children to think of three questions to ask that person about their job. For example, why they chose that job or what they like most about the job.

Get the Year 2 children to think about what skills the guest will need for their job, and to think about their life outside of their job. For example, does the job they've chosen give them much free-time or time to spend with their family?

It may be worth reminding the children that it's not polite to ask how much money someone earns, especially if you don't know them personally as this is private information.

Ask children to share some of their questions.

Key questions:

- What skills do people need for different jobs in school?

Wrapping up

Welcome your visitor into the classroom and give the children the opportunity to ask their questions. Ask children if they think the job would be an interesting one.

If no one else is available the children can ask you about your job or continue to prepare questions they can ask of someone at another time.

Key questions:

- What can we find out about a job in our school?
- How do people earn money from jobs?

Vocabulary

- Job
- Skill
- Earn
- Money
- Interests

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 1: Understanding that different skills are needed for different jobs in school.

Year 2: Understanding that there are a range of different jobs available and that they require different skills.

Pupils working at greater depth indicated by:

Year 1: Understanding that people's skills and interests will influence the job they decide to do.

Year 2: Understanding some of the other reasons that people choose certain jobs (interests, lifestyle choices, working hours, money etc)

Differentiation

Pupils needing extra support:

Year 1: Can work with the *Activity: Jobs with their skills inside school* – support version of the activity sheet and may need support to formulate and ask the visitor questions.

Year 2: Can work with the *Activity: Jobs with their skills outside school* – support version of the activity sheet

Pupils working at greater depth:

Year 1: Can be challenged to add additional ideas to the skills required for each job.

Year 2: Can also be challenged to add additional ideas to the skills required for each job.

**PSHE, Citizenship and RSE Year 1/2 Schemes of Work
Summer Term 2 - Transition (Cycle B)
Lesson 1 (Cycle B): Transition lesson**

Learning Objectives

Before the lesson

- To understand that change can cause mixed feelings
 - I can identify the positives and challenges of change
- Year 1**
- I understand that everyone has different strengths
 - I can explain some of the skills I have developed in Year 1
- Year 2**
- I can ask questions to help me deal with change
 - I know who can help us deal with change

- Have ready
- *Activity: Story* (see Classroom resources) – one copy for the teacher. This activity can be adapted to fit your school setting.
- Print
- Year 1**
- *Activity: Skills I have developed this year* (see Classroom resources) – one per pupil
 - *Activity: Response sheet Y1* (see Classroom resources) – one per group of pupils
- Year 2**
- *Activity: Response sheet Y2* (see Classroom resources) – one per group of pupils
 - *Activity: Feelings associated with change* – one per group of pupils who may need further support
- All pupils**
- *Activity: Story* (see Classroom resources) – one per group of pupils

Attention grabber

Write the word 'Change' on the board. Ask the children of any changes they know about. If necessary, remind them about depersonalising their comments. Some ideas might include change from baby to child, moving house, moving class, having a new teacher, changes in the family and changing weather. Explain that change is one thing which happens a lot in life and it is really important that we learn how to cope with it. Some changes might be small and we hardly notice, but others might be bigger and more difficult to deal with.

Key questions:

- What were we like when we were younger?
- What is change?

Differentiation

Pupils needing extra support:

Year 1: Highlight the sentences relevant to their character on a copy of the story for them.

Year 2: Provide pupils with the *Activity: Feelings associated with change* word bank to help them complete column 3.

Pupils working at greater depth:

Year 1: Scribe for their group, putting their ideas into sentences.

Year 2: Ask them to identify more than one (sometimes conflicting) emotion that they or their character might feel when dealing with change.

Wrapping up

Gather the children back together with their questions. Explain that you will try to answer some of the questions now. Note to them that if you don't know or there isn't time you will come back with an answer.

If the teacher is staying in the class next year with the same Year 1 pupils, you may want to ask if anybody has any advice about welcoming others to the class.

Key questions:

- What will it be like in Year 2 or 3?
- How could you welcome the Reception class that are coming into your class next year? (Y1)

Vocabulary

- Strengths
- Skills
- Move
- Change (Y2)
- Feelings (Y2)
- Emotions (Y2)

Assessing pupils' progression and understanding

Array

Pupils with secure understanding indicated by:

Year 1: Understanding how skills and strengths have changed during the academic year.

Year 2: Being able to name some emotions associated with change.

Pupils working at greater depth indicated by:

Year 1: Identifying positives and challenges associated with moving to a new class.

Year 2: Understanding the sometimes conflicting emotions that come with change and being able to express that.

PSHE, RSE and Citizenship Y3/4
Autumn Term 1
Families and relationships (Cycle A)
Introductory Lesson 1 (Cycle A): Setting ground rules and signposting

Learning Objectives

- To recap what the subject of PSHE is and how we can help everyone to learn effectively in these lessons
- I can explain some things I learned in PSHE in Year 2 or 3
- I can identify those activities I enjoy and which help me to learn
- I can explain why rules can help everyone feel safe in PSHE lessons

Before the lesson

- Have ready
- Reminders of things that you know the children learned in the previous year, if needed
 - Sticky notes

Attention grabber

1. Ask the children to write on sticky notes things they remember learning last year in PSHE.
2. Once these are complete, put the children into groups and ask them to compare their notes. Children should work in their year group for this activity so they are all focusing on the same content. If more than one person has written the same thing, they can stack those notes together. Once each group has a number of unique ideas, combine the groups together to do the same exercise. Repeat until you have a single set of ideas for each of Year 3 and Year 4.

Key question

- What have we already learned about in PSHE?

Main event

1. Look at what children remember.
If there are certain topics that have a high number of sticky notes, ask the children why they remember those in particular. It might be that it was the last topic they did and therefore is most fresh in their memories, but it might also be about the way these things were taught or the subject matter.
If it does not arise during the previous task, ask the children if there are particular activities they like doing and make a note of these.
2. Ask the children if they had special rules for PSHE and if these helped them to learn?
Take some feedback and see if the rules helped children feel more comfortable in these lessons.
3. Discuss the rules the children want this year. If there are children who were in your class last year, stress that this is a chance to have new rules and they do not have to be the same as last year. Record these rules as the children say them but make sure you cover the following:

- Respecting other people's ideas
- There are no silly questions
- Keeping what is said in the room, in the room
- That we are all different and that is fine

Key questions

- What activities help us to learn in PSHE?
- What rules will help us all learn and feel good in our PSHE lessons?

Wrapping up

1. Recap the rules the children have come up with. Are they all happy with these? You might want to create a class charter and ask the children to sign the rules to say they agree with them.
2. Explain that the rules can be changed or added to if the children think of anything else after the lesson or during any other PSHE lesson.
3. You might also want to tell the children a few of the things they will be learning about in PSHE this year.

Key question

- What rules have we agreed to for PSHE?

Vocabulary

- PSHE
- Safe
- Learn
- Rule
- Unsafe
- Unhappy

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding of the need for rules for PSHE lessons.

Pupils working at greater depth indicated by: Understanding the consequences of not following the rules for PSHE lessons.

Differentiation

Pupils needing extra support: May need support remembering what they learned about last year and understanding why rules are particularly important in PSHE.

Pupils working at greater depth: Should be challenged to explain the potential consequences of not following the rules.

PSHE, RSE and Citizenship Y3/4
Autumn Term 1
Families and relationships (Cycle A)
Lesson 2 (Cycle A)
Friendship issues and bullying

Learning Objectives

Before the lesson

- To understand that friendships have ups and downs and that problems can be resolved (Y3).
 - To begin to understand the impact of bullying (Y4).
- Year 3**
- I understand that I may experience problems with my friends and this is normal
 - I can explain some steps I can take to resolve problems with my friends
 - I understand that violence is never the right way to solve a problem
- Year 4**
- I understand what bullying is
 - I can explain some of the possible effects of bullying
 - I know what help is available in my school if someone is being bullied

- Have ready
- Paper, pens, pencils for the thought-shower activity (see Attention grabber) and for the problem page answer activity (see Main event).
 - Link: – **this is an external website and we do not have control over its content – please check before showing it to the children.**
- Print
- Year 3**
- *Activity: Friendship problems* (see Classroom resources) – one per pair of children.
 - *Activity: Problem page letters* (see Classroom resources) – one page per three children – each page comprises three sets of problems and each child needs one set of problems.
 - *Activity: Problem page letters support version* (see Classroom resources) – for any child requiring support.
- Year 4**
- *Activity: Bullying* (see Classroom resources) – one copy for the teacher.

Attention grabber

1. Ask the children to put together a thought shower of everything they know about friendships. They can include words that describe friends, features of a good friendship and potential problems with friendships. You can do this activity individually, in pairs, in table groups or as a class. If working individually, or in pairs or table groups, invite the children to share their ideas with the class. Invite the children to share some of their ideas.
2. While the Year 3 children move onto the Main event, ask the Year 4 children to complete a thought shower on what they already know about bullying.

Key questions

- What do we already know about friendships?
- What do we know about bullying? (Y4)

Main event

Year 3

This lesson will focus on problems within friendships, and will include minor problems and more complex ones.

1. Ask the children to get into pairs and give each pair a copy of the *Activity: Friendship problems*. Ask the children to decide, in their pairs:
 - Which would be the best things to do in each situation – they can tick a maximum of three things for each problem.
 - Which things they should not do, and to mark these things with a cross.
2. When everyone has finished, discuss the answers, stressing that shouting or hitting is never the answer.
3. Give each child a copy of the *Activity: Problem page letters*. Use the *Activity: Problem page letters support version* instead for any pupils needing help to structure their responses.
4. Explain that the children are going to help to solve the problems they have been sent by writing a response to each of them. Give the children 15 minutes to complete this activity.

Year 4

1. While the Year 3 children are working, explain to the Year 4 children that they are going to focus on bullying. Take some quick feedback from their thought shower.
2. Read out the statements from the *Activity: Bullying or not?* and ask the children if they think there is bullying going on, or not. This can be done by moving to areas of the room or standing/sitting to show responses. With the statements that are 'not bullying', reinforce that some of them are not kind behaviour, but they are not bullying.

Answers:

- Two children fall out at lunchtime but by home time they are friends again. Not bullying.
- One friend decides to play with someone else during playtime. Not bullying.
- One child asks another to give them money every day. Bullying.
- A child says they don't like someone's haircut. Not bullying.
- A small group of children call a child nasty names online and it happens every day. Bullying.
- Someone laughs when someone gets a question wrong in class. Not bullying.
- Someone always ignores a child in the class and persuades other children to do the same. Bullying.

3. Explain to the Year 4 children they are going to watch a video about someone who was bullied. It is based on real experiences but it is an actor's voice.

Watch the video on link: on VideoLink up to 01:13. Stop the video and ask the children how they think Lara is feeling.

Put the children into groups and invite them to talk about what Lara should do next.

Ask the children in their groups to develop a short role-play scene to show what happens if Lara takes their advice.

Year 3

5. While the Year 4 children work on their role-play, discuss with the Year 3 children the solutions they have come up with. Stress that falling out and disagreeing often happens in friendships. It is how we deal with these situations that is important. Sometimes we can end up being better friends because we have overcome an issue together.

Some possible solutions to the scenarios are:

Problem 1

- Talk to the friend.
- Ask another friend to help you talk to her.
- Apologise to the friend.
- Explain how much you miss her.

Problem 2

- Talk to both friends at the same time and explain the problem
- Make sure they both know that you would really like to take them both but this is not possible
- Ask them what they think and if they have any solutions

Problem 3

- Try playing with them all again and you might get to like the other person
- Talk to your friend about how you feel
- Ask your friend if he will play just with you for a few days a week
- On the days you are not with your friend, make the effort to talk to other children and you might make a new friend as well

All children

1. Briefly explain to the Year 3 children what Year 4 have been doing and play the video on link: on VideoLink up to 01:13.

2. Ask the Year 4 children to share their role play with the class and discuss the outcomes they have devised. If necessary, correct any concerning responses such as hitting the bullies or trying to bully them. Draw on the Year 3 children's knowledge about the best way to overcome friendship problems.

Key questions

- What problems might occur in friendships? (Y3)
- How can we sort out problems in friendships? (Y3)
- How does bullying affect people? (Y4)
- What can we do if we are being bullied? (Y4)

Show all children the rest of the video on link: .

Wrapping up

1. Reflect on the lesson and discuss some of the key things that have come out when dealing with friendship problems and bullying.

2. Ask:

- The Year 3 children to suggest three tips for solving a friendship problems – these might include discussing things calmly, listening to each other and forgiving.
- The Year 4 children to suggest three tips for solve bullying problems – make sure children know that physical violence is never a way to sort out problems.

3. Remind the children that it is always better to speak out and that adults will always try to help them. If they are ever worried about themselves or one of their friends, they should talk to an adult in school.

4. Explain your school's anti-bullying policy to the class. Check that the children understand the policy and aware of the support available to them should they need it.

Key questions

- What are our top tips for solving friendship problems? (Y3)
- Who can help if we are being bullied? (Y4)

Vocabulary

- friend
- problem
- talking
- listening
- calm
- forgive
- apologise
- bullying (Y4)
- repeated (Y4)
- report (Y4)

Assessing pupils' progress and understanding**Differentiation****Pupils with secure understanding indicated by:**

- Understanding that problems occur in friendships and that violence is never right. (Y3)
- Understanding what bullying is and what to do if it happens. (Y4)

Pupils working at greater depth indicated by:

- Understanding that problems can in some cases strengthen friendships. (Y3)
- Understand what bullying is and its impact. (Y4)

Year 3

Pupils needing extra support: Can use the *Activity: Problem page letters support version*, which offers a writing structure to support them with their responses.

Pupils working at greater depth: Give a more in-depth response to the letters including getting the problem setter to think about how their friend might be feeling.

Year 4

Pupils needing extra support: Could be grouped together and have you or another adult work with them to discuss possible solutions and outcomes.

Pupils working at greater depth: Should be challenged to also show what happens to the bully as well as to Lara in their role play.

PSHE, RSE and Citizenship Y3/4
Autumn Term 1
Families and relationships (Cycle A)
Lesson 3 (Cycle A): The effects of bullying and the responsibility of the bystander

Learning Objectives

- To understand the impact of bullying and the responsibility of bystanders to help
- I understand the impact bullying can have on individuals
- I understand the role bystanders can play in stopping bullying
- I understand the reasons some children may bully others

Before the lesson

Note

The *Activity: Bullying story 2* features a child whose father is moving away for work and there may be an application that the child's parents have separated. Be mindful of any children in the class who this may affect and either discuss it with them first or use *Activity: Bullying story 1*.

Print

- *Activity: Bullying story 1* (see Classroom resources)
- *Activity: Bullying story 1 – support version* (see Classroom resources)
- *Activity: Bullying story 2* (see Classroom resources) split into the four parts

Attention grabber

Write the word, 'bullying' on the board and go round the class asking children for a word this makes them think of. Record all of these words on the board.

Make sure all the children understand what bullying is, including that bullying can:

- Be physical and emotional.
- Be by one person or a group of people.
- Happen online as well as face to face.
- Be repeated, not just a one-off falling out.

Key question

- What is bullying?

Main event

1. Explain to the children that they are going to look at bullying in more detail. Put the children into small groups (making sure there is a good reader in each group) and explain that they are going to be given a story in parts.

Note: Each of the stories in *Activity: Bullying story 1* and *Activity: Bullying story 2* are in four parts. You will give one of these stories (in parts) to each group. You could give the same story to all the groups or use a mix of stories 1 and 2. Note that *Activity: Bullying story 2* features a child whose father is going away from home for work, so parents may have separated, at least for a while. Be mindful of any children in the class who this may affect and either discuss it with them first or use *Activity: Bullying story 1*.

There is also a simplified version of story 1 with different questions for any children who need additional support: *Activity: Bullying story 1 – support version*.

3. Hand out part 1 of the selected stories to each group and ask the children to read it as a group and then answer the questions. Monitor what the groups are saying during the activity and if necessary share some feedback with the whole class.

4. Hand out the subsequent parts of the stories and ask the children to answer the questions each time.

5. When the children have completed the stories, ask them to think about something that surprised them during the story and something they have learned. For example, people's behaviour can change because of something else that is happening in their lives; there are groups that can help people who have been bullied or who bully others.

6. Invite the children to feedback to the class.

Key questions

- How does bullying make people feel?
- Why might someone become a bully?

Wrapping up

1. Explain that during each story there was one main person who was the bully, but the other children were also involved and we call them bystanders. By not doing anything or by following what the bully wanted, the other children watching were part of the bullying behaviours as well (this is said by the mother in *Activity: Bullying story 2*). Explain that it is difficult to do the right thing but everyone needs to try and stop bullying.

2. Ask the children for ideas of things they could do if they see bullying happening. This could include:

- Talking to an adult.
- Helping the victim talk to an adult.
- Not doing what the bully asks.

Make it clear that the children should not do anything that puts them at risk, and involving an adult is usually the best approach.

Key question

- What can I do if I witness bullying?

Vocabulary

- Bullying
- Witness
- Bystander
- Involved

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding the impact of bullying and the role bystanders can take.

Pupils working at greater depth indicated by: Understanding why someone may become a bully and that they might need help and support as well as the victim.

Differentiation

Pupils needing extra support: Use the simplified version of story 1 from *Activity: Bullying story 1 – support version*, which also includes different questions. It may also be beneficial for an adult to work with this group to remind them what is happening in the story.

Pupils working at greater depth: Should be challenged to also look at the situation in the story from the view of the bully and explore why they might be behaving in that way.

PSHE, RSE and Citizenship Year 3/4
Autumn Term 1
Families and relationships (Cycle A)
Y3/4 Lesson 4 (Cycle A): Stereotyping: Gender

Learning Objectives

Before the lesson

<ul style="list-style-type: none"> • To recognise that stereotypes are present in everyday life • I understand how there are established stereotypes for both genders (All) <p>Year 3</p> <ul style="list-style-type: none"> • To understand that toys can reinforce gender stereotypes • To explain how these stereotypes can be challenged • To begin to understand why stereotypes are negative <p>Year 4</p> <ul style="list-style-type: none"> • I can identify fictional characters who reinforce gender stereotypes • I understand that stereotyped characters might influence children • I can explain the negative impact of stereotypes 	<p>Have ready</p> <ul style="list-style-type: none"> • Link: (see Wrapping up) <p>Year 3</p> <ul style="list-style-type: none"> • A selection of toy catalogues or printouts of toys from internet sites, including some toys that are designed for babies and small children. • <i>Presentation: Toy activity example</i> (see Main event) <p>Year 4</p> <ul style="list-style-type: none"> • A range of storybooks to prompt the children's thinking about characters <p>Print</p> <ul style="list-style-type: none"> • <i>Activity: Toys sheet</i> (see Classroom resources) – one per Year 3 pupil
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Attention grabber

1. Ask:

- The Year 3 children what their favourite toy or game is, and what they like about that toy or game.
- The Year 4 children what their favourite book or story is and why they like it.

Explain that the class will look at toys (Year 3 children) and books (Year 4 children), and how these might reinforce gender stereotypes.

2. Remind the children what a stereotype is:

A stereotype is an assumption about a group of people based on a shared characteristic, such as gender. The assumption is that everyone in the group will have the same characteristics and abilities.

You might also want to discuss what gender means: the roles, behaviours, activities and attributes that society considers appropriate for men and women.

Key questions

- What are our favourite toys, games and books?
- What is it that we like about our favourite toys, games and books?
- What is a stereotype?
- What does gender mean?

Main event

Children need to work in year groups for the main event. It is helpful if there is a mix of girls and boys in each group.

Year 3

Year 3 children need access to your selection of toy catalogues or printouts of toys from internet sites, which ideally will include some toys that are designed for babies and small children.

Ask the Year 3 children to look at the toy-related resources for a couple of minutes.

Year 4

Year 4 children may need access to the books to prompt their thinking. Ask the Year 4 groups to write down as many characters as they can think of from books, films and TV programmes. They need to write the name of each character on a separate piece of paper or a sticky note. Write these headings on the board as prompts: 'characters from traditional tales', 'nursery rhymes', 'children's television and cartoons'.

Year 3

Give each pupil a copy of the *Activity: Toy sheet*.

Explain to the Year 3 children that they are going to select a picture of a particular toy from the toy-related resources that they have been looking at, and complete the questions on the *Activity: Toy sheet* for that toy. Before they start work, show the *Presentation: Toy example* and work through the example together as a class, before the children then work on their own with their chosen picture.

Presentation: Toy example

Display the presentation on your interactive whiteboard.

Year 4

Ask the groups to share some of their characters. Other groups can add any they have forgotten. Explain to the children that they are going to look at these characters during the lesson and will sort them in different ways.

Start by asking the children to sort the characters into:

- Male.
- Female.
- Neither or unknown.

Explain that during the rest of the lesson, they will focus on gender stereotypes.

Check that the children remember what a stereotype is: making an assumption about a group of people based on a shared characteristic.

Make sure the children know what the word 'gender' means: the roles, behaviours, activities and attributes that society considers appropriate for men and women. For example, males like adventure, are brave and get into trouble and females look after others and are kind.

Ask the groups to consider these stereotypes and then look at their characters again.

Ask the children to sort the characters into those that reinforce stereotypes for each gender and those who do not. They can also create a group if necessary where they are not sure.

When the children have sorted all or most of their characters, stop them and discuss some of their findings as a class. As part of this discussion ask them to justify some of their decisions, allowing them to challenge each other if necessary and have time to discuss any of which they were unsure.

Following the discussion, ask the children to count up how many characters they had in each category and collate this on the board.

Ask the children how they think this might influence children, particularly if the majority of characters they have discussed do reinforce stereotypes.

Some ideas might include:

- Limiting what someone thinks they can do because of their gender.
- Causing worry to those who feel they do not fit in with their gender.
- Some people might get picked on if they do not fit the stereotype.

You could also discuss some of the positives of the characters who do not fit stereotypes.

Wrapping up

When the children have finished, bring the class back together and discuss the following:

- Were certain toys or books aimed at girls and boys?
- What makes us think this?
- Are the stereotypes correct, or could anyone play with the toy or read the book?
- What could manufacturers and shops do to overcome the stereotypes? (For example, avoiding pink and blue, showing both boys and girls playing with a toy).
- Why might these stereotypes be a problem? (For example, they might limit what genders think they can do or be.)

Reflect on some of the key learning from the activity. Explain to the children that they can enjoy any toy or story. They need to remember that their gender does not limit them in any way and they can make their own decisions. You may wish to expand this discussion to consider to what extent our choices are our own and how much we might already have been influenced by stereotypes.

Discuss if there is anything the children think should be done in school to address stereotypes found in toys or books. For example:

- Could more books be bought that show different characters?
- Should there be a timetable for children using certain toys to allow fair access?
- Could a warning sticker be put on books that contain stereotypes?
- Should some books or toys not be used in school?

You could debate some of these ideas with the children if there is time.

You might also want to look books that challenge gender stereotypes on link: .

Key questions

- How do toys or books reinforce stereotypes?
- What can we do in school to overcome stereotypes in toys or books?
- How can we overcome stereotypes?

Vocabulary

- Gender
- Female
- Male
- Stereotype

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Understanding how toys can reinforce gender stereotypes. (Y3)
Recognising male and female stereotyped characters. (Y4)

Pupils working at greater depth indicated by:

To begin to understand why stereotypes can be negative and how we can begin to challenge them. (Y3)
Understanding how stereotypes can be a negative influence on children (Y4)

Differentiation

Pupils needing extra support: Select pictures that have very obvious stereotypes for children to look at in the main event activity. (Y3) May need help with understanding what a stereotyping is and could benefit from books to help them with the activity. (Y4)

Pupils working at greater depth: Children could be given adverts from the past so they can look at how stereotypes have changed over time (Y3) Can be challenged to consider if there are differences between characters from traditional stories and older books and more modern stories – have stereotypes lessened over time? (Y4)

PSHE, RSE and Citizenship Year 3/4
Autumn Term 1
Y3/4: Families and relationships (Cycle A)
Lesson 5 (Cycle A): Stereotyping: Age/Disability

Learning Objectives

Before the lesson

- To recognise that stereotypes exist based on a number of factors
- Year 3**
- I understand that stereotypes can be based on different factors
 - I can explain some stereotypes that exist about older people
 - I can explain why stereotypes are unfair
- Year 4**
- I understand that stereotypes can affect how I see people
 - I can explain how stereotypes might have a negative effect on people
 - I can talk about people who do not conform to stereotypes

Note
 During this lesson, Year 4 children will focus on disability. It is important to consider the circumstances of the children in your class and their families. You may find that their experiences are useful during the lesson, but you may want to talk to individual pupils before the lesson to see if they feel comfortable discussing their experiences. Have ready

Year 3

- *Presentation: Photo montage* (see Attention grabber)

Year 4

***These links are to external websites and we do not have control over their content. Please check the links before showing or sharing with the children.**

- *Presentation: Stereotyping*
- Access to laptops/computer/tablets (per pair of pupils)
- Link: on VideoLink (3:13 minutes) (see Wrapping up)
- Research links:
 - link: *
 - link: *
 - link: *

Print

- *Activity: Biography template* (see Classroom resources) – one per pupil
- Link: – print out the biographies if the children will not have access to a computer (one per pair of pupils)

Attention grabber

1. Display the *Presentation: Photo montage*.

Presentation: Photo montage
 Show on your interactive whiteboard

2. Ask the children to write down their ideas about the people in the photos. They can include what the people:
- What the people look like.
 - What the people do.
 - What the people enjoy.
 - What the people eat.

Give the children a few minutes to do this individually and then move them into pairs or small groups to share and add more ideas. Take feedback from the children.

Key question

- What do we think about people in the photos?

Main event

1. Remind children what stereotypes are: making assumptions about someone based on certain characteristics.
2. Explain that so far the children have looked at stereotypes around gender, but that today they are going to think about age (Year 3) and disability (Year 4).
3. Ask the children, in their groups, to look again at their ideas about the people in the photo montage with Year 3 focusing on the older people, and Year 4 focusing on the people with disabilities. Ask the children to decide which of their ideas might be stereotypes. They can underline or highlight these. You could also ask the children to swap papers so that they are looking at another group's ideas. Ask how many stereotypes each group had and then discuss how they decided that these were stereotypes. You could discuss whether gender was also a factor in their ideas.
4. Ask why these stereotypes might be unfair. For example, people might think older people or those with disabilities cannot do certain things, or older people might be stopped from going to certain places. In some cases, this might lead to discrimination – not treating someone fairly because of their age.
5. Explain that not treating someone fairly because of their age is actually illegal and that there is a legal framework called the Equality Act 2010, that protects people from being treated unfairly and promotes a more equal society. For example, it is illegal to say that someone cannot have a job because of their age.

- Year 3**
6. Ask the Year 3 children to think about older people they know either in their family, the local community or famous people. Ask them to write down how this person shows that stereotypes about older people are not right. They might, for example, look at use of technology, work, physical activity and engagement in the community. They can then use this information to produce a poster celebrating how older people frequently defy stereotypes. They could focus on one individual or a particular theme such as work, technology or community.

Year 4

7. Ask the children what they think disability is. Write down their ideas on the class whiteboard or interactive whiteboard without making any comments. Then, share this definition of disability:

A physical or mental impairment that has a substantial and long term negative effect on your ability to do normal daily activities (Equality Act 2010).

8. Display the *Presentation: Stereotyping* (the children will have seen some of these photos already).

Presentation: Stereotyping

Show on your interactive whiteboard

9. Discuss with the children that disabilities are not always visible, that they can happen for different reasons and some things might be short-term.

Slide 2: Child using crutches – this could be short-term or long-term. They may have had an accident or problems walking due to a medical condition.

Slide 3: Child in a wheelchair – again this could be short or long term and due to an accident or a medical condition. The chair might be needed all the time or for certain circumstances.

Slide 4: Hearing impaired – the hearing aid is visible here, but they are not always. Some people with impaired hearing will have no hearing at all, others will have some. People can use alternative communication, such as sign language.

Slide 5: Visually impaired – the glasses in this picture give a clue but this might not always be the case.

Slide 6: Child without hands – this could be something the girl was born with but sometimes people lose limbs for other reasons. If someone has lost a leg, this might not be obvious, because the prosthetic leg could be covered by their clothing.

Slide 7: This child has learning difficulties but this is not obvious from the picture.

10. Explain to the Year 4 children that people's disabilities will have different impacts on them and we should not make assumptions about what someone can or cannot do based on their disability.

11. Look again at what definitions the children provided for 'disability' and correct any comments or ideas that are incorrect or could be considered discriminatory. You could also highlight any that are stereotypes, for example, all people with a disability use a wheelchair or all disabilities can be seen. Explain that, like other groups, people with disabilities can experience negative stereotypes. What do the children think these might be? Possible answers include:

- People making assumptions that they cannot do things.
- People thinking they have a mental impairment because of their physical impairment.
- People treating them unfairly.

12. Explain to the Year 4 children that stereotypes can lead to discrimination: not treating someone fairly because they have a disability, and that this is illegal under the Equality Act 2010. Unfortunately, however, people with disabilities can still suffer discrimination. Sometimes this is intentional, but sometimes people do not realise they are doing it.

13. To help avoid stereotyping behaviour, explain to the children that they are going to learn more about people with disabilities. Ask the children if there is anyone they are aware of who has a disability (these could be personally known to them, children or famous people).

14. The children are going to write a biography of someone with a disability in pairs. Tell the class that each pair can decide how to display their findings themselves or they can use the *Activity: Biography template* provided.

Children could access the internet to undertake their own research using these links:

- Link:
- Link:
- Link:

Alternatively, if the children do not have access to the internet, they will need a print-out of the biographies from link: , which celebrates the 100 most influential disabled people in the UK each year.

Give the class approximately 15 minutes to work on their biographies and then ask each pair to share their favourite fact from their research with the rest of the class.

Key questions

Year 3

- What stereotypes exist about older people?
- Are these stereotypes true?

Year 4

- What do we understand about the term 'disability'?
- How do stereotypes affect people with disabilities?

Wrapping up

1. Show the class the video on link: on VideoLink.

2. Ask the children if anything surprised them during the clip.

3. Recap that we need to be aware that it is easy to make assumptions and to stereotype people. Instead, we must treat people equally and not judge them.

Key question

- How can stereotypes affect the way we see others?

Vocabulary

- Stereotype
- Discrimination
- Equality Act
- Disability (Y4)

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

- Understanding that stereotypes arise from a range of factors, including explaining some which are associated with age. (Y3)
- Understanding that stereotypes about disabilities are usually untrue. (Y4)

Pupils working at greater depth indicated by:

- Understanding that stereotypes are unfair and beginning to understand what discrimination is relating to age (Y3) or disability (Y4).
- Understanding that stereotypes can have a negative effect on individuals including how I see them and they should be challenged, for example by talking about people who do not conform to stereotypes. (Y4)

Year 3

Pupils needing extra support: Have some information on well-known older people who defy stereotypes, available for the children to use. You could include David Attenborough, the Queen, Paul McCartney, Esther Rantzen, Captain Tom Moore.

Pupils working at greater depth: Look at more than one person who defies age stereotypes; perhaps someone they know and someone who is famous. They can look at how these people defy more than one stereotype, for example, still taking on an active role in society, good with technology and still working.

Year 4

Pupils needing extra support: Should use the *Activity: Biography template* and provide them with a choice of two people on whom to base their biographies.

Pupils working at greater depth: Can decide on their own format for a biography and use their own sources for research.

RSE & PSHE and Citizenship Year 3/4
Autumn Term 1
Families and relationships (Cycle A)
Lesson 6 (Cycle A): Healthy friendships – boundaries

Learning Objectives

- To begin to understand the physical and emotional boundaries in friendships
- I understand physical boundaries are different for different people
- I can explain some boundaries in friendships
- I understand that I have the right to decide what happens to my body

Before the lesson

- Have ready
- A drum or similar musical instrument
- Print
Activity: How do we expect friends to behave? (see Classroom resources) – 1 per pair who may need extra support

Attention grabber

Ask the children to find a partner, this needs to be someone they feel comfortable working with so a free choice is best. Get the children to stand in two rows opposite each other with a large space between them. Explain that you are going to ask one row to take one step forwards each time you tap the drum. The person they are walking towards can put their thumb up if they are happy for that person to move closer to them or put their hand up in a stop gesture if they want them to stay at that distance. Stress that it is up to the people on the signalling side as to how far they want their partner to come and the other person must respect their wishes. Repeat this until either everyone has been asked to stop or you feel some children are getting too close. Ask the children to look at the different positions people are standing in and explain we all have different ideas about how close people can get to us. You could repeat the activity with the other partner moving or you could swap partners. Thank the children for taking part and for respecting their partners. Ask the children what they might have done differently if they were working with a different partner or someone they had never met?

Key question

- Why are personal boundaries important?

Main event

Explain that the activity they have just done is about exploring boundaries. The activity focussed on a physical boundary i.e. how much space we like to have around us. This changes depending on who the person is, where we are and even how we are feeling that day. Ask the children to think about some people they would allow to come closer to them than they did with their partner? This might be relations, a closer friend, a doctor or nurse. Remind children that they all have the right to decide what happens to their body and they can say no if they do not want someone to come close or touch them. Move on to talk about other boundaries; these are things we cannot see but still exist in our relationships with people. We could also say that boundaries are our expectations of friendship, for example we might expect that our friends will speak kindly to us because that is important to us. Ask the children for a couple of other ideas to check they understand what you are asking. These can be things friends will do or will not do, for example friends do not hit each other or friends tell each other the truth. Put the children into pairs or small groups and ask them to come up with 10 expectations for friends. You may wish to provide some pupils with the *Activity: How do we expect our friends to behave?* to offer them further support in this activity. If there are any the partners disagree on they can add them to their list but mark them in some way to show they could not agree. Take feedback from the groups and focus in particular on anywhere the children disagreed. For example, the one about telling the truth, children might have discussed what you do if your friend has a new outfit you do not like, do you tell them or do you tell a bit of a lie to spare their feelings? Discuss that people do have different ideas and some things you will decide based on your friendships but some things are never OK, for example telling lies which will hurt your friend, stealing something from your friend or sharing information about a friend for other people to laugh at.

Key question

- What boundaries are there in friendships?

Wrapping up

Ask the children if they have any online friends? Are there any different boundaries or expectations for online friendships? Discuss the children's ideas and make sure they understand that one of the important differences is you cannot be certain who you are talking to online and therefore you should not share personal information.

Key question:

- What boundaries are there for online friendships?

Vocabulary

- Respect
- Permission
- Boundary
- Expectations

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding some boundaries in friendships, including both physical boundaries and expectations from friendships.
Pupils working at greater depth indicated by: Also understanding that different people have different boundaries in friendships and these may even change depending on how people are feeling.

Differentiation

Pupils needing extra support: Could be grouped together for the activity, and have any available adults work with them. You may also want to provide them with the *Activity: How do we expect our friends to behave?* so they can sort the expectations and then add any extras that they can think of.
Pupils working at greater depth: Should be challenged to phrase all their expectations as positive statements.

PSHE, RSE and Citizenship Year 3 / 4
Autumn Term 2
Families and relationships (Cycle A)
Lesson 7 (Cycle A): Learning who to trust

Learning Objectives

- To understand why trust is an important part of positive relationships
- I understand what trust is
- I can identify people I trust and why
- I can explain what I can do if I don't trust someone or they break my trust

Before the lesson

Print

- *Activity: Who to trust?* (see Classroom resources) – one for two children – each page comprises two sets of questions and each child needs one set of questions
- *Activity: Comic book story* (see Classroom resources) – one per child
- *Activity: Comic book ideas* (see Classroom resources) – for children needing extra support

Attention grabber

1. Ask the children to think about their most precious possession. Stress that this does not have to be something expensive, just something that means a lot to them. Give them an example of something that is very important to you.
2. Invite the children to talk with a partner about their object, including why it is important to them.
3. Invite the children to consider how they would feel if they lost their precious possession. Take some ideas from the children.
4. Explain that you want the children to imagine they are going on a long journey and that they cannot take their precious possession with them. Ask them who they would trust to look after it, and why. Invite children to share their ideas and reasons.

Key question

- Who would I trust to look after an important object?

Main event

1. Explain that trust is a very important part of relationships and friendships. Explain that in the lesson so far, we have thought about who we trust to look after something for us, and now we will think about different people in our lives who we can trust to help us.

Activity: Who to trust?

2. Give each pupil a copy of the *Activity: Who to trust?* and invite them to answer the questions, saying who they would trust to do the task or help them with it. Encourage the children to think of a range of people and not use the same person for all tasks. Challenge the Year 4 children to have a different person for all ten statements.
3. Discuss the people the children have identified and ask them why they have made their choices. Ask whether we can put the people into groups, for example, family, friends, people with particular jobs.
4. Move on to discuss that there are people we should be able to trust but these might be different for everyone. Discuss that this trust can be automatic, for example, parents, teachers, doctors, but that people still have to behave in a way that keeps our trust.
5. Ask what might happen to make us trust somebody less. For example, someone not doing something when they say they will, forgetting something, telling someone else something they shouldn't have.
6. Explain that we have looked at people we should be able to trust. Can the children think of anyone they cannot trust or would need to be careful about trusting? Answers might include people they have only just met and people online. Discuss why trust might be an issue, for example, the children don't know them, they might not be who they say they are and might not be doing the best for us.

Comic book activity

7. Give each child a copy of the *Activity: Comic book story* and explain that the children are going to write a comic book story about a trust issue. They first need to decide who is in the story, where it is set, what happens to do with trust, and how the issue is resolved. For children who need some help, the *Activity: Comic book ideas* contains some ideas.
8. Once the children have a structure for their stories, they can then draw out the action using the comic strip format provided.
9. Children can then read each other's stories and peer assess them giving two positives and one suggestion for improvement.

Key questions

- Who can we trust?
- Why do we trust these people?
- Who might we need to think about carefully before we trust them?

Wrapping up

1. Discuss some strategies the children can use if they feel they do not trust someone, such as:
 - Not letting them know anything too personal.
 - Not relying on them to do certain tasks.
 - Talking about the person with someone that they do trust.
2. Discuss what the children can do if someone breaks their trust, such as:
 - Talk to the person about it.
 - Accept an apology if appropriate.
 - Talking to a trusted adult.

Key questions

- What can we do if someone breaks our trust?
- What can we do if we are not sure whether to trust someone?

Vocabulary

- Trust
- Reliable
- Issues
- Resolve
- Breaking trust
- Let down

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding who they trust and why.

Pupils working at greater depth indicated by: Understanding that trust can be broken or sometimes needs to be earned and how to deal with these situations.

Differentiation

Pupils needing extra support: Can use the *Activity: Comic book ideas* resource for support.

Pupils working at greater depth: Should explore more complex trust issues within their stories or be given a specific issue to focus on such as being online or an adult breaking their trust.

PSHE, RSE and Citizenship Year 3/4
Autumn Term 2
Families and relationships (Cycle A)
Lesson 8 (Cycle A): Respecting differences

Learning Objectives

Before the lesson

- To begin to understand the differences between people and why it is important to respect these differences (Y3)
 - To begin to understand that families are very varied, in this country and across the world (Y4)
- Year 3**
- I can identify similarities and differences between people
 - I understand how I should treat people who are different to me
- Year 4**
- I understand that families are all different and I should respect these differences
 - I can identify differences and similarities in families in other countries
 - I know that no country will have only one type of family

Have ready

Year 3

- *Presentation: Picture montage* (see Main event)

Year 4

- Access to the internet
- Books about families or daily life in different countries

Print

- *Activity: Human bingo* (see Classroom resources) – one for every three pupils – there are three sets of questions per sheet and each child needs one set of questions
- *Activity: Picture montage* (see Classroom resources) – one between two pupils
- *Activity: Family quiz* (see Classroom resources) – one per Year 4 pupils
- *Activity: Families around the world* (see Classroom resources) – for groups of two or three in Year 4

Attention grabber

1. Give each child a set of questions from the *Activity: Human bingo* and ask the children to go round the class and find someone who fits in each box and write the person's name under each box. They can only use each person once, including themselves.
2. When children have completed their sheets bring the class back together and ask them if there was anything that surprised them.

Key question

- How are we different?

Main event

Year 4

1. Explain that the Year 4 children will be thinking about different families but will start by focusing on their own family. Hand out the *Activity: Family quiz* to each Year 4 pupil and ask the children to answer the questions about their own family. When they have finished, they need to work with a partner and mark their answers with an 'S' if they are the same or a 'D' if they are different. If they have time, they could do this with more than one person.

Year 3

2. While the Year 4 children complete their quiz, explain to the Year 3 children that they will think about things that are the same and things that are different about people.

3. Display the *Presentation: Picture montage* and hand out a copy of the *Activity: Picture montage* to each pair of Year 3 children. The *Presentation: Picture montage* shows images of many different children. The *Activity: Picture montage* is identical to the *Presentation: Picture montage* but it will be easier for the children to look closely at the individual images.

Presentation: Picture montage

Show on your interactive whiteboard

4. Ask the Year 3 children to find a picture, either on the whiteboard or using the *Activity: Picture montage*, of a person who has something that is the same as them. For example, 'Picture 1 has the same colour hair as me'. Take some ideas from the children.

5. Explain that the children are now going to find someone who has a characteristic that is different from them. Explain that we often notice differences but we don't always say them out loud. For this lesson, the children do need to say the differences out loud but must be respectful about how they describe the pictures. Usually, this means giving an accurate description and not making any judgements. Give pupils an example, such as, 'The boy in the picture has a walking frame to help him walk, I don't have one'.

Year 4

6. Take some very quick feedback on the differences the children found. Stress that all families are different and this is fine.

7. Explain that the children are going to find out about families around the world.

Put the Year 4 children into pairs or threes and give each group a country to work on, a copy of the *Activity: Families around the world* and access to any relevant books and the internet. Briefly discuss the search terms they can use to help with their online research, including that they will need to include the name of the country each time.

Once they have completed their sheet, they can highlight the piece of information they think is the most interesting.

Year 3

8. While the Year 4 children are working on their research, come back to the Year 3 children and check they have found some differences. Remind the children that although they are looking at photos, these are photos of real people and there may be people in the class or people they know who have the same characteristic. Ask them to share some of the differences they noticed with you and the other children. As children share their ideas, correct any misconceptions or inappropriate language.

9. Explain that because you have used photos, the similarities and differences have been things that the children can see. But there are also things that we cannot see. Ask the children for examples of things that might be similar or different that they cannot see. Examples might include how people speak, the language they speak, their religion, their family setup.

10. Invite the children to find a partner or put them into pairs. Invite them to write a list of things that are the same about both of them and things that are different. They should aim to write five things for each list. Invite the children to share some of these things with the class.

Key questions

Year 3

- What similarities are there between people?
- What differences are there between people?

Year 4

- What is family life like in other countries?

Wrapping up

1. Ask the Year 4 children to share some of the information they have found about families around the world. When they have shared a few ideas, discuss that much of the information they have found about other countries will be an average or a generalisation. Bring this to life by talking about the differences between families in the class or others that children know. Highlight that there are many different family setups in our country and across the world. Reinforce the need to have respect for others.

2. Stress to the children that the similarities and differences between us and between families are a good thing and the one thing everyone has in common is that we are all human.

3. Discuss how we should treat people who are different to us, for example, by respecting them, being polite, not saying anything unkind about the differences.

Key questions

- How should we treat people who are different to us?
- Why do we need to be careful about the information we find out about other countries? (Y4)

Vocabulary

- Same
- Different
- Similar
- Respect

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Understanding the similarities and differences there can exist between people and how to show respect for those who are different. (Y3)

Understanding that families are all different and that the country people live in can influence these differences. (Y4)

Pupils working at greater depth indicated by:

Understanding that similarities and differences might not be visible and being able to explain how differences can be a positive thing. (Y3)

Understanding that there are similarities and differences between families within countries, and it is difficult to make generalisations. (Y4)

Pupils needing extra support:

Might focus on visible similarities and differences with their partner. (Y3)

Could be given specific books, websites and search terms to help with their research. (Y4)

Pupils working at greater depth:

Could identify more similarities and differences and focus on things that are not visible. They might also begin to think about how differences can be an advantage. For example, different skills help to achieve tasks. (Y3)

Could look in more detail at variations within a country. For example, does religion make a difference in how families work? (Y4)

PSHE, RSE and Citizenship Year 3/4
Autumn Term 2
Families and relationships (Cycle A)
Lesson 9 (Cycle A): Change and loss – bereavement

Learning Objectives

- To explore how we can help following a bereavement
- I understand what a bereavement is
- I can explain some things that might help someone who has experienced a bereavement
- I know where to go for help if I or someone I know needs it following a bereavement

Before the lesson

Note

This lesson focuses on bereavement so be aware of any children in your class who may have suffered a bereavement and consider how you can best support them in the lesson.

- *Presentation: Change and loss* (see Attention grabber)
- Whiteboards and pens
- A puppet or toy (optional)

Print

- *Activity: Supporting someone who has experienced a bereavement* (see Classroom resources- one copy for teacher)
- *Activity: Prompt sheet* (one for each child who may need support in the role-play activity)

Attention grabber

1. Display the *Presentation: Change and loss*.

Presentation: Change and loss

Show on your interactive whiteboard

2. Look at the images of greetings cards on slides 2 -5 of the *Presentation: Change and loss* and ask the children when these cards might be sent (to celebrate happy events, show people we are thinking about them and care for them).

3. Display slide 6, which shows a 'Thinking of you card'. Ask the children when might we send this kind of card.

4. Look at slide 7, showing the sympathy card, and ask when and why they think this would be sent. Stress that it is not a celebration but still shows that we are thinking of the person.

Key question

- When and why do we send cards?

Main event

1. Explain to the children that we are going to think about how we help other people who have experienced a loss, the death of someone close to them. Explain that we call this loss a bereavement.

2. Ask the children what types of feelings the person might experience, for example, sadness, anger and guilt. Explain that all of these feelings are very normal and expected at this time. Move on to discuss how someone experiencing bereavement might show their feelings (crying, shouting, being very quiet). Explain that sometimes people will just carry on as normal. This might be because they are fine, but might also be because they are trying to hide their feelings.

3. Tell the children that there are things we can do to help someone who has experienced bereavement and that there are some things that might not be so helpful.

4. Show slide 8 of the *Presentation: Change and loss* and tell the children that you are going to read out some ideas and you want the children to decide whether each idea is:

- Green = a good and helpful thing to do.
- Amber = might be helpful.
- Red = not helpful at all.

5. Each child will need a whiteboard and pen. Read out each statement from the *Activity: Supporting someone who has experienced a bereavement*, and invite the children to answer by showing their choice of card after each statement. Discuss some of the responses using the prompts from the *Activity: Supporting someone who has experienced a bereavement* as well as what the children think.

Explain that the last statement is about ignoring people and is something that often happens when someone has experienced bereavement. It can be very difficult the first time you see a person after someone close to them has died. Most people, however, really appreciate people speaking to them and acknowledging what has happened. Ask the children what types of phrases they might use to speak to someone in this situation. Take some suggestions from the children for example:

- I was sorry to hear about ...
- I am really sorry that XX died.
- How are you feeling?
- I hope you are OK it must be really difficult since XX died.
- I was sorry to hear about XX. If you need to talk to someone I will listen.

The children could practise using these phrases with a partner or in a small group. You may wish to provide some pupils with the *Activity: Prompt sheet* to help them. Alternatively, you could use a puppet or character who has experienced loss for the children to talk to. Year 4 children could develop a short role-play to demonstrate an effective conversation.

6. Having had this discussion, explain to the children that occasionally someone might not appreciate what they say or might appear not to. They should not take this personally and have done the right thing so long as they have been considerate. Point out that people handle loss differently.

Key questions

- How can we help someone who has experienced a bereavement?
- What can we say to someone following a bereavement?

Wrapping up

1. End the lesson by reminding the children that the things we might do when someone has been bereaved are things we would do to be a good friend.
2. Ask the children for some ideas about how we might be a good friend and how this might help during a bereavement as well. Ideas might include being kind, listening, making sure people are included in games etc.
3. Finish off by reminding children who they can talk to if they are worried about something themselves or they are worried about a friend. This can include talking to adults in school or using trusted sources such as Childline.

Key questions

- How can we be a good friend especially following a bereavement?
- Who is there if we need extra help for ourselves or our friends?

Vocabulary

- Unhelpful
- Death
- Loss
- Bereavement
- Sympathy
- Helpful

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Understanding what a bereavement is and how I can help someone.

Pupils working at greater depth indicated by: Understanding what might help following a bereavement and what might be less helpful.

Differentiation

Pupils needing extra support: Provide a puppet or other character who has experienced a bereavement for the children to talk to. Give children the *Activity: Prompt sheet* to help them form their sentences.

Pupils working at greater depth: Could further develop the conversation they might have with someone who has experienced a bereavement and put together a short role-play.

PSHE, RSE and Citizenship Year 3/4
Autumn Term 2
Health and wellbeing (Cycle A)
Lesson 1 (Cycle A): My healthy diary

Learning Objectives

Before the lesson

- To understand and plan for a healthy lifestyle including physical activity, rest and diet
- I understand what a balanced diet is
- I know that what I eat affects my mood and behaviour
- I understand that I need more energy from food when I am more energetic

Have ready

- Link:
- Link: NHS Website:

Print

- *Activity: My healthy diary* (see Classroom resources) – one per pupil

Attention grabber

The Year 4 children will have covered this information last year, so explain that you want them to try and remember what they learnt last year and also think about how they actually use this knowledge to keep them healthy. For example, as they look at the food groups they could think about which ones they actually eat the correct proportions of.

Look at the different food groups using the interactive

Explore the roles of different foods and discuss whether they are:

- Giving us energy
- Helping our body to repair itself
- Helping our bones become strong

Ask the children: If you were going to be very active, which type of food would you need?

Key questions:

- What do different food groups do for our bodies?
- What type of food do we need when we are very active?

Main event

Watch the video: which looks at what food does for the body and why having a balance of food intake and activity is important. Following the clip, ask children what they have learnt.

Now ask them what energetic activities they do during the week, making sure they understand what is meant by this. (They sweat, become out of breath, heart beats faster, etc.)

Do they use more energy on some days than others? How might this change the food they would need? Ask them to think about carbohydrates to give them more energy and protein to help the body repair itself. They might also need more rest on these days.

Ask how they feel when they are hungry? Sleepy? Angry? Like giving up?

Food is important for your body and your mind; eating healthily keeps your mood level, can stop you from getting ill or feeling tired and helps you to concentrate and maintain a positive attitude.

Give each child the *Activity: My healthy diary* plan which looks at diet, exercise and rest.

Discuss how they would need more energy when they are being more active.

Share ideas for rest and relaxation activities. (For example, sitting, listening to calm music).

What do they usually eat for breakfast, lunch, dinner or for snacks? Which of these will give them energy throughout the day?

Fill in a few examples for each of the columns (food, exercise, rest) on the board. Then ask children to fill in their healthy diaries plan with things they want to do over the next week.

Ideas could include:

- Food – eat a number of fruit and vegetables, drink certain amounts of water or not have any sugar
- Exercise – Walk to school, PE lessons and after school clubs
- Rest and relaxation – Go to bed early, not using any technology after school or painting a picture

Ask the Year 4 pupils what else they should consider as part of a healthy lifestyle (dental hygiene, positive relationships, managing their own feelings, or sun safety). Ask them to add some targets relating to these in the final column (they can include ideas from any of the headings). Some examples are given below:

- Dental hygiene – brushing teeth twice a day, brushing for two minutes, having a sugar free day or only drinking water
- Positive relationships – saying something nice to five people, helping someone, playing with someone they would not usually
- Managing feelings – keeping a record of feelings, finding new ways to manage emotions, trying a new way to manage an emotion
- Sun Safety (this might depend on the time of year) – checking the weather forecast, making sure have sunscreen on, including sun safety equipment when planning the day
- To stretch the Year 4s you might want to challenge them to include at least one thing they know they will find really difficult in their targets or even one per theme.

Key questions:

- What food gives us energy?
- Why is it important to have the correct amount of food for our bodies?
- How can I plan to keep healthy?

Wrapping up

Explain to the children you would like them to try and keep to their healthy diary over the next week. They can record on it which things they have achieved or nearly achieved. They could also add in extra things they have done. Discuss how they might do this, for example ticking things, highlighting or adding in a different colour. If possible, give some time during the week for children to revisit their diaries and try to help them achieve their goals

Key question:

- What else keeps us healthy?

Vocabulary

- Exercise
- Balance
- Diet
- Energy
- Intake

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Creating a healthy diary, where energetic activities and high energy food are scheduled for the same day.

Year 4: Showing understanding that food choices, exercise, dental hygiene, positive relationships and managing feelings are all important to keeping healthy.

Pupils working at greater depth indicated by:

Year 3: Describing how different food groups affect the body and being able to use a variety of examples for each.

Year 4: Giving sensible targets for dental hygiene, positive relationships, managing feelings and sun safety (if appropriate)

Differentiation

Pupils needing extra support:

Year 3: Might benefit from having an A3 version of *Activity: My healthy diary* (see *Classroom resources*). They could then stick pictures of things onto their diary.

Year 4: Might use the *Activity: My healthy diary – Y3 version*.

Pupils working at greater depth:

Year 3: Should be encouraged to use a range of different foods and types of exercise in their healthy diaries. Should describe the effects of different food groups on the body.

Year 4: Should use the *Activity: My healthy diary – Y4 extension version* or could design their own diary perhaps using their computing skills and then fill this in.

RSE & PSHE Year 3/4 > Y3/4
Autumn Term 2
Health and wellbeing (Cycle A)
Lesson 2 (Cycle A): Diet and dental health

Learning Objectives

Before the lesson

- To understand the benefits of healthy eating and dental health
- I can describe the benefits of a healthy diet on mental and physical well being
- I can say how different foods affect our teeth
- I understand the importance of keeping well hydrated

Have ready

- *Presentation: What's for dinner?* (in Attention grabber)
- *Presentation: Food groups* (in Main event)
- Link: *
- Check links on this page: ** **These are external websites and we do not have control over their content – please check before showing them to the children.**

Print

Activity: Researching a food group (see Classroom resources) – 1 per pupil or 1 per group to record findings in *Main event*

Attention grabber

Display the *Presentation: What's for dinner?*

Presentation: What's for dinner?

Display the presentation on your interactive whiteboard.

Ask the children:

- Which would you like to eat?
- Which is the healthiest?
- What makes you think that?

Ask children to focus on the dish as a whole rather than categorising individual items of food as either healthy or not.

Key questions:

- What do we like to eat?
- What is healthy?

Main event

Ask: What is meant by a healthy, balanced diet?

Look at the link: Eatwell guide: As a class, sort the foods into their correct groups then ask:

- What do you get from each food group?
- How does this make you feel?

Display the *Presentation: Food groups*.

Presentation: Food groups

Display the presentation on your interactive whiteboard

Explain to the children that:

- **Fruits and vegetables** – provide us with vitamins, fibre and energy.
- **Bread, cereals and potatoes (starchy carbohydrates)** – give us energy and fibre to help digest food.
- **Dairy products** – give us protein and calcium for strong teeth and bones.
- **Meat, fish, beans and other proteins** – provide protein for building muscles and repairing the body.
- **Unsaturated oils/spreads and other good fats** – help to give us energy, a stronger immune system and improved brain function (note that there are good fats and bad fats).
- **Water** – the brain is 75% water – dehydration alters how we think and feel by slowing the circulation system and slowing the flow of oxygen to the brain.

What did we miss?

- **Sugary, fatty foods** – These are not necessary for a healthy, balanced diet but can be eaten in small quantities.

Put the children into six groups and assign them each a food group.

Ask the children in their groups to research their food group using books and the internet. They can record their findings on *Activity: Researching a food group*.

Direct the children to the page which allows groups to click on their food group for information.

Key questions:

- What is a balanced diet?
- Why do we need different types of food?

Wrapping up

A healthy diet is also important for teeth. Discuss why keeping our teeth healthy is important.

Ask: What do we use our teeth for? (Biting, chewing, talking and they also change the way we look).

Ask each group to briefly share feedback about how their food group affects teeth.

Ask: Is any one food group completely good or completely bad for our teeth?

Key question:

- How can we look after our teeth?

Vocabulary

- Teeth
- Healthy
- Balanced
- Food group

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Describing what is meant by a healthy, balanced diet and naming the different food groups. Explaining how to take care of your teeth.

Pupils working at greater depth indicated by: Describing the effects of different food groups on the body and understanding that all are necessary for a healthy body and mind. Describing how an unhealthy diet might affect your concentration and energy levels. Explaining the importance of looking after your teeth and how this can be achieved through diet, hydration and brushing.

Differentiation

Pupils needing extra support: Could work in mixed ability groups so they can support each other; alternatively they could be given a food group they know about already, such as fruit and vegetables.

Pupils working at greater depth: Could be allocated the less familiar food groups to research, for example hydration, oils and spreads.

RSE & PSHE Year 3 / 4
Autumn Term 1
Health and wellbeing (Cycle A)
Lesson 3 (Cycle A): Relaxation: stretches

Learning Objectives

- To perform a range of relaxation stretches
- I can talk about why relaxation is good for our bodies
- I can use stretching to ease muscle tension and relax
- I understand when is a good time to use this technique

Before the lesson

Have ready

- *Presentation: Animal stretches* (in Main event)
- Link: *
- Link: *

*** These are external websites and we do not have control over their content – please check before showing them to the children.**

Print

- *Activity: Animal stretches cards* (see Classroom resources, either one per pupil or one between two)

Attention grabber

Ask children what they do to relax when they get home from school. Name some of the following options and children can stand up if they do this activity to try and relax:

- Read a book
- Watch TV
- Play alone
- Play with others
- Go for a walk
- Go for a bike ride
- Draw
- Colour
- Play video games
- Bake
- Gardening
- Play with a pet
- Have a nap

Ask children to share any other ways that they try and relax after a day at school.

Key question:

- What activities do you do to try and relax?

Main event

Discuss their ideas for relaxation activities and remind them of the techniques they learnt in and Relaxation lessons (progressive muscle relaxation, laughter, breathing exercises, etc).

Re-cap the positive effects of relaxation on the body and mind:

- Allows your body to repair itself
- Restores your energy
- Makes you more alert
- Helps your memory
- Helps you to learn and concentrate
- Helps your immune system – can stop you from getting ill
- Can make it easier to stay calm

Explain that we are going to explore how different stretches can make us feel relaxed.

Stretches activity

Follow some of the video before looking at the *Presentation: Animal stretches* and looking through and imitating the different animal-inspired stretches.

Presentation: Animal stretches

Display the presentation on your interactive whiteboard.

Then hand out the *Activity: Animal stretches cards*. Ask the children to practise the poses and draw themselves as a stick figure completing the stretch described.

Try calling out the animal names without describing the stretch. Children then use their stick figure drawings to help them remember what they should do.

Encourage them to look around at their peers to illustrate how they can learn from others.

Discuss when they could use these – at what times in the day? How would this make them feel?

Key questions:

- Why is relaxation important for our bodies?
- What might we do to help our bodies relax?

Wrapping up

Remind children that there are some other ways of relaxing, such as laughter. Laughter can make it difficult to feel nervous or worried. It can also help to focus your mind on something else. Ask if they can think of anything else that could do this. Ask the children of any other ways they know about or use to relax. You could also discuss when it might be appropriate to use the different approaches, for example a breathing exercise might be best if you are about to read something out in assembly and a laughter exercise might help at home or if you are with a small group of friends.

If you have time, look at a activity such as this one from or give children the opportunity to make each other laugh by telling each other jokes.

Key question:

- What different ways can we use to relax?

Vocabulary

- Feeling
- Balance
- Relax
- Stretch

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Stretching to relax their muscles. Describing how relaxation affects the body.

Pupils working at greater depth indicated by: Describing when to use different relaxation techniques and understanding the positive impact on the body.

Differentiation

Pupils needing extra support: Could work in pairs so that one person can do the stretch while the other draws a stick figure to show the pose. Discuss with the class possible adaptations we could make to each stretch if we are finding it tricky.

Pupils working at greater depth: Ask to label the stick figures, describing which parts of the body should feel a stretch or how you should be breathing during the activity.

RSE & PSHE Year 3 / 4
Spring Term 1
Health and wellbeing (Cycle A)
Lesson 4 (Cycle A): Wonderful me

Learning Objectives

- To understand the different aspects of my identity
- I can say what I am good at
- I can identify some of the different groups/communities I belong to
- I can identify similarities and differences between people
- I can describe aspects of my identity in a kenning poem

Before the lesson

Watch

- *Teacher video: Wonderful me*

Teacher video: Wonderful me

- *Activity: Kenning poem* (see Classroom resources) – one per pupil

Print

Attention grabber

The aim of this exercise is to get the children to think about the different groups of which they are a part of. Explain to the class that you are going to call out different things and if any apply to anyone, that child should stand up and sit down.

- Call out 'is a brother'. Give time for all the brothers to stand up.
- Call out 'is a sister' and repeat.
- Continue this with 'is a child', 'is a pupil at x school', 'is football player', 'is a member of brownies', etc.

Key question:

- What different groups do I belong to?

Main event

Who are you?

Ask the children to create a mind map of the different aspects of themselves as a family member (for example, daughter, brother, etc), friend, nicknames, member of brownies, cubs etc, a pupil in this school/class, member of a club inside or outside school (for example, coding, football, ballet, etc), football team supporter, etc.

Discuss their ideas to help remind them of any they may not have thought of.

Introduce pupils to the kenning poem by looking at *Activity: Kenning poem* (see *Classroom resources*). The children may have come across these before.

Go through a few example phrases as a class which follow the same pattern:

- Someone who loves cheese becomes: cheese-eater.
- Someone who plays football becomes: football-player.
- Someone who likes painting something in particular becomes: frog-painter.

Other examples may include noise-maker, quiet-talker, eager-listener, music-maker, happy-thinker.

Model the start of a kenning poem about you, talking through your word choices and identifying what they tell people about your identity. Ask the children to create a kenning-style poem named after themselves to show what they love and how it forms part of what makes them, them.

Ask the children to read out/perform their poem to the other people on their table. Those children who are listening should consider which descriptions also match themselves to recognise what they have in common with the people around them.

Key questions:

- Who am I?
- What groups do I belong to?
- What do I have in common with others?

Wrapping up

Discuss with the children the fact that they all belong to different groups and that some people will belong to more groups than others. Make it clear that this is fine, and we all have different needs in terms of how many people we like to have around us. There are times as well when we want to be alone and this is OK too.

Move onto to discuss being lonely and that this occurs when we do not feel like we belong in any groups. Explain that there is a difference between being alone and being lonely, as being lonely is not a choice that a person has made.

Being lonely can make people feel unhappy and if they ever feel lonely they should talk to an adult. We should also all be aware of whether there are people around us who might be feeling lonely and try to include them.

Key questions:

- What does being lonely mean?
- What can we do if we feel lonely?
- What can we do if we think other people are lonely?

Vocabulary

- Group
- Identity
- Belonging
- Alone
- Lonely

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by: Describing what they are good at and what they enjoy as well as naming groups or communities they are a part of.

Pupils working at greater depth indicated by: Independently naming a wide range of groups and communities they are a part of. Describing how what they like, what they are good at, which groups they are a member of all contribute to who they are (their identity).

Pupils needing extra support: Could adapt the sample poem *Activity: Kenning poem* (see Classroom resources) by changing or rearranging key words.

Pupils working at greater depth: Should be challenged to reference different parts of their identity and use more adventurous vocabulary.

PSHE, RSE and Citizenship Year 3/4
Spring Term 1
Health and wellbeing (Cycle A)
Lesson 5 (Cycle A): My superpowers

Learning Objectives

- To identify my own strengths and begin to see how they can affect others
- I can say what I am good at
- I can describe how I can use my strengths to help others
- I understand how my behaviour and actions affect other people

Before the lesson

- Have ready
- *Presentation: Superhero image* (see Attention grabber)
- Print
- *Activity: Superhero template* (see Classroom resources) – one per pupil

Attention grabber

Display the Presentation: *Superhero image*.

Presentation: Superhero image

Display the presentation on your interactive whiteboard.

Once the children have had a chance to look at the *Presentation: Superhero image*, ask them to guess what we will be looking at in today's lesson.

When they guess superheroes, ask them to think about who their favourite superhero is and what superpower he or she has, for example, flight, invisibility, strength, speed, freeze, telekinesis, telepathy.

Ask some of the children to share their ideas.

Key question:

- What powers do superheroes have?

Main event

Explain that the superheroes they have talked about are from books/films/television and are made up characters. There are people in real life, however, who might be seen as heroes. Can they think of any? For example, Malala Yousafzai, Stephen Hawking, Rosa Parks, Martin Luther King Jr, etc.

Move on to discuss what 'powers' these real life heroes have, for example:

- Courage to speak up and to stand up for themselves and others.
- Strength and perseverance to keep going when things get difficult.
- Speed at quick thinking to find another approach.
- Understanding what people are thinking and feeling based on what they say or do or their facial expressions.

Explain that actually these are all people just like us but they decided to do something special using the skills they have, usually for something they strongly believe in. Each one of us has things we are good at and these are things which might make us into heroes now or in the future.

Ask the children to think about everything **they** are good at. List some on the board as examples to help less confident children with their ideas.

Explain that they are going to draw themselves as a superhero. Offer them the option of either using the *Activity: Superhero template*, or drawing their own outline. They then label all their strengths and powers and give their superhero self a name.

When they have finished, explain that superheroes like Superman and Wonder Woman use their powers to help others. Ask the class how they could use their powers to help other people, and ask them to explore ideas with their partner. Feedback ideas and share with the class, making links between what different children say.

Key questions:

- What are our strengths?
- What are we good at?

Wrapping up

Ask why these superheroes use their gifts to help others.

- How might it make them feel when they help people?
- What do they (the children) currently do to help people?
- How does it make them feel?

Explain that helping others is good for us as well and can help our mental health.

Key question:

- How does helping other people make us feel?

Vocabulary

- Hero
- Power
- Strengths

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Identifying their own strengths and that they can help other people.

Pupils working at greater depth indicated by: Describing their strengths and the strengths of others, giving examples. Describing how they would use their strengths to help other people.

Differentiation

Pupils needing extra support: Could use the superhero template, first discussing with a partner what they are good at before drawing their superhero.

Pupils working at greater depth: Could write a sentence/paragraph at the bottom of their page describing a real-life example of how they could help others. They could also identify a strength they would like to have, and think about how they could develop this.

PSHE, RSE and Citizenship Year 3/4
Spring Term 1
Health and wellbeing (Cycle A)
Lesson 6 (Cycle A): Celebrating mistakes

Learning Objectives

- To develop a growth mindset and understand that mistakes are useful
- I can describe how it feels to fail
- I understand why mistakes are important
- I can learn from mistakes or failures

Before the lesson

Have ready

- Copy of the story 'The Most Magnificent Thing' by Ashley Spires or watch Safe YouTube video:
- Post-it notes
- Large piece of paper – two A3 sheets joined together

Print

- *Activity: Maze activity* (see Classroom resources) – one per pupil
- *Activity: Mistake matching cards* (see Classroom resources) – one set per pair of pupils

Attention grabber

Read or watch the story of .

Ask the children: How did the girl make the most of her mistakes?

Main event

Give children a maze to complete. Let them know that they must start at the beginning if they get stuck. When they have finished ask:

- What happened if they reached a dead end?
- Why did they not give up? Explain that not giving up when we find something difficult is called resilience.
- Did they try the same route the next time? Why not?

Ask pupils to consider mistakes they have made that have taught them something. Give an example of your own and ask children to share theirs with the class.

Matching activity

Hand out sets of *Activity: Mistake matching cards* to pairs of children for them to match the 'mistakes' on page one with the 'lessons learnt' on page two. One of the cards is intentionally missing a 'what was learned' part to it. Children should write what they think the person could learn from this mistake. How could they approach the situation in a different way after making these mistakes?

If you do not make any mistakes, you might be lucky that time, but you will not have learned anything that could help you the next time you approach a similar situation. Mistakes offer a lesson and it is a hugely useful skill to be able to accept the uncomfortable feeling that comes with making a mistake and learn from the experience.

Mind map

Create a giant mind map with 'Why we love mistakes' written in the centre. First, share some ideas with the class. For example, mistakes show that I tried/took a risk, they eliminate a possible way of doing things, they get me closer to succeeding, they make me stronger, they make me try harder, they are steps towards getting better, they show my progress. You could record some ideas on the board/flipchart for children to refer to later.

Hand out post-it notes and ask pupils to write reasons why mistakes are extremely useful and something to be valued.

Key questions:

- How do you feel if you make a mistake?
- Why are mistakes useful?
- What can you do if you make a mistake?

Wrapping up

Ask children to think of ways mistakes can be useful in all different subjects at school. They can discuss this in pairs or small groups first and then share ideas. The only bad mistake is one we learn nothing from. Are there any mistakes they have made which they can now learn something from?

Challenge children to share when they have made a brilliant mistake and when they do, celebrate it enthusiastically! They are one of the most useful learning tools possible!

Key questions:

- How can mistakes help our learning?

Vocabulary

- Mistake
- Learn
- Resilience

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Describing how they feel when they make a mistake and explaining what can be learned from making mistakes.

Pupils working at greater depth indicated by: Articulating how different lessons can be learned from making mistakes. Celebrating mistakes by understanding how important they are. Recognising and describing how failure feels and suggesting strategies to overcome or manage these feelings.

Differentiation

Pupils needing extra support: For the matching activity, they could work with a reduced number of cards or could work in a mixed ability pair. For the mind map activity, remind these pupils to look at the list you made together during the class discussion.

Pupils working at greater depth: For the matching activity, they could add some additional examples. Should describe different examples and contexts of mistakes and can explain how they are helpful.

RSE & PSHE Year 3 / 4
Spring Term 1
Health and wellbeing (Cycle A)
Lesson 7 (Cycle A): My happiness

Learning Objectives

- To identify what is important to me and to take responsibility for my own happiness
- I understand that all emotions are important
- I know that I can control some things but not others
- I can take action to affect my own happiness

Before the lesson

Have ready
Clips from the film 'Inside Out':

- - Link: on VideoLink
 - Link: on VideoLink

Print

- *Activity: Project happiness* (see Classroom resources) – one per pupil
- *Activity: Project happiness – reduced writing version* (see Classroom resources) – one per pupil, as needed

Attention grabber

Watch the clip from the movie on VideoLink.

Discuss why different emotions are useful.

Now watch the clip on VideoLink and discuss the clip as a class afterwards. Conclude that by allowing herself to feel sad and share this with people around her, Riley is able to get help to deal with the situation. Riley feels better for not bottling up her feelings.

Discuss how all emotions serve a purpose and these lead us to behave in different ways. However, we have a choice as to the action we take, given how we feel.

Key question:

- Why are different emotions useful?

Main event

Ask children to consider what is important to them. For example other people's happiness, being good at drawing, having lots of friends, having a tidy room, eating nice food at lunch.

In life, there are lots of things that are outside of our control and things that we can affect. Ask the children to think of a way that they could impact, no matter how little, one of the things they have identified as important to them.

For example:

- Having lots of friends – talk to other people, be kind to them, ask them what they like to do.
- Eat nice food at lunch – talk to your parents about what food you like, offer to help with shopping and making lunches.

Hand out a copy of the *Activity: Project happiness* to each pupil and ask them to fill out the thought bubbles by drawing a picture of what would make them happy in the centre of it. The children write what they could do to make this happen, around the image.

Show the *Activity: Project happiness example* to give children an idea of what is expected. Explain that the children should only record things that they can have a positive impact on rather than events that they cannot control.

Halfway through the activity, the children share the ideas they have written down so far, to offer inspiration to others and to allow you to assess which children need support.

Key questions:

- What makes us happy?
- What can we do to maintain or increase our happiness?

Wrapping up

Ask the children if there is anything that they can start doing towards their goals, today or in the future.

Recap:

- All emotions are important
- We can control some things but not others
- We can take action to affect our own happiness

Discuss who else might be involved in making the children feel happy.

Key questions:

- What actions can I take to reach a goal?
- How can other people help me?
- Who can the children talk to if they feel unhappy or are worried about something?

Vocabulary

- Feelings
- Emotions
- Happy

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Describing what things make them happy and suggesting ways they could help work towards this as a goal. Explaining that there are some things they can control and some things they cannot.

Pupils working at greater depth indicated by: Describing why all emotions are important. Understanding that their actions affect their own happiness as well as the happiness of others. Explaining why it is important to focus on ways in which we can make a difference.

Differentiation

Pupils needing extra support: May need to be asked more prompting questions throughout and be given plenty of examples. Could alternatively draw, inside each bubble, a picture of themselves doing something to achieve a happiness goal. These ideas could then be shared verbally during wrap-up. You may wish to use *Activity: Project happiness – reduced writing version*.

Pupils working at greater depth: Should write three or more actions to help achieve each happiness goal. Encourage them to think of a variety of goals, for example something at home, at school, trying something new, something connected to how they relate to other people.

PSHE, RSE and Citizenship Year 3/4
Spring Term 1
Safety and the changing body (Cycle A)
Lesson 1 (Cycle A): Be kind online

Learning Objectives

- To understand the importance of being kind online and what this looks like.
- I understand how to use positive language within an email.
- I am able to recognise when digital behaviour is unkind.
- I know how to be a responsible digital citizen when I encounter others online.

Before the lesson

Have ready

- *Presentation: Being kind online* (see Attention grabber).
- Laptops or desktop computers (at least one between two pupils).
- Email addresses for each child (Gmail or Microsoft Outlook)

Print

- *Activity: Positive phrases* (see Classroom resources) – one per pupil needing additional support.

Attention grabber

1. Introduce the lesson using a very sad tone of voice. Continue speaking this way whilst saying perfectly normal things. If none of the children asks what is wrong, then ask the children if they noticed anything about how you were speaking. Repeat parts of what you have said but this time in a happy tone and then in an angry tone.

What do the children notice about how you are speaking? Explain that the tone of your voice and body language can express a lot about what you are saying.

2. Ask the children to say a phrase to their partner demonstrating different emotions and ask them to suggest emotions that they could use, for example, happy, sad, grumpy, embarrassed. Ask the children to practise saying their phrases to each other and to discuss how they could tell which emotion they were expressing.

3. Explain that when we send emails, the person reading the email cannot see the sender's body language, so the reader can misinterpret what the sender is saying. Sometimes people use emojis to show when they are joking/happy/sad, but they are not always appropriate.

4. We have to remember that when we talk to someone online, we should only say things that we would say in real life. It can be easy to forget that someone we talk to on the screen represents a real person and not just a character in a game.

5. Display slide 2 of the *Presentation: Be kind online*.

Presentation: Being kind online
Show on your interactive whiteboard.

Key question

- How can you tell which emotion your partner is expressing?

Main event

1. Explain to the children that they are going to send an email to somebody else in the class giving them a set of instructions for how to email in a friendly and appropriate manner. You could invite the children to draw names from a hat so they send an email to a classmate rather than a friend.

2. Show slide 3 of the *Presentation: Be kind online* and explain that the children can only use positive language. They cannot use, 'no', 'don't', 'stop', etc. For example, instead of saying, 'Don't say things that you wouldn't say to the person face-to-face', say, 'Only say things you would say to the person face-to-face'.

3. Show slide 4 and explain that the children can also include guidance about how we react to other people's comments, such as:

- Think about how something might be interpreted by the other person (as in the Attention grabber).
- Take time to think before writing anything.
- Only share things if they have permission.

4. Show slide 5 and show the children the 'Cc' and 'Bcc' lines. Explain that 'Cc' stands for 'carbon copy' and is used when you want to include someone else in the email, but they are not the main recipient. Explain that you want the children to 'cc' your email address so that you get a copy of all of the emails sent.

5. Using slide 6, explain that 'Bcc stands for 'blind carbon copy', and means that only the sender will know about that person being copied into the email, not any of the other recipients.

Ask children why they might want to 'blind copy' someone into an email? (For example, if they were sending out birthday party invitations, they might not want to share everyone's email addresses with all the invitees without permission.

6. As well as writing their email guidance, ask the children to include something positive that they have seen their partner do, such as, 'You scored a great goal during football at break time', or, 'Your handwriting is really neat', or, 'You were really kind helping the Year 1 child at playtime when they got hurt'.

7. Remind the children that they should always re-read an email before sending it to check that it makes sense and that there is nothing in it that might upset the person reading it.

8. Display slide 7 for the children to refer to as they work.

9. Once the children have sent their emails, gather the class together and discuss what they should do if they receive an email that upsets them.

10. Share slide 8:

- Re-read the email and ask themselves if the person was meaning to be unkind.
- Speak to the person to explain how you feel or email back calmly to ask what they meant.
- If the email is definitely unkind, they could ignore it and talk to an adult about it.

11. Discuss the ways in which we can be kind both on and off the computer. Ask pupils to suggest ways that they can continue to use positive language beyond writing emails, either while writing digital messages or in real life.

Key questions

- How can we make emails positive?
- What should we do before sending an email?
- What should we do if we receive unkind emails?

Wrapping up

1. Ask the children how they knew who their email was from? (Email address and possibly email signature).
2. Explain that this information tells us someone's name, which is part a person's identity, but it does not tell us exactly who the person is. Illustrate this by giving the children the name of someone you know and they do not. Ask them how old the person is, what they look like, where they live and what interests they might have. Stress that there is no way of knowing this information just from a name. Also explain that people can come up with their own names for their email addresses or user names on apps and games online so we cannot always trust this information.
3. Explain that if the children receive an email from someone whose true identity they do not really know, they need to be very careful about what they say to them and about the information that they share with them. Tell them that if they get an email they are unsure about then they should talk to an adult they trust.

Key questions

- What is identity?
- Who can help us if we have a problem online?

Vocabulary

- positive
- email
- kind
- identity

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Writing an email with instructions on how to send positive email including the use of positive language.

Pupils working at greater depth indicated by: Using editing tools within Gmail to add images and alter text appearance. Include instruction in their email about how someone should react if they receive an unkind email.

Differentiation

Pupils needing extra support: Should be provided with the *Activity: Positive phrases*. They may also require help with 'cc'ing the teacher into their email.

Pupils working at greater depth: Should give a greater range of tips to the person they are writing to including giving ideas on how they should react if an email seems to be unkind.

PSHE, RSE and Citizenship Year 3/4
Spring Term 1
Safety and the changing body (Cycle A)
Lesson 2 (Cycle A): Cyberbullying

Learning Objectives

- To understand that cyberbullying involves being unkind online.
- I can recognise unkind behaviour and know how to report it.
- I can be a responsible digital citizen.
- I can offer advice to support other people who are victims of cyberbullying.

Before the lesson

Note

It is useful if children have already covered the lessons in the unit, particularly .

Have ready

- Account with ThinkUKnow – create an account, download videos from link: and check that the videos work on your school network.
- Videos and resources from ThinkUKnow:
 - link: on VideoLink;
 - link: on VideoLink;
 - link: – this is an external website and we do not have control over its content – please check before showing to the children.
- Plain paper.
- Pencil cases/colouring pencils.

Print

- *Activity: Decision-making tree* (see Classroom resources) – one per pupil – you may wish to remove the ‘outcomes’ section when copying/trimming or leave it on there for a possible extension task – see *Differentiation*.
- *Activity: Decision-making tree – support version* (see Classroom resources) – one for any pupil needing extra support.

Attention grabber

1. Ask the children if they have used the internet and if so, in what way? (For example, remote learning, researching information, shopping).
2. Invite the children to talk to their learning partner about the ways people communicate with each other online. They should discuss not just how they themselves use the internet, but also how others, such as their siblings and parents, may use the internet (for example, email, online games, social media).
3. Explain that people will often communicate with other people because they have similar interests, such as they like playing the same game or are fans of the same music.
4. Explain that the children are going to look at people who are communicating through an online game.

Main event

1. Watch the video: on VideoLink and discuss some of the themes in it. Talk about the gamer at the start of the video and ask the children:
 - What types of things does he do to try and persuade Alfie to play with him? (He starts off by offering Alfie ‘gamer points’ then threatens Alfie with embarrassment).
 - Does Alfie know the identity of the gamer? (No, he can only see a user name).
 - Do you think Alfie likes the gamer from the messages he receives before he goes to school? (Probably as he is nice about Alfie’s videos and offers him ‘gamer points’).
 - Why doesn’t Alfie like Sam at the beginning of the video? (Because Sam had ‘liked’ a mean post about Alfie on his gamer videos).
2. Ask the children if they can remember what bullying is? The key points are that:
 - Bullying can be physical and emotional.
 - Bullying can be done by one person or a group of people.
 - Bullying is repeated not just a one-off falling out.
 - Bullying happens online as well as face to face.
3. Explain that when bullying happens online it is called cyberbullying.
Make sure children understand that cyberbullying is as unkind as any other bullying and adding the word cyber just makes it clear that it is online rather than face-to-face.
Remind the children that although people being unkind as a one-off isn’t called bullying, it is still something that should not happen either on or offline.
Ask the children:
 - What should you do if someone is being unkind online?Discuss different ideas for who to speak to and what to do.
 - What does Alfie do in the video?He speaks to his mum who recommends that he blocks the gamer and notifies an administrator (admin user).
4. Instruct the children to create a decision tree using the *Activity: Decision-tree* to consider the possible scenarios people could encounter online, suggesting what course of action they should take. The children can work individually or in pairs. Those pupils working at greater depth could be challenged to consider the possible outcomes of these decisions in the bottom row of the sheet. Pupils who require additional support can use the *Activity: Decision-making tree – support version*, which provides a scenario for which they can suggest a course of action.
5. Discuss some of the scenarios the children have come up with and stress that how we feel about people online might change depending on their behaviour.
6. Stress that we need to be very careful about trusting people online as we don’t know who they really are. Sometimes we might start to feel differently about people, as Alfie did with the gamer.

Stress that the children should talk to a trusted adult if they experience anything that worries them. Explain that we can feel a slightly funny feeling in our stomachs when something 'unsettles us' and we should stop and think about what that is and whether there is something that is making us feel uncomfortable.

Key questions

- What is cyberbullying?
- Who can help if we have problems online?

Wrapping up

1. Watch the video: on VideoLink and discuss the problems that the characters come across.
2. Sam is unkind because he shares a picture of Megan as a baby without her permission. Ask the children if they think this is bullying? (Not as far as we know because he only did it once) but it is still an unkind thing to do though. Explain that we may not always realise that we are being unkind and that they must think about their behaviour.
Point out that knowing one another offline helped in this situation as the children could explain how they were feeling. It also meant that they really knew the people involved and trusted that they did not mean to be nasty.
3. Use the opportunity to remind pupils of the importance of keeping email passwords secret, otherwise someone might pretend to be them just as Megan pretended to be Sam. These comments could have been seen as bullying because there were lots of comments.
4. If your time allows, play the game as a class on link .
5. Finish by reminding the children about the importance of talking to an adult whom they trust if they are worried about anything online.

Key question

- Why is it important to keep passwords secret?

Vocabulary

- password
- intended
- cyberbullying

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:
Creating a decision tree showing how to deal with unkind online behaviour and cyberbullying.

Pupils working at greater depth indicated by:
Indicating that they recognise that bullying behaviour could come from anyone, even themselves.

Differentiation

Pupils needing extra support: Provide pupils with *Activity: Decision-making tree – support version*, which provides a scenario for which they can suggest a course of action.

Pupils working at greater depth: Encourage them to think carefully about what we mean by cyberbullying and being unkind online and challenge them to think about how they can avoid doing it themselves. Encourage them to think of the many possible outcomes and which decisions are likely to lead to them.

PSHE, RSE and Citizenship Year 3/4
Spring Term 2
Safety and the changing body (Cycle A)
Lesson 3 (Cycle A): Share aware

Learning Objectives

- To understand the benefits and risks of sharing material online.
- I understand that the internet can be a useful way to share information.
- I can explain some of the risks of sharing some images online.
- I know who I can talk to if I am worried about anything that has happened online.

Before the lesson

Have ready

- Link: – **this is an external website and we do not have control over its content – please check before showing to the children.**
- Lined paper (one sheet per pupil).
- Pens or pencils (one per pupil).

Print

- *Activity: Letter template* (see Classroom resources) – one per pupil.
- *Activity: Letter template – support version* (see Classroom resources) – one per pupil who may need extra support.

Attention grabber

Hand out lined paper and a pen/pencil to each pupil.

Display the *Presentation: Share aware*.

Presentation: Share aware

Show on your interactive whiteboard.

Sharing information face-to-face or via telephone conversation

1. Display slide 2 of the *Presentation: Share aware*. Ask the children to imagine that they have just heard some really good news and they want to share it. They can only do this, however, by speaking to someone either face-to-face or on the phone. Ask them to write a list of all the people they would tell. Ask each child to say how many people they have on their list. Record the numbers on the board and then add them all up to gain a total. Then, work out the average number of people each child told by dividing the total number added up by the total number of pupils in the class.
2. Display slide 3. Work out with the children how many people would know the news if every person they told went on to tell the average number from the class. Repeat this calculation once or twice to get a reasonably large number. Discuss how quickly news can spread just by people talking to each other.
3. Display slide 4. Ask the children to imagine the good news was about them. How would they feel about all those people knowing? Some children will think this is positive, others might be concerned. Discuss the range of feelings and acknowledge that they are all valid.

Sharing information via text message or internet

4. Display slide 5. Explain that you now want the children to think how many people might hear the news if it were shared online via email or text. Go back to the number of people children would tell the news to and then say each of those people shared the news by sending it to everyone they have on their email or phone contacts. Assuming each of those people have 50 contacts, ask the children how many people will now have seen the news?
5. Display slide 6 and ask the children how this makes them feel.
6. The children may mention other ways of sharing online such as social media platforms and you may wish to discuss this with them as this opens up even greater numbers of contacts. However, do remind the children that 13 is the age you can legally have a social media account.

Key questions

- How quickly can information spread without using the internet?
- **How quickly can information spread using the internet?**

Main event

Advantages of the internet

1. Discuss how being able to find information via the internet can be a positive. For example, we can learn about news and events from around the world as they happen and keep in touch with friends and family from across the world more easily.
2. Demonstrate this by using a search engine, such as Google or Kiddle, to research someone famous.
3. As you are viewing the search results, ask the children about the sort of information they can share and the sort of information that should be kept private. Stress that we should not share personal information, such as our full name, the school we go to, or our address.

Sharing information online

4. Refer to the scenario at the beginning of the lesson, and how easily information about us can be shared with others online and via smartphones. Ask the children to discuss with a partner an example of when we might want to do this.
5. Show slides 7 – 13 and discuss situations when it may or may not be okay to share information online. The children should indicate whether they agree by giving a thumbs up or thumbs down for each scenario. You may prefer to do this activity by asking children to stand along an imaginary line in the classroom between 'agree' and 'disagree', particularly as some scenarios may not have a clear-cut answer.
6. Ask the children why people need to think carefully about how content they post might affect others and their feelings? After some feedback from the class, clarify that we need to protect the privacy and feelings of others, such as by:
 - Asking or seeking permission before posting/sharing content that is about someone else or even includes someone else, such as a photograph or video with someone else in it.
 - Seeking a trusted adult's opinion before posting/sharing content.
 - Placing yourself in someone else's shoes to develop an understanding of how they might feel (empathy) before posting/sharing content.

7. Wrap up the discussion by explaining that something that goes onto the internet basically stays there, even if you try to take it down. The internet is 'written in pen, not pencil'!

Key questions

- How quickly can information spread without using the internet?
- **How quickly can information spread using the internet?**

8. Ask the children if they know how to report personal information concerns and where they could get support with online privacy issues. Stress that whatever has happened, there is always someone they can talk to, either a trusted adult at home or at school or specialist organisations such as those listed on link: .

Keeping personal information private

9. Ask the children to discuss in pairs what they know about how they can keep their personal information safe whilst they are online. Take feedback and use slides 16 and 17 to share ideas.

Independent activity – if time allows

10. Following the discussion, ask the children to choose one of the scenarios from the slide presentation that the class agreed was not an okay way to share information. Hand out the *Activity: Letter template* to each pupil. Ask the children to write a letter to an imaginary person in that situation, giving them advice on what they could have done differently and what they should do now to get help.

Key questions

- What are the good things about sharing news/information using the internet?
- What are the risks of sharing things over the internet?
- How can we report any concerns we have about something we have experienced online?

Wrapping up

1. Invite a few children to read out their letters. Emphasise that we need to think very carefully before we share things digitally with other people as the information or media content can be shared with many people without us knowing.

2. Finish by explaining that nothing on the internet is truly private. For example:

- The school network is monitored and even deleted emails can be recovered if there is a problem.
- At home, the internet will probably have a parental filtering system set up that will alert parents of any suspicious content.
- The wider internet is also monitored and nothing is truly private so the children should always be aware of what they are sharing.

Key question

- Who can help us with problems online?

Vocabulary

- share aware
- sharing
- internet
- social media

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding how quickly information can spread on the internet and some of the risks associated with that.

Pupils working at greater depth indicated by: Understanding some of the longer term risks of sharing information online and the people and organisations that are able to offer support and advice if something upsets them while online.

Differentiation

Pupils needing extra support: Some children may need to work in a small group supported by an adult to enable the discussion task. Could use the more structured writing frame provided on *Activity: Letter template- support version*. If writing the letter isn't a suitable task, children could draw a cartoon with speech bubbles to present their ideas or make an advice video during the independent activity.

Pupils working at greater depth: Could include a description in their letter of why the behaviour caused a problem but without placing blame, to show that they fully understand the impact of sharing certain information online.

RSE & PSHE Year 3/4
Spring Term 2
Safety and the changing body (Cycle A)
Lesson 4 (Cycle A): Privacy and secrecy

Learning Objectives

- To develop understanding of privacy and the difference between secrets and surprises.
- I can explain the difference between a secret and a surprise.
- I understand the difference between private and public.
- I know who I can talk to if I am worried or uncomfortable about something an adult does.

Before the lesson

Have ready

- Link: (see the third subheading under 'Teaching resources').*
- Link: .*

These are external websites and we do not have control over their content – please check before showing to the children.

Print

- *Activity: Privacy scenarios* (see Classroom resources) – one per group of three pupils.

Attention grabber

1. Write the word, 'Private' on the screen and ask the children what they think the word means.

The children's definitions might include, 'things we don't tell other people', 'things we wouldn't do if there were lots of other people around' and 'things we do at home'.

2. Explain that the opposite of this can be called, 'Public', which means things that other people can see, hear or know about.

3. Give the children some examples of activities they do and information about them. After each, ask them to decide whether they are a private or public activity. Ask them to show their answers by standing along a continuum line with private at one end and public at the other. Examples could include:

- Your name.
- Sleeping.
- Talking about what happened at the weekend.
- Having a bath/shower, going to the toilet.
- The date of your birthday.
- Your password for the computer.
- The name of your favourite cuddly toy.
- Trying on clothes.
- Having a cuddle with your mum or dad.

Some of the answers may vary depending on the children and if there are differences then discuss the reasons for these.

4. Discuss why private things are private. For example:

- We don't want lots of people to see certain parts of our bodies.
- Rules or laws that make something private.
- It keeps us safe.
- We might be a bit embarrassed and not want others to know.
- It makes things special if not everyone knows.

Stress that we have the right to decide what we share with people and this will be different for different people.

Key questions

- What is private?
- **What is public?**

Main event

1. Ask the children if they can remember what the difference is between a **secret** and a **surprise**.

Make sure they understand that a surprise is something that we don't tell people about for a short amount of time but eventually everyone will know and that they are usually positive.

To make sure they are all clear, ask the children to give some examples, such as a birthday present, a visit to someone, a party or an exciting trip.

In contrast, a secret is something that someone wants to try and make sure no one finds out and this is often not good because it might make someone unhappy or hurt them.

Ask the children for some examples such as not telling someone when something has been broken, not letting an adult know someone is picking on you or hurting you. Stress to the children that they should never keep a secret if it makes them feel worried or unhappy.

2. Invite the children to think about the words **private** and **secret**. Are these the same?

Discuss the children's ideas and help them to understand that keeping things private is not necessarily the same as a secret as some people we trust will probably know and that private things don't make us feel bad. Use the example of going to the toilet. We all know that everyone goes to the toilet and our closest family might see us doing it, but going to the toilet on our own and keeping it private does not make us feel bad. This example might make children giggle so at this point you might need to lighten the mood a little.

3. Put the children into groups of three and give each group a copy of *Activity: Privacy scenarios* and explain that they are going to have a look at some situations that have happened to children who are a similar age to them. In their groups, they answer the questions for each scenario. You might want to work through selected scenarios with all the groups looking at the same one or you might give different groups different scenarios. Scenarios 4 and 5 might be more suitable for the Year 4 children but this will depend on the maturity and experiences of your class.

Take some of the children's answers and stress that if an adult or an older child does anything they don't like or makes them worried they should talk to another adult they trust.

Stress that in some of these situations the person might not want to hurt the child or make them feel uncomfortable they just might not have thought about how the child will feel.

Remind children that their body belongs to them and they have the right to decide who touches them and how and they can say no.

Key questions

- What is the difference between secrets and surprises?
- What should I do if an adult makes me feel uncomfortable?

Wrapping up

Recap the PANTS rule that they learnt about previously using the link: (see the third subheading under 'Teaching resources'). Look at each part of the rule.

Stress that the children should always talk to someone they trust if they are ever worried about something. Recap who they could talk to, including staff at school, people they live with, other adults they know and .

Key question

- Can you remember the PANTS rule?

Vocabulary

- private
- public
- surprise
- secret
- uncomfortable
- worried

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding the difference between private and public, and secrets and surprises.

Pupils working at greater depth indicated by: Understanding that things we keep private are not necessarily secrets and how private and secret are different.

Differentiation

Pupils needing extra support: Should be given a limited number of scenarios to work on (scenarios 1 to 3 might be the most appropriate) and could benefit from having an adult to support them with their answers.

Pupils working at greater depth: Should consider whether there are any secrets or potential secrets in the scenarios and why these are secrets, not surprises.

PSHE, RSE and Citizenship Year 3/4
Spring Term 2
Safety and the changing body (Cycle A)
Lesson 5 (Cycle A): First Aid: Bites and stings

Learning Objectives

- To understand how to help if someone has been stung or bitten.
- I can ensure the safety of myself and others.
- I know how to assess a casualty's condition calmly and identify an allergic reaction to a bite or sting.
- I can comfort and reassure a casualty who has been bitten or stung.
- I know how to seek medical help if required.

Before the lesson

Read

- Link: – *this is an external website and we do not have control over its content – please check before showing to the children.*

Array

Main event

We recommend that you follow the lesson plan and resources on link: .

Array

Vocabulary

- anaphylaxis
- allergic
- airways
- breathing
- reddening
- puncture
- swelling
- infection
- venom
- reaction
- auto injector

Array

Array

PSHE, RSE and Citizenship Year 3/4
Spring Term 2
Safety and the changing body (Cycle A)
Lesson 6 (Cycle A): Alcohol and tobacco

Learning Objectives

Before the lesson

- To understand the choices people can make and those which are made or influenced by others.

Year 3

- I understand some choices I can make.
- I understand why some decisions are made for me.
- I can explain who might make choices for me.

Year 4

- I understand that there are people who will influence what I choose.
- I can explain how someone's influence might not be good for me.

Note

In this lesson, there is an optional scenario involving alcohol. Please read the following.

In terms of the law around children drinking at home, it is illegal to give alcohol to a child under the age of 5, but there are no limits as such thereafter until 18+. Some schools may wish to avoid covering this area to avoid confusion and any mixed messages. However, it can arise organically in the classroom or your school may decide they would like to proactively explore it with the children. Our expert in this area deals with this by explaining that if parents/carers decide to allow a child (over 5 years old) to have a drink of alcohol (excluding spirits) that is down to their discretion, giving the example of having a small glass of something bubbly on New Year's Eve or a small glass of wine with a meal (as with some European cultures.)

It is suggested that this information is not shared with children unless they ask. This can lead to a conversation around safety and safeguarding, and therefore, it is advisable to notify the safeguarding lead in your school in advance and include a conversation around feeling safe at home and the support options available should children ever feel unsafe, including .

Have ready

- A hard copy of the book, 'Would you rather' by John Burningham (ISBN: 9780099200413) – readings are available online.
- Paper, scissors and glue.
- Catalogues and magazines.
- Link: , for reference if you decide to use the alcohol-related scenario (see Wrapping up) – this is not a link to be shared with the children.
- Link: – **this is an external website and we do not have control over its content – please check before showing to the children.**

Print

Year 4

- *Activity: Who influences our choices?* (see Classroom resources) – one copy per pair of Year 4 pupils.
- *Activity: Influencers scenarios 1 and 2* (see Classroom resources) – one copy per group of three Year 4 pupils.
- *Activity: Influencers scenarios 3* (see Classroom resources) – one copy per group of three Year 4 pupils – optional (see Note).

Attention grabber

Read the book, 'Would you rather' by John Burningham. Pause occasionally to ask the children which option they would choose. At the end of the story, explain that this story was full of choices but thankfully we do not have to make many of those choices in real life.

Key question

- What would I rather do?

Main event

1. Ask the children to think back over their day so far and, with a partner, discuss what choices they have made, for example, what they had for breakfast or lunch, what they played at playtime, and what activities they chose in school. Invite some of the children to share some of their choices with the class.
2. **Year 3** – ask the Year 3 children to think about things that were decided for them. For example what they wear, what time they get up, how they get to school. Explain that they will all have different choices and some children might have more or fewer choices than others.
3. **Year 4** – ask the Year 4 children to work in pairs to complete the *Activity: Who influences my choices?* to think about who made choices for them and also who influenced their choices. Before they start work, talk through the examples so the children understand what they are being asked.
4. **Year 3** – Hand out the magazines and catalogues to the Year 3 children and explain that they are going to create a collage of all the things they would choose to have or do if there were no limits. The only rule is that they can only have one type of each thing they select, for example, one computer game, one cuddly toy, one book and one games console. Give the children time to cut out their pictures and stick them onto paper as a collage.
5. **Year 4** – while the Year 3 children work on their collages, take some more examples from the Year 4 children of the influences they have recorded. Move on to discuss what we need to think about when we make a choice or decision. Use a scenario such as selecting a meal out, and what might influence our decision i.e. the food we like, the cost, what other people with us are eating, being healthy. We sometimes don't realise we are thinking about all these factors. We certainly might not realise we are influenced by what other people are choosing but it will often be a factor. Put the children into groups of three and give each group a copy of the *Activity: Influencer scenarios 1 and 2*. Ask the children to develop a role-play based on the given characters.

You could also hand out the *Activity: Influencer scenario 3*, which involves alcohol if you decide that it is appropriate for your class, but please first read the Note in the Before the lesson section of this lesson plan.

6. **Year 3** – ask the Year 3 children to share some of their choices from their collage with the rest of the class. They could also explain why they have made those choices.

Discuss who or what might make decisions for us? For example, decisions might be made by parents, other family members, school, teachers and the government and may be affected by the amount of money we have available.

Explain that some decisions and choices have to be made for children but as they get older, children will be able to make more choices for themselves.

Ask the children to discuss with their partner, what choices they are looking forward to making as they get older.

7. **Year 4** – check that the Year 4 children are getting on with their role-play.

8. Invite some Year 3 pupils to feedback to the rest of the class on what choices they are looking forward to making as they get older, and discuss.

Key questions

Year 3

- What choices do I make?
- What choices are made for me?
- Who makes choices for me?
- What choices will I be able to make as I get older?

Year 4

- Who influences my choices?
- How can I make good choices?

Wrapping up

1. Bring the whole class back together and briefly explain to the Year 3 children what Year 4 have been doing.

2. Ask some of the Year 4 children to share their role-plays with the class. While they are watching, ask the children to think about who is influencing the characters in the role play.

3. Following the role-plays, discuss the choices made by the characters and the influences on them. Were there any influencers who were not actually there while the scene was being played out? For example:

In scenario 1 there was influence from advertisers and online.

In scenario 2, parents might be influencing decisions.

In scenario 3, parents and the brother in the house might be an influence.

Encourage the children to think whether the influences were good or bad.

If you use scenario 3 (involving alcohol), widen the discussion to clarify that beer is an alcoholic drink and that alcohol is a type of drug. It is also worth saying that the Chief Medical Officer recommends that an alcohol-free childhood is the healthiest option. There may be children in your class who have tried alcohol with their parents' knowledge. Technically when the child is over the age of five in the home, this is not illegal. It is important to stress to children though that drinking any alcohol without an adult present is risky and they should not do it.

More information can be found on link: .

4. Reflect on the situations explored through the role-plays. Ask the children what the characters could do to get themselves out of the situation. Ideas might include saying no, repeating their answer, changing the subject, asking for help from someone else, removing themselves from the situation.

Stress to the children that in any situation they need always to think about what they think is the right thing to do and what they really think. They should never do anything they do not feel comfortable with.

Key question

- How can I resist pressure to make bad decisions? (Mainly Year 4, but Year 3 might have some ideas as well).

Vocabulary

- decision
- rather
- choice

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Understanding choices that they can make and those that are made for them.

Year 4: Understanding the influence people we know might have on us and beginning to recognise this influence might not always be positive.

Pupils working at greater depth indicated by:

Year 3: Explaining why they can make some choices and others are made for them.

Year 4: Understanding that influences can also come from outside people we know, for example, media personalities and to begin to understand how to deal with these.

Differentiation

Pupils needing extra support:

Year 3: May need to be guided through their day so far to think about the choices they made at each point.

Year 4: Should focus just on scenario 2 as it is more straightforward. Give additional support to the children to help them to develop their character.

Pupils working at greater depth:

Year 3: Should explain why other people make choices for them at their age.

Year 4: Should be challenged to take the idea from any of the scenarios and develop it further. They could also work in a larger group and add additional characters to the scenarios.

PSHE, RSE and Citizenship Year 3/4
Spring Term 2
Safety and the changing body (Cycle A) > YEAR 3 ONLY Lesson 7 (Cycle A):
First Aid: emergencies and calling for help

Learning Objectives

- To understand the role they can take in an emergency situation.
- I understand it is most important to ensure the safety of myself and others in the event of an emergency.
- I can assist in an emergency by correctly calling for help.
- I know the information I need to give to emergency services if they are called to an incident.

Before the lesson

Have ready

- Link: – *this is an external website and we do not have control over its content – please check before showing to the children.*

Array

Main event

It is recommended that you follow the lesson plan and resources using this link: .

Array

Glossary

- calmly
- reassure
- casualty
- emergency operator
- 999/111
- incident
- location
- injuries
- landmarks
- identification
- information
- hazards
- awareness
- accident prevention
- assistance

Array

Array

PSHE, RSE and Citizenship Year 3/4
Spring Term 2
Safety and the changing body (Cycle A)
YEAR 3 ONLY Lesson 8 (Cycle A): Road safety

Learning Objectives

- To develop an understanding of safety on or near roads.
- I understand the basic rules for keeping safe on or near roads.
- I can explain rules for keeping safe.

Before the lesson

- Have ready
- *Presentation: Safety out and about* (in Main event).
 - Link: on VideoLink.

Attention grabber

Watch the video .

Talk about the fact that Declan almost forgot his helmet because he was excited to show his trick.

Can the children think of any other situations when they might forget the rules for being safe on the road? Answers might include rushing to catch up with friends on the other side of the road, talking on a mobile phone, or playing with a football.

Key questions

- What are the rules for keeping safe near the roads?
- When might you forget these rules?

Main event

Display the *Presentation: Safety out and about*.

Presentation: Safety out and about

Show this on your interactive whiteboard.

Use the slides to remind pupils of the key road safety rules:

- Stay on the pavement.
- Use a safe place to cross when you can.
- Stop, look, listen and think when you cross.

Talk about what other rules of the road the children think people might forget or other potentially dangerous things children might do.

Make a list of these, for example:

- Using a mobile phone while crossing the road.
- Not wearing bright clothes.
- Not using a crossing place.
- Not wearing a seatbelt.

Ask the children how we could remind children how they can keep safe on the roads. Ideas might include leaflets, posters and videos.

Arrange the children in small groups and ask them to create something to remind other children about keeping safe on or near roads. You might want to give them a specific theme and a particular way of sharing their message or allow them to decide for themselves.

Key question

- What rules do we need to remember around roads?

Wrapping up

Ask groups to share what they have created and get the rest of the class to feedback on how effective it is in highlighting the safety message intended. **Key question**

- What helps us to share a safety message effectively?

Vocabulary

- distraction
- rules
- safety

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Can explain rules for keeping safe near roads.

Pupils working at greater depth indicated by: Can explain rules for keeping safe near roads and another related situation e.g. rail and can communicate these effectively to others.

Differentiation

Pupils needing extra support: Could be given a structure to work within for the safety message task, such as a writing frame or poster structure.

Pupils working at greater depth: Give children a more specific audience for their safety message such as younger children or focus them on a different type of safety such as rail and get the children to research the key messages first.

PSHE, RSE and Citizenship Year 3/4
Spring Term 2
Citizenship (Cycle A)
Lesson 1 (Cycle A): Recycling / reusing

Learning Objectives

Before the lesson

- To understand the environmental benefits of recycling (Year 3) or reusing (Year 4)
- Year 3**
- I understand that recycling rubbish helps protect the environment
 - I can identify things that can be recycled
 - I can explain what I can do to increase/improve recycling at home/school
- Year 4**
- I understand the environmental benefits of reusing items
 - I can explain why reusing is better for the environment than recycling
 - I can identify a range of ways that items can be reused

- Have ready
- Link: on VideoLink – **this is an external website and we do not have control over its content – please check before showing it to the children.**
 - Three pieces of large paper (A3 or larger) each with one of the following headings: 'Home', 'School', 'Local area' (you may need two or three sets depending on the size of the class)
- Print
- Year 3**
- *Activity: Recycling leaflet template* (for any pupils requiring support)
- Year 4**
- *Picture: Waste hierarchy* – one per pair
 - *Activity: Reusing things*
 - *Activity: Reusing things – support version*

Attention grabber

Ask the children what we mean by **environment** i.e. area and condition we live in. Explain that this can be our house, school and the local area. We can also think about the whole world.

The focus of this activity is the environment the children live in. Put the children into small groups by year group and give each group a large piece of paper with one of the following headings: 'Home', 'School' or 'Local area'. Ask the Year 3 children to write down as many things as they can think of about how they or other people look after that environment. Ask the Year 4 children to write down things people do that might damage the environment.

- Home – Positives Year 3 – putting toys away, putting rubbish in the bin; Negatives Year 4 – leaving things out, not recycling.
- School – Positives Year 3 – keeping the cloakroom tidy, putting equipment away, creating nice displays; Negatives Year 4 – dropping litter, not hanging coats up.
- Local area – Positives Year 3 – not dropping litter, rubbish being collected and having displays of flowers; Negatives Year 4 – dropping litter, graffiti.

After a few minutes, swap the paper between groups, but keeping them in the correct year group and ask the children to add new ideas. Do a final swap to see if children can add anything else.

Take some feedback from the children, asking the Year 4 children first. The Year 3 children can then share their ideas and the children can focus on things they can do to make their environment better for everyone.

Key questions:

- How do we and other people look after our immediate environment? (Year 3)
- How do people damage the environment? (Year 4)

Main event

Explain that often when we talk about the environment people are thinking about the whole world and how we can look after it for the benefit of people, animals and plants.

Ask the children if they know of any ways in which people are trying to look after the environment. Ideas might include: reducing global warming, reducing plastic pollution, saving rainforests and saving animals who are in danger.

Explain that today the children are going to be thinking about recycling (Year 3) and reducing (Year 4) and how these might help the environment. Ask the children what they already know about recycling (Year 3) or what they remember from last year (Year 4). For example, how the system works at home, prevention of rubbish going into landfill sites and saving the use of raw materials.

Year 3

Let the Year 3 children watch this video which explains more about recycling: on VideoLink.

As they watch, or at the end, they can make a note of new things they have found out. They could do this in a different colour.

Year 4

While the Year 3s watch the video, explain to the Year 4 children that recycling is really good for the however, there are some problems with it because has to be used to recycle materials and this also has an on the environment.

Ensure all year 4 pupils have access to a copy of the *Picture: Waste hierarchy*. Ask them what they think it shows, and if necessary explain how it works – i.e. the best thing for the environment is to reduce the amount of things we use which will produce waste. The next best thing is to reuse things when we have finished with them. Recycling comes next as the materials are reused to make new items and the final thing should be to throw something away.

Explain that today we are going to think about reusing things. Ask the children to jot down things they have reused or have done to help something be reused, for example clothes that once belonged to their older brother or sister or passing clothes to a younger brother or sister. Give the children a few minutes to write down their ideas and then ask them to work with a partner to share ideas.

Year 3

Come back to the year 3 children and ask if there is anything new they have learnt about recycling.

Move on to discuss the recycling that they do at home, asking:

- How does it work?
- Do they have separate boxes or does everything go into one bin?
- What things can they recycle?
- Do they and their family remember to recycle?

Working in pairs or groups, ask the children to create a fact sheet about recycling. Children who may need support could use the *Activity: Recycling leaflet template* to help them organise their ideas.

Year 4

While the year 3 children produce their leaflets, come back to the Year 4 children and take some from the children about their ideas. Discuss the environmental advantages of reusing things, for example things not going to landfill, materials not being used to make new items and not being used to make new items. Ask if they can think of other benefits, for example saving money, making money from items given to their shop and people who have less benefitting (either in this country or abroad).

You could also discuss creative ways items can be reused for another purpose, for example decorating an empty jar and filling it with something as a present for someone.

Give each child a copy of the *Activity: Reusing things* (there is a support version available for pupils who may need it). Ask the children to complete it to show what things can be reused, how this might happen and what the benefit is. They should try and give a different benefit for each reused thing.

Key questions:

Year 3

- What are the benefits of recycling?

Year 4

- How does reusing things benefit the
- What other benefits come from reusing something?
- How does the hierarchy of work?

Wrapping up

Discuss with the children what they can do to increase recycling or encourage the reuse of things. Some examples are given below:

- **Recycling** – making sure they recycle properly, washing things before they go in the recycling, encouraging and reminding people at home to recycle or encouraging recycling at school.
- **Reuse things** – checking at home for toys, books and clothes they no longer use and giving them to someone else, taking items to a shop, selling things at a car boot sale or , repairing something so they can still use it.

You may wish to extend this activity to think about something which could be done in school, for example children bringing toys to swap or promoting recycling. If possible, help the children to arrange this.

Key question:

- What can we do to increase/improve recycling and reusing at home and/or at school?

Vocabulary

- Materials
- Recycle
- Materials
- Rubbish
- Environment

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Describing the benefits of recycling.

Year 4: Describing how reusing items benefits the

Pupils working at greater depth indicated by:

Year 3: Understanding a greater range of benefits of recycling and being able to use this information to encourage others to recycle.

Year 4: Understanding why reusing is more environmentally friendly than recycling and describing some of the additional benefits of reusing items.

Differentiation

Pupils needing extra support:

Year 3: May benefit from being given a specific audience for their leaflet, for example younger children and could use the *Activity: Recycling leaflet template* for their fact sheet. Provide them with books and other information sources.

Year 4: Could use the support version of the *Activity: Reusing things* with the items already suggested.

Pupils working at greater depth:

Year 3: Should be expected to include more facts within their information sheet and to add persuasive elements to encourage people to recycle more.

Year 4: Can be challenged to provide a greater range of benefits and ways to reuse things.

PSHE, RSE and Citizenship Year 3/4
Citizenship (Cycle A)
Lesson 2 (Cycle A): Local community buildings and groups

Learning Objectives

Before the lesson

- To understand the groups which make up the community (Y3)
 - To understand the contribution groups make to a community (Y4)
- Year 3**
- I can explain what a community is
 - I can name buildings and places shared by my community
 - I can identify groups that exist in the community and how they may be linked to each other
- Year 4**
- I can name some different groups that exist in my wider community
 - I can explain why and how someone might set up or join a community group
 - I can explain how groups help a community

- Have ready
- Depending on where your school is located you might need to think about the community you focus on, for example in rural areas you might need to widen the activities out to include a local town all the children know well.
 - A list of organisations in your city, county or region. You might want to include ones the children will not have heard of and that might help to tackle stereotypes, such as a religious group not found in your school or support for people with disabilities.
- Print
- Year 3**
- *Activity: Buildings in my local community* – (see Classroom resources) – one per pupil

Attention grabber

Before you begin, ensure children understand what the word community means i.e. a group of people living or working in the same area.

Year 3

Ask the Year 3 children to imagine that they are on their journey to school. Ask them to think about the buildings that they see – not flats or houses, but other buildings, such as other schools, religious buildings, health centres, shops, places to eat, community centres, libraries, museums and leisure centres. Ask them to write down the buildings they see.

Year 4

Ask the Year 4 children to think about some groups they are aware of in their local . Ask them to write these down and also who these groups are for, for example a particular age group, or interest. Encourage them to think about a wider area such as the city, county or region they live in. Take some feedback and write two lists on the board: one headed 'Buildings' and the other 'Groups'. Explain that the buildings they have thought about are used by either all or some of the community. Different groups will use different buildings for different purposes. Start by thinking about your school, who uses it, and what for, i.e. children who go to learn, staff who work there and other community groups perhaps in the evening or at weekends.

Key questions:

- What buildings are part of our community? (Y3)
- What groups are there in our local community? (Y4)

Main event

Year 3

Give each pupil a copy of the *Activity: Buildings in my local community*. Ask them to look at the buildings list again and complete the sheet detailing the buildings in their community, the people who use them and for what purpose. Go through one first as an example.

Year 4

While the Year 3 children are completing their activity, look at the list of community groups again and add any you have found out about in the local area which children might have missed.

Discuss why people might set up or join these groups, for example they believe in a certain idea or cause, to find friends, to help their community or to a new . Display slide 2 of the *Presentation: Activity questions*.

Presentation: Activity questions

As a group, look at some of the community groups on the class list and try to answer the questions from slide 2 in relation to that group. Explain that the Year 4 children are going to think about starting their own community group. They need to decide what type of community group is needed and then answer the questions from slide 2, but thinking now about their proposed community group. They could produce a leaflet or short persuasive advert for the new community group, or just generate ideas verbally to be presented at the end of the lesson.

Year 3

Take some feedback from the Year 3 children and discuss any misconceptions, for example they might think some buildings are only for certain groups and this might not be the case.

Ask the children if there are any buildings missing from their local community which they think people would like or benefit from. In groups, ask them to decide on a building/community facility they think is needed. They can share their ideas either by drawing and labelling their building or by writing a description. They should consider:-

- What the building is
- Why the building would be good in the local community
- What groups might be able to use it

Key questions:

- Who uses the buildings in our local community? (Y3)
- What are the buildings used for? (Y3)
- What community groups are there in my city/county/region? (Y4)
- What groups do we think our community could benefit from? (Y4)

Wrapping up

Ask the children to share some of their ideas for new community buildings or groups. Discuss how these might link together and how they support people in the local community.

If children are particularly passionate about any of the ideas, you might decide to take this further by setting up a group in school or writing to someone locally who might be able to help with a building or group.

Key questions:

- What groups and buildings would we like to see in our community?
- Who could help us with our ideas?

Vocabulary

- Building
- Community
- Purpose
- Support
- Together

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Knowing that there are different groups within the local community and how they use community buildings/places.

Year 4: Understanding the range of groups that exist in the wider . and how groups can focus on different areas of interest.

Pupils working at greater depth indicated by:

Year 3: Understanding how groups relate to each other and the impact if they were not there.

Year 4: Understanding why people set up or join community groups and the impact groups can have in a community.

Differentiation

Pupils needing extra support:

Year 3: Can be tasked with identifying just one group and purpose for each place. When thinking about a new community building, it might be useful to focus on something in their experience, for example a disused local building or putting something like a shed in school and what this could be used for.

Year 4: May need additional adult support to research their given group and might benefit from looking at a group which relates to their own experience. When thinking about their group they may benefit from focussing on a group in school.

Pupils working at greater depth:

Year 3: Should identify multiple groups and purposes for some of the places.

Year 4: When thinking about a group, they could think about how they could contribute to starting this group.

PSHE, RSE and Citizenship Year 3/4
Summer Term 1
Citizenship (Cycle A)
Lesson 3 (Cycle A): Local council and democracy

Learning Objectives

Before the lesson

- To begin to understand how democracy works in the local area
- Year 3**
- I can explain some of the things the council does
 - I understand how democracy works in the local area
 - I understand that spending on different services needs to be prioritised
- Year 4**
- I understand the role of local councillor
 - I can explain how local residents can share their ideas with the local councillor
 - I can identify some issues which a local councillor might be able to help with

- Have ready
- The name of your local councillor/s
 - Your local council website
 - *Presentation: Local council* (see Main event)
- Watch
- The video that Year 4 pupils will watch in the Main Event
- Print
- Year 3**
- *Activity: Being a local councillor* (see Classroom resources)
- Year 4**
- *Activity: Councillor preparation* (see Classroom resources)
 - *Activity: Resident preparation* (see Classroom resources)
 - *Activity: Local resident characters* (see Classroom resources)

Attention grabber

Ask the children what they know about democracy in their school (Year 3), for example the school council, class votes to select activities etc and in the local area (Year 4); this might include local councillors, elections and council buildings.

Discuss some of the ways that these are democratic, i.e. everyone gets a say through their vote and the result of the vote is respected. Discuss whether the children think these things work and if there are any improvements which could be made?

Key questions:

- What is a 'vote'?
- How are our school councillors chosen? (If relevant)
- How does democracy work in our school and local area? How are decisions made fairly?

Main event

The next part of the lesson focuses on local government. Different systems exist in different parts of the country, with some having both district and county councils while others have a unitary authority. If there are district and county councils, they will be responsible for different services. It is worthwhile taking some time to find out what happens in the area of your school.

Year 3 and 4

Share the *Presentation: Local council* on the board and go through the slides, discussing:

- The name of the local councillor(s) in the area where the school is.
- What local councils are responsible for (for example, collects bins, supports schools, provides libraries, maintains the roads, provides care for older people and some children).
- What the role of the councillor is (deciding what money gets spent where).
- That they are elected every four or five years.

Presentation: local council

Display the presentation on your interactive whiteboard.

You could also explain that councillors often belong to a political party (like MPs) but some will be independent. You could look at which party, if any, their local councillor represents.

Year 4

Explain to the Year 4 children they are going to learn more about councillors by watching this video about being a county .

Year 3

While the Year 4 children watch their video, organise the Year 3 children into groups and ask them to imagine that they are local councillors. Give each group a copy of the *Activity: Being a local councillor* and explain that these are things that local councils might spend money on. Explain that there usually is not enough money for councillors to do everything that they want to and so they have to decide what is most important.

In their groups, the children should discuss and prioritise the cards based on what they would spend the money on if they were the local councillor.

When they have finished, ask the children to work with another group to feedback on their priorities, including how they made that decision. They can discuss the differences and then try to come up with a priority based on both groups' ideas.

Year 4

Following the video, answer any questions the children have. You might need to clarify what the following are:

- **Scrutiny** – where councillors have the chance to ask those in charge about what they are doing and why.
- **Officer** – a person who works for the , they are not .
- **Leader** – a bit like the they lead the council. They usually are from the political party which has most councillors.
- – councillors who have for certain areas for example , education or transport. These people will to council what is happening in their areas.
- **Surgery** – a time when local people can go and talk to their county Councillor about any which they are concerned about.

Introduce the activity, explaining that you are going to choose some children to be councillors and the rest of the class will be local residents. They will prepare to act in character in a role-play situation. You can ask for volunteers to be councillors but, if time allows, you might want to elect children for this role. You will need one for every five to six children.

For the first part of the activity, ask the children who are being councillors to work together. The local residents can work together in their small groups. Give each pupil a copy of either the *Activity: Councillor* or the *Activity: Resident preparation* sheet for them to read and use as a prompt. 'Residents' can generate ideas for the issue they want the council to consider, and 'Councillors' can prepare ideas on what the council already does and how it might respond to new issues. The resource *Activity: Local resident characters* could be used to provide ideas for children in the role as residents who are finding the preparation more challenging.

It might be beneficial for you to work with the councillor group as their preparation is slightly more complicated. If you have another adult, they can circulate round the local resident groups.

The Year 3 and 4 children will come back together for the Wrapping up, when the Year 4 children can complete their role-play.

Key questions:

- How does democracy work in our area?
- How do councillors decide what to spend money on? (Y3)
- How do local surgeries with local councillors work? (Y4)

Wrapping up

Year 3 and 4

Bring the two year groups back together for a final discussion. The Year 4 children should be ready to role-play the surgery meeting. Before they begin this, it is worth reminding them about some of the rules of discussions, for example listening to others, respecting other people's opinions and giving everyone a chance to talk.

Involve the Year 3 children here by asking them to help advise the councillors. They can give feedback about how important some of the issues discussed are. Remind them to base their answers on the way they prioritised their issues during their activity.

Finally, ask the children to reflect on their learning by discussing the role of the , what do children think about it now?

Is there anything that has come out of the discussions that they would like to share with the local councillor? (It is useful to know who this person is). As a follow-up, children could write a letter or email to their councillor explaining about the lesson and the

At the end of the discussion, you might like to ask children if they are interested in being a councillor when they are adults (they need to be 18 or over to stand for).

Key questions:

- How could you share your ideas with your local councillor?
- What have we learnt about local democracy?

Vocabulary

- Democracy
- Council
- Councillor
- County council
- District council
- Unitary authority
- Budget
- Priority

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Year 3: Being able to describe in simple terms the role of being a local councillor. Being able to justify why one issue might be more important than another to local people.

Year 4: Understanding in simple terms the roles and responsibilities of local councillors.

Pupils working at greater depth indicated by:

Year 3: Being able to discuss in simple terms how decisions are made by councillors, considering local priorities.

Year 4: Demonstrating in their role-play responses, an understanding that councillors have to looking after local residents and the needs of the

Pupils needing extra support:

Year 3: Could work in a group together and be given five of the cards from the *Activity: Being a local councillor* so that there are fewer issues to debate.

Year 4: Could take the role of local resident rather than councillor, as it is a more straightforward role. Could use the *Activity: Local resident characters* resource to help them in their role as a local resident.

Pupils working at greater depth:

Year 3: When prioritising spending, challenge them to look at the relationship between different services, for example, if libraries close then there could be an impact on education, or if parks are not maintained there might be health problems.

Year 4: Could take on the role of a during the role play and should be challenged to look at things from the viewpoint of both points of view.

PSHE, RSE and Citizenship Year 3/4
Summer Term 1
Citizenship (Cycle A)
Lesson 4 (Cycle A): Rules

Learning Objectives

- To understand why we have rules and the consequences of breaking rules at school and home
- I understand why we have rules at school and home
- I can explain some of the consequences of breaking rules
- I can identify whether a consequence is fair or not

Before the lesson

Print

- *Activity: Why do we have rules?* (see Classroom resources) – one per pupil
- *Activity: Why do we have rules? – support version* (see Classroom resources)
- *Activity: Why do we have rules? – extension version* (see Classroom resources)

Attention grabber

Ask children to think about some of the rules you have in the classroom and in school. List these on the board. Ask the children why they think these rules exist (for example, to keep everyone safe and to help everyone learn).

Key questions:

- What are our rules in school?
- Why are rules important in school?

Main event

Ask the children what happens if rules are broken in school? Discuss the processes. Also look at whether some rules have greater consequences than others, for example if we do something very dangerous, this might lead to missing playtime without any warnings, but with other things there might be chances given before a full consequence is reached.

Move on to discuss rules at home. Ask the children to think about some consequences of breaking rules at home. They do not need to give examples from their own home; it might be something they have heard about.

Ask the children:

- Do you think that the consequences of breaking rules at school are fair?
- What might happen if there were no consequences? (For example, people keep breaking the rules).

Explain that the consequences of following rules can be positive, for example arriving on time at school means seeing their friends for a chat before school starts. Tidying up at home means having a nice space to relax in and knowing where your toys are.

Discuss that sometimes the consequence of following a rule might just be that you know you have done the right thing.

What do the children think works best: positive consequences for following a rule or negative consequences for breaking the rule? Which do they think are more likely to persuade people to follow the rules?

Ask the children to think about a rule which is important to them, either at home or at school. Then give them each a copy of the *Activity: Why do we have rules?* and ask them to complete it about their chosen rule to explore the concept of what happens if a rule is broken. (There is a support version available with more scaffolded answer prompts).

Key questions:

- What happens when rules are broken?
- What happens when rules are followed?

Wrapping up

Share some of the ideas children have written about including their chosen rule and what they want to happen if the rule is broken. Encourage those children who have considered the fairness of rule consequences to justify their opinions. Some children might suggest quite extreme ideas for rule breaking. If this is the case, you can widen the discussion to see if other children think this is fair.

Key questions:

- What do we think should happen when rules are broken?
- Is this fair?

Vocabulary

- Rule
- Break
- Fair
- Consequence

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding the need for rules and the reason for having consequences when rules are broken.

Pupils working at greater depth indicated by: Understanding that breaking rules has consequences and explaining if these are fair or not.

Differentiation

Pupils needing extra support: May benefit from having a rule suggested for them and can use the *Activity: Why do we have rules? – support version*.

Pupils working at greater depth: Can be challenged to use the *Activity: Why do we have rules? – extension version* in which they compare two rules they must follow and reflect on whether they think the consequences are fair, coming up with their own alternatives.

PSHE, RSE and Citizenship Year 3 / 4
Summer Term 1
Citizenship (Cycle A)
Lesson 5 (Cycle A): Rights of the child

Learning Objectives

Before the lesson

- To begin to understand the UN Convention on the Rights of the Child
 - I understand that children have rights
- Year 3**
- I can explain how some of these rights benefit me
 - I understand that not all children benefit from the rights
- Year 4**
- I can explain how adults have responsibilities for maintaining childrens' rights
 - I understand that children have responsibilities to make sure other children can benefit from their rights

- Have ready
- Link: (UNICEF download)
 - **Link: on VideoLink**
- Print
- You may want to print a copy for each group or display on your whiteboard: Link: (UNICEF download)
- Year 3**
- *Activity: Exploring the rights of the child* (one per group of pupils)
- Year 4**
- *Activity: Responsibilities linked to rights* (one per group of pupils)

Attention grabber

Watch the first minute of the link: **on VideoLink**, which outlines what the United Nations Rights of the Child is. Clarify that this convention is not just about children in the UK, but around the world, and the majority of countries have signed up to the convention. Explain that during this lesson, the class will be learning more about rights.

*If your school is part of the Rights Respecting School Award through UNICEF, children should already have some awareness of the convention and this activity may just be a refresher.

Key question: What is the UN Convention of the Rights of the Child?

Main event

Put the children into small groups by year group and explain that they are going to look at some of the rights from the convention: Link: (UNICEF download).

Tell them that there are 42 in total and they will only be looking at a few today. Explain that Year 3 will be thinking about how these rights apply to them, and Year 4 children will be thinking about how adults and children have responsibilities regarding these rights.

Begin by looking at the example below and as a class, answer the questions about the right:

Article 15 (freedom of association): *Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.*

Questions for Year 3 children

What does this right actually mean for them? Possible answers include:

- Attending school where they meet other children
- Clubs they can take part in at school
- Clubs outside school
- Meeting friends outside school

What stops us or might stop us from benefiting from this right? Possible answers include:

- Being scared to join in groups
- Not being in school because of illness
- Clubs not being available in school or outside school
- Difficulty travelling to clubs

What could we do to support this right? Possible answers include:

- Welcoming new people into clubs or groups
- Talking to adults about starting clubs
- Starting our own organisations
- Finding other ways of meeting other children

Questions for the Year 4 children

What responsibilities do adults have to make sure children enjoy this right? Possible answers include:

- Running clubs and activities
- Giving children time to meet with friends
- Taking children to the activities
- Providing buildings where activities can take place
- Making sure children know about the activities
- Helping children who cannot afford some activities to take part
- Making sure children are safe and during the activities

What responsibilities do children have to make sure other children enjoy this right? Possible answers include:

- Welcoming other children to a group and making sure they can take part
- Behaving in a way which means everyone can enjoy the experience
- Respecting the groups that other children belong to
- Letting children know about the groups that exist
- Attending groups when they say they will to make sure they can continue
- Following the rules of the group so everyone is safe and happy

Give each group a copy of the *Activity: Exploring the rights of the child (Year 3) and Responsibilities linked to rights (Year 4)* and ask the children to answer the questions. If possible, have two groups working on each of the rights, or you could select the rights you want the class to look at. Take some feedback from the groups and discuss ways the children can support the rights.

Key questions:

Year 3

- How do we benefit from the rights of the child?
- How can we help others benefit from the rights of the child?

Year 4

- What responsibilities do adults have to make sure children enjoy their rights?
- What responsibilities do children have to make sure other children can enjoy their rights?

Wrapping up

Explain that in some countries, it is much more difficult for children to benefit from the rights. Ask the children why they think this might be? Possible answers could include war, poverty, the landscape of the country and transport.

What might we be able to do to help? For example, give money to charity, find out more about what the problems are, sharing information on how we do things.

During this discussion, make sure children understand that whilst differences exist it is important not to make generalisations or stereotypes. For example, people often talk about issues in Africa but Africa is a huge continent and in many places children will have similar or possibly better experiences than children in this country.

If time allows, ask the children to reflect on their learning about the of children. What have they learnt about that they did not know before? Is there anything in particular which has surprised them? If possible, follow up on some of these ideas.

Key questions

- How do the rights of the child affect children in other countries?
- What have we learnt about the rights of children?

Vocabulary

- UN/United Nations
- Convention on rights
- Rights
- Benefit

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Year 3: Understanding that children have rights and how these benefit them.

Year 4: Understanding the responsibilities adults have for supporting childrens' .

Pupils working at greater depth indicated by:

Year 3: Understanding how they benefit from rights but this is not the case for all children and why this might be.

Year 4: Understanding their own responsibilities to support the rights of other children.

Pupils needing extra support:

Year 3: Could focus on the right to play as it includes just one right and children may be more familiar with it.

Year 4: Give children examples of adults who might have responsibilities around for example teachers, parents/carers, the or the local .

Pupils working at greater depth:

Year 3: Could be challenged to develop ideas around how we can support the rights in this country and other countries.

Year 4: Should be challenged to develop more ideas about children's responsibilities, explaining how individual can affect others.

PSHE, RSE and Citizenship Year 3/4
Summer Term 1
Citizenship (Cycle A)
Lesson 6 (Cycle A): What are human rights?

Learning Objectives

- To begin to understand the Human Rights Convention
- I understand that everyone has human rights
- I can explain why these rights are important
- I know who helps to protect human rights

Before the lesson

- Have ready
- Link:
- Print
- *Presentation: Amnesty International – We are all born free* (see Main event) – two pages per group
 - *Activity: Human rights questions* (see Classroom resources) – per pupil

Attention grabber

Watch the video clip and pause at one minute. Explain that after World War Two, leaders of countries came together to form the United Nations and one of the first things they did was to write the Declaration of Human Rights.

Watch the rest of the video as a class. Afterwards, see how many of the rights the children can remember?

Key question:

- What are human rights?

Main event

Explain to the class that they are going to think a bit more about some of these human rights. Put the children into small groups or pairs and give each group two pages from the *Presentation: Amnesty International – We are all born free*.

Presentation: Amnesty International- We are all born free

Display the presentation on your interactive whiteboard.

Ask the children to look carefully at their two pictures. Then hand out a copy of the *Activity: Human rights questions* and ask the children to discuss with their group, then answer the questions.

Once they have finished, ask the children to share some of their ideas so everyone has an understanding of all of the rights.

Key questions:

- Why are rights important?
- How are rights protected in this country?

Wrapping up

Explain that there are people in authority who protect our human rights, for example the police, judges, politicians and community/pressure groups. We need to be aware and protect each other as well and there are things we can do if we think human rights are at risk. Ask the children what would happen if they thought some of these rights were not being protected in this country (they might identify some which are not). What could they do as individuals? For example, discuss it with adults they trust, report problems to the police, write to their council or MP.

Key question:

- What can we do if we think human rights are not being protected?

Vocabulary

- Human rights
- United Nations
- Protect
- MP
- Judges
- Politicians

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding what human rights are and why they are important.

Pupils working at greater depth indicated by: Understanding how human rights are protected and how people can bring about change if necessary.

Differentiation

Pupils needing extra support: Could focus on one of the following articles which may be more within their experience – Article 9, 18, 25 or 27. Could answer the questions verbally rather than record them on the activity sheet.

Pupils working at greater depth: Can be challenged to explain what happens in this country in relation to the right and to write about some issues relating to the right.

PSHE, RSE and Citizenship Year 3/4
Summer Term 1
Economic wellbeing (Cycle A)
Lesson 1 (Cycle A): Spending choices

Learning Objectives

- To begin to recognise how ethics can influence our spending decisions (Y3)
 - To begin to understand what makes something good value for money (Y4)
- Year 3**
- I can identify things that can influence how we decide to spend our money
 - I can identify and explain positive choices people can make when spending
- Year 4**
- I can describe my opinion on what makes something good value for money
 - I can explain why people see value for money differently
 - I can identify other factors which might affect a decision to buy something

Before the lesson

- Print
- *Activity: Choice cards* (see Classroom resources) – per group of children
 - *Activity: Taking action* (see Classroom resources) – per pupil

Attention grabber

Ask the children to create a mind map with the title 'What people do with money and why'. Ask the children to write down what they already know about the different ways people use and look after their money and what might make them choose these things. Give them a few minutes to do this. When they have finished, take some feedback but make sure the children do not add to their mind maps. Take the children's mind maps in as you will be asking the class to revisit them in *lesson 3*.

Key question:

- What do we know about what people do with their money?

Main event

If the children have not mentioned it, ask them to think about the different things that why people decide to buy certain things. It may help to give them an example to think about, for example how is buying an expensive new computer game different from buying your weekly food shop? Create a list on the board of examples, i.e:

- Needs and wants
- What they can afford
- Environmental and other ethical issues

Year 4
Explain that today the Year 4 children are going to be thinking about value for money. While you talk to the Year 3 children, ask the Year 4 children to think about what value for money means to them and then discuss this with a partner.

Year 3
Explain that the Year 3s are going to think about spending money and how their choices might impact on other people. Place children into pairs or groups and give each a copy of the *Activity: Choice cards*. Ask them to sort the cards out into 'positives', 'negatives' and 'not sure'. You might want to run through the cards first to make sure the children understand what they mean. If you do this, try not to imply whether the cards show a good or bad thing.

Year 4
Ask the children for their ideas on value for money. Display the *Presentation: statements*.
Presentation: Continuum statements
Display the presentation on your interactive whiteboard

Year 4
Ask the children to decide whether they think each statement represents good value for money or not. They can show their responses by standing on a line. Discuss any disagreements that come up. Ask the children to think of an item they really like, such as a toy, an item of clothing or a particular food. Ask them to write a list of why that item is good value for money to them.

Year 3
Come back to the Year 3 children and their sorting cards and take some feedback. Give some time for the groups to discuss any they are either not sure about or those that other groups have different opinions on. Stress that we can all have different views and that other things will influence decisions about where we buy things. For example, buying in smaller shops can be more expensive and people may choose the supermarket because it is cheaper. Ask the children to select some of the positive actions they have looked at and to complete the *Activity: Taking action*. Before they begin, discuss how people might be persuaded to do some of these actions, for example, posters to remind people to use their own bags, charging for single-use bags and giving discounts for using their own bags.

Year 4
Come back to the Year 4 children so they can feedback on something they think is good value and explain their reasoning. Do other children agree with them?

Key questions:

- What might people consider when they are buying something? (Y3)
- What makes something good value for money? (Y4)

Wrapping up

Reflect back on some of the discussions and stress to the children how different people have different ideas about deciding what to buy and what is value for money. The class should think and decide for themselves what they think is important. Ask the children to show with either a thumbs up or down which of these are important to them:

- Cost
- How long the item might last
- The on the
- The impact on other people e.g. people who made it
- The brand/logo
- What adverts say about something

Key questions:

- How do different things how people decide to spend their money?
- What choices can we make when we shop?

Vocabulary

- Clarity
- Environment
- Impact
- Negative
- Positive
- Spending choice
- Value

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Understanding that a range of things might influence our spending decisions.

Year 4: An understanding of the factors which can make something good value for money, as well as other factors that affect purchasing decisions.

Pupils working at greater depth indicated by:

Year 3: Understanding the impact our spending choices can have on others.

Year 4: An understanding that different people view different things as representing good value for money.

Differentiation

Pupils needing extra support:

Year 3: May need help to select the positive choices they focus on.

Year 4: Can identify fewer factors that make something good value for money but may look at more than one item.

Pupils working at greater depth:

Year 3: Can look in more detail about some of the choices they know less about and find out why these are a positive choice.

Year 4: Should identify a greater range of factors that make something good value for money and add other things which might people to buy that item.

PSHE, RSE and Citizenship Year 3/4
Summer Term 1
Economic wellbeing (Cycle A)
Lesson 2 (Cycle A): Budgeting

Learning Objectives

Before the lesson

- To understand how to put together a budget (Y3)
 - To begin to understand the importance of keeping track of money (Y4)
- Year 3**
- I can explain the importance of budgeting
 - I can put together a budget
 - I can explain that people spend and save in different ways
- Year 4**
- I can explain some ways of tracking money
 - I can track how much money has been spent
 - I can work out how much money is left

Have ready

- *Presentation: Ways of paying* (see Wrapping up)

Print

Year 3

- *Activity: Costs sheet* (see Classroom resources) – per pupil or pair of pupils
- *Activity: Budget planner* (see Classroom resources) – multiple copies per pupil or pair of pupils
- *Activity: Scenarios Year 3* (see Classroom resources) – per pupil or pair of pupils

Year 4

- *Activity: Scenarios Year 4* (see Classroom resources) – per pupil or pair of pupils

Attention grabber

Ask the children if they know what a budget is. Take some ideas and then explain that a budget is a way of planning what you are going to do with your money. It might include what you are going to spend and what you are going to save. If you are saving, you might have a plan of how much you are going to save.

Explain that having a budget is a good way of making sure we use our money well and that we can afford the things we need or want to have.

Ask the children if they have ever created a budget for something. It does not matter if they have not written it down, it can be a plan they have thought about. For example, if they receive pocket money they may have saved up for something in the past, or they could be in a shop with some money and plan which items they can afford to purchase. This is a type of budget.

Discuss that when you create a budget you have to think very carefully about what you actually need – remind children what needs are (items we need to survive) versus things you want (things which are nice to have but not essential).

Key question:

- What is a budget?

Main event

Year 4

Ask the Year 4 children to think about something that they have bought or have seen an adult buy in the last few days. Was it something you or they wanted or needed? Ask the children to share some examples on their table and discuss if they were a need (something which is essential) or a want (something which is nice to have). They can also discuss how they, or their adults paid for the items. One person on the table can scribe their answers.

Year 3

Explain to the Year 3 children that they are going to create a budget. They will be given some information about six different people and an *Activity: Costs sheet* and decide how each of them can plan their spending and saving.

The children will need to think about:

- What do they need? i.e. their priorities
- What do they want?
- How much can they spend?
- Should they save?

Hand out the *Activity: Budget planner* (multiple copies per pupil or pair of pupil) and talk through the different categories and work through the following example:

- Ava has £2 a week pocket money. She also has £10 in the bank and £5 in her money box.
- Ava lost her pencil case at school and mum says she has to pay for it.
- Ava's friend has a great card game and Ava wants it as well so she can play with her brother.
- Ava also buys a comic every week.

Discuss what Ava can do with the money she has left, for example save it or spend it on something else.

Give each pupil or pair of pupils a copy of the *Activity: Scenarios Year 3*, *Activity: Costs sheet* and *Activity: Budget planner*. Ask the children to work through the budgets for each of the characters. The scenarios get progressively harder so some children may not be able to do them all.

Year 4

Take some quick feedback from the Year 4 children and then explain that when we are paying for things in different ways, particularly if we use cards or a phone to make a payment, it can be easy to lose track of how much we have spent. We are going to be looking at different ways to keep track of money. Tell the children that they are going to look at some stories and work out how much money the people have spent and have left.

Put the children into pairs and give each pair a copy of the *Activity: Scenarios Year 4* sheet. Ask them to work through **Scenario 1**.

Ask the class to then share their answers. Ask them how Adam could have kept track of his spending, for example writing everything down or keeping receipts.

Explain to the children that they may find some problems in the remaining scenarios. Ask the children to work in their pairs, through **Scenarios 2, 3 and 4**. They could record their ideas on whiteboards or in exercise books, as required. The scenarios get increasingly complex, so you may wish to allocate different scenarios to different groups.

Year 3

When the Year 3 children have completed their budgets, have a look at the solutions they come up with together.

Explain to the children that they are now going to be given an imaginary budget and with the costs, they need to decide what they would do. A suggested budget would be £5 a week pocket money, £35 in the bank and £20 in the money box (£60).

Give the children time to devise their own budget. If they finish, they can compare on the table and discuss why they all have different spending decisions.

Year 4

Once the Year 4 children have completed their scenarios, discuss what they found. Focus on the following:

Scenario 2

Where might the missing money be? Has Heidi forgotten about something she spent? Has she lost some money? Been given the wrong change? Discuss how she could stop these things from happening in the future.

Scenario 3

Check that the children have accounted for the two meals and the four cans of coke. Discuss how Bronwyn might know what is in her bank account, for example looking online or checking her statement when it arrives.

Scenario 4

Check that the children understand that both the phone and debit card spending will come from the bank account. Discuss that the bank account is showing £6.50 more than their calculations and why this may be, i.e. the payment for the book has not gone through the account yet. Make sure children understand that it can take time for money to go through on an account.

Discuss how the children in the scenarios could have kept track of their money, such as:

- Writing down what they have spent
- Using an app
- Checking their bank
- Counting their cash

Key questions:

- How do we make a budget for our money? (Y3)
- How can we keep track of money? (Y4)

Wrapping up

Presentation: Ways of paying

Display the presentation on your interactive whiteboard.

Discuss the different ways things can be paid for by looking at Slide 2. Stress that whichever payment method you use, you still need money there to be able to make the payment. If there is not enough money in your account then you will be in debt i.e. owing someone else money, or the method of payment will be declined.

Ask the children why they think there are so many different types of payment – why do people not just use one? Cash for example? (Carrying large amounts of money can be risky, it means the person receiving it has to put it in their bank and money can be forged).

Explain that adults will choose different methods of payment depending upon: their personal choice, the amount they are spending and who they are paying.

Display Slide 3 of *Presentation: Ways of paying* and ask the children to suggest how someone might choose in each situation and why.

Key questions:

- What different ways are there to pay for things?
- Why do people choose certain ways to pay?

Vocabulary

- Budget
- Plan
- Spend
- Save
- Expense
- Needs

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Understanding how to create a simple budget.

Year 4: Understanding how to keep track of money and why this is important.

Pupils working at greater depth indicated by:

Year 3: Understanding how to put money aside for larger items and understanding that people have different views on spending and saving.

Year 4: Understanding some of the reasons why money may not be accounted for.

Differentiation

Pupils needing extra support:

Year 3: Could focus on the first three *Activity: Scenarios Year 3* only.

Year 4: Can focus on just Scenarios 1 and 2 from their activity.

Pupils working at greater depth:

Year 3: Could start from the second scenario in the *Activity: Scenarios Year 3* to ensure that they have time for the more challenging ones. You could also suggest a change whilst they are working on their budgets, such as an unexpected expense.

Year 4: Should answer all the scenarios and explore in greater depth the reasons why money may not be accounted for.

PSHE, RSE and Citizenship Year 3/4
Summer Term 2
Economic wellbeing (Cycle A)
Lesson 3 (Cycle A): Money and emotions

Learning Objectives

Before the lesson

- To recognise that money has an impact on how we feel. (Y3)
 - To understand ways money can be lost and how this makes people feel (Y4)
- Year 3**
- I can explain what emotions someone might feel in different situations involving money
 - I can explain how people might try and change their negative feelings to a situation
- Year 4**
- I understand that money can be lost in a variety of ways
 - I can explain some feelings associated with losing money
 - I can explain some ways to keep money safe

- Print
- *Activity: Peer assessment* (see Classroom resources) – one per child or one between two
- Year 3**
- *Activity: Emotions sheet* (see Classroom resources) – one per group of pupils
 - *Activity: Scenarios* (for pupils needing additional support) – one per group of pupils

Attention grabber

Ask the children if they can remember any of the scenarios they looked at in the last lesson. Year 3 and 4 looked at different scenarios, so the children might remember:

- Year 3: Sophie had to take her own money on the school trip, but she has not had any sweets for ages. Nimesh has to buy his own new trainers but he also wants a book by his favourite author.
- Year 4: Heidi had been out for the day with her friend's family but there was money missing from her purse at the end of the day.

Ask the children what feelings the children in the scenarios might have had? Jot down any ideas they have on the board.

If children struggle ask them to think about:

- How people might feel if they have enough money to buy something they want?
- How people might feel if they do not have enough money for something they want?
- How people might feel if they have lost some money?
- How people might feel if they have lent someone money but they have not returned it?

Try to bring out a range of emotions for each question.

Stress that having money does not necessarily make you happy, but having enough money for our needs will certainly have an impact on our feelings.

Key question:

- How can money make us feel?

Main event

Ask the children to get into small groups and explain that they are going to be thinking about different emotions and how money might make someone feel (Year 3) and how losing money might make people feel (Year 4).

Year 4

Ask the Year 4 children to think about ways someone might lose money, for example losing cash, lending or money being stolen.

Year 3

Explain to the Year 3 children that some things relating to money might make someone feel several emotions, for example if someone gives you money as a present you might be both happy and surprised.

Check that children understand the four emotions on the sheet:

1. Anger
2. Jealousy
3. Happiness
4. Surprise

Give each group a copy of the *Activity: Scenarios* and an *Activity: Emotions sheet*. If you think your pupils can and if you have children working at greater depth, they could be challenged to come up with their own scenarios, rather than using the given ones.

If the children have the time, they could also add additional emotions that people might feel in the scenarios they have identified, for example if a child lost money they might be angry but also fearful of what their parent might say.

Year 4

Quickly take some feedback on ways money can be lost. In small groups, ask the children to develop a short role-play which focuses on one of the ways we can lose money. They will need to include:

- How the money was lost.
- How the person losing the money feels about it.
- How the person gaining the money feels.
- How the person might avoid losing money in the future.

Year 3

Take feedback from the children on what they have identified for each emotion.

Ask the children to think again about some of the scenarios they have written down or heard. How could the people change the negative feelings they have about money? For example, if someone is angry about losing money they could think through what they did and try to make sure it does not happen again.

All children

Give each pupil a copy of the *Activity: Peer assessment* sheet to complete as they watch each group perform their role-play. Ask the Year 4 children, or a selection of groups, to perform their role-play to the rest of the class. The children watching should use *Activity: Peer assessment* to assess that they have included everything.

Key questions:

- How can we change how we feel about negative situations involving money? (Y3)
- How can money make us experience different emotions? (Y4)

Wrapping up

Give out the children's mind maps from *Lesson 1*. Using a different colour pen to the one the children used in *Lesson 1*, ask them to add things that they have learnt over the three lessons. They can add extra detail to things if they have found out more or changed what they think. Ask children to share some of their ideas about what they have learnt.

Key question:

- What have we learnt about money?

Vocabulary

- Anger
- Feeling
- Happiness
- Jealousy
- Surprise
- Money
- Situation
- Negative

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Understanding how situations involving money can affect our feelings.

Year 4: Understanding ways in which we can lose money and the range of feelings associated with losing money.

Pupils working at greater depth indicated by:

Year 3: Understanding how we might be able to change our feelings to negative situations involving money.

Year 4: Understanding that feelings on losing money might change depending on the circumstances.

Differentiation

Pupils needing extra support:

Year 3: Could cut and stick each scenario under the correct emotion heading.

Year 4: Could use the *Activity: Scenarios Year 4* from *Lesson 2: Budgeting* to develop their role play further.

Pupils working at greater depth:

Year 3: Could be paired together and challenged to come up with their own scenarios, rather than using the given ones.

Year 4: As they develop their role-play, ask them to consider additional information, for example the person not returning the money has done it several times, the person stealing was being bullied or the person losing cash keeps doing it.

PSHE, RSE and Citizenship Year 3/4
Summer Term 2
Economic wellbeing (Cycle A)
Lesson 4 (Cycle A): Jobs and careers

Learning Objectives

Before the lesson

- To understand that there are a range of jobs available and to think about what job they might want to do (Y3)
 - To consider positive and negative factors that can influence people's career choices (Y4)
- Year 3**
- I understand that there are many jobs available
 - I can identify jobs I might want to do
 - I can explain why I might be able to a particular job
- Year 4**
- I understand that there are a range of influences on job choices
 - I can identify positive and negative influences
 - I can explain how someone might overcome negative influences

- Have ready
- Link: *
 - Link: *
 - Link: *
- *These are external websites and we do not have control over their content – please check before showing them to the children.**
- Print
- *Activity: A-Z jobs* (see Classroom resources) – separated and spread around the classroom
- Year 4**
- *Activity: Influence cards* (see Classroom resources)

Attention grabber

Tell the class that they are going to think about what jobs they would like in the future. Watch the clip to get them thinking about career possibilities. Explain to the children that they are going to be creating an A-Z of jobs. Ask the class to get into pairs and spread out the different pages of the *Activity: A-Z jobs* on tables around the room.

Assign pairs to a letter, then give them one minute to write down any jobs that begin with this letter. After a minute, swap the pairs around. Explain that they must check what is already written on the sheet before adding anything new.

Some letters will be more challenging so you might want to ensure that pairs do not end up tackling too many of these. Continue to move the children between the sheets until the sheets are full or they have had enough.

If children get stuck, this website can be useful for ideas:

- Link:

Bring the class back together, share some of the children's ideas and add any additional ideas. If possible, stick the sheets up on the wall or whiteboard so the children can see the jobs.

Key question:

- What different jobs do we know about?

Main event

Year 4

Ask the Year 4 children to begin to think about a job they might want to do and why this is.

Year 3

Using the job ideas the children have come up with in the Attention grabber, ask them to create their own sheet of jobs they might like to do and jobs they would not want to do.

If there are children who are set on one job/career already, stress that they may change their minds as they get older and that it is always a good idea to have a range of options.

Year 4

Ask the children quickly about jobs they might want to do and why. Explain that there are lots of things that might the job we want to do. There are also things that might make us think we cannot do a certain job.

Explain that we are going to look at influences and influences on choices.

Put the children into small groups and hand out a copy of the *Activity: Influence cards* to each group. Ask the groups to look at each card and decide if it is a positive influence or a negative influence. Allow discussion time.

Check the children's answers:

- Positive influence – card numbers: 2, 3, 4, 6, 8, 11.
- Negative influence – card numbers 1, 5, 7, 9, 10, 12.

Discuss some of the negative influences. What do the children think about these? Could they stop the person trying to do that job?

Ask the children to select one of the negative influence cards. Ask them to that they are friends with the person and they have asked for some advice.

What would the children say to their to help them the negative influence?

Year 3

Come back to the Year 3 children and ask each child for an idea of a job they would and would not want to do. Ask the children to give a reason for their choices. Then ask the children to add reasons to their sheets for why they have chosen the jobs they might like to do and those they would not like to do. For example, what they are good at, what they are interested in and things they know they could not do.

Year 4

Come back to the Year 4s and ask them to share some of the ideas they have come up with to support a friend who may doubt they could do a job.

Key questions:

- What jobs might I do when I grow up? (Y3)
- What jobs would I not want to do? (Y3)
- Why do people select certain jobs? (Y3)

- What might influence our of job? (Y4)
- How can we overcome these influences? (Y4)

Wrapping up

Ask the Year 3 children to share some of their ideas. Other children can feedback on why they think their peers might be good at a particular job. You might want to focus on children who are not showing much aspiration, to see if you and their peers can widen their horizons.

Watch the video on link: up to 5:10. Ask the children if there was anything that surprised them in the video. Has anything made them think differently about jobs?

Stress that if they really want to do something, they should try their best to that.

Key questions:

- How have other people influences on their job choices?
- What attributes can we identify in each other?

Vocabulary

- Job
- Career
- Skills
- Interests

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Understanding that a wide range of jobs are available and that skills and interests lead people to certain jobs.

Year 4: Understanding that there are a range of influences on job choices and that these can be or

Pupils working at greater depth indicated by:

Year 3: Understanding that our job/career choices might change as we get older. Understand that negative influences can be

Differentiation

Pupils needing extra support:

Year 3: Could focus only on jobs they do want to do.

Year 4: Should use cards 1, 7 or 12 for the giving advice activity.

Pupils working at greater depth:

Year 3: Could use the suggested website to find out more about their chosen jobs.

Year 4: Should use cards 5, 9 or 10 for the giving advice activity.

PSHE, RSE and Citizenship Year 3/4
Summer Term 2
Economic wellbeing (Cycle A)
Lesson 5 (Cycle A): Gender and careers

Learning Objectives

- To understand that stereotypes exist in the workplace but these should not limit people's career aspirations
- I understand that stereotypes exist about who might do certain jobs
- I can explain why these stereotypes might exist
- I can explain why gender should not be a factor in choosing a job

Before the lesson

Have ready

- *Presentation: Job list* (see Main event)

Print

- *Activity: Writing frame* (see Classroom resources) – for children needing support

Attention grabber

You are going to read out a list of jobs. The children need to write down whether they think the person doing that job will be male, female or either. Stress that they need to write down the gender which comes to mind first:

- Primary school teacher
- Doctor
- Vicar
- Childminder
- MP
- Electrician
- Computer game designer
- Footballer
- Secondary school teacher
- Artist
- School receptionist
- Video producer
- Lawyer
- Dentist

Ask children to feedback and discuss any similarities and differences in their responses. On the board, make a note of any roles which the children identified as predominantly male and predominantly female and discuss why they think this might be.

In pairs, ask children to discuss if they would have answered differently if they had completed this activity a few years ago and if so, which answers would have been different and why?

Take feedback and discuss the pairs' responses as a class.

Key questions:

- What does 'gender stereotype' mean?
- Do we have stereotyped ideas about which genders do which jobs?

Main event

Ask the children if they know of anybody who does a job stereotypically associated with a particular gender.

Ask the children to get into pairs and ask the pairs to discuss why stereotypes about jobs might exist, for example:

- Historical assignment of jobs to particular genders
- Assumptions about what different genders can do
- How jobs might be portrayed in the media

Discuss the fact that stereotyping is not a good thing, as it can limit people's opportunities. Reinforce that stereotyping is based on assumptions, rather than people's actual ability to do a job.

Display the *Presentation: Job list*.

Presentation: Job list

Display the presentation on your interactive whiteboard.

Ask the children to choose a job from the *Presentation: Job list* and write a short piece exploring:

- The skills they think would be needed for the job.
- The qualifications required.
- Whether there is any gender stereotyping around this job and why they think that is, and how it can be challenged.

Children needing support could use the *Activity: Writing frame* provided to help them address these key points.

Key question:

- Why do particular jobs have gender stereotypes attached to them?

Wrapping up

Ask some of the children to read out their written pieces to the rest of the class.

Discuss what enables someone to be able to do a job successfully, i.e the necessary qualifications and skills, an interest in that area, the ability to work hard etc.

Explain to the class that we all have different skills and interests and we can acquire new knowledge and skills too. Our gender does not affect what job we can do and our career choices should not be limited by our own, or anyone else's views on gender stereotyping.

Ask the class if there are any other factors that should not affect the job we do, i.e. disabilities, age, race, religion and our family background.

Key questions:

- What factors affect what job we can do?
- What factors should not affect the job we do?

Vocabulary

- Stereotype
- Jobs
- Gender
- Qualifications

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: Understanding that stereotypes sometimes exist about the jobs people do but these should not limit anyone.

Pupils working at greater depth indicated by: Understanding why stereotypes have developed and that these should not affect people's career choices.

Differentiation

Pupils needing extra support: Could use the *Activity: Writing frame* provided.

Pupils working at greater depth: Can be challenged to provide more comprehensive responses as to why stereotypes might exist for some jobs and how these stereotypes can be challenged.

RSE & PSHE Year 3/4
Autumn Term 1
Families and relationships (Cycle B)
Introductory Lesson 1 (Cycle B): Setting ground rules and signposting

Learning Objectives

- To recap what the subject of PSHE is and how we can help everyone to learn effectively in these lessons
- I can explain some things I learned in PSHE in Year 2 or 3
- I can identify which activities I enjoy and help me to learn
- I can explain why rules can help everyone feel safe in PSHE lessons

Resources

- Have ready
- Reminders of things that you know the children learned in the previous year, if needed
 - Sticky notes

Introduction

1. Ask the children to write on sticky notes things they remember learning last year in PSHE.
2. Once these are complete, put the children into groups and ask them to compare their notes. Children should work in their year group for this activity so they are all focusing on the same content. If more than one person has written the same thing, they can stack these notes together. Once they have a number of unique ideas, combine groups together to do the same. Repeat until you have all the Year 3 and Year 4 ideas together.

Key question

- What have we already learned about in PSHE?

Suggested activities

1. Look at what children remember.
If there are certain topics which have a high number of sticky notes, ask the children why they remember those in particular. It might be that it was the last topic they did and therefore is most fresh in their memories, but it might also be about the way something was taught or the subject matter.
If it does not arise during the previous task, ask the children if there are particular activities they like doing and make a note of these.
2. Ask the children if they had special rules for PSHE and if these helped them to learn? Take some feedback and see if the rules helped children feel more comfortable in these lessons.
3. Discuss the rules the children want this year. If there are children who were in your class last year, stress that this is chance to have new rules and they do not have to be the same as last year. Record these rules as the children say them but make sure you cover the following:
 - Respecting other people's ideas
 - There are no silly questions
 - Keeping what is said in the room, in the room
 - That we are all different and that is fine

Key questions

- What activities help us to learn in PSHE?
- What rules will help us all learn and feel good in our PSHE lessons?

Wrapping up

1. Recap the rules the children have come up with. Are they all happy with these? You might want to create a class charter and ask the children to sign the rules to say they agree with them.

2. Explain that the rules can be changed or added to if the children think of anything else after the lesson or during any other PSHE lesson.
3. You might also want to tell the children a few of the things they will be learning about in PSHE this year.

Key question

- What rules have we agreed to for PSHE?

Vocabulary

- PSHE
- Safe
- Learn
- Rule
- Unsafe
- Unhappy

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:
Understanding of the need for rules for PSHE lessons.
Pupils working at greater depth indicated by:
Understanding the consequences of not following the rules for PSHE lessons.

Differentiation

Pupils needing extra support: May need support remembering what they learned about last year and understanding why rules are particularly important in PSHE.
Pupils working at greater depth: Should be challenged to explain the potential consequences of not following the rules.

PSHE, RSE and Citizenship Year 3/4
Autumn Term 1
Families and relationships (Cycle B)
Lesson 2 (Cycle B): Friendship issues and bullying

Learning Objectives

Resources

<ul style="list-style-type: none"> ● To understand that friendships have ups and downs and that problems can be resolved (Y3) ● To begin to understand the impact of bullying (Y4) <p>Year 3</p> <ul style="list-style-type: none"> ● I understand that I may experience problems with my friends and this is normal ● I can explain some steps I can take to resolve problems with my friends ● I understand that violence is never the right way to solve a problem <p>Year 4</p> <ul style="list-style-type: none"> ● I understand what bullying is ● I can explain some of the possible effects of bullying ● I know what help is available in my school if someone is being bullied 	<p>Have ready</p> <ul style="list-style-type: none"> ● <i>Activity: Bullying or not?</i> (see Classroom resources) – one copy for the teacher ● Link: on VideoLink (2:09 minutes) ● Paper, pens, pencils for the thought-shower activity (see Attention grabber) and for the problem page answer activity (see Main event) <p>Print</p> <p>Year 3</p> <ul style="list-style-type: none"> ● <i>Activity: Friendship problems</i> (see Classroom resources) – one per pair of children ● <i>Activity: Problem page letters</i> (see Classroom resources) – one page for every three children, cut up so each child has one set of problems ● <i>Activity: Problem page letters support version</i> (see Classroom resources) – for any child requiring support <p>Year 4</p> <ul style="list-style-type: none"> ● <i>Activity: Bullying</i> (see Classroom resources) – one copy for the teacher
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Introduction

1. Ask the children to put together a thought shower of everything they know about friendships. They can include words that describe friends, features of a good friendship and potential problems with friendships. Invite the children to share some of their ideas.
2. While the Year 3 children move onto the Main event, ask the Year 4 children to complete a thought shower on what they already know about bullying.

Key questions

- What do we already know about friendships?
- What do we know about bullying? (Y4)

Suggested activities

Year 3

1. Explain that this lesson will focus on problems within friendships, and will include minor problems and more complex ones.
2. Ask the children to get into pairs and give each pair a copy of the *Activity: Friendship problems*. Ask the children to decide, in their pairs:
 - Which would be the best things to do in each situation? They can tick a maximum of three per problem.
 - Which things they should not do? These things they should mark with a cross.
3. When everyone has finished, discuss the answers, stressing that shouting or hitting is never the answer.
4. Give each child a copy of the *Activity: Problem page letters*. Use the *Activity: Problem page letters support version* for any pupils who may need help structuring their responses. Explain that the children are going to help to solve the problems in the letter they have been sent by writing a response to each of them. Give the children 15 minutes to complete this activity.

Year 4

5. While the Year 3 children are working, explain to the Year 4 children that they are going to focus on bullying. Take some quick feedback from their thought shower.

6. Ask the children if they know what the word 'bullying' means. Ensure they have a clear understanding of what bullying is, including that it can:

- Be physical and emotional.
- Be by one person or a group of people.
- Happen online as well as face to face.
- Be repeated not just a one-off falling out.

7. To reinforce, read out the *Activity: Bullying or not?* and ask the children if they think there is bullying going on, or not. They could move around the room to show their response or stand up. With the statements that are 'not bullying', reinforce that some of them are not kind behaviour, but they are not bullying.

Answers:

- Two children fall out at lunchtime but by home time they are friends again. Not bullying.
- One friend decides to play with someone else during playtime. Not bullying.
- One child asks another to give them money every day. Bullying.
- A child says they don't like someone's haircut. Not bullying.
- A small group of children call a child nasty names online and it happens every day. Bullying.
- Someone laughs when someone gets a question wrong in class. Not bullying.
- Someone always ignores a child in the class and persuades other children to do the same. Bullying.

8. Explain to the Year 4 children they are going to watch a video about someone who was bullied. It is based on real experiences but it is an actor's voice.

Watch the video on link: on VideoLink up to 01:13. At this point, stop the video and ask the children how they think Lara is feeling.

9. Put the children into groups and ask them to talk about what Lara should do next. Then ask them to develop a short role-play scene to show what happens if Lara takes their advice.

Year 3

10. While the Year 4 children work on their role-play, discuss with the Year 3 children the solutions they have come up with. In the discussion, stress that falling out and disagreeing often happens in friendships. It is how we deal with these situations that is important. Sometimes we can end up being better friends because we have overcome an issue together. Some possible solutions to the scenarios are:

Problem 1

- Talk to the friend.
- Ask another friend to help you talk to her.
- Apologise to the friend.
- Explain how much you miss her.

Problem 2

- Talk to both friends at the same time and explain the problem.
- Make sure they both know that you would really like to take them both but this is not possible.
- Ask them what they think and if they have any solutions.

Problem 3

- Try playing with them all again and you might get to like the other person.
- Talk to your friend about how you feel.
- Ask your friend if he will play just with you for a few days a week.
- On the days you are not with your friend, make the effort to talk to other children and you might make a new friend as well.

Year 3 and Year 4

11. Briefly explain to the Year 3 children what Year 4 have been doing. Show them the first part of the video on link: on VideoLink up to 01:13.

12. Ask the Year 4 children to share their role play with the class and discuss the outcomes they have devised. If necessary, correct any concerning responses such as hitting the bullies or trying to bully them. Draw on the Year 3 children's knowledge about the best way to overcome friendship problems.

Key questions

- What problems might occur in friendships? (Y3)
- How can we sort out problems in friendships (Y3)
- How does bullying affect people? (Y4)

- What can we do if we are being bullied? (Y4)
13. Show all children the rest of the video on link..

Wrapping up

1. Reflect on the lesson and discuss some of the key things that have come out when dealing with friendship problems and bullying.
2. Ask the children to come up with three tips for solving a friendship problem (Y3) or bullying (Y4). These might include:
 - Discussing things calmly.
 - Listening to each other.
 - Forgiving.

Make sure the children know that physical violence is never a way to sort out problems.

3. Remind the children that it is always better to speak out and that adults will always try to help them. If they are ever worried about themselves or one of their friends, they should talk to an adult in school.
4. Explain your school's anti-bullying policy with the class, check their understanding of it and make sure that they are aware of the support available to them should they need it.

Key questions

- What are our top tips for solving friendship problems? (Y3)
- Who can help if we are being bullied? (Y4)

Vocabulary

- Friend
- Problem
- Talking
- Listening
- Calm
- Forgive
- Apologise
- Bullying (Y4)
- Repeated (Y4)
- Report (Y4)

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

- Understanding that problems occur in friendships and that violence is never right. (Y3)
- Understanding what bullying is and what to do if it happens. (Y4)

Pupils working at greater depth indicated by:

- Understanding that problems can in some cases strengthen friendships. (Y3)
- Understand what bullying is and its impact. (Y4)

Year 3

Pupils needing extra support: Can use the *Activity: Problem page letters support version*, which offers a writing structure to support them with their responses.

Pupils working at greater depth: Give a more in-depth response to the letters including getting the problem setter to think about how their friend might be feeling.

Year 4

Pupils needing extra support: Could be grouped together and have you or another adult work with them to discuss possible solutions and outcomes.

Pupils working at greater depth: Should be challenged to also show what happens to the bully as well as to Lara in their role play.

Learning Objectives

- To understand that families love and support each other but sometimes problems can occur and help is available if needed
- I understand that all families are different
- I can explain ways in which families support each other
- I know there are people who can help if I am worried about anything in my family

Have ready

- Pencils for each group (see Main event)
- Print
- *Activity: Different families* (see Classroom resources)
– one sheet per four groups of pupils

Introduction

1. Invite the children to think of some things that someone in their family has done for them, for example, washing clothes, making meals and looking after them when they are ill. You may wish to stress that this could be about any member of their family, including extended family. If there are children in the class who do not live with their family, talk about the people who care for them.
2. Invite the children to think of some things that they do for their family, like helping to put shopping away, washing up, emptying the dishwasher and putting dirty clothes in the washing basket.
3. Discuss how families help and support each other because they love each other and care for each other.

Key questions

- What do I do for my family?
- **What do my family do for me?**

Suggested activities

Note: In this part of the lesson, the children will use the *Activity: Different families*. The families depicted include a range of different setups, some of which the children may not have yet experienced. If this is the case, you may wish to give the children time to look at the makeup of the family and ask questions. For example, you may need to explain what adoption means.

1. Put the children into small groups and give each group a family from the *Activity: Different families* to consider. Consider grouping the children by year group as the Year 4 children might be more aware of family problems than the Year 3 children. Families B and D could be used with Year 4 as they have more complex situations.

2. Invite the groups to write down some of the good things their family might do together and how they might support each other. Remind children that all families have similarities no matter who is in the family.

3. Explain that wherever there are groups of people together, there can be problems. Again, you may wish to stress that it does not matter who is in the family, the problems can be similar. Ask the children to write down some problems or disagreements the family might have. Examples might include arguments over toys, someone not helping with tasks, spending too much time at work.

The Year 4 children could also think about external issues that might cause an issue for the families, for example other people's attitude to race, disability or same-sex relationships, which may mean the family experience negative comments from others.

4. Ask the groups to swap sheets so they are looking at a different family. If you have used specific families for specific year groups, make sure Year 3 groups swap with each other and Year 4 swap between them. Ask the children to look at some of the possible problems the family might have, and then come up with some ideas that might overcome the problems.

Key questions

- What problems might a family have?
- How might they overcome problems?

Wrapping up

1. Take feedback on the problems that the children have solved. Were there any problems the children thought of that they did not know how to solve? Discuss these as a class. These might include external problems (such as discrimination or negative attitudes from others) if the Year 4 children have looked at these.
2. Explain that most of the time, people within a family can solve problems by working together and that quite often problems will be solved quickly.
3. Explain that sometimes families might need some extra help. Are there any places or people that the family could go to for help that the children know about?
4. If needed, add some extra suggestions such as talking to adults they trust who are outside the family, including the school, doctor, social worker or specialist organisations such as Childline.

Key question

- Who can help with family problems?

Vocabulary

- Family
- Different
- Support
- Care
- Love
- Problem
- Help

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Understanding that families are all different and they offer each other support but sometimes they can experience problems.

Pupils working at greater depth indicated by:

Understanding that some problems are easily sorted and that others might need additional help.
Understanding that external factors might cause problems for a family. (Y4)

Differentiation

Pupils needing extra support: May need additional support with writing about the experiences and issues that the family may be experiencing. Ask them to focus first on the issues that the children in the family may be experiencing as these will be more familiar to them. These children could be placed together in a group and work with you or another adult.

Pupils working at greater depth: Can support their peers with the activity by scribing and asking questions to develop responses. They could also look at problems they have identified for the family and grade them for seriousness. For example, quick to resolve and soon forgotten (such as falling out over a toy) or more complex and might need additional help (for example, adults having problems with money).

PSHE, RSE and Citizenship Year 3/4
Autumn Term 1
Families and relationships (Cycle B)
Lesson 4 (Cycle B): Stereotyping: Gender

Learning Objectives

Resources

<ul style="list-style-type: none"> • To recognise that stereotypes are present in everyday life • I understand how there are established stereotypes for both genders (All) <p>Year 3</p> <ul style="list-style-type: none"> • To understand that toys can reinforce gender stereotypes • To explain how these stereotypes can be challenged • To begin to understand why stereotypes are negative <p>Year 4</p> <ul style="list-style-type: none"> • I can identify fictional characters who reinforce gender stereotypes • I understand that stereotyped characters might influence children • I can explain the negative impact of stereotypes 	<p>Have ready</p> <ul style="list-style-type: none"> • Link: (see Wrapping up) <p>Year 3</p> <ul style="list-style-type: none"> • A selection of toy catalogues or printouts of toys from internet sites, including some toys that are designed for babies and small children. • <i>Presentation: Toy activity example</i> (see Main event) <p>Year 4</p> <ul style="list-style-type: none"> • A range of storybooks to prompt the children's thinking about characters <p>Print</p> <ul style="list-style-type: none"> • <i>Activity: Toys sheet</i> (see Classroom resources) – one per Year 3 pupil
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Introduction

1. Ask:

- The Year 3 children what their favourite toy or game is, and what they like about that toy or game.
- The Year 4 children what their favourite book or story is and why they like it.

Explain that the class will look at toys (Year 3 children) and books (Year 4 children), and how these might reinforce gender stereotypes.

2. Remind the children what a stereotype is:

A stereotype is an assumption about a group of people based on a shared characteristic, such as gender. The assumption is that everyone in the group will have the same characteristics and abilities.

You might also want to discuss what gender means: the roles, behaviours, activities and attributes that society considers appropriate for men and women.

Key questions

- What are our favourite toys, games and books?
- What is it that we like about our favourite toys, games and books?
- What is a stereotype?
- What does gender mean?

Suggested activities

Children need to work in year groups for the main event. It is helpful if there is a mix of girls and boys in each group.

Year 3

Year 3 children need access to your selection of toy catalogues or printouts of toys from internet sites, which ideally will include some toys that are designed for babies and small children.

Ask the Year 3 children to look at the toy-related resources for a couple of minutes.

Year 4

Year 4 children may need access to the books to prompt their thinking. Ask the Year 4 groups to write down as many characters as they can think of from books, films and TV programmes. They need to write the name of each character on a separate piece of paper or a sticky note. Write these headings on the board as prompts: 'characters from traditional tales', 'nursery rhymes', 'children's television and cartoons'.

Year 3

Give each pupil a copy of the *Activity: Toy sheet*.

Explain to the Year 3 children that they are going to select a picture of a particular toy from the toy-related resources that they have been looking at, and complete the questions on the *Activity: Toy sheet* for that toy. Before they start work, show the *Presentation: Toy example* and work through the example together as a class, before the children then work on their own with their chosen picture.

Presentation: Toy example

Display the presentation on your interactive whiteboard.

Year 4

Ask the groups to share some of their characters. Other groups can add any they have forgotten. Explain to the children that they are going to look at these characters during the lesson and will sort them in different ways.

Start by asking the children to sort the characters into:

- Male.
- Female.
- Neither or unknown.

Explain that during the rest of the lesson, the children will focus on gender stereotypes.

Check that the children remember what a stereotype is: making an assumption about a group of people based on a shared characteristic.

Make sure the children know what the word 'gender' means: the roles, behaviours, activities and attributes that society considers appropriate for men and women. For example, males like adventure, are brave and get into trouble and females look after others and are kind.

Ask the groups to consider these stereotypes and then look at their characters again.

Ask the children to sort the characters into those that reinforce stereotypes for each gender and those who do not. They can also create a group if necessary where they are not sure.

When the children have sorted all or most of their characters, stop them and discuss some of their findings as a class. As part of this discussion ask them to justify some of their decisions, allowing them to challenge each other if necessary and have time to discuss any of which they were unsure.

Following the discussion, ask the children to count up how many characters they had in each category and collate this on the board.

Ask the children how they think this might influence children, particularly if the majority of characters they have discussed do reinforce stereotypes.

Some ideas might include:

- Limiting what someone thinks they can do because of their gender.
- Causing worry to those who feel they do not fit in with their gender.
- Some people might get picked on if they do not fit the stereotype.

You could also discuss some of the positives of the characters who do not fit stereotypes.

Wrapping up

When the children have finished, bring the class back together and discuss the following:

- Were certain toys or books aimed at girls and boys?
- What makes us think this?
- Are the stereotypes correct, or could anyone play with the toy or read the book?
- What could manufacturers and shops do to overcome the stereotypes? (For example, avoiding pink and blue, showing both boys and girls playing with a toy).
- Why might these stereotypes be a problem? (For example, they might limit what genders think they can do or be.)

Reflect on some of the key learning from the activity. Explain to the children that they can enjoy any toy or story. They need to remember that their gender does not limit them in any way and they can make their own decisions. You may wish to expand this discussion to consider to what extent our choices are our own and how much we might already have been influenced by stereotypes.

Discuss if there is anything the children think should be done in school to address stereotypes found in toys or books. For example:

- Could more books be bought that show different characters?
- Should there be a timetable for children using certain toys to allow fair access?
- Could a warning sticker be put on books that contain stereotypes?

- Should some books or toys not be used in school?

You could debate some of these ideas with the children if there is time.

You might also want to look books that challenge gender stereotypes on link: .

Key questions

- How do toys/books reinforce stereotypes?
- What can we do in school to overcome stereotypes in toys/books?
- How can we overcome stereotypes?

Vocabulary

- Gender
- Female
- Male
- Stereotype

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Understanding how toys can reinforce gender stereotypes. (Y3)

Recognising male and female stereotyped characters. (Y4)

Pupils working at greater depth indicated by:

To begin to understand why stereotypes can be negative and how we can begin to challenge them. (Y3)

Understanding how stereotypes can be a negative influence on children. (Y4)

Differentiation

Pupils needing extra support:

Select pictures that have very obvious stereotypes for children to look at in the main event activity. (Y3)

May need help with understanding what a stereotype is and could benefit from books to help them with the activity. (Y4)

Pupils working at greater depth:

Children could be given adverts from the past so they can look at how stereotypes have changed over time (Y3)

Can be challenged to consider if there are differences between characters from traditional stories and older books and more modern stories – have stereotypes lessened over time? (Y4)

PSHE, RSE and Citizenship Year 3/4
Autumn Term 1
Families and relationships (Cycle B)
Lesson 5 (Cycle B): Stereotyping: Age/Disability

Learning Objectives

- To recognise that stereotypes exist based on a number of factors

Year 3

- I understand that stereotypes can be based on different factors
- I can explain some stereotypes that exist about older people
- I can explain why stereotypes are unfair

Year 4

- I understand that stereotypes can affect how I see people
- I can explain how stereotypes might have a negative effect on people
- I can talk about people who do not conform to stereotypes

Resources

Note

During this lesson, Year 4 children will focus on disability. It is important to consider the circumstances of the children in your class and their families. You may find that their experiences are useful during the lesson, but you may want to talk to individual pupils before the lesson to see if they feel comfortable discussing their experiences.

Have ready

Year 3

- *Presentation: Photo montage* (see Attention grabber)

Year 4

***These links are to external websites and we do not have control over their content. Please check the links before showing or sharing with the children.**

- *Presentation: Stereotyping*
- Access to laptops/computer/tablets (per pair of pupils)
- Link: on VideoLink (3:13 minutes) (see Wrapping up)
- Research links:
 - link: *
 - link: *
 - link: *

Print

- *Activity: Biography template* (see Classroom resources) – one per pupil
- Link: – print out the biographies if the children will not have access to a computer (one per pair of pupils)

Introduction

1. Display the *Presentation: Photo montage*.

Presentation: Photo montage

Show on your interactive whiteboard

2. Ask the children to write down their ideas about the people in the photos. They can include what the people:

- What the people look like.
- What the people do.
- What the people enjoy.
- What the people eat.

Give the children a few minutes to do this individually and then move them into pairs or small groups to share and add more ideas. Take feedback from the children.

Key question

- What do we think about people in the photos?

Suggested activities

1. Remind children what stereotypes are: making assumptions about someone based on certain characteristics.
2. Explain that so far the children have looked at stereotypes around gender, but that today they are going to think about age (Year 3) and disability (Year 4).
3. Ask the children, in their groups, to look again at their ideas about the people in the photo montage with Year 3 focusing on the older people, and Year 4 focusing on the people with disabilities. Ask the children to decide which of their ideas might be stereotypes. They can underline or highlight these. You could also ask the children to swap papers so that they are looking at another group's ideas. Ask how many stereotypes each group had and then discuss how they decided that these were stereotypes. You could discuss whether gender was also a factor in their ideas.
4. Ask why these stereotypes might be unfair. For example, people might think older people or those with disabilities cannot do certain things, or older people might be stopped from going to certain places. In some cases, this might lead to discrimination – not treating someone fairly because of their age.
5. Explain that not treating someone fairly because of their age is actually illegal and that there is a legal framework called the Equality Act 2010, that protects people from being treated unfairly and promotes a more equal society. For example, it is illegal to say that someone cannot have a job because of their age.

Year 3

6. Ask the Year 3 children to think about older people they know either in their family, the local community or famous people. Ask them to write down how this person shows that stereotypes about older people are not right. They might, for example, look at use of technology, work, physical activity and engagement in the community. They can then use this information to produce a poster celebrating how older people frequently defy stereotypes. They could focus on one individual or a particular theme such as work, technology or community.

Year 4

7. Ask the children what they think disability is. Write down their ideas on the class whiteboard or interactive whiteboard without making any comments. Then, share this definition of disability:

A physical or mental impairment that has a substantial and long term negative effect on your ability to do normal daily activities (Equality Act 2010).

8. Display the *Presentation: Stereotyping* (the children will have seen some of these photos already).

Presentation: Stereotyping

Show on your interactive whiteboard

9. Discuss with the children that disabilities are not always visible, that they can happen for different reasons and some things might be short-term.
Slide 2: Child using crutches – this could be short-term or long-term. They may have had an accident or problems walking due to a medical condition.
Slide 3: Child in a wheelchair – again this could be short or long term and due to an accident or a medical condition. The chair might be needed all the time or for certain circumstances.
Slide 4: Hearing impaired – the hearing aid is visible here, but they are not always. Some people with impaired hearing will have no hearing at all, others will have some. People can use alternative communication, such as sign language.
Slide 5: Visually impaired – the glasses in this picture give a clue but this might not always be the case.
Slide 6: Child without hands – this could be something the girl was born with but sometimes people lose limbs for other reasons. If someone has lost a leg, this might not be obvious, because the prosthetic leg could be covered by their clothing.
Slide 7: This child has learning difficulties but this is not obvious from the picture.

10. Explain to the Year 4 children that people's disabilities will have different impacts on them and we should not make assumptions about what someone can or cannot do based on their disability.
11. Look again at what definitions the children provided for 'disability' and correct any comments or ideas that are incorrect or could be considered discriminatory. You could also highlight any that are stereotypes, for example, all people with a disability use a wheelchair or all disabilities can be seen.

Explain that, like other groups, people with disabilities can experience negative stereotypes. What do the children think these might be? Possible answers include:

- People making assumptions that they cannot do things.
- People thinking they have a mental impairment because of their physical impairment.
- People treating them unfairly.

12. Explain to the Year 4 children that stereotypes can lead to discrimination: not treating someone fairly because they have a disability, and that this is illegal under the Equality Act 2010. Unfortunately, however, people with disabilities can still suffer discrimination. Sometimes this is intentional, but sometimes people do not realise they are doing it.

13. To help avoid stereotyping behaviour, explain to the children that they are going to learn more about people with disabilities. Ask the children if there is anyone they are aware of who has a disability (these could be personally known to them, children or famous people).

14. The children are going to write a biography of someone with a disability in pairs. Tell the class that each pair can decide how to display their findings themselves or they can use the *Activity: Biography template* provided.

Children could access the internet to undertake their own research using these links:

- Link:
- Link:
- Link:

Alternatively, if the children do not have access to the internet, they will need a print-out of the biographies from link: , which celebrates the 100 most influential disabled people in the UK each year.

Give the class approximately 15 minutes to work on their biographies and then ask each pair to share their favourite fact from their research with the rest of the class.

Key questions

Year 3

- What stereotypes exist about older people?
- Are these stereotypes true?

Year 4

- What do we understand about the term 'disability'?
- How do stereotypes affect people with disabilities?

Wrapping up

1. Show the class the video on link: on VideoLink.
2. Ask the children if anything surprised them during the clip.
3. Recap that we need to be aware that it is easy to make assumptions and to stereotype people. Instead, we must treat people equally and not judge them.

Key question

- How can stereotypes affect the way we see others?

Vocabulary

- Stereotype
- Discrimination
- Equality Act
- Disability (Y4)

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

- Understanding that stereotypes arise from a range of factors, including explaining some which are associated with age. (Y3)
- Understanding that stereotypes about disabilities are usually untrue. (Y4)

Pupils working at greater depth indicated by:

- Understanding that stereotypes are unfair and beginning to understand what discrimination is relating to age (Y3) or disability (Y4).
- Understanding that stereotypes can have a negative effect on individuals including how I see them and they should be challenged, for example by talking about people who do not conform to stereotypes. (Y4)

Differentiation

Year 3

Pupils needing extra support: Have some information on well-known older people who defy stereotypes, available for the children to use. You could include David Attenborough, the Queen, Paul McCartney, Esther Rantzen, Captain Tom Moore.

Pupils working at greater depth: Look at more than one person who defies age stereotypes; perhaps someone they know and someone who is famous. They can look at how these people defy more than one stereotype, for example, still taking on an active role in society, good with technology and still working.

Year 4

Pupils needing extra support: Should use the *Activity: Biography template* and provide them with a choice of two people on whom to base their biographies.

Pupils working at greater depth: Can decide on their own format for a biography and use their own sources for research.

PSHE, RSE and Citizenship Year 3/4 #
Autumn Term 1
Families and relationships (Cycle B)
Lesson 6 (Cycle B): How my behaviour affects others

Learning Objectives

- To understand that my behaviour can have an impact on others
- I understand that what I say and do affects others
- I can think of ways to make other people happy
- I can describe how making others happy makes me feel

Resources

Have ready

- Pack of dominoes arranged to demonstrate a chain reaction (see Attention grabber) – optional
- Link: on VideoLink (2:33 minutes)
- Link: on VideoLink (5:44 minutes)

Print

- *Activity: Dominoes sheet* (see Classroom resources) – one per child

Introduction

1. Watch the video: on VideoLink to 1:00 minute with the sound turned off. Alternatively, set up your own domino chain reaction in the classroom.
2. Explain that the dominoes represent the people around you. What happens if you knock over one domino? All the dominoes topple over. In the same way, what one person says or does can affect a lot of people.

Key question

- How can one action affect others?

Suggested activities

1. This lesson focuses on making the people around us happy. Explain that we will think of many different questions and aim to find as many ideas as possible to make other people happy. Encourage the children to note down any ideas that spring to mind during the lesson.
2. Ask the children to consider what someone else could do to make them happy. Invite them to share these ideas, encouraging as many different answers as possible to help reinforce the concept that people are different and therefore what makes them happy may be different.
3. Watch the video: on VideoLink, which is about acts of kindness being passed on.
4. Ask the children how the characters felt when someone did something unexpectedly nice for them. (*Grateful, it made them want to do something nice for someone else*).
5. Invite the children to consider the following questions:
 - What happens if I tidy my room without being asked?
 - What if I ask someone to play who was on their own in the playground?
 - How do these actions affect others?
 - How do these actions make them feel?
 - How does it make me feel afterwards?
 - Are other people more likely to behave positively towards you if you try and be kind to them? Why?
6. Give the children a couple of minutes to think of a time when they have made someone else really happy:
 - What did they do?
 - Why did it make that person happy?
 - Was it difficult to do?
 - How did it make them feel seeing that other person happy?
7. Give each pupil a copy of the *Activity: Dominoes sheet* and invite them to:
 - Write in the 'Action' domino what they will do to make someone else happy, based on the ideas they came up with earlier in the lesson.
 - Write in the middle domino the effect on the other person involved, such as:
 - the difference it would make to their day;
 - how they would feel;

- what they might think.
- Write in the last domino the effect of their action on themselves.

Wrapping up

1. Ask the children to get into groups of three and to share their domino sheets, explaining to their peers their chosen actions and the outcome on others.
2. Come back together as a class and discuss the key questions, drawing out that helping others can make us feel happy.

Key questions

- What would make people around us happy?
- How would these actions make people feel?
- How would these actions make us feel afterwards?

Vocabulary

- Happiness
- Impact
- Act of kindness
- Helping
- Kind

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:
Understanding that what they do and say has an effect on other people.

Pupils working at greater depth indicated by:
Suggesting ways of making a number of people around them happy, based on what other people like or think about.

Differentiation

Pupils needing extra support: May need extra time and prompting questions to help them think of ways of making the people around them happy. It maybe useful to give children a specific example of someone they could be kind to, such as a parent, teacher or teaching assistant.

Pupils working at greater depth: Should think of several different things they could do to make other people happy. Should think of actions that would have a positive impact on more than one person.

PSHE, RSE and Citizenship Year 3/4
Autumn Term 2
Families and relationships (Cycle B)
Lesson 7 (Cycle B): Effective communication to support relationships

Learning Objectives

- To listen and communicate effectively
- I understand that there are different ways to communicate
- I can communicate my meaning without talking
- I can listen and show that I'm listening
- I know how to be a good listener

Resources

Have ready

- Link: – **this is an external website and we do not have control over its content – please check before showing to the children**
 - *Presentation: Being a good listener* (see Main event)
- Print
- *Activity: Good listening* (see Classroom resources) – one per group of three children
 - *Activity: Listening dos and don'ts prompt sheet* (see Classroom resources) – one each for children who may need extra support)
 - *Activity: Charades cards* (see Classroom resources) – one per group of four children

Introduction

1. Ask the children what we mean by 'communication'.
2. Show the children the video on the link: .
3. Discuss as a class how Shaun communicates with other people, how he understands what other people want to say and how he lets other people know what he is thinking and wants to do. (Shaun uses sign language, pictures and facial expressions to talk and to understand).
4. Ask the children to name different ways in which we communicate, for example, talking, sign language, body language, writing and pictures.

Key questions

- What is communication?
- How can we communicate?

Suggested activities

Letting people know what you mean

1. Ask the children to get into groups of four to play charades, using the *Activity: Charades cards* provided. Words are forbidden, but facial expressions can be used to let teammates know if they are on the right track with their guesses.
2. Explain that we communicate meaning in more than one way, and, the non-verbal cues are equally important.

Being a good listener

1. Ask children how they can tell when someone is listening to them. The children should cover:
 - Eye contact.
 - Nodding.
 - Asking questions about what is being said.
 - Summarising a point to show understanding.
 - Not doing other tasks at the same time.
2. Ask the children how can they tell if someone is not listening to them. The children should cover:
 - Looking around or at their phone or watch.
 - Doing something else at the same time.
 - Yawning.
 - Talking to someone else.
 - Doesn't say or do anything or make any facial expressions in response
3. Ask the children to act out good and bad listening at their tables to make the distinction.
4. Explain that there is more to being a good listener than just looking like one.

5. Display the *Presentation: Being a good listener*.

Presentation: Being a good listener

Display the presentation on your interactive whiteboard.

6. As a class, go through the *Presentation: Being a good listener*, discussing any vocabulary or phrases with which the children are unfamiliar, such as empathy, sympathy, open questions, encouragement.

7. Put the children into groups of three and give each group a copy of the *Activity: Good listening*.

8. Explain that in their groups, the children will take turns to talk, listen and observe.

The person observing will mark the listener and record the marks on their sheet. They will be looking for evidence of:

- Open and closed questions.
- Appropriate expression.
- Appropriate sounds or comments.

The observer can also note anything else they see.

9. Give the person talking a subject to talk about, such as what they did at the weekend, their hobby, their favourite TV programme or game and let them talk for two minutes.

10. Invite the children to swap roles so they each have a go at talking, listening and observing.

11. Ask the children for some quick feedback on what good listening they saw during the activity.

Key question

- What does being a good listener involve?

Wrapping up

1. Recap some of the skills explored in the lesson. Make sure that the children realise that communication is two-way and that listening is just as important as talking.

2. Invite the children to reflect on themselves as listeners and whether there are things that they could do better. Stress that we probably all have times when we do not listen well enough and it is a skill we can practise.

3. Over the next few days try to reinforce when you see children demonstrating good listening either to you or to each other.

Vocabulary

- Communicate
- Communication
- Listen
- Empathy
- Sympathy
- Open questions

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Understanding how to show that you are listening and describing what a good listener is.

Pupils working at greater depth indicated by: Giving examples of specific things a good listener would say or do.

Differentiation

Pupils needing extra support: Would benefit from working in groups with more able pupils to support them. Could benefit from having the *Activity: Listening dos and don'ts prompt sheet* whilst completing the listening task in groups.

Pupils working at greater depth: Should be asked to give specific examples of things a good listener would say or do. Could suggest ways that the listener could have rephrased their closed questions to be open questions.

PSHE, RSE and Citizenship Year 3 / 4
Autumn Term 2
Families and relationships (Cycle B)
Lesson 8 (Cycle B): Respect and manners

Learning Objectives

- To develop understanding of courtesy and manners in a range of situations
- I understand that expectations for manners change in different situations
- I can identify some roles in society which are positions of authority
- I can explain what manners might be appropriate in a given situation
- I understand that good manners are one way of showing respect for others

Resources

Print

- *Activity: Good manners scenarios* (see Classroom resources), one copy, cut up so each group has a different scenario
- *Activity: Writing frame: Zog's manners* (see Classroom resources) one for any pupil requiring extra support

Introduction

1. Explain that today the class will look at manners. To start off with you want to find out what children think is rude behaviour, or having bad manners.
2. Explain that you will read out some statements and you want the children to stand along your imaginary line to show whether behaviour shows good manners or is rude:

- Playing music too loudly.
- Not holding a door open for someone.
- Not saying please and thank you.
- Using a phone at the meal table.
- Talking with your mouth full.
- Giving up your seat on the bus or train for an older person.
- Reading someone's phone messages.
- Not waiting your turn in a queue.
- Talking while looking at their phone instead of making eye contact.
- Keeping earphones in/headphones on while talking to you.
- Scrolling through someone's social media photo album without asking.

Explain the children do not need to go to one end of the line or the other but can stand along the line to show how good or bad they think the behaviour is. Discuss some of their answers and bring out any differences between what they think and what adults might think, particularly around the use of technology.

Key question

- What do we think bad manners are?

Suggested activities

1. Explain to the children that they are going to imagine Zog the alien has just landed on earth and they need to help him learn how to behave properly in different situations.
2. Place the children into groups so that there are eight groups, and give each group one of the scenarios from *Activity: Good manners scenarios*. The scenarios could be split as follows:
Year 3 – Situations 1, 2, 3 and 7
Year 4 – Situations 4, 5, 6 and 8
3. Explain that in their groups, the children will write top tips for Zog so that he doesn't get into trouble or upset the people in the situation. Make sure the children think about each of the people Zog encounters and how he might behave with them.
4. When the children have finished, take some feedback from each of the groups and compare how Zog needed to behave in each situation. Discuss the similarities and differences between what is expected in each of the scenarios.
5. Discuss why these manners matter and the impact they have on people.
6. Ask how we feel if someone doesn't use good manners with us.

Key questions

- How do manners change in different situations?
- Why do good manners help us?

Wrapping up

1. Explain that in the scenarios we have looked at, we use courtesy and manners to show respect for others and that everyone has the right to this respect as an individual.
2. Move on to explain that in society some people have what is known as 'a position of authority' such as being a doctor and a police officer. Their authority comes from the job they do. Look back at the scenarios and ask the children to identify the jobs that give people a position of authority, for example, the Imam, police officer, security guard, doctor and the headteacher. Discuss with the children why they think having respect for these positions of authority is important (for example, these people help to keep us safe and healthy).

Key question

- Who in society holds a position of authority?

Vocabulary

- Good manners
- Bad manners
- Rude
- Respect
- Different situations
- Authority
- Position of authority

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:
Understanding that manners vary in different situations.

Pupils working at greater depth indicated by:
Understanding how manners are part of respecting people and thinking about the positions of authority people might hold and why we should show respect for these.

Differentiation

Pupils needing extra support: Could work with scenarios 2 and 3 as they are familiar settings. They could use the *Activity: Writing frame: Zog's manners* for their responses.

Pupils working at greater depth: Should be challenged to give a greater range of suggestions for the scenarios and to justify their answers.

PSHE, RSE and Citizenship Year 3/4
Autumn Term 2
Families and relationships (Cycle B)
Lesson 9 (Cycle B): Respecting differences

Learning Objectives

Resources

<ul style="list-style-type: none">To begin to understand the differences between people and why it is important to respect these differences (Y3)To begin to understand that families are very varied, in this country and across the world (Y4) <p>Year 3</p> <ul style="list-style-type: none">I can identify similarities and differences between peopleI understand how I should treat people who are different to me <p>Year 4</p> <ul style="list-style-type: none">I understand that families are all different and I should respect these differencesI can identify differences and similarities in families in other countriesI know that no country will have only one type of family	<p>You may have pupils in your class who need additional support during this lesson because they have issues at home or are looked after children.</p> <p>It is important to remind pupils that they are looking at imaginary families and they do not need to talk about their own experiences. This can be reinforced by revisiting the ground rules for PSHE lessons.</p> <p>In this lesson, the children may conduct their own online research. Remind the children about online safety (see).</p> <p>Have ready</p> <p>Year 3</p> <ul style="list-style-type: none"><i>Presentation: Picture montage</i> (see Main event) <p>Year 4</p> <ul style="list-style-type: none">Access to the internetBooks about families or daily life in different countries <p>Print</p> <ul style="list-style-type: none"><i>Activity: Human bingo</i> (see Classroom resources) – one for every three pupils (Year 3 and Year 4) – there are three sets of questions per sheet and each child needs one set of questions<i>Activity: Picture montage</i> (see Classroom resources) – one between two pupils (Year 3)<i>Activity: Family quiz</i> (see Classroom resources) – one per pupil (Year 4)<i>Activity: Families around the world</i> (see Classroom resources) – one per group of two or three (Year 4)
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Introduction

Give out the *Activity: Human bingo* sheets and ask children to go round the class and find someone who fits in each box and write the person's name under each box. They can only use each person once, including themselves too.

When children have completed their sheets bring the class back together and ask them if there was anything that surprised them.

Key question

- How are we different?

Suggested activities

Year 4

1. Explain that they are going to be thinking about different families but you want them to start by focusing on their own family. Hand out to each Year 4 pupil a copy of the *Activity: Family quiz* and ask the children to answer the questions about their own family.

When they have finished, they need to work with a partner and mark their answers with an 'S' if their answers are the same or a 'D' if they are different. If they have time, they could do this with more than one person.

Year 3

2. While the Year 4 children complete their quiz, explain to the Year 3 children that they are going to think about things that are the same and things that are different about people.

Display the *Presentation: Picture montage* and hand out a copy of the *Activity: Picture montage* to each pair of children. The *Presentation: Picture montage* shows images of many different children. The *Activity: Picture montage* is identical to the *Presentation: Picture montage* but it will be easier for the children to look closely at the individual images.

Presentation: Picture montage

Show on your interactive whiteboard.

3. Ask the children to find a picture, either on the whiteboard or using the *Activity: Picture montage*, of a person who has something that is the same as them. For example, 'Picture 1 has the same colour hair as me'. Take some ideas from the children and as the discussion develops encourage them to look at things that are different too.

4. Explain that the children are now going to find someone who has a characteristic that is different from them. Explain that we often notice differences but we don't always say them out loud. For this lesson, the children do need to say the differences out loud but must be respectful about how they describe the pictures. Usually, this means giving an accurate description and not making any judgements. Give pupils an example, such as, 'The boy in the picture has a walking frame to help him walk, I don't have one'. Allow the children time to look at the photos and come up with their idea. They can share it with a partner to make sure they are using appropriate language.

Year 4

5. Take some quick feedback on the differences the children found. Stress that all families are different and this is fine.

6. In pairs or threes, explain that the Year 4 children are going to find out about families around the world. Give each group a country to work on, a copy of *Activity: Families around the world* and access to any relevant books and the internet.

Briefly discuss the search terms they can use to help with their online research, including that they will need to include the name of the country each time.

Once they have completed their sheet, they can highlight the piece of information they think is the most interesting.

Year 3

7. While the Year 4 children work on their research, return to the Year 3 children and remind them that although they are looking at photos, the pictures are of real people and there may be people in the class or people they know who have the same characteristic. Check that the children found some differences and invite the children to share some of these. Correct any misconceptions or inappropriate language.

8. Explain that because you have used photos, the similarities and differences have been things that the children can see. But there are also things that we cannot see. Ask the children for examples of things that might be similar or different that cannot be seen. Examples might include how people speak, the language they speak, their religion, their family setup.

9. Invite the children to find a partner or put them into pairs. Invite them to write a list of things that are the same about both of them and things that are different. They should aim to write five things for each list. Invite the children to share some of these things with the class.

Key questions

Year 3

- What similarities are there between people?
- What differences are there between people?

Year 4

- What is family life like in other countries?

Wrapping up

1. Ask the Year 4 children to share some of the information they have found about families around the world.

2. Discuss that much of the information they have found about other countries will be an average or a generalisation. Bring this to life by talking about the differences between families in the class or others that children know. Highlight that there are many different family setups in our country and across the world. Reinforce again the need to have respect for others.

3. Stress to the children that the similarities and differences between us and between families are a good thing and the one thing everyone has in common is that we are all human. Discuss how we should treat people who are different to us, for example respecting them, being polite, not saying anything unkind about the differences.

Key questions

- How should we treat people who are different to us?
- Why do we need to be careful about the information we find out about other countries? (Y4)

Vocabulary

- Same
- Different
- Similar
- Respect

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Understanding the similarities and differences there can exist between people and how to show respect for those who are different. (Y3)

Understanding that families are all different and that the country people live in can influence these differences. (Y4)

Pupils working at greater depth indicated by:

Understanding that similarities and differences might not be visible and being able to explain how differences can be a positive thing. (Y3)

Understanding that there are similarities and differences between families within countries, and it is difficult to make generalisations. (Y4)

Pupils needing extra support:

Might focus on visible similarities and differences with their partner. (Y3)

Could be given specific books, websites and search terms to help with their research. (Y4)

Pupils working at greater depth:

Could identify more similarities and differences and focus on things that are not visible. They might also begin to think about how differences can be an advantage. For example, different skills help to achieve tasks. Y3)

Could look in more detail at variations within a country. For example, does religion make a difference to how families work? (Y4)

PSHE, RSE and Citizenship Year 3 / 4
Autumn Term 2
Health and wellbeing (Cycle B)
Lesson 1 (Cycle B): My healthy diary

Learning Objectives

- To understand and plan for a healthy lifestyle including physical activity, rest and diet
- I understand what a balanced diet is
- I know that what I eat affects my mood and behaviour
- I understand that I need more energy from food when I am more energetic

Resources

Have ready

- Link:
- Link: NHS Website:

Print

- *Activity: My healthy diary* (see Classroom resources) – x1 per pupil

Introduction

The Year 4 children will have covered this information last year, so explain you want them to try and remember what they learnt last year and also think about how they actually use this knowledge to keep them healthy. For example, as they look at the food groups they could think about which ones they actually eat the correct proportions of.

Look at the different food groups using the interactive

Explore the roles of different foods and discuss whether they are:

- Giving us energy
- Helping our body to repair itself
- Helping our bones become strong

Ask the children: If you were going to be very active which type of food would you need?

Key questions

- What do different food groups do for our bodies?
- What type of food do we need when we are very active?

Suggested activities

Watch the video: which looks at what food does for the body and why having a balance of food intake and activity is important. Following the clip ask children what they have learnt.

Now ask them what energetic activities they do during the week, making sure they understand what is meant by this. (They sweat, become out of breath, heart beats faster, etc.)

Do they use more energy on some days than others? How might this change the food they would need? Get them to think about carbohydrates to give them more energy and protein to help the body repair itself. They might also need more rest on these days.

Ask how they feel when they're hungry? Sleepy? Angry? Like giving up?

Food is important for your body and your mind; eating healthily keeps your mood level, can stop you from getting ill or feeling tired and helps you to concentrate and maintain a positive attitude.

Give each child the *Activity: My healthy diary* plan which looks at diet, exercise and rest.

Discuss how they would need more energy when they are being more active.

Share ideas for rest and relaxation activities. (Sitting, listening to calm music, etc.)

What do they usually eat for breakfast, lunch, dinner or for snacks? Which of these will give them energy throughout the day?

Fill in a few examples for each of the columns (food, exercise, rest) on the board. Then ask children to fill in their healthy diaries plan with things they want to do over the next week.

Ideas could include

Food – eat a number of fruit and vegetables, drink certain amounts of water or not have any sugar.

Exercise – Walk to school, PE lessons and after school clubs

Rest and relaxation – Go to bed early, not using any technology after school or painting a picture

Ask the Year 4 pupils what else they should consider as part of a healthy lifestyle (dental hygiene, positive relationships, managing their own feelings, or sun safety). Ask them to add some targets relating to these in the final column they can include ideas from any of the headings. Some examples are given below:-

Dental hygiene – brushing teeth twice a day, brushing for 2 minutes, having a sugar free day or only drinking water

Positive relationships – saying something nice to 5 people, helping someone, playing with someone they wouldn't usually

Managing feelings – keeping a record of feelings, finding new ways to manage emotions, trying a new way to manage an emotion

Sun Safety (this might depend on the time of year) – checking the weather forecast, making sure have sunscreen on, including sun safety equipment when planning the day

To stretch the Year 4's you might want to challenge them to include at least one thing they know they will find really difficult in their targets or even 1 per theme.

Key questions

- What food gives us energy?
- Why is it important to have the correct amount of food for our bodies?
- How can i plan to keep healthy?

Wrapping up

Explain to the children you would like them to try and keep to their healthy diary over the next week. They can record on it which things they have achieved or nearly achieved. they could also add in extra things they have done. Discuss how they might do this e.g. ticking things, highlighting or adding in a different colour. If possible give some time during the week for children to revisit their diaries and try to help them achieve their goals

Key questions

- What else keeps us healthy?

Vocabulary

- Exercise
- Balance
- Diet
- Energy
- Intake

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Creating a healthy diary, where energetic activities and high energy food are scheduled for the same day.

Year 4: Showing understanding that food choices, exercise, dental hygiene, positive relationships and managing feelings are all important to keeping healthy.

Pupils working at greater depth indicated by:

Year 3: Describing how different food groups affect the body and being able use a variety of examples for each.

Year 4: Giving sensible targets for dental hygiene, positive relationships, managing feelings and sun safety (if appropriate)

Differentiation

Pupils needing extra support:

Year 3: Might benefit from having an A3 version of *Activity: My healthy diary* (see *Classroom resources*). They could then stick pictures of things onto their diary.

Year 4: Might use the *Activity: My healthy diary – Y3 version*.

Pupils working at greater depth:

Year 3: Should be encouraged to use a range of different foods and types of exercise in their healthy diaries. Should describe the effects of different food groups on the body.

Year 4: Should use the *Activity: My healthy diary – Y4 extension version* or could design their own diary perhaps using their computing skills and then fill this in.

PSHE, RSE and Citizenship Year 3/4
Autumn Term 2
Health and wellbeing (Cycle B)
Lesson 2 (Cycle B): Looking after our teeth

Learning Objectives

- To understand how we can look after our teeth
- I can explain what to do to keep my teeth healthy
- I can share this information effectively with my peers

Resources

Have ready

- You may wish to have some props for children to use such as toothbrushes, toothpaste or suitable images
- Link: " video up to 1:08, on Safe YouTube

Print

- *Activity: Keeping teeth healthy information sheet* (see Classroom resources, x1 per group of pupils)
- *Activity: Keeping teeth healthy information sheet – reduced reading option*
- *Activity: Peer assessment* (see Classroom resources, x1 per pupil)

Introduction

Display the video clip of the " up to 1:08. Ask the children why they think the video clip might be a good way of getting people to think about looking after their teeth. Some possible answers might include a fun, catchy song, shares the message quickly.

Ask the children what they can remember about how to keep their teeth healthy. Then, go through the *Activity: Keeping teeth healthy information sheet* together.

Key question:

- How can we keep our teeth healthy?

Suggested activities

Explain that today they are going to create their own way of sharing messages about keeping teeth healthy and they need to make them fun, interesting and memorable. It is also really important that the messages are correct.

Put the children into groups of three or four and give each group a copy of the *Activity: Keeping teeth healthy information sheet*. Explain to children that they must include some of this information and their first task is to decide which key messages their group is going to share.

Then they need to think about how they are going to present their messages. You may want to restrict their choices but they could include a song, rap, poem, an advert for radio or TV. Explain that their audience will be Year 2 pupils.

The children should then put together their chosen way of presenting the information and practise it to be able to show to the rest of the class and Year 2 pupils at a later date.

Key questions:

- What key messages about dental health do we want to share?
- How can we share information to get a message across?

Wrapping up

Each group presents what they have put together for the rest of the class. Give each pupil a copy of the *Activity: Peer assessment* sheet and explain that as they watch each group's presentation, they need to complete the assessment of it.

Key questions:

- Did the group include facts?
- Was the presentation interesting?
- What was the best thing?
- What could they have improved?

If possible find a time for the groups to present to pupils from Year 3.

Vocabulary

- Tooth
- Teeth
- Sugary drink
- Healthy
- Brush
- Dentist
- Fluoride
- Toothpaste

Assessing Pupils' Understanding and Progress

Next steps

Pupils with secure understanding indicated by: Able to identify and share key facts about dental health. Able to identify strengths in their peers' work.

Pupils working at greater depth indicated by: Able to identify and share key facts about dental health clearly and persuasively. Able to identify strengths and areas for development in their peers' work.

- Teacher notes

Learning Objectives

Resources

- To understand what relaxation feels like
- To understand that relaxation techniques can be used anywhere
- I can describe what makes me feel calm and relaxed
- I can visualise a place that makes me feel calm
- I can describe this calm place

Have ready

- *Presentation: Relaxing places* (see Attention grabber) and check the links on the presentation
- Resources for drawing and or junk modelling
- Link:

Print

Activity: Visualisation – describing words – 1 per pupil who may need extra support (see Differentiation)

Introduction

Ask children to think of the most relaxing place possible. They can discuss this on their tables before sharing ideas with the rest of the class. Look at *Presentation: Relaxing places*.

Presentation: Relaxing places

Display the presentation on your interactive whiteboard.

Then – before going through them a second time – ask children to vote on the most relaxing one.

Discuss what makes these environments relaxing?

Key question:

- What places do we find relaxing?

Suggested activities

When feeling anxious, angry or upset, it is common to focus on worrying about the worst case scenario. Visualisation works by shifting that focus onto peaceful, calming images, making it easier to relax. Before beginning any of these visualisation exercises, make sure the environment is quiet and ask them to either sit or lay down in a position that feels comfortable. Beforehand, you could even talk through breathing exercises or progressive muscle relaxation to help get pupils into the right frame of mind.

Watch the video on link:

Discuss what the children feel like? Are they calmer and how do they know this?

The balloon led us to our favourite place. What were their favourite places like? Stress that everyone will have different ideas and that is fine.

Ask pupils to draw their favourite place or even build it using junk modelling.

It could be a beach, a room, a meadow, a rainforest, anything that comes to mind. They should include sounds that could be heard and what it would feel like (temperature, texture of surfaces).

Key questions:

- How do we feel when we are calm?
- What places make us feel calm?

Wrapping up

Choose any children who got onto describing their place as a visualisation activity. Encourage them to speak in a slow, calm voice using appropriate expression and pauses.

Ask the children if they found this useful. Discuss anything else they do to calm down and feel relaxed.

Key question:

- What helps us to calm down?

Vocabulary

- Relax
- Place
- Calm
- Visualise

- Imagine

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:
Describing a calm place that helps them to feel relaxed.

Pupils working at greater depth indicated by: Using calming intonation and expression to describe their calm place. Describing how it feels when they are relaxed.

Pupils needing extra support: Could benefit from having more examples of calm places and support in describing the environment. Use *Activity: Visualisation – describing words* (see Classroom resources) resource to support discussion.

Pupils working at greater depth: Should think about how they would talk someone through this place as a visualisation activity and use appropriate expression and intonation to calmly talk someone through their relaxing environment.

PSHE, RSE and Citizenship Year 3/4
Spring Term 1
Health and wellbeing (Cycle B)
Lesson 4 (Cycle B): Meaning and purpose: my role

Learning Objectives

- To identify my own strengths and begin to see how they can affect others
- I can describe my strengths
- I can explain how job roles help other people
- I can explain how some skills are useful in a range of jobs and roles

Resources

Have ready

- *Presentation: What could I be?* (see Attention grabber)
- Optional – devices for filming

Print

- *Activity: Pupil job application* (one per pupil)
- *Activity: Example pupil job application* (one between two as a model)
- *Activity: Pupil job application – extension version* (one per pupil who may need further challenge)

Introduction

Ask children to share the ways they have helped other people over the last week.

Ask children what a job is. Encourage them to think about their parents' jobs and other adults they know. Look at the *Presentation: What could I be?* to aid discussion.

Presentation: What could I be?

Display the presentation on your interactive whiteboard.

Focus on how the jobs help others, for example doctors help people when they are ill, chefs make meals for others, footballers entertain people and engineers make things which are useful in society.

Key questions:

- What types of jobs are there?
- How do these jobs help other people?

Suggested activities

Explain that although being an adult and getting a job seems a long time away, there is no reason why they cannot start to think about what they might want to do. There are also jobs they could do in school.

As a class or in small groups, ask the children to discuss the following:

- What skills would be useful across a range of jobs that you can start developing in school? For example confidence, creativity, communication, determination, enthusiasm, flexibility, problem-solving, working with others.
- What am I good at?
- What would be the perfect job for me in school?

Explain to children that they will be preparing a job application for their chosen role within school, For example:

- **Book Reviewer:** Reads books to recommend to people, writes reviews to be displayed in class.
- **Discussion Manager:** Makes sure that in any group discussion, everyone gets their say and reaches a solution that everyone is happy with.
- **Spokesperson:** Listens to ideas, concerns, suggestions of others and presents them in front of a group or the rest of the class.
- **Play Leader:** Organises games to play outside.
- **Wet Play Leader:** Organises activities to do inside.

Can they think of any other roles they could take up in school?

Using the *Activity: Pupil job application* template to help them, the children will need to explain what their strengths are and why they are suited to their chosen job, giving at least three examples. This could be filmed if they would prefer to present orally, or written down.

Once they have finished, they share their chosen job with the other people on their table, explaining why they have chosen it and what they would do in the role.

By the end of the lesson, children should have either filled in the written application form or filmed their video application.

Key question: What skills do I have which would make me good at certain jobs?

Wrapping up

Explain to the children that they are going to think about some skills which are needed for a lot of different jobs. Look at the *Presentation: What could I be?* again and ask the children which of these skills apply to each job:

- Talking to people
- Listening
- Coming up with ideas
- Planning/organising
- Being confident

As you discuss each one, you can ask the children why these might be important. Focus on those skills which are less obvious, for example, the footballer might need to be organised to make sure they are at training and have the right kit, an artist might need to be able to talk to people when they display their work in an exhibition and a waiter might need to come up with ideas if there is a problem in the restaurant.

Stress that some of these skills are things we have naturally but we can also develop them the more we use them.

Vocabulary

- Job
- Skill
- Role

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:
Writing or describing their strengths and how they could use these in school.

Pupils working at greater depth indicated by:
Giving plenty of examples of their strengths and how they would be relevant to a specific role in school. Describing how doing these jobs would affect other people.

Differentiation

Pupils needing extra support: Could be provided with *Activity: Example pupil job application*, as a model for how to consider the skills needed and their own strengths.

Pupils working at greater depth: Should be challenged to expand upon why their skills are most suited to the role. Use *Activity: Pupil job application – extension version* to enable pupils to describe why each skill suits the role. Should present their ideas with confidence.

PSHE, RSE and Citizenship Year 3/4
Spring Term 1
Health and wellbeing (Cycle B)
Lesson 5 (Cycle B): Resilience: breaking down problems

Learning Objectives

- To break down barriers into smaller, achievable goals
- I can identify a problem or barrier
- I can break down a problem into smaller goals
- I can create a plan to overcome a barrier or issue

Resources

Watch

- *Teacher video: Resilience*

Teacher video: Resilience

Display the presentation on your interactive whiteboard.

Have ready

- *Presentation: Breaking down barriers* (see Main event)
- Book 'The owl who was afraid of the dark' by Jill Tomlinson (readings available online)

Print

- *Activity: Breaking down barriers template* (see Classroom resources) – one per pupil
- *Activity: Breaking down barriers matching task* – one per pupil who may need extra support (in addition to *Activity: Breaking down barriers template*)

Introduction

Ask the children to think about things they think they are really good at. To get the conversation, going you might want to share some things you are good at. It might help them to talk to a partner to discuss their ideas. Encourage the children to think of at least three things they are good at. Have some ideas yourself for children you think might struggle.

Ask the children to share some of their ideas with the class. Celebrate the things the children have come up with. Stress that we all have different things we are good at and this is fine. There may well be things we would like to be better at and today we are going to look at that.

Key question:

- What are we good at?

Suggested activities

Display *Presentation: Breaking down barriers*.

Presentation: Breaking down barriers

Display the presentation on your interactive whiteboard.

Display slide 2 and read the story of 'The owl who was afraid of the dark' by Jill Tomlinson.

Ask the children what Plop's problem is (he is afraid of the dark).

Explain that he cannot simply stop being afraid of the dark because it is too big a problem to solve straight away. Instead, Plop can break this down into smaller goals to overcome his fear. Discuss **how** Plop manages to break down his problem into smaller goals.

Display slide 3. Look at each block, and refer to each part of the story.

Display slide 4 and discuss how this approach can be used to overcome problems by breaking down the problem into smaller more manageable actions. Ask the children:

- How can a problem be broken down into smaller goals so that it can be achieved?
- What is the purpose of this?
- How else can we use this strategy?

Give each pupil a copy of the *Activity: Breaking down barriers template*. This features a goal they wish to achieve, or problem they want to resolve or fear or barrier they want to overcome.

The children then fill in the boxes with smaller steps that will help them achieve their final goal. You might want to leave slide 3 displayed on the board to remind the children how Plop's fear of the dark was broken down.

Key question:

- How can we solve problems or overcome challenges?

Wrapping up

Ask children to talk through their *Activity: Breaking down barriers template* with their partners.

They should:

- Check that they are all achievable goals.
- Discuss how long each goal might take.
- How the person could get help if the goal becomes too difficult.

They might ask someone for help, break it down into smaller steps, give themselves a break/time to relax before trying again, etc.

Key question:

- What else might help us overcome problems?

Vocabulary

- Barriers
- Strategy

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Describing how they would break a problem down into small, achievable goals.

Pupils working at greater depth indicated by:

Describing how they would break a problem down into small, achievable goals. Adding notes to describe anything else they should look out for in order to be prepared.

Differentiation

Pupils needing extra support: Could use the *Activity: Breaking down barriers matching task*, choosing suitable small steps for a given problem then sticking them in order.

Pupils working at greater depth: Can include 'Watch out for' notes to their barrier blocks to show what else could happen to get in the way of them achieving their goals, as well as be able to explain what they would do in response.

PSHE, RSE and Citizenship Year 3/4
Spring Term 1
Health and wellbeing (Cycle B)
Lesson 6 (Cycle B): Emotions

Learning Objectives

- To understand a range of emotions
- I understand it is normal to experience a range of emotions
- I can identify a range of emotions
- I can explain some emotions people might feel in different situations

Resources

Have ready

- *Activity: Emoji cards* (cut up the cards and put them into a bag)

Print

- *Activity: Emoji cards* (see Classroom resources) – one copy (cut up and placed in a bag)
- *Activity: Emoji cards answers* (see Classroom resources) – one for the teacher and one per pupil who may need extra support for the Main event
- *Activity: Sam's diary* (see Classroom resources, one per pair of pupils)
- *Activity: Sam's diary – detailed version* (see Classroom resources, for children needing support)

Introduction

It is useful if the children can sit in a circle for this activity. Pass round the bag with the emoji cards. Ask children to draw out a card and say what emotion it represents. The other children can indicate if they agree by putting their thumbs up or down. If there are disagreements, use the answer sheet but stress that people can have different ideas and this is why we need to be careful using emojis as they can give the wrong message.

At the end of the activity, explain to the children that there are many different emotions which we all experience. Some of these are positive and others are not so good.

Key question:

- What different emotions can we identify?

Suggested activities

Ask the children to identify a positive emotion (this can be from the emoji activity or another one) and then talk to a partner about when they experienced that emotion. Ask the children to feedback their partner's experience.

Discuss that we will all feel positive emotions, but we cannot expect to feel these all the time. We all have times when we feel negative emotions. To distance the learning introduce a puppet or persona doll. Explain that the character is a bit confused about negative feelings and he/she would like the children to tell him/her about them and when they might happen. Take ideas from the children, for example anger is a negative emotion which you might feel when you break something, frustration is a negative emotion which you might feel when you cannot do something straight away.

Put the children into pairs and give each pair a copy of *Activity: Sam's diary* of his/her day. Explain that we do not know if Sam is a boy or a girl and it does not really matter. Ask the children to think about how Sam might feel at each point and why they have decided that. Explain there are no right or wrong answers but some of them have more clues than others.

Children needing support should use the *Activity: Sam's diary – detailed version* as there is less need for inference.

Ask the children to give feedback – did they decide Sam felt the same all day or were there good times and not so good times?

Key questions:

- What different emotions can we experience?
- How can emotions change over time?

Wrapping up

Discuss that we all have good and bad feelings and that this is normal. We cannot be happy all the time and we need to learn how to deal with bad feelings. Bring back the character and ask the children to give him/her some advice on what he/she can do if they have some of the negative emotions.

At the end of the session, explain to children that talking can be a good way to deal with our feelings. Remind them of who they can talk to in school, at home and other agencies such as

Key question:

- What can we do to help if we have negative feelings?

Vocabulary

- Disappointed
- Angry
- Nervous
- Anxious
- Shocked
- Positive emotions
- Happy
- Excited
- Joyful
- Astonished
- Grateful
- Enthusiastic
- Negative emotions
- Sad
- Worried

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:
Understanding the range of emotions we can experience.

Pupils working at greater depth indicated by:
Understanding the range of emotions and when these might occur.

Differentiation

Pupils needing extra support: Should use the *Activity: Sam's diary – detailed version* for the activity. In addition, ensure they have access to the 'My emotions – answers' resource to use as a word bank.

Pupils working at greater depth: Ask children to ensure that Sam does experience positive and negative emotions and to give valid reasons for this. Challenge them to suggest ways in which Sam could deal with the negative emotions when he does experience them.

Learning Objectives

- To begin to understand what mental health is and who can help if they need it
- I understand that we all have mental health as well as physical health
- I understand that sometimes people need help with their mental health
- I know who I can talk to if I am worried about my mental health or someone else's

Resources

Have ready

- Book: 'The Colour Thief' by Andrew Fusek & Polly Peters (If you do not have a copy of the book, there are video readings available online)
- Pieces of different coloured card and paper, for example yellow, red, blue, green, black, purple
- Drawing materials

Introduction

Re-cap the names of emotions from with the class.

Then, show children the coloured card you have prepared one at a time and ask them what feeling they would associate with each colour. If children give different answers that is fine, as we all feel differently about different colours.

Key question:

- How do different colours make us feel?

Suggested activities

Read the first page of 'The Colour Thief' to the children. Ask the children what a happy day might look like for them and ask them to draw a picture of their 'happy day'.

Continue reading the story up to the point where the main character draws the picture of his dad in the ice cube – stop and ask the children how the character might be feeling.

Read the next page about dad going to the hospital – explain that the dad is having problems with his mental health, but like when we feel unwell physically, there are people who can help his dad.

Continue to read the story to the end to show how dad gets better.

Explain that when we talk about how we feel, we call this **mental health** and that we all have mental health.

To help the children's understanding, you can talk about physical health. Explain that most of the time we are physically healthy but sometimes we become unwell and get help from our family or from doctors. This is the same with mental health. Often talking to our family or friends will help, but sometimes we need help from doctors or other experts.

Key question:

- What happens if we have a problem with our mental health?

Wrapping up

Go back to the happy pictures the children drew and ask the children to tell you how they feel on a happy day. Explain that not every day will be like that and if they have negative emotions, there are things they can do to help themselves. Ask the children to think of things that can make them feel better and share these. Draw up a list and put it up around the classroom.

Stress to the children that if they are feeling worried or if something in the lesson has worried them, they should talk to someone they trust at home, in school or experts like doctors or Childline. Explain to the children what might happen if they do go to one of these for support, for example having a conversation in private, they will talk about what is worrying them and that person might put them in touch with someone else who can help.

Key question:

- Who can help with our mental health?

Vocabulary

- Emotions

- Feelings
- Physical health
- Mental health

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Understanding what mental health is and that sometimes people might need help.

Pupils working at greater depth indicated by:

Understanding what mental health is and some of the feelings people with mental ill-health might experience and what we can do to help ourselves when we are experiencing negative emotions.

Pupils needing extra support: May benefit from hearing the story read in a smaller group prior to the lesson, to enable them to contribute more confidently in class.

Pupils working at greater depth: Can be challenged to discuss in more detail some of the feelings Dad had in the story and how this affected him and his son.

PSHE, RSE and Citizenship Year 3/4
Spring Term 1
Safety and the changing body (Cycle B)
Lesson 1 (Cycle B): Fake emails

Learning Objectives

- To understand that not all emails are genuine.
- I can recognise when an email might be fake.
- I understand that I shouldn't click on links in an email unless I know what it is.
- I know what to do if I suspect an email is fake.

Resources

Have ready

- *Presentation: Fake emails* (see Main event).
- Laptops or desktop computers (at least one between two pupils).
- Link: .*
- Link: .*

*** These are external websites and we do not have control over their content – please check before showing them to the children.**

Print

- *Activity: Fake email reminder* (see Classroom resources) – one per pupil.

Introduction

1. To start the lesson, email children the link to the . Explain that the children are going to learn how to tell the difference between real emails and fake emails.

Ask them to work in pairs to discuss each news article and decide whether or not they think it is real.

2. Discuss why someone might want to send a fake email. For example:

- To try and access your computer or your email account and take information.
- To trick you into sending personal information, which might allow them to access your bank accounts or other important personal data. When someone sends an email trying to trick you into giving them personal information, it is called 'phishing'. The culprit is literally 'phishing' for your information.
- Some fake emails just want to send more fake emails to your friends to cause annoyance and frustration.

Key question

- Why do people send fake emails?

Suggested activities

1. Explain to pupils that there are lots of different types of fake emails. Sometimes people can get tricked by fake emails so it is always important to know what to do if something doesn't seem right.

2. Display the *Presentation: Fake emails*.

Presentation: Fake emails

Show on your interactive whiteboard.

3. Run through slides 2-6, which show some clues to spotting a fake email:

Slide 2: email addresses that are not spelt correctly, in the email address the letter 'o' has been replaced with a zero, '0' so that it still looks as if it is spelt correctly.

Slide 3: spelling mistakes within the email, such as 'How RU?' and 'funy'.

Slide 4: not calling you by your real name or using your full name too often.

Slide 5: too good to be true: fake emails can offer a free gift, a prize, or lots of money, usually to trick you into sending money, or installing a virus onto your computer.

Slide 6: attachments or links that come without explanation. Sometimes an email will look as if it comes from your friend, but the scammer is 'spoofing' their email account so that the email pretends to be from your friend. Often these emails have a link to click on that downloads a virus to your computer or email account. Even worse, your friend might have accidentally clicked on a link that has allowed the hacker to send emails from their account.

It is also worth explaining that some fake emails look real so it is always worth checking with a tech-savvy adult about whether they think it is real or fake.

4. If you think an email is fake, you can 'mark it as spam' and your email account will keep an eye out for similar emails in the future to stop other people from getting a spam email too.

5. **Fake email reminder** Give each pupil a copy of the *Activity: Fake email reminder* and set children the challenge of adding a visual reminder to each point to help them remember what to look out for in their emails. This could be text, images or a combination of the two.

6. **Warn the teachers** Tell the class that we have heard that one of the teachers got caught out by a fake email. Set the children the task of writing an email to all the teachers explaining to them how to avoid scammers. Children must think carefully about the language they use in their email and include bullet points and images to explain their points. They then send their email to your email address.

Key questions

- What clues are there that an email might be fake?
- Who can we check with if we are not sure?

Wrapping up

1. Look at the game on link: . The game asks children multiple-choice questions and rewards them with a certificate for successful completion. Ask the children to work with a partner and discuss the different answers as they go along. Ask them to write down any new facts they have learnt.

2. Take feedback from the class on their key learning.

Remind children if they are ever unsure about something they should seek advice from an adult they trust at home or school.

Key questions

- What new things have we learned about being safe online?

Vocabulary

- phishing
- fake
- real

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Describing some of the best ways to avoid being tricked by fake emails.

Pupils working at greater depth indicated by: Explaining in their email how to avoid scammers, showing a clear understanding of how to avoid phishing emails and other fake emails

Differentiation

Pupils needing extra support: Keep the *Presentation: Fake emails* visible on the board for pupils to refer to during the lesson.

Pupils working at greater depth: Encourage children to think about different ways that fake emails can be explained to different audiences. For example, their email might be sent to an older person who has little experience with the internet. They can also think about ways people can avoid getting fake emails e.g. thinking about with whom they share email addresses and not using their email on websites of which they are unsure.

PSHE, RSE and Citizenship Year 3 / 4
Spring Term 1
: Safety and the changing body (Cycle B)
Lesson 2 (Cycle B): Internet safety: Age restrictions

Learning Objectives

- To understand that age restrictions are designed to protect us.
- I know some legal age restrictions.
- I can explain why age restrictions are put in place.
- I can give reasons to support a point of view.

Resources

Have ready

- A large-sized number line to represent the ages from 5 to 21, which needs to be put up around the classroom – the children will need to attach or place their question squares on or along this line (see Attention grabber).
- Scissors.
- *Presentation: Age restrictions* (See Main event).
- Link: – **this is an external website and we do not have control over its content – please check before showing to the children.**

Print

- *Activity: At what age?* (see Classroom resources) – one set of questions per pair of pupils (there are two sets per page).
- *Activity: Forming an argument sentence starters* (see Classroom resources) – one per pupil who may need extra support (there are two sets on a page).

Introduction

You will have set up your classroom with a number line to represent ages from 5 – 21.

1. Arrange the children in pairs and give each pair a set of questions from the *Activity: At what age?* Ask the pairs to cut their set of questions into individual squares.
2. Ask the pairs to look at each question square and decide at what age they think a person in this country needs to be to do the activity specified legally. The children then place their individual questions squares at the appropriate point on the age number line.
3. Display the *Presentation: Age restrictions*.

Presentation: Age restrictions

Show on your interactive whiteboard

Discuss the questions and use slide 2 to go through the answers, which are:

- Drive a car – 17.
- Open a bank account – 18.
- Get married if your parents/carers agree – 16.
- Signing your own passport – 12.
- Be convicted of a crime – 10 (the age at which you have full criminal responsibility).
- Get a part-time job – 14.
- Buy a ticket for the National Lottery – 16.
- Buy a pet – 16.
- Vote in a general election – 18.
- Create a Facebook/Snapchat/Instagram account – 13.
- Watch a video on YouTube – any age.
- Have a YouTube account – 13.

Key question

- What age restrictions are there in the United Kingdom for being legally allowed to do these activities?

Suggested activities

Discussion

Ask the children:

- If there were any age restrictions that surprised them? Did they think the age restriction would be lower or higher or the activity not restricted?
- Why do they think these age restrictions are there. (To protect children, because children might not fully understand what is involved, or because something might be dangerous).
- What do they think about films and games, as these did not feature on the list? (Films and games usually have a logo on the front making the age restriction obvious). Explain that these are decided upon based on certain criteria, such as the level of violence, bad language and fear within them.

Explain that the age restrictions in place on social media are there to protect the children and if anyone under age is using them, it is important that an adult is involved and that security on the account is enabled to reduce any risk.

You could also mention that there have been some high profile cases where people have posted images or content on social media that has caused them problems years later when applying for jobs or university and even damaging reputations.

Ask the children if they have ever agreed to any 'terms and conditions' when they have signed up for any online accounts? If so, ask:

- Did they read all the terms?
- Did they understand what permissions they were giving?

Explain that when we sign up for online accounts, we are giving permission for the company to store information about us. For example, a computer game app could access your mobile phone's map data and track your movements for research. It is important, therefore, that the children should always check with an adult before signing up to anything.

Explain, that while they are children, there are rules and laws in place to protect them, which mean that no data is allowed to be stored without parental permission until the child reaches the 'digital age of consent' (which is 13 in the U.K. and 16 in Ireland). If a child lies about their age, they will services to access data that they would not otherwise be allowed to store. It is important that we limit how much data we share.

Note: If you find that children in the class do have their own social media accounts, it is worth explaining that many social media sites restrict content for accounts where the account holder is 'underage'. So, if a child sets up an account with a fake age, effectively saying that they are not underage, the assumption made is that the account should not be subject to the restricted filters on content, and the child will lose the protection from those restrictions.

For further information, visit the link: .

Activity

Refer back to the list of age restrictions from the Attention grabber and ask the children for which activity they would like to see the age restriction changed. They can include online and gaming. Establish whether the children want to see it increased or decreased.

Arrange the children into groups and ask them to come up with reasons either for or against changing the age restrictions of one of the things on the list. Make sure the decision is made as to whether the 'for' group is arguing for an increase or a decrease in the restriction. The children might not agree with the point of view their group has, but to develop their ability to see things from a different point of view, encourage them to think about what they would say 'if' they held that perspective. Then hold a simple debate to allow groups to put their points for and against changing the age restriction.

Key questions

- Why do we have age restrictions?
- Are age restrictions correct?

Wrapping up

Summarise some of the key points from the debate and then ask the children to vote for, or against, changing the age restriction. Children should vote with what their own opinion is, rather than what their group had to argue for in the debate or what their friends are voting for.

If the children want to change an age restriction, what might they do next? Ideas might include finding out what other people think, e.g. writing to their MP and starting a campaign.

Key questions

- What do I think about this issue?
- How can I try to change something I don't agree with?

Vocabulary

- social media
- age restriction
- law
- legal
- point of view
- reason
- for
- against
- debate
- digital age of consent

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Understanding the reasons for legal age restrictions.

Pupils working at greater depth indicated by:

Understanding the reasons for age restrictions for different activities and articulating sensible and persuasive opinions about the suitability of some age restrictions.

Differentiation

Pupils needing extra support: Can be given *Activity: Forming an argument sentence starters* to help them structure their argument. Put children in a group where they are creating an argument for what they believe.

Pupils working at greater depth: Should be placed in a group where they have to argue for the opposite opinion to their own.

PSHE, RSE and Citizenship Year 3/4
Spring Term 2
Safety and the changing body (Cycle B)
Lesson 3 (Cycle B): Consuming information online

Learning Objectives

- To understand that not all information on search engines is valuable.
- I can explain how a search engine works.
- I can understand whether information will be useful or not.
- I can explain why some information might come up in my search that isn't relevant to me.

Resources

Have ready

- Laptop or desktop computers (one between two pupils).
- The following search engines on:
 - ;
 - ;
 - .
- A prepared list of keywords or phrases relating to your current history, geography or science topic.
- A collection of lots of books about bears (or another chosen animal) from your library or different classrooms – include a range of both fiction books (like Winnie-the-Pooh) as well as non-fiction factual books.

Print

- *Activity: Which websites are useful to me?* (see Classroom resources) – one per pair of children.
- *Activity: Internet searches* (see Classroom resources) – one per pair of children who may need extra support.

Introduction

1. Set out your collection of books about bears (or alternative animal) and explain to the children that you would like to find out about polar bears.

Hold up each book in turn and ask the children to decide just from looking at its cover whether it might be helpful to help them find out more about polar bears. Sort the books into 'yes', 'maybe' or 'no'.

2. Discard your 'no' pile, and then hold up each of the 'yes' and 'maybe' books and flick through them. Ask the children to sort the books into order from 'most likely to be useful', to 'least likely to be useful'.

3. Ask children if they think this is the best way to find out information about polar bears. Hopefully, someone will suggest that looking it up online might be quicker and easier.

4. Ask the children how they think a search engine on a computer works and how it finds out information for us.

Key questions

- Which book will be most useful to find out about polar bears?
- How else could we find out information about polar bears?
- How do you think search engines work?

Suggested activities

1. Explain that when we use a search engine such as Google, Bing or DuckDuckGo, they will check through billions of websites hosted around the world to decide which ones are most likely to be useful to us and show the most useful results.

2. Demonstrate by loading up Google using link: , and searching for 'polar bear'.

Point out to the children that underneath the search, you can see how many websites the search engine has looked through and how long it took (in this case, 59 million sites searched in 0.77 seconds).

3. Explain that the first thing a search engine does is to examine websites for the keywords we are looking for, but there are some other ways that websites can be pushed higher in the search list:

- Sometimes companies pay to have their website boosted to the top of the list, even if it is not that useful for your search. This is usually so that you will consider paying for their services.

- If a website is popular, that will push it closer to the top of the results list too. This can be useful if it is a website from a reliable source, such as The Natural History Museum, but it also means that unreliable information that is widely shared on social media is more likely to be pushed to the top of the search too.
- Most search engines keep track of where you have visited on the internet before so that the search engine can suggest sites linked to things you have already looked at. This is called targeted advertising and is very common practice as it is a way for search engines to make money. It also means you are more likely to get results that agree with your opinions as the search will prioritise sites similar to ones you have seen before.

Note: if you are using G Suite for Education accounts, pupils will not see targeted ads, and data on web usage is not shared outside the school. It is just stored in case of an emergency or a safeguarding concern.

4. Explain that search engines do not check whether information on websites is true or correct, so it is important to check whether or not a website is actually useful to you before you use it as evidence.

5. Arrange the children in pairs and give each pair a copy of the *Activity: Which websites are useful to me?* Ask the children to work with their partner to search for some keywords relating to your current topic in history, geography, or science. Ask them to look at the first page of results and decide which page they think is most useful to them and which is least likely to be useful. Encourage them to look at whether the website is likely to be reliable or whether it is an advertisement.

Key questions:

- Are all websites true?
- Are all websites equally useful?
- Is the first website in a list always the best?

Wrapping up

Ask a few of the pairs to explain one of their choices of website and why they felt it was particularly useful or not useful when they searched the keywords.

Key questions:

- What website have you chosen as useful? Why do you think it is a good website?
- What website came up that you don't think was useful? Why was it not useful?
- What advice would you give to someone searching for information on the internet?
- How could you make sure they are going to get information that is most useful to them?

Vocabulary

- sorting
- search engine

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Demonstrating an understanding of how search engines work and whether information is useful.

Pupils working at greater depth indicated by: An understanding that search engines use our data to target searches and show us information that is most suited to us.

Differentiation

Pupils needing extra support: Give specific words related to the topic including some that throw up websites that are not useful, for example putting in 'penguin' brings up websites for the publisher as well as about the bird. Alternatively, use the provided *Activity: Internet searches* (see Classroom resources) which includes words that will bring up a range of sites.

Pupils working at greater depth: You could ask children to develop creative ways to explain how a search engine works e.g. a written document or a poster.

PSHE, RSE and Citizenship Year 3/4
Spring Term 2
Safety and the changing body (Cycle B)
Lesson 4 (Cycle B): Tobacco

Learning Objectives

- To begin to understand the risks of smoking and the benefits of being a non-smoker.
- I understand the possible risks of smoking tobacco.
- I understand the benefits of being a non-smoker.
- I know what the law states about buying tobacco.

Resources

Have ready

- *Presentation: Smoking* (see Main event).
- Link: – **this is an external website and we do not have control over its content – please check before showing to the children.**

Print

- *Activity: Effects of smoking* (see Classroom resources) – one between two pupils.

Introduction

1. Ask the children to name some things that go into our bodies that are good for us. For example, healthy foods and drinks, oxygen and medicines, if they are needed.
2. Ask the children if they are aware of anything that goes into our bodies that is not good for us. For example, unhealthy food and drinks, pollution, medicines (if we don't need them). If the children do not mention smoking, include smoke from cigarettes.

Key questions

- What good things go into our bodies?
- **What bad things go into our bodies?**

Suggested activities

1. Display the *Presentation: Smoking*.

Presentation: Smoking

Show on your interactive whiteboard

2. Ask the children what they know about smoking, and then show slide 2 of the *Presentation: Smoking*.

Ask the children:

- Where they have seen someone smoking.
- What it is that people actually smoke inside a cigarette.

If children don't mention it in their responses, introduce the word, 'tobacco' and explain that this is the drug found in cigarettes. Show the children slide 3 so they can see the tobacco leaves inside the cigarettes.

3. Show slide 4 and explain that tobacco is harmful to the body as it can cause illnesses such as cancer and heart disease. It can also make things like asthma worse. A cigarette contains around 4,000 chemicals.

4. Show slide 5 and explain that this is a picture of an e-cigarette, and this is known as vaping, rather than smoking. Vaping is believed to be less harmful than cigarettes as there are fewer nasty chemicals. However, vaping is still a negative health choice and research is still being carried out on the longer-term impacts of using e-cigarettes. Tell pupils that there was a time when people thought smoking wasn't bad for you!

5. Talk about the fact that some adults choose to smoke tobacco. Ask the children to think about some of the reasons they might decide to do this. Through the discussion make sure children are aware that there is a range of reasons adults might choose to smoke and this is each adult's decision.

As part of this discussion explain to the children that:

- It is illegal to buy tobacco if you are under the age of 18.
- It is illegal to smoke in public places that are enclosed or substantially enclosed, and in places where people work.
- The Children's and Family Act 2015 made smoking in a private vehicle with somebody under the age of 18 an offence (this law does not apply to e-cigarettes or convertible cars where the roof is down). See link: for more information.

Discuss why these laws exist. (Smoking is bad for people's health and the laws are there to help protect people's health).

6. Arrange the children in pairs and give each pair a copy of the *Activity: Effects of smoking*, which shows two body outlines. Ask the children to draw or write down some of the effects of being a smoker on the left-hand person, and some of the benefits of being a non-smoker on the right-hand side.

The effects of being a smoker could include:

- Smelly clothes and breath.
- Stained teeth and fingers.
- Damage to lungs.
- Shortness of breath.
- Expense.

The benefits of being a non-smoker could include:

- Not being smelly.
- Being fitter and healthier.
- Having more money to spend on other things.

Take some feedback and correct any misconceptions.

Key questions

- Why do some people smoke tobacco?
- What are the risks of smoking?
- What are the benefits of being a non-smoker?

Wrapping up

Make sure that children know that once someone does give up smoking their health will start to improve and damage to their lungs will repair itself.

Explain that adults might react in different ways and if they do not want to talk about it, the children should respect this.

You could also suggest they could talk to another adult if they are worried about someone in their family.

Give the children the opportunity to discuss anything that is worrying them now or at a time after the lesson. You could also open up a worry box for them.

Key question

- What can I do if someone I care about smokes?

Vocabulary

- non-smoker
- tobacco
- smoke
- choice
- risks

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Understanding some of the risks of smoking and some of the benefits of being a non-smoker.

Pupils working at greater depth indicated by: Understanding ways they might be able to persuade someone to give up smoking.

Differentiation

Pupils needing extra support: Should focus just on the benefits of being a non-smoker. Children who have a member of their family who smokes may need additional support.

Pupils working at greater depth: Give the opportunity to think in more detail about how they might try and persuade someone to give up smoking. Make sure they understand that people probably know the long term health risks and therefore there may be other things that would influence them more, for example, the money they would save.

Learning Objectives

- To understand how to help someone with asthma.
- I can identify and manage a casualty who is having difficulty breathing due to asthma.
- I can ensure the safety of myself and others.
- **I can assess a casualty's condition calmly.**
- I can comfort and reassure a casualty who is having an asthma attack.
- I know how to seek medical help if required.

Resources

Read

- Link: – *this is an external website and we do not have control over its content – please check before showing to the children.*

Array

Suggested activities

We recommend that you follow the lesson plan and resources from St John Ambulance lesson plan found on link: .

Array

Vocabulary

- airways
- trachea
- triggers
- inhaler
- lungs
- medicine
- larynx
- inhale
- exhale
- inflate
- deflate

Array

Array

Learning Objectives

Resources

- To understand the choices people can make and those which are made or influenced by others.

Year 3

- I understand some choices I can make.
- I understand why some decisions are made for me.
- I can explain who might make choices for me.

Year 4

- I understand that there are people who will influence what I choose.
- I can explain how someone's influence might not be good for me.

Note

In this lesson, there is an optional scenario involving alcohol. Please read the following.

In terms of the law around children drinking at home, it is illegal to give alcohol to a child under the age of 5, but there are no limits as such thereafter until 18+.

Some schools may wish to avoid covering this area to avoid confusion and any mixed messages. However, it can arise organically in the classroom or your school may decide they would like to proactively explore it with the children.

Our expert in this area deals with this by explaining that if parents/carers decide to allow a child (over 5 years old) to have a drink of alcohol (excluding spirits) that is down to their discretion, giving the example of having a small glass of something bubbly on New Year's Eve or a small glass of wine with a meal (as with some European cultures.)

It is suggested that this information is not shared with children unless they ask.

This can lead to a conversation around safety and safeguarding, and therefore, it is advisable to notify the safeguarding lead in your school in advance and include a conversation around feeling safe at home and the support options available should children ever feel unsafe, including Childline.

Have ready

- A hard copy of the book, 'Would you rather' by John Burningham (ISBN: 9780099200413) – readings are available online.
- Paper, scissors and glue.
- Catalogues and magazines.
- Link: , for reference if you decide to use the alcohol-related scenario (see Wrapping up) – this is not a link to be shared with the children.
- Link: – **this is an external website and we do not have control over its content – please check before showing to the children.**

Print

Year 4

- *Activity: Who influences our choices?* (see Classroom resources) – one copy per pair of Year 4 pupils.
- *Activity: Influencers scenarios 1 and 2* (see Classroom resources) – one copy per group of three Year 4 pupils.
- *Activity: Influencers scenarios 3* (see Classroom resources) – one copy per group of three Year 4 pupils – optional – see Note.

Introduction

Read the book, 'Would you rather' by John Burningham. Pause occasionally to ask the children which option they would choose.

At the end of the story, explain that this story was full of choices but thankfully we do not have to make many of those choices in real life.

Key question

- What would I rather do?

Suggested activities

1. Ask the children to think back over their day so far and, with a partner, discuss what choices they have made, for example, what they had for breakfast or lunch, what they played at playtime, and what activities they chose in school. Invite some of the children to share some of their choices with the class.

2. **Year 3** – ask the Year 3 children to think about things that were decided for them. For example what they wear, what time they get up, how they get to school. Explain that they will all have different choices and some children might have more or fewer choices than others.

3. **Year 4** – ask the Year 4 children to work in pairs to complete the *Activity: Who influences my choices?* to think about who made choices for them and also who influenced their choices. Before they start work, talk through the examples so the children understand what they are being asked.

4. **Year 3** – Hand out the magazines and catalogues to the Year 3 children and explain that they are going to create a collage of all the things they would choose to have or do if there were no limits. The only rule is that they can only have one type of each thing they select, for example, one computer game, one cuddly toy, one book and one games console. Give the children time to cut out their pictures and stick them onto paper as a collage.

5. **Year 4** – while the Year 3 children work on their collages, take some more examples from the Year 4 children of the influences they have recorded.

Move on to discuss what we need to think about when we make a choice or decision. Use a scenario such as selecting a meal out, and what might influence our decision i.e. the food we like, the cost, what other people with us are eating, and being healthy. We don't realise sometimes that we are thinking about all these factors. We certainly might not realise we are influenced by what other people are choosing but it will often be a factor.

Put the children into groups of three and give each group a copy of the *Activity: Influencer scenarios 1 and 2*. Ask the children to develop a role-play based on the given characters.

You could also hand out the *Activity: Influencer scenario 3*, which involves alcohol if you decide that it is appropriate for your class, but please first read the Note in the Before the lesson section of this lesson plan.

6. **Year 3** – ask the Year 3 children to share some of their choices from their collage with the rest of the class. They could also explain why they have made those choices.

Discuss who or what might make decisions for us? For example, decisions might be made by parents, other family members, school, teachers and the government and may be affected by the amount of money we have available.

Explain that some decisions and choices have to be made for children but as they get older, children will be able to make more choices for themselves.

Ask the children to discuss with their partner, what choices they are looking forward to making as they get older.

7. **Year 4** – check that the Year 4 children are getting on with their role-play.

8. Invite some Year 3 pupils to feedback to the rest of the class on what choices they are looking forward to making as they get older, and discuss.

Key questions

Year 3

- What choices do I make?
- What choices are made for me?
- Who makes choices for me?
- What choices will I be able to make as I get older?

Year 4

- Who influences my choices?
- How can I make good choices

Wrapping up

1. Bring the whole class back together and briefly explain to the Year 3 children what Year 4 have been doing.
2. Ask some of the Year 4 children to share their role-plays with the class. While they are watching, ask the children to think about who is influencing the characters in the role play.
3. Following the role-plays, discuss the choices made by the characters and the influences on them. Were there any influencers who were not actually there while the scene was being played out? For example:
In scenario 1 there was influence from advertisers and online.
In scenario 2, parents might be influencing decisions.
In scenario 3, parents and the brother in the house might be an influence.

Encourage the children to think whether the influences were good or bad.

If you use scenario 3 (involving alcohol), widen the discussion to clarify that beer is an alcoholic drink and that alcohol is a type of drug. It is also worth saying that the Chief Medical Officer recommends that an alcohol-free childhood is the healthiest option. There may be children in your class who have tried alcohol with their parents' knowledge. Technically when the child is over the age of five in the home, this is not illegal. It is important to stress to children though that drinking any alcohol without an adult present is risky and they should not do it.

More information can be found on the .

4. Reflect on the situations explored through the role-plays. Ask the children what the characters could do to get themselves out of the situation. Ideas might include saying no, repeating their answer, changing the subject, asking for help from someone else, removing themselves from the situation.

Stress to the children that in any situation they need always to think about what they think is the right thing to do and what they really think. They should never do anything they do not feel comfortable with.

Key question

- How can I resist pressure to make bad decisions? – Mainly Year 4, but Year 3 might have some ideas as well.

Vocabulary

- decision
- rather
- choice

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Understanding choices that they can make and those that are made for them.

Year 4: Understanding the influence people we know might have on us and beginning to recognise this influence might not always be positive.

Pupils working at greater depth indicated by:

Year 3: Explaining why they can make some choices and others are made for them.

Year 4: Understanding that influences can also come from outside people we know, for example, media personalities and to begin to understand how to deal with these.

Differentiation

Pupils needing extra support:

Year 3: May need to be guided through their day so far to think about the choices they made at each point.

Year 4: Should focus on just scenario 2 as it is more straightforward. Give additional help to the children to help them to develop their character.

Pupils working at greater depth:

Year 3: Should explain why other people make choices for them at their age.

Year 4: Should be challenged to take the idea from any of the scenarios and develop it further. They could also work in a larger group and add additional characters to the scenarios.

PSHE, RSE and Citizenship Year 3/4
Spring Term 1
Safety and the changing body (Cycle B)
YEAR 3 ONLY Lesson 7 (Cycle B)
First Aid: emergencies and calling for help

Learning Objectives

- To understand the role they can take in an emergency situation.
- I understand it is most important to ensure the safety of myself and others in the event of an emergency.
- I can assist in an emergency by correctly calling for help.
- I know the information I need to give to emergency services if they are called to an incident.

Resources

Read

- Link: – ***this is an external website and we do not have control over its content – please check before showing to the children.***

Array

Suggested activities

We recommend that you follow the lesson plan and resources using this link: .

Array

Glossary

- calmly
- reassure
- casualty
- emergency operator
- 999/111
- incident
- location
- injuries
- landmarks
- identification
- information
- hazards
- awareness
- accident prevention
- assistance

Array

Array

PSHE, RSE and Citizenship Year 3/4
Spring Term 1
Safety and the changing body (Cycle B)
YEAR 3 ONLY Lesson 8 (Cycle B): Road safety

Learning Objectives

- To develop an understanding of safety on or near roads.
- I understand the basic rules for keeping safe on or near roads.
- I can explain rules for keeping safe.

Resources

- Have ready
- *Presentation: Safety out and about* (in Main event).
 - Link: on VideoLink.

Introduction

Watch the video .

Talk about the fact that Declan almost forgot his helmet because he was excited to show his trick.

Can the children think of any other situations when they might forget the rules for being safe on the road? Answers might include rushing to catch up with friends on the other side of the road, talking on a mobile phone, or playing with a football

Key questions

- What are the rules for keeping safe near the roads?
- When might you forget these rules?

Suggested activities

Display the *Presentation: Safety out and about*.

Presentation: Safety out and about

Show on your interactive whiteboard.

Use the slides to remind pupils of the key road safety rules:

- Stay on the pavement.
- Use a safe place to cross when you can.
- Stop, look, listen and think when you cross.

Talk about what other rules of the road the children think people might forget or other potentially dangerous things children might do.

Make a list of these, for example:

- Using a mobile phone while crossing the road.
- Not wearing bright clothes.
- Not using a crossing place.
- Not wearing a seatbelt.

Ask the children how we could remind children how they can keep safe on the roads. Ideas might include leaflets, posters and videos.

Arrange the children in small groups and ask them to create something to remind other children about keeping safe on or near roads. You might want to give them a specific theme and a particular way of sharing their message or allow them to decide for themselves.

Key question

- What rules do we need to remember around roads?

Wrapping up

Ask groups to share what they have created and get the rest of the class to feedback on how effective it is in highlighting the safety message intended.

Key question

- What helps us to share a safety message effectively?

Vocabulary

- distraction
- rules
- safety

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Can explain rules for keeping safe near roads.

Pupils working at greater depth indicated by: Can explain rules for keeping safe near roads and another related situation e.g. rail and can communicate these effectively to others.

Differentiation

Pupils needing extra support: Could be given a structure to work within for the safety message task, such as a writing frame or poster structure.

Pupils working at greater depth: Give children a more specific audience for their safety message such as younger children or focus them on a different type of safety such as rail and get the children to research the key messages first.

PSHE, RSE and Citizenship Year 3/4
Spring Term 2
Citizenship (Cycle B)
Lesson 1 (Cycle B): Recycling / reusing

Learning Objectives

Resources

- To understand the environmental benefits of recycling (Year 3) or reusing (Year 4)
- Year 3**
- I understand that recycling rubbish helps protect the environment
 - I can identify things that can be recycled
 - I can explain what I can do to increase/improve recycling at home/school
- Year 4**
- I understand the environmental benefits of reusing items
 - I can explain why reusing is better for the environment than recycling
 - I can identify a range of ways that items can be reused

- Have ready
- Link: on VideoLink – **this is an external website and we do not have control over its content – please check before showing it to the children.**
 - Three pieces of large paper (A3 or larger) each with one of the following headings: Home, School, Local area (you may need two or three sets depending on the size of the class)
- Print
- Year 3**
- *Activity: Recycling leaflet template* (for any pupils requiring support)
- Year 4**
- *Picture: Waste Hierarchy* – 1 per pair
 - *Activity: Reusing things*
 - *Activity: Reusing things – support version*

Introduction

Ask the children what we mean by **environment** i.e. area and condition we live in. Explain that this can be our house, school and the local area. We can also think about the whole world.

The focus of this activity is the environment the children live in. Put the children into small groups by year group and give each group a large piece of paper with one of the following headings: 'Home', 'School' or 'Local area'. Ask the Year 3 children to write down as many things as they can think of about how they or other people look after that environment. Ask the Year 4 children to write down things people do that might damage the environment.

- Home – Positives Y3 – putting toys away, putting rubbish in the bin Negatives Y4 – leaving things out, not recycling
- School – Positives Y3 – keeping the cloakroom tidy, putting equipment away, creating nice displays Negatives Y4 – dropping litter, not hanging coats up
- Local area – Positives Y3 – not dropping litter, rubbish being collected and having displays of flowers Negatives Y4 – dropping litter, graffiti

After a few minutes, swap the paper between groups, but keeping them in the correct year group and get the children to add new ideas. Do a final swap to see if children can add anything else.

Take some feedback from the children, asking the Year 4 children first. The Year 3 children can then share their ideas and the children can focus on things they can do to make their environment better for everyone.

Key questions

- How do we and other people look after our immediate environment? (Y3)
- How do people damage the environment? (Y4)

Suggested activities

Explain that often when we talk about the environment people are thinking about the whole world and how we can look after it for the benefit of people, animals and plants.

Ask the children if they know of any ways in which people are trying to look after the environment. Ideas might include: reducing global warming, reducing plastic pollution, saving rainforests and saving animals who are in danger.

Explain that today the children are going to be thinking about recycling (Year 3) and reusing (Year 4) and how these might help the environment. Ask the children what they already know about recycling (Year 3) or what they remember from last year (Year 4) e.g. how the system works at home, prevention of rubbish going into landfill sites and saving the use of raw materials.

Year 3

Let the Year 3 children watch this video which explains more about recycling: on VideoLink.

As they watch or at the end, they can make a note of new things they have found out. They could do this in a different colour.

Year 4

While the Year 3s watch the video, explain to the Year 4 children that recycling is really good for the however, there are some problems with it because has to be used to recycle materials and this also has an on the environment.

Ensure all year 4 pupils have access to a copy of the *Picture: Waste hierarchy*. Ask them what they think it shows, and if necessary explain how it works – i.e the best thing for the environment is to reduce the amount of things we use which will produce waste. The next best thing is to reuse things when we have finished with them. Recycling comes next as the materials are reused to make new items and the final thing should be to throw something away.

Explain that today we are going to think about reusing things. Ask the children to jot down things they have reused or have done to help something be reused e.g. clothes that once belonged to their older brother or sister or passing clothes to a younger brother or sister. Give the children a few minutes to write down their ideas and then ask them to work with a partner to share ideas.

Year 3

Come back to the year 3 children and ask if there is anything new they have learnt about recycling.

Move on to discuss the recycling that they do at home, asking:

- How does it work?
- Do they have separate boxes or does everything go into one bin?
- What things can they recycle?
- Do they and their family remember to recycle?

Working in pairs or groups, ask the children to create a fact sheet about recycling. Children who may need support could use the *Activity: Recycling leaflet template* to help them organise their ideas.

Year 4

While the year 3 children produce their leaflets, come back to the Year 4 children and take some from the children about their ideas. Discuss the environmental advantages of reusing things e.g. things not going to landfill, materials not being used to make new items and not being used to make new items.

Ask if they can think of other benefits e.g. saving money, making money from items given to their shop and people who have less benefitting (either in this country or abroad).

You could also discuss creative ways items can be reused for another purpose, for example decorating an empty jar and filling it with something as a present for someone.

Give each child a copy of the *Activity: Reusing things* (there is a support version available for pupils who may need it). Ask the children to complete it to show what things can be reused, how this might happen and what the benefit is. They should try and give a different benefit for each reused thing.

Key questions

Year 3

- What are the benefits of recycling?

Year 4

- How does reusing things benefit the
- What other benefits come from reusing something?
- How does the hierarchy of work?

Wrapping up

Discuss with the children what they can do to increase recycling or encourage the reuse of things. Some examples are given below:

Recycling – making sure they recycle properly, washing things before they go in the recycling, encouraging and reminding people at home to recycle or encouraging recycling at school.

Reuse things – checking at home for toys, books and clothes they no longer use and giving them to someone else, taking items to a shop, selling things at a car boot sale or , repairing something so they can still use it.

You may wish to extend this activity to think about something which could be done in school e.g. children bringing toys to swap or promoting recycling. If possible, help the children to arrange this.

Key questions: What can we do to increase/improve recycling and reusing at home and/or at school?

Vocabulary

- Materials
- Recycle
- Materials
- Rubbish
- Environment

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Describing the benefits of recycling.

Year 4: Describing how reusing items benefits the

Pupils working at greater depth indicated by:

Year 3: Understanding a greater range of benefits of recycling and being able to use this information to encourage others to recycle.

Year 4: Understanding why reusing is more environmentally friendly than recycling and describing some of the additional benefits of reusing items.

Differentiation

Pupils needing extra support:

Year 3: May benefit from being given a specific audience for their leaflet, eg. younger children and could use the *Activity: Recycling leaflet template* for their fact sheet. Provide them with books and other information sources.

Year 4: Could use the support version of the *Activity: Reusing things* with the items already suggested.

Pupils working at greater depth:

Year 3: Should be expected to include more facts within their information sheet and to add persuasive elements to encourage people to recycle more.

Year 4: Can be challenged to provide a greater range of benefits and ways to reuse things.

PSHE, RSE and Citizenship Year 3/4
Spring Term 2
Citizenship (Cycle B)
Lesson 2 (Cycle B): Local community groups

Learning Objectives

Resources

<ul style="list-style-type: none">• To understand the groups which make up the community (Y3)• To understand the contribution groups make to a community (Y4) <p>Year 3</p> <ul style="list-style-type: none">• I can explain what a community is• I can name buildings and places shared by my community• I can identify groups that exist in the community and how they may be linked to each other <p>Year 4</p> <ul style="list-style-type: none">• I can name some different groups that exist in my wider community• I can explain why and how someone might set up or join a community group• I can explain how groups help a community	<p>Have ready</p> <ul style="list-style-type: none">• Depending on where your school is located you might need to think about the community you focus on, for example in rural areas you might need to widen the activities out to include a local town all the children know well.• A list of organisations in your city, county or region. You might want to include ones the children will not have heard of and that might help to tackle stereotypes, such as a religious group not found in your school or support for people with disabilities. <p>Print</p> <p>Year 3</p> <ul style="list-style-type: none">• <i>Activity: Buildings in my local community</i> – (see Classroom resources) – one per pupil
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Introduction

Before you begin ensure children understand what the word community means i.e. a group of people living or working in the same area.

Year 3

Ask the Year 3 children to imagine that they are on their journey to school. Ask them to think about the buildings that they see – not flats or houses, but other buildings, such as other schools, religious buildings, health centres, shops, places to eat, community centres, libraries, museums and leisure centres. Ask them to write down the buildings they see.

Year 4

Ask the Year 4 children to think about some groups they are aware of in their local . Get them to write these down and also who these groups are for e.g. a particular age group, or interest. Encourage them to think about a wider area such as the city, county or region they live in.

Take some feedback and write two lists on the board: one headed '**Buildings**' and the other '**Groups**'. Explain that the buildings they have thought about are used by either all or some of the community. Different groups will use different buildings for different purposes. Start by thinking about your school, who uses it, and what for, i.e. children who go to learn, staff who work there and other community groups perhaps in the evening or at weekends.

Key questions

- What buildings are part of our community? (Y3)
- What groups are there in our local community? (Y4)

Suggested activities

Year 3

Give each pupil a copy of the *Activity: Buildings in my local community* activity sheet. Ask them to look at the buildings list again and complete the sheet detailing the buildings in their community, the people who use them and for what purpose. Go through one first as an example.

Year 4

While the Year 3 children are completing their activity, look at the list of community groups again and add any you have found out about in the local area which children might have missed.

Discuss why people might set up or join these groups i.e. they believe in a certain idea or cause, to find friends, to help their community or to a new

Display slide 2 of the *Presentation: Activity questions*.

Presentation: Activity questions

As a group, look at some of the community groups on the class list and try to answer the questions from slide 2 in relation to that group. Explain that the Year 4 children are going to think about starting their own community group. They need to decide what type of community group is needed and then answer the questions from slide 2, but thinking now about their proposed community group. They could produce a leaflet or short persuasive advert for the new community group, or just generate ideas verbally to be presented at the end of the lesson.

Year 3

Take some feedback from the Year 3 children and discuss any misconceptions, for example they might think some buildings are only for certain groups and this might not be the case.

Ask the children if there are any buildings missing from their local community which they think people would like or benefit from. In groups ask them to decide on a building/community facility they think is needed. They can share their ideas either by drawing and labelling their building or by writing a description. They should consider:-

- What the building is
- Why the building would be good in the local community
- What groups might be able to use it

Key questions

- Who uses the buildings in our local community? (Y3)
- What are the buildings used for? (Y3)
- What community groups are there in my city/county/region? (Y4)
- What groups do we think our community could benefit from? (Y4)

Wrapping up

Ask the children to share some of their ideas for new community buildings or groups. Discuss how these might link together and how they support people in the local community.

If children are particularly passionate about any of the ideas, you might decide to take this further by setting up a group in school or writing to someone locally who might be able to help with a building or group.

Key questions

- What groups and buildings would we like to see in our community?
- Who could help us with our ideas?

Vocabulary

- Building
- Community
- Purpose
- Support
- Together

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Knowing that there are different groups within the local community and how they use community buildings/places.

Year 4: Understanding the range of groups that exist in the wider . and how groups can focus on different areas of interest.

Pupils working at greater depth indicated by:

Year 3: Understanding how groups relate to each other and the impact if they were not there.

Year 4: Understanding why people set up or join community groups and the impact groups can have in a community

Differentiation

Pupils needing extra support:

Year 3: Can be tasked with identifying just one group and purpose for each place. When thinking about a new community building, it might be useful to focus on something in their experience e.g. a disused local building or putting something like a shed in school and what this could be used for.

Year 4: May need additional adult support to research their given group and might benefit from looking at a group which relates to their own experience. When thinking about their group they may benefit from focussing on a group in school.

Pupils working at greater depth:

Year 3: Should identify multiple groups and purposes for some of the places.
Year 4: When thinking about a group, they could think about how they could contribute to starting this group.

PSHE, RSE and Citizenship Year 3 / 4
Summer Term 1
Citizenship (Cycle B)
Lesson 3 (Cycle B): Local council and democracy

Learning Objectives

Resources

<ul style="list-style-type: none"> • To begin to understand how democracy works in the local area <p>Year 3</p> <ul style="list-style-type: none"> • I can explain some of the things the council does • I understand how democracy works in the local area • I understand that spending on different services needs to be prioritised <p>Year 4</p> <ul style="list-style-type: none"> • I understand the role of local councillor • I can explain how local residents can share their ideas with the local councillor • I can identify some issues which a local councillor might be able to help with 	<p>Have ready</p> <ul style="list-style-type: none"> • The name of your local councillor/s • Your local council website • <i>Presentation: Local council</i> (see Main event) <p>Watch</p> <ul style="list-style-type: none"> • The video that Year 4 pupils will watch in the Main Event <p>Print</p> <p>Year 3</p> <ul style="list-style-type: none"> • <i>Activity: Being a local councillor</i> (see Classroom resources) <p>Year 4</p> <ul style="list-style-type: none"> • <i>Activity: Councillor preparation</i> (see Classroom resources) • <i>Activity: Resident preparation</i> (see Classroom resources) • <i>Activity: Local resident characters</i> (see Classroom resources)
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Introduction

Ask the children what they know about democracy in their school (Year 3), for example the school council, class votes to select activities etc and in the local area (Year 4) e.g. local councillors, elections and council buildings. Discuss some of the ways that these are democratic, i.e. everyone gets a say through their vote and the result of the vote is respected. Discuss whether the children think these things work and if there are any improvements which could be made?

Key questions

- What is a 'vote'?
- How are our school councillors chosen? (if relevant)
- How does democracy work in our school and local area? How are decisions made fairly?

Suggested activities

The next part of the lesson focuses on local government. Different systems exist in different parts of the country, with some having both district and county councils while others have a unitary authority. If there are district and county councils they will be responsible for different services. It is worthwhile taking some time to find out what happens in the area of your school.

Year 3 and 4

Share the *Presentation: Local council* on the board and go through the slides, discussing:

- The name of the local councillor(s) in the area where the school is
- What local councils are responsible for (e.g. collects bins, supports schools, provides libraries, maintains the roads, provides care for older people and some children etc.)
- What the role of the councillor is (deciding what money gets spent where)
- That they are elected every four or five years

Presentation: local council

Show on your interactive whiteboard

You could also explain that councillors often belong to a political party (like MPs) but some will be independent. You could look at which party, if any, their local councillor represents.

Year 4

Explain to the Year 4 children they are going to learn more about councillors by watching this video about being a county.

Year 3

While the Year 4 children watch their video, organise the Year 3 children into groups and ask them to imagine that they are local councillors. Give each group a copy of the *Activity: Being a local councillor* and explain that these are things that local councils might spend money on. Explain that there usually isn't enough money for councillors to do everything that they want to and so they have to decide what is most important.

In their groups, the children should discuss and prioritise the cards based on what they would spend the money on if they were the local councillor.

When they have finished ask the children to work with another group to feedback on their priorities, including how they made that decision. They can discuss the differences and then try to come up with a priority based on both groups ideas.

Year 4

Following the video, answer any questions the children have. You might need to clarify what the following are:

Scrutiny – where councillors have the chance to ask those in charge about what they are doing and why

Officer – a person who works for the , they are not

Leader – a bit like the they lead the council. They usually are from the political party which has most councillors – councillors who have for certain areas for example , education or transport. These people will to council what is happening in their areas

Surgery – a time when local people can go and talk to their county Councillor about any which they are concerned about. Introduce the activity, explaining that you are going to choose some children to be councillors and the rest of the class will be local residents. They will prepare to act in character in a role-play situation. You can ask for volunteers to be councillors but, if time allows, you might want to elect children for this role. You will need one for every five to six children.

For the first part of the activity ask the children who are being councillors to work together. The local residents can work together in their small groups. Give each pupil a copy of either the *Activity: Councillor* or the *Activity: Resident preparation* sheet for them to read and use as a prompt. 'Residents' can generate ideas for the issue they want the council to consider, and 'Councillors' can prepare ideas on what the council already does and how it might respond to new issues. The resource *Activity: Local resident characters* could be used to provide ideas for children in the role as residents who are finding the preparation more challenging.

It might be beneficial for you to work with the councillor group as their preparation is slightly more complicated. If you have another adult they can circulate round the local resident groups.

The Year 3 and 4 children will come back together for the wrapping up, when the Year 4 children can complete their role-play.

Key questions

- How does democracy work in our area?
- How do councillors decide what to spend money on? (Y3)
- How do local surgeries with local councillors work? (Y4)

Wrapping up

Year 3 and 4

Bring the two year groups back together for a final discussion. The Year 4 children should be ready to role-play the surgery meeting. Before they begin this, it is worth reminding them about some of the rules of discussions e.g. listening to others, respecting other people's opinions and giving everyone a chance to talk.

Involve the Year 3 children here by asking them to help advise the councillors. They can give feedback about how important some of the issues discussed are. Remind them to base their answers on the way they prioritised their issues during their activity.

Finally, ask the children to reflect on their learning by discussing the role of the , what do children think about it now?

Is there anything that has come out of the discussions that they would like to share with the local councillor (it is useful to know who this person is)? As a follow-up, children could write a letter or email to their councillor explaining about the lesson and the

At the end of the discussion you might like to ask children if they are interested in being a councillor when they are adults (they need to be 18 or over to stand for)

Key questions

- How could you share your ideas with your local councillor?
- What have we learnt about local democracy?

Vocabulary

- Democracy
- Council
- Councillor
- County council
- District council
- Unitary authority
- Budget
- Priority

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Year 3: Being able to describe in simple terms the role of being a local councillor. Being able to justify why one issue might be more important than another to local people.

Year 4: Understanding in simple terms the roles and responsibilities of local councillors.

Pupils working at greater depth indicated by:

Year 3: Being able to discuss in simple terms how decisions are made by councillors, considering local priorities.

Year 4: Demonstrating in their role-play responses an understanding that councillors have to look after local residents and the needs of the

Pupils needing extra support:

Year 3: Could work in a group together and be given five of the cards from the *Activity: Being a local councillor* so that there are fewer issues to debate.

Year 4: Could take the role of local resident rather than councillor, as it is a more straightforward role. Could use the *Activity: Local resident characters* resource to help them in their role as a local resident.

Pupils working at greater depth:

Year 3: When prioritising spending, challenge them to look at the relationship between different services, for example, if libraries close then there could be an impact on education, or if parks are not maintained there might be health problems.

Year 4: Could take on the role of a during the role play and should be challenged to look at things from the viewpoint of both the residents and the .

PSHE, RSE and Citizenship Year 3 / 4
Summer Term 1
Citizenship (Cycle B)
Lesson 4 (Cycle B): Diverse communities

Learning Objectives

- To understand the value of diversity in a community
- I can name some of the groups that could make up a community
- I can explain what different people bring to community
- I can explain why differences benefit a community

Resources

Have ready

- *Presentation: Diversity in the community* (see Attention grabber)

Print

- *Activity: Our island community* (see Classroom resources) – one per group of pupils
- *Activity: Ideas for community groups* (see Classroom resources) – one per group of pupils as a prompt (two copies on a sheet)

Introduction

Display the presentation on your interactive whiteboard.

Presentation: Diversity in the community

Display slide 1 from the *Presentation: Diversity in the community* and ask them to think about a world where everyone is exactly the same in looks, personality and skills.

Ask the children if they can think of some words to describe that world, for example boring, confusing, limited.

When they have given some single word ideas, ask the children to explain why, for example no inventions, new ideas might not happen, everyone might want to do the same job, you would not be able to easily recognise people you know, you would not be able to discuss different ideas and opinions.

Can the children see any advantages of everyone being the same?

Key question:

- What would the world be like if we were all exactly the same?

Suggested activities

Display slide 2 which shows a range of different people. Ask the children what differences they can see between the people in the picture – start with things you can see, for example physical features, age and gender and then move on to things you might not be able to see such as beliefs (religious and other), skills, personality and interests.

Display slide 3 and explain that they are going to design their own island community. This island is isolated so the community needs to be able to look after themselves without any help from people from other communities. They will need to think carefully about what kinds of skills and interests the people on their islands will have.

Working in pairs or small groups, they need to think about the different groups they will have in their community, how many people will be needed in each group and what the groups will bring to the community. Some children may need to use the *Activity: Ideas for community groups* as a prompt.

It may be helpful to give them a population limit of 100 or 200 people so they can think about the proportion of people needed. For example, if there are 90 children and only 10 adults, the adults might find it difficult to carry out all the necessary roles. You can show them the example on slide 5 to give them an idea of what they need to do but stress their community is their own so they can decide who lives there.

A further challenge would be to limit the number of groups allowed in the island community, for example, limit it to just six skill groups. Can the children justify why they chose certain groups over others?

Pupils can use the *Activity: Our island community* to complete the activity.

Ask the groups to feedback on the community they have designed. Other groups can ask them questions and highlight any potential issues, for example how would food be produced, who would look after the sick, what happens when people get older and cannot work?

Key question:

- How do different groups contribute to society?

Wrapping up

Discuss the diversity of the communities the children have designed. Ask them to imagine another 50 people are going to come and live on the island. What challenges might this bring? (For example, people suspicious of strangers, might not have skills needed, might speak a different language).

What would the benefits be? (For example, bring new ideas, might have skills needed on the island and might make the island a more interesting place to live).

Key question:

- How does diversity benefit communities?

Vocabulary

- Benefit
- Community
- Group
- Diversity
- Difference
- Same

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Understanding that diversity supports a community to work effectively.

Pupils working at greater depth indicated by:

Understanding that change and diversity can bring both challenges and benefits to a community.

Differentiation

Pupils needing extra support: When creating their own community, could focus just on the groups and what they bring rather than numbers and proportions of different groups. The *Activity: Ideas for community groups* could be used as a prompt.

Pupils working at greater depth: Could limit the number of groups allowed in the island community, for example, limit it to just six skill groups. Can the children justify why they chose certain groups over others? When creating their community, they could design groups who bring different things to society, for example religious beliefs and farmers.

PSHE, RSE and Citizenship Year 3/4
Summer Term 1
Citizenship (Cycle B) > Y3/4 Lesson 6 (Cycle B): Charity

Learning Objectives

- To understand that charities care for others and how people can support them
- I can describe how we can support charities
- I can explain some of the work charities do to support the community

Resources

Have ready

- *Presentation: Example of charity research* (see Main event)
- Information on local charities – links to websites, leaflets, printed information from websites. If you have charities you support as a school, you may wish to select these.
- Laptops/computers/tablets for research (optional)

Print

- *Activity: Charity research sheet* (see Classroom resources) – one per pupil

Introduction

Refer back to the previous lesson with the class, where you looked at different groups within the local community. Ask the children if they remember some of the things they discussed or if there are things they have thought about since the lesson.

Ask the children if they can think of any other ways the school could get involved in the local community, for example visiting a home for older people, litter picking, visiting religious buildings or inviting members of the community into school for events.

Explain that these things are a way of showing they care about the people who live near them.

Key question:

- How could our school be involved in the local community?

Suggested activities

Move on to explain that there are other ways we can show care for others and one way can be to support a charity. Explain that there are lots of charities, some which work locally, others which cover the whole country and others which work in other countries. Ask the children if they know the names of any charities and who they support. If the school regularly supports a particular charity, you could remind them of this connection.

Explain to the children that they will be finding out about local charities or national charities which work in their area. Put the children into small groups or pairs and give them a copy of the *Activity: Charity research sheet* and the name of a local charity. If necessary, more than one group can work on the same charity. It may be a more appropriate task for some children to create a poster that explains the work of a chosen charity to the public, covering the points:

- What does the charity do to support their chosen cause?
- What can people do to support the charity?

Talk them through the exercise and share the *Presentation: Example of charity research*.

Presentation: Example of charity research

Display the presentation on your interactive whiteboard.

Explain that the registered charity number shows that they are a proper charity and this helps people know that they are giving money to a genuine cause.

Once they have completed the exercise, ask each group to give feedback to the rest of the class. This might just be key information including the name of the charity, who they support and something they have done.

Key question:

- What charities work in our community?

Wrapping up

Ask the children to think about the charities they have heard about during the lesson. Which one do they think they would support and why? Remind children of the different ways they have found to support the charity, for example volunteering, fundraising and giving money. Ask some of the children to share their ideas. Explain that different charities will be important for different people and we must respect that.

If time allows, you may wish to explore whether the class would like to do something for one of the charities they have talked about.

Key question:

- Which charity would we support and why?

Vocabulary

- Community
- Care
- Charity
- Support
- Volunteer
- Fundraise
- Donations

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Understanding how charities support the local community and how people can help.

Pupils working at greater depth indicated by:

Understanding why people might choose to support a particular charity and other ways to support apart from giving money.

Differentiation

Pupils needing extra support: Could be given printed information about a charity whose aim is clear and simple. Could make a poster outlining the key points about a known charity, rather than reading and writing about the charity.

Pupils working at greater depth: Could look at charity websites to give the opportunity to consider a wider range of information.

PSHE, RSE and Citizenship Year 3/4
Summer Term 1
Economic wellbeing (Cycle B)
Lesson 2 (Cycle B): Budgeting

Learning Objectives

Resources

<ul style="list-style-type: none"> ● To understand how to put together a budget (Y3) ● To begin to understand the importance of keeping track of money (Y4) <p>Year 3</p> <ul style="list-style-type: none"> ● I can explain the importance of budgeting ● I can put together a budget ● I can explain that people spend and save in different ways <p>Year 4</p> <ul style="list-style-type: none"> ● I can explain some ways of tracking money ● I can track how much money has been spent ● I can work out how much money is left 	<p>Have ready</p> <ul style="list-style-type: none"> ● <i>Presentation: Ways of paying</i> (see Wrapping up) <p>Print</p> <p>Year 3</p> <ul style="list-style-type: none"> ● <i>Activity: Costs sheet</i> (see Classroom resources) – per pupil or pair of pupils ● <i>Activity: Budget planner</i> (see Classroom resources) – multiple copies per pupil or pair of pupils ● <i>Activity: Scenarios Year 3</i> (see Classroom resources) – per pupil or pair of pupils <p>Year 4</p> <ul style="list-style-type: none"> ● <i>Activity: Scenarios Year 4</i> (see Classroom resources) – per pupil or pair of pupils
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Introduction

Ask the children if they know what a budget is. Take some ideas and then explain that a budget is a way of planning what you are going to do with your money. It might include what you are going to spend and what you are going to save. If you are saving, you might have a plan of how much you are going to save.

Explain that having a budget is a good way of making sure we use our money well and that we can afford the things we need or want to have.

Ask the children if they have ever created a budget for something. It doesn't matter if they haven't written it down, it can be a plan they have thought about. For example, if they receive pocket money they may have saved up for something in the past, or they could be in a shop with some money and plan which items they can afford to purchase. This is a type of budget.

Discuss that when you create a budget you have to think very carefully about what you actually need – remind children what needs are (items we need to survive) versus things you want (things which are nice to have but not essential)

Key questions

- What is a budget?

Suggested activities

Year 4

Ask the Year 4 children to think about something that they have bought or have seen an adult buy in the last few days. Was it something you or they wanted or needed? Ask the children to share some examples on their table and discuss if they were a need (something which is essential) or a want (something which is nice to have). They can also discuss how they, or their adults paid for the items. One person on the table can scribe their answers.

Year 3

Explain to the Year 3 children that they are going to create a budget. They will be given some information about six different people and an *Activity: Costs sheet* and decide how each of them can plan their spending and saving.

The children will need to think about:

- What do they need? i.e. their priorities
- What do they want?
- How much can they spend?
- Should they save?

Hand out the *Activity: Budget planner* (multiple copies per pupil or pair of pupil) and talk through the different categories and work through the following example:

- Ava has £2 a week pocket money. She also has £10 in the bank and £5 in her money box.

- Ava lost her pencil case at school and mum says she has to pay for it.
- Ava's friend has a great card game and Ava wants it as well so she can play with her brother.
- Ava also buys a comic every week.

Discuss what Ava can do with the money she has left e.g. save it or spend it on something else.

Give each pupil or pair of pupils a copy of the *Activity: Scenarios Year 3*, *Activity: Costs sheet* and *Activity: Budget planner*.

Ask the children to work through the budgets for each of the characters. The scenarios get progressively harder so some children may not be able to do them all.

Year 4

Take some quick feedback from the Year 4 children and then explain that when we are paying for things in different ways, particularly if we use cards or a phone to make a payment, it can be easy to lose track of how much we have spent. We are going to be looking at different ways to keep track of money.

Tell the children that they are going to look at some stories and work out how much money the people have spent and have left.

Put the children into pairs and give each pair a copy of the *Activity: Scenarios Year 4* sheet. Ask them to work through

Scenario 1.

Ask the class to then share their answers. Ask them how Adam could have kept track of his spending, e.g. writing everything down or keeping receipts.

Explain to the children that they may find some problems in the remaining scenarios. Ask the children to work in their pairs, through **Scenarios 2, 3 and 4**. They could record their ideas on whiteboards or in exercise books, as required. The scenarios get increasingly complex, so you may wish to allocate different scenarios to different groups.

Year 3

When the Year 3 children have completed their budgets, have a look at the solutions they come up with together.

Explain to the children that they are now going to be given an imaginary budget and with the costs, they need to decide what they would do. A suggested budget would be £5 a week pocket money, £35 in the bank and £20 in the money box (£60).

Give the children time to devise their own budget. If they finish they can compare on the table and discuss why they all have different spending decisions.

Year 4

Once the Year 4 children have completed their scenarios, discuss what they found. Focus on the following:

Scenario 2

Where might the missing money be? Has Heidi forgotten about something she spent? Has she lost some money? Been given the wrong change? Discuss how she could stop these things from happening in the future.

Scenario 3

Check that the children have accounted for the two meals and the four cans of coke. Discuss how Bronwyn might know what is in her bank account e.g. looking online or checking her statement when it arrives.

Scenario 4

Check that the children understand that both the phone and debit card spending will come from the bank account. Discuss that the bank account is showing £6.50 more than their calculations and why this may be, i.e. the payment for the book hasn't gone through the account yet. Make sure children understand that it can take time for money to go through on an account.

Discuss how the children in the scenarios could have kept track of their money, such as:

- Writing down what they have spent.
- Using an app.
- Checking their bank .
- Counting their cash.

Key questions

- How do we make a budget for our money? (Y3)
- How can we keep track of money? (Y4)

Wrapping up

Presentation: Ways of paying
Share on your interactive whiteboard.

Discuss the different ways things can be paid for by looking at slide 2. Stress that whichever payment method you use, you still need money there to be able to make the payment. If there is not enough money in your account then you will be in debt i.e. owing someone else money, or the method of payment will be declined.

Ask the children why they think there are so many different types of payment – why don't people just use one? Cash for example? (Carrying large amounts of money can be risky, it means the person receiving it has to put it in their bank and money can be forged).

Explain that adults will choose different methods of payment depending upon: their personal choice, the amount they are spending and who they are paying. Show slide 3 of *Presentation: Ways of paying* and ask the children to suggest how someone might choose in each situation and why.

Key question

- What different ways are there to pay for things?
- Why do people choose certain ways to pay?

Vocabulary

- Budget
- Plan
- Spend
- Save
- Expense
- Needs

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Understanding how to create a simple budget.

Year 4: Understanding how to keep track of money and why this is important.

Pupils working at greater depth indicated by:

Year 3: Understanding how to put money aside for larger items and understanding that people have different views on spending and saving.

Year 4: Understanding some of the reasons why money may not be accounted for.

Differentiation

Pupils needing extra support:

Year 3: Could focus on the first three *Activity: Scenarios Year 3* only.

Year 4: Can focus on just Scenarios 1 and 2 from their activity.

Pupils working at greater depth:

Year 3: Could start from the second scenario in the *Activity: Scenarios Year 3* to ensure that they have time for the more challenging ones. You could also suggest a change whilst they are working on their budgets, such as an unexpected expense.

Year 4: Should answer all the scenarios and explore in greater depth the reasons why money may not be accounted for.

PSHE, RSE and Citizenship Year 3/4
Summer Term 2
Economic wellbeing (Cycle B)
Lesson 3 (Cycle B): Money and emotions

Learning Objectives

Resources

- To recognise that money has an impact on how we feel. (Y3)
 - To understand ways money can be lost and how this makes people feel (Y4)
- Year 3**
- I can explain what emotions someone might feel in different situations involving money
 - I can explain how people might try and change their negative feelings to a situation
- Year 4**
- I understand that money can be lost in a variety of ways
 - I can explain some feelings associated with losing money
 - I can explain some ways to keep money safe

- Print
- *Activity: Peer assessment* (see Classroom resources) – one per child or one between two
- Year 3**
- *Activity: Emotions sheet* (see Classroom resources) – one per group of pupils
 - *Activity: Scenarios* (for pupils needing additional support) – one per group of pupils

Introduction

Ask the children if they can remember any of the scenarios they looked at in the last lesson. Year 3 and 4 looked at different scenarios, so the children might remember:

- Year 3: Sophie had to take her own money on the school trip, but she hasn't had any sweets for ages. Nimesh has to buy his own new trainers but he also wants a book by his favourite author.
- Year 4: Heidi had been out for the day with her friend's family but there was money missing from her purse at the end of the day.

Ask the children what feelings the children in the scenarios might have had? Jot down any ideas they have on the board.

If children struggle ask them to think about:-

- How people might feel if they have enough money to buy something they want?
- How people might feel if they don't have enough money for something they want?
- How people might feel if they have lost some money?
- How people might feel if they have lent someone money but they haven't returned it?

Try to bring out a range of emotions for each question.

Stress that having money does not necessarily make you happy, but having enough money for our needs will certainly have an impact on our feelings.

Key questions

- How can money make us feel?

Suggested activities

Get the children into small groups and explain that they are going to be thinking about different emotions and how money might make someone feel (Year 3) and how losing money might make people feel (Year 4).

Year 4

Ask the Year 4 children to think about ways someone might lose money e.g., losing , lending or money being

Year 3

Explain to the Year 3 children that some things relating to money might make someone feel several emotions, for example, if someone gives you money as a present you might be both happy and surprised.

Check that children understand the four emotions on the sheet:

1. Anger
2. Jealousy
3. Happiness

4. Surprise

Give each group a copy of the *Activity: Scenarios* and an *Activity: Emotions sheet*. If you think your pupils can and if you have children working at greater depth, they could be challenged to come up with their own scenarios, rather than using the given ones.

If the children have the time, they could also add additional emotions that people might feel in the scenarios they have identified, for example, if a child lost money they might be angry but also fearful of what their parent might say.

Year 4

Quickly take some feedback on ways money can be lost. In small groups ask the children to develop a short role-play which focuses on one of the ways we can lose money. They will need to include:

- How the money was
- How the person losing the money feels about it.
- How the person gaining the money feels.
- How the person might avoid losing money in the future.

Year 3

Take feedback from the children on what they have identified for each emotion.

Ask the children to think again about some of the scenarios they have written down or heard. How could the people change the negative feelings they have about money, for example, if someone is angry about losing money they could think through what they did and try to make sure it doesn't happen again

All children

Give each pupil a copy of the *Activity: Peer assessment* sheet to complete as they watch each group perform their role-play. Ask the Year 4 children, or a selection of groups, to perform their role-play to the rest of the class. The children watching should use *Activity: Peer assessment* to assess that they have everything.

Key question

- How can we change how we feel about negative situations involving money? Year 3
- How can money make us experience different emotions? Year 4

Wrapping up

Give out the children's mind maps from *Lesson 1*. Using a different colour pen to the one the children used in *Lesson 1*, ask them to add things that they have learnt over the three lessons. They can add extra detail to things if they have found out more or changed what they think.

Ask children to share some of their ideas about what they have learnt.

Key question

- What have we learnt about money?

Vocabulary

- Anger
- Feeling
- Happiness
- Jealousy
- Surprise
- Money
- Situation
- Negative

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Understanding how situations involving money can affect our feelings.

Year 4: Understanding ways in which we can money and the range of associated with losing money.

Pupils working at greater depth indicated by:

Differentiation

Pupils needing extra support:

Year 3: Could cut and stick each scenario under the correct emotion heading.

Year 4: Could use the *Activity: Scenarios Year 4* from to develop their role play further.

Pupils working at greater depth:

Year 3: Understanding how we might be able to change our feelings to negative situations involving money.

Year 4: Understanding that feelings on losing money might change depending on the circumstances.

Year 3: Could be paired together and challenged to come up with their own scenarios, rather than using the given ones.

Year 4: As they develop their role-play ask them to consider additional information, for example, the person not returning the money has done it several times, the person stealing was being bullied or the person losing keeps doing it.

PSHE, RSE and Citizenship Year 3/4
Summer Term 2
Economic wellbeing (Cycle B)
Lesson 4 (Cycle B): Jobs and careers

Learning Objectives

- To understand that there are a range of jobs available and to think about what job they might want to do. (Y3)
- To consider positive and negative factors that can influence people's career choices. (Y4)

Year 3

- I understand that there are many jobs available
- I can identify jobs I might want to do
- I can explain why I might be able to a particular job

Year 4

- I understand that there are a range of influences on job choices
- I can identify positive and negative influences
- I can explain how someone might overcome negative influences

Resources

Have ready

- Link:
- Link:
- Link:

Print

- *Activity: A-Z jobs* (see Classroom resources) – separated and spread around the classroom

Year 4

- *Activity: Influence cards* (see Classroom resources)

Introduction

Tell the class that they are going to think about what jobs they would like in the future. Watch the clip to get them thinking about career possibilities.

Explain to the children that they are going to be creating an A-Z of jobs. Get the class into pairs and spread out the different pages of the *Activity: A-Z jobs* on tables around the room.

Assign pairs to a letter then give them one minute to write down any jobs that begin with this letter. After a minute, swap the pairs around. Explain that they must check what is already written on the sheet before adding anything new.

Some letters will be more challenging so you might want to ensure that pairs don't end up tackling too many of these.

Continue to move the children between the sheets until the sheets are full or they have had enough.

If children get stuck, this website can be useful for ideas:

- Link:

Bring the class back together, share some of the children's ideas and add any additional ideas. If possible, stick the sheets up on the wall or whiteboard so the children can see the jobs.

Key questions

- What different jobs do we know about?

Suggested activities

Year 4

Ask the Year 4 children to begin to think about a job they might want to do and why this is.

Year 3

Using the job ideas the children have come up with in the Attention grabber, ask them to create their own sheet of jobs they might like to do and jobs they would not want to do.

If there are children who are set on one job/career already, stress that they may change their minds as they get older and that it is always a good idea to have a range of options.

Year 4

Ask the children quickly about jobs they might want to do and why. Explain that there are lots of things that might the job we want to do. There are also things that might make us think we cannot do a certain job.

Explain that we are going to look at influences and influences on choices.

Put the children into small groups and hand out a copy of the *Activity: Influence cards* to each group. Ask the groups to look at each card and decide if it is a positive influence or a negative influence. Allow discussion time.

Check the children's answers:

- Positive influence – card numbers: 2, 3, 4, 6, 8, 11.
- Negative influence – card numbers 1, 5, 7, 9,10, 12.

Discuss some of the negative influences. What do the children think about these? Could they stop the person trying to do that job?

Get the children to select one of the negative influence cards. Ask them to that they are friends with the person and they have asked for some advice. What would the children say to their to help them the negative influence?

Year 3

Come back to the year 3 children and ask each child for an idea of a job they would and wouldn't want to do. Ask the children to give a reason for their choices. Then ask the children to add reasons to their sheets for why they have chosen the jobs they might like to do and those they would not like to do e.g. what they are good at, what they are interested in and things they know they could not do.

Year 4

Come back to the Year 4s and ask them to share some of the ideas they have come up with to support a friend who may doubt they could do a job.

Key questions

Year 3

- What jobs might I do when I grow up?
- What jobs would I not want to do?
- Why do people select certain jobs?

Year 4

- What might influence our of job?
- How can we overcome these influences?

Wrapping up

Ask the Year 3 children to share some of their ideas. Other children can feedback on why they think their peers might be good at a particular job. You might want to focus on children who are not showing much aspiration, to see if you and their peers can widen their horizons.

Watch the video on link: up to 5:10. Ask the children if there was anything that surprised them in the video. Has anything made them think differently about jobs?

Stress that if they really want to do something, they should try their best to that.

Key question

- How have other people influences on their job choices?
- What attributes can we identify in each other?

Vocabulary

- Job
- Career
- Skills
- Interests

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 3: Understanding that a wide range of jobs are available and that skills and interests lead people to certain jobs.

Differentiation

Pupils needing extra support:

Year 3: Could focus just on jobs they do want to do.
Year 4: Should use cards 1,7 or 12 for the giving advice activity.

Year 4: Understanding that there are a range of influences on job choices and that these can be or

Pupils working at greater depth indicated by:

Year 3: Understanding that our job/career choices might change as we get older.

Understand that negative influences can be

Pupils working at greater depth:

Year 3: Could use the suggested website to find out more about their chosen jobs.

Year 4: Should use cards 5, 9 or 10 for the giving advice activity.

PSHE, RSE and Citizenship Year 3/4
 Summer Term 2
 Economic wellbeing (Cycle B)
 Lesson 5 (Cycle B): Jobs for me

Learning Objectives

- To understand that many people will have more than one job or career
- I understand that people can change their job
- I can explain some of the reasons why people might change their job

Resources

- Have ready
- *Presentation: Career changes* (see Main event)
- Print
- *Activity: Changing jobs* (see Classroom resources) – one per pupil
 - *Activity: Changing jobs – support version* (see Classroom resources) – one per pupil who may need further support

Introduction

Put the children into pairs and ask them to think of the adults they know and the jobs they do. Make a list of the jobs. Ask them to share their lists and create a class list on the board. Ask the children if they know of anybody who used to have a very different job to the one they do currently. Share an example of someone you know who does with the class. Discuss whether anyone the children know of has more than one job.

Key question:

- What jobs do the people I know do?

Differentiation

Pupils needing extra support: May benefit from working with an adult through both tasks to guide their thinking. Alternatively, they could use the support version of the sheet which focuses on 4 people from the presentation.

Pupils working at greater depth: Can be challenged to add greater detail to the reasons why people changed their job in the *Presentation: Changing jobs* and to add anyone that they know of or who came up in the discussion at the start of the lesson.

Wrapping up

Ask the children to think about what they would like to do as a job as a first option, and then to think about a second option – this might be related to their first option or might be something totally different.

Discuss that at their age it is a good idea to keep an open mind about what they might do. This is also an opportunity to mention that there will probably be lots of new jobs available for them which no one does now. Give some examples of jobs that exist now which did not exist when you were their age, for example YouTuber, web designer, Uber driver or blogger.

Key question:

- Why is it good to be flexible about career plans?

Vocabulary

- Change
- Career

Assessing pupils' progression and understanding

Array

Pupils with secure understanding indicated by:
 Understanding that people can change their job.
Pupils working at greater depth indicated by:
 Understanding some of the reasons why people might change their job and how new jobs might be developed.

PSHE, RSE and Citizenship Year 3/4
Summer Term 2
Transition (Cycle B)
Lesson 1 (Cycle B): Coping strategies

Learning Objectives

Resources

- To create goals to achieve in Year 4 (Y3)
 - To understand the strategies people use to cope with change (Y4)
 - I can identify my achievements this year
- Year 3**
- I can set myself goals
 - I know who I can talk to if I am worried about anything
- Year 4**
- I understand that there are different strategies I can use to deal with change
 - I can explain the opportunities and responsibilities that change might bring

- Have ready
- *Presentation: Change* (see Main event)

Introduction

Ask the children to think about themselves: what they are good at and what they have achieved, especially in this academic year.

Give them some thinking time and then ask them to share their ideas if they wish to.

Explain to the class that they are going to focus on their move into the next school year. Stress that this can sometimes be a worrying time but it also gives new opportunities. The children will be learning how they can prepare for this change during this lesson.

Key questions

- What are we good at?
- What have we achieved this year?

Suggested activities

Year 4

Put the Year 4 children into groups and ask the children to talk about and write down what opportunities and responsibilities they have had in Year 3/4, which they did not have when they were in KS1. For example, opportunities could be:

- Joining new teams or clubs.
- Being allowed in a different area of the playground.
- Going on different trips.

Responsibilities could be:

- Remembering what equipment they need.
- Jobs in the classroom or jobs around school.

Year 3

Ask the children if they have heard of 'New Year resolutions'. If not, explain what they are and that people see a new year as a fresh start and a time to make changes.

Talk about the fact that the children will be starting a new school year in September and that this can be an opportunity to make a new start or set yourself a challenge.

Give the class a few minutes to think of some challenges or goals they might want to set themselves for Year 4. These could be in or out of school. Ask the children to share their ideas with the class or in small groups.

Discuss how having something to aim for can help us to, and that we also need to include the that we will need to take to get us to that final .

Ask the children to write down the challenges and goals that they want to set themselves for Year 4, including the steps to meet these challenges and achieve these goals. The children can be as creative as they like with their presentation.

Year 4

Come back to the Year 4 children and explain that as they get older, the number of opportunities and responsibilities they have are likely to increase as situations change, and that this is a good thing.

Ask the children to think back to their move from Year 1/2 to 3/4:

- Were there things they worried about going to a new class?
- How did they deal with that change? (For example, talking to friends, talking to teachers, seeing it as a positive.)
- How do they feel now? (Hopefully, they are more positive and realise that change can be a good thing.)

Explain that changes will keep coming and finding ways to deal with change is really important.

Share the *Presentation: Change*.

Presentation: Change

Display on your interactive whiteboard.

Year 4

Discuss some of the following as ways of dealing with change:

- **Knowing it will happen** – it is really important to know that change will happen and most of the time we can't stop it.
- **Think about the positives** – thinking about and writing down the good things that could happen helps you feel better about change.
- **Keep healthy** – eating healthy food, exercising, getting enough good sleep, and being physically healthy helps you cope with difficult situations.
- **Talk to people** – talking to your friends: they might be feeling the same or can help. Adults can also help as they have been through lots of changes too.
- **Be practical** – thinking about what you can do, for example, getting equipment ready, practising things you are not so good at.
- **Relax** – calming down by doing an activity you enjoy to take your mind off the changes.

Ask the children to create a poster for themselves to take home with ideas to help them manage this transition, thinking about the ideas discussed.

Year 3

Come back to the Year 3 children and have a look at their work on goals. Explain that as well as goals for Year 4, you also know that there might be questions too.

Give the children time to write down any questions they have, which they can put into a question box. Explain that you will look at these and then you will answer their questions in another session.

Stress that the children can also come and speak to you or to other members of staff.

Key question

- What would we like to achieve in next year? (Y3)
- What opportunities do we have? (Y4)
- **What responsibilities do we have? (Y4)**
- How can we deal with change? (Y4)

Wrapping up

Look at some of the posters the Year 4 children have produced and use them as an opportunity to remind children about how they can deal with change (and other tricky situations). You could also discuss how different people will use different strategies: it is about what works for you.

Remind children that if they get really worried there are always adults to talk to either at home or in school. If they cannot speak to adults they know they can phone .

Key question

- Who can help us deal with change?

Vocabulary

- Opportunity (Y4)
- Responsibility (Y4)
- Change
- Cope (Y4)
- Strategies (Y4)

- Targets (Y3)
- Goals (Y3)

Assessing pupils' progression and understanding

Differentiation

Pupils with secure understanding indicated by:

Year 3: Understanding past achievements and how goals can help us to in the future.

Year 4: Understanding that change is part of life and that there are strategies that they can use to help them cope with change.

Pupils working at greater depth indicated by:

Year 3: Understanding that goals can help us achieve what we want and that thinking about towards the can be .

Year 4: Understanding that change can cause worry but it also brings opportunities which can be positive.

Pupils needing extra support:

Year 3: Can focus on two goals – one for school and one for outside.

Year 4: Could focus on one or two strategies to cope with change in their poster.

Pupils working at greater depth:

Year 3: Can focus on a greater number of goals and create more detailed towards the

Year 4: Can be challenged to include a greater number of strategies to help cope with change, including some of their own, new ideas.

RSE & PSHE Year 5/6
Autumn Term 1
Families and relationships (Cycle A)
Y5/6 Introductory Lesson 1 (Cycle A)
Setting rules and signposting

Learning Objectives

Resources

- To recap learning in PSHE education from Years 4 and 5 and how we can help everyone to learn effectively in these lessons.
 - I can explain some things I learned in PSHE in Years 4 or 5.
- Year 5**
- I can explain rules which can help everyone feel safe in PSHE lessons.
- Year 6**
- I can explain some positive things about PSHE in the school.
 - I can make suggestions to make PSHE even better.

- Have ready
- Reminders of things that you know the children learned about in PSHE in Years 4 and 5.
 - Large pieces of paper each with one of the following headings: 'Relationships', 'Health and 'Safety'.

Introduction

- 1 Ask the children to think back over their PSHE lessons from Years 4 and 5 and what they can remember learning about in each of the topic areas, 'relationships', 'health' and 'safety'.
2. Seat the children in groups within their year groups. Ideally, for each year group, you will have three, six or nine groups, depending on the size of the class and what will work best with your children. Allocate each group one of the large pieces of paper so that each group has a different topic heading (Relationships, Health and Safety). Ask the groups to write down everything they remember learning about under the heading that they have been given.
3. Swap the pieces of paper around (but still within year groups) and invite each group to add new ideas. Keep swapping so that the children continue to contribute new ideas to another group's topic area each group has had the chance to contribute memories to each topic.
4. Take some feedback on key things that children remember.

Key questions

- What did we learn about relationships?
- What did we learn about health?
- What did we learn about safety?

Suggested activities

Ask the Year 6 children specifically to add in a different colour anything else they remember learning in earlier year groups.

Year 5

Explain that now the children are in Year 5, they will start to look at more grown up topics and there might be times when they have different feelings about these. For example, they might be a bit embarrassed or worried that other people know more than them or find other people's ideas very different to their own. With this in mind, we need to make sure that everyone feels safe and comfortable. The rules we have are increasingly important. Ask the children to write an individual list of rules they would like for PSHE.

Year 6

While the Year 5 children are completing their list, tell the Year 6 children you are always keen as a school to review and where necessary, improve, what happens in our lessons, including PSHE. Explain that different teachers look after different subjects and tell them who leads PSHE in your school. Tell them that today is their chance to give feedback about their PSHE lessons and learning so far.

Ask them to write a letter to the PSHE leader explaining what they like about PSHE (the positive things) and what they think would make it even better, Make sure the children understand the need to be positive and to make helpful suggestions and you do not want letters that are a list of complaints. For every negative comment they must come up with an alternative suggestion.

Year 5

While Year 6 are writing their letters, come back to the Year 5 children and put them into pairs and ask them to agree a list of rules between them. Then put the children into groups of four to review their joint lists.

From here, either keep combining groups or take ideas from each group until you come up with a class list. Try to make sure you cover the following:

- Respecting other people's ideas
- There are no silly questions
- Keeping what is said in the room
- That we are all different and that is fine

Key questions

Year 5

- What rules will help us all learn and feel good in PSHE lessons?

Year 6

- What are the good things about PSHE in this school?
- What would make PSHE even better?
- What do I want to learn in PSHE this year?

Plenary

Recap the rules that the Year 5 children have come up with and ask the Year 6 children if they want to add any other ideas. Once the rules are agreed, display them somewhere in the classroom to refer to during PSHE lessons. Tell the children that the rules can be changed or added to if they think of anything else after the lesson or during any PSHE lesson in future.

Ask a few of the Year 6 children to share what they have done during the lesson. As the Year 5 children listen to the letters, ask them to imagine they are the PSHE leader and how he/she might feel about the letter. Can the Year 5 children give any suggestions for improving the letters?

Key question

- What rules have we agreed to for PSHE?

Vocabulary

- PSHE
- Safe
- Learn
- Rule
- Unsafe
- Unhappy
- Suggestion

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 5: Understanding of the need for rules for PSHE lessons.

Year 6: Being able to reflect on their learning in PSHE so far and identifying things they have enjoyed learning about and other things they didn't find as effective.

Pupils working at greater depth indicated by:

Year 5: Understanding the consequences of not following the rules for PSHE lessons.

Year 6: Being able to reflect on their learning in PSHE so far, identifying things they have enjoyed learning about and other things they did not find as effective and making useful suggestions as to improvements that could be made.

Differentiation

Pupils needing extra support:

Year 5: May need support remembering what they learned about in Year 4 and understanding why rules are particularly important in PSHE, especially when thinking about the more grown-up topics that they will be covering.

Year 6: May need help articulating what they felt worked well about their PSHE learning in previous years. Provide them with a list of things they have learned about ready to support them.

Pupils working at greater depth:

Year 5: Should be challenged to explain the potential consequences of not following the rules.

Year 6: Should be challenged to give sensible alternative solutions to any areas of PSHE learning that they feel have not been effective.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 1
Families and relationships (Cycle A)
Lesson 2 (Cycle A): Build a friend – what makes a good friend

Learning Objectives

- To understand how to form and maintain positive relationships
- I understand what makes a good friend
- I know why friends are important
- I can set myself a friendship-themed goal

Resources

Have ready

- Clip from the film, Toy Story, where Woody pushes Buzz out of the window – this film is available to buy online via platforms such as Google Play and iTunes, and physically via DVD, Blu-ray and/or 4K UHD Blu-ray
- *Presentation: How to build a friend*

Print

- *Activity: How to build a friend worksheet* (see Classroom resources) – optional
- *Activity: Word bank* (see Classroom resources) – one each for pupils who may benefit from extra support

Introduction

1. Play the children the clip from the film, Toy Story, where Woody is jealous of Buzz and pushes Buzz out of the window, trying to make it look like an accident.
2. Ask the children to consider the different courses of action that Woody could take and the likely outcomes of those different courses of action. Invite the children to decide on the best course of action to take.

Key questions

- How does Woody feel?
- What might Woody like to do?
- What consequences might actions have?

Suggested activities

1. Ask the children the following questions:
 - Why do you like having friends? (For example, because they are someone to have fun with/to talk to when you have a problem or are feeling down/to share news with.)
 - How do they make you feel? (For example, cared for, understood, like you belong, happy.)
 - How does a friend do this? (For example, listens to you, plays with you, talks to you, sees what you are feeling, does things to make you feel happy.)
2. Explain to the children that they are going to write instructions for 'How to build a friend'. These instructions will list all the qualities of a good friend and will explain why these qualities are important and how they can make you feel. Pupils can use the *Activity: How to build a friend worksheet* as a scaffold, or can be more creative in the layout and presentation of their work.

The children's instructions should include illustrations and a 'You will need' list that details all the attributes of a great friend.

Remind the children to consider their instructional writing skills, including adverbs and imperative verbs that may be used in a recipe (for example, gently sprinkle in a sense of humour, add a dollop of confidence).

As an example, show pupils the *Presentation: how to build a friend*.

Presentation: How to build a friend

Show on your interactive whiteboard

Extension activity – children can practise performing their instructions as a 'how to' video, which they can then perform to the rest of the class.

Key questions

- Why do we have friends?
- What makes a good friend?

Plenary

1. Ask children:
 - Which of these friendship skills are you best at?
 - What friendship skills do you need to work on?
 - Who do you know who is really good at this friendship skill?
 - How could you develop this friendship skill?
2. Invite the children to set themselves a small achievable goal that involves improving a particular friendship skill.

Key questions

- What am I like as a friend?
- What friendship skills do I need to improve?

Vocabulary

- Friend
- Friendship
- Skills
- Good friend

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by: Describing what qualities a good friend should have and recognising which of these they have and which they could develop.

Pupils working at greater depth indicated by: Describing a set of instructions on how to create a friend. Explaining what qualities a good friend should have and why, as well as recognising which of these qualities they currently possess and which they should develop, and setting themselves a goal on how to achieve this.

Pupils needing extra support: Should use the *Activity: How to build a friend worksheet* as a scaffold. Can also use the *Activity: Word bank* for support.

Pupils working at greater depth: Should complete the extension activity in the Suggested activities, performing their instructions as a 'how to' video.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 1
Families and relationships (Cycle A)
Lesson 3 (Cycle A): Respect

Learning Objectives

Resources

- To understand what we mean by respect and why it is important (Year 5)
 - To understand that respect is two-way and how we treat others is how we can expect to be treated (Year 6)
- Year 5**
- I understand that everyone deserves a basic level of respect
 - I can explain how I can earn respect from my peers and from adults
 - I can explain when respect might be lost
- Year 6**
- I understand respect is an important part of relationships
 - I can explain how I would want to be respected
 - I understand that I should treat others how I expect to be treated myself

- Note**
This lesson considers respect in various relationships and could provide an opportunity for children to discuss issues around sexual harassment. If there are concerns about respect in the context of sexual harassment, the children could work in single-sex groups and think about how the other sex treat them. Generally, girls tend to be victims of sexual harassment and boys the perpetrators, although there will be exceptions. Make sure any sexual harassment issues highlighted are handled sensitively. Remind the children of the ground rules about depersonalising in lessons but also make sure they know how to report any concerns about particular individuals.
- If sexual harassment issues are raised it is important to ensure that boys (as the more likely perpetrators) are not blamed. Discuss that not all males are perpetrators and how males can try to challenge this behaviour in their peers. You may need an additional lesson if lots of issues are identified.
- Have ready**
- *Presentation: Respect* (see Suggested activities)
 - Paper – one piece per child
 - Pens or pencils
- Print**
- *Activity: Being respected* (one for any Year 6 pupil who may prefer a structure to work with)

Introduction

1. Invite the children to think about someone they respect.
2. Give each child a piece of paper and ask them to write down the name of the person they respect and why they respect this person.
3. Ask the children to crumple up their piece of paper and throw it towards someone else in the class. Make sure everyone has thrown their paper and everyone has picked up a paper.
4. Invite the children to open their new piece of paper and read out what is written on it.
5. Reflect on some of the people children identified as people they respect.
6. Ask the class if the people respected have anything in common (for example, parents, teachers, celebrities, sports personalities). Record the responses on the board.
7. Ask if there are other groups of people the children think should be respected in society (for example, police, doctors, people in the forces, older people).
8. Discuss why we might respect these groups of people.
9. Explain to the children that having respect for people in authority is usually a good thing. We should still continue to respect people in authority, even if an individual person does something to lose our respect. We can have respect for the job or the group of people, even if we lose respect for one or two people who do that job or are in that group.

Key question

- Who do you respect and why?

Suggested activities

Display the *Presentation: Respect*.

Presentation: Respect

1. Display this on your interactive whiteboard.
2. Go through the slides and leave slide 10 displayed. Invite the children to select one or two people from the pictures who they respect.

3. Year 5

Invite the Year 5 children to write down why they respect the person or people they have selected from the *Presentation: Respect*.

4. Year 6

Explain that as the Year 6 children have already thought about how we respect others, they will instead focus on how they would like others to respect them. Stress that giving and receiving respect is an important part of a good relationship.

The children can decide how they want to present the information but give them the following headings and ask them to include under each heading the key ways they would want to be respected by that group or in that situation:

- Online.
- My friends.
- My peers.
- Adults I know well
- Other adults.

Some examples are given below:

- Online – giving positive feedback/comments, not sharing information.
- My friends – understanding how I am feeling, giving positive feedback, listening to my opinion, not sharing information about me with others.
- My peers – listening to me, respecting my opinion.
- Adults I know well – understanding how I feel, talking to me about things that affect me, valuing my opinion.
- Other adults – talking to me in an appropriate way, listening to my opinion.

It may be helpful to give some or all of the Year 6 children a copy of the *Activity: Being respected*.

5. Year 5

While the Year 6 children are working, go back to the Year 5 children and take some quick feedback on their ideas. Ask whether these people could ever do anything that would lose them their respect.

Explain that we can all expect a certain level of respect and that sometimes we call this courtesy. Ask the children for some examples (such as saying 'please' and 'thank you' and using someone's name).

Move on to look at how we might earn respect from others. What qualities do the children think people their age need for them to be respected by their peers and by adults?

Ask the Year 5 children to write two lists – one under the heading, 'Peers' and the other under the heading, 'Adults'.

Examples of things adults respect might include:

- Being polite.
- Doing well at school.
- Behaving well in school.
- Doing jobs at home.

Examples of things their peers might respect might include:

- Being good at a particular game.
- Having a certain phone.
- Being funny in class.

6. Year 6

While the Year 5 children write their lists, return to Year 6 and take some feedback from them. Discuss whether there are some things suggestions that apply to all the groups, and what the differences are. It is also useful to discuss that respect is a two-way process and the ideas they have shared about how they wish to be respected are also things they can do to respect others.

7. Bring both the Year 5 and Year 6 children together and briefly explain to the Year 6 children what the Year 5 have been doing (or ask one of the Year 5 children to do this). Discuss with the children when the ways to get respect from peers and adults might conflict with each other. For example, does being funny in class cause a conflict with good behaviour in class? Explain that the compromise might be knowing when the right time is for different behaviours.

Key questions

Year 5

- Which groups do we respect in society?
- How can we earn respect?

Year 6

- How do I want others to show their respect for me?

Plenary

1. Invite the children to reflect on their learning during the lesson. Remind them that respect is both something they can expect and something they can earn.
2. Ask the children to think individually about whether there is anything to do with respect that they need to work on. This might be how they behave to earn respect or how they show respect for others. Ask them to share their thoughts with someone in the class who they trust.
3. Over the coming week, the children can remind each other about respect and make a note of when they see respectful behaviour. At the end of each day, you could ask children to share any examples of respect they have seen. Alternatively, you could ask them to write down any examples of respect and put them into a 'respect box' or onto a respect display.

Key questions

- How do I respect others?
- How do others show respect?

Vocabulary

- Respect
- Earn
- Lose
- Courtesy

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 5: Understanding everyone can expect a level of respect but this can be lost.

Year 6: Understanding what respect is and how I should be respected and also respect others.

Pupils working at greater depth indicated by:

Year 5: Understanding that different people we know might respect us for different reasons.

Year 6: Understanding the link between receiving and giving respect and how this forms an important part of relationships.

Differentiation

Pupils needing extra support:

Year 5: Could focus on either how to gain respect from their peers or from adults rather than both.

Year 6: Can use the *Activity: Being respected* for the main activity as it provides a structure.

Pupils working at greater depth:

Year 5: Could look in more detail at the potential conflict between being respected by peers and adults.

Year 6: Add to the main activity by also including how they can show respect to these groups of people/in this situation.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 1
Families and relationships (Cycle A)
Lesson 4 (Cycle A): Respecting myself

Learning Objectives

- To begin to understand self-respect
- I can identify positive attributes in my peers
- I can identify positive attributes that make me who I am
- I understand that having respect for myself will help me make good choices.

Resources

Have ready

- A piece of paper for each child
- Sticky tape to stick the paper to each child's back (optional – see Introduction)
- A shield completed by you as an example (see Suggested activities) using the template in the *Activity: Shield template*
- Pens or pencils (bear in mind that pencils may be better if the children are writing comments on each other's backs)
- Coloured pens and crayons to illustrate the shields

Print

- *Activity: Shield template* (see Classroom resources) – one per pupil

Introduction

Explain to the children that during this lesson they will focus on themselves and think about their positive attributes. This can be tricky, so they will start by celebrating what is good about each other.

1. Stick a piece of paper to each child's back. Each child moves around the room, writing good things on the back of another child. Make it clear that this is a positive activity and you will be watching what they write.

Alternatively, give each child a piece of paper, ask them to write their name at the top and then pass the paper around the circle for the other children to write down positive things about the person whose name is on the top.

2. At the end of the activity do not let children see what their peers have written.

Key question

- What are the positive attributes of the children in our class?

Suggested activities

1. Explain that the children will now think about themselves and will design a shield to show more information about themselves.

2. Give each pupil a copy of the *Activity: Shield template* and explain the four section headings and that they need to write at least three things in each section. They can then decorate the shield to show more about them. To start the children off, you could complete a shield for yourself.

If the children need help, they could look at what their peers wrote about them. If you do this, you will need to hand out the children's pieces of paper and explain that we sometimes find it difficult to see the good in ourselves but other people can see it in us.

3. Once the activity is complete, the children can share some of their attributes. Celebrate these with the children, including the range of attributes displayed in the class.

4. Move on to talk about the fact that knowing ourselves and having respect for ourselves is really important as it can help us to make good decisions. If we understand ourselves, we have a better understanding of what will make us happy.

Key question

- What am I like?

Plenary

1. If you have not already done so, hand out to each child their piece of paper that their peers wrote on. Ask the children to look at their shields and at what their peers wrote. Ask them to reflect on how they feel about themselves.

2. Ask the children to put their heads down on the table and/or to close their eyes as you are going to do a secret vote.

3. Explain to the children that you are going to ask them some questions about how they feel about themselves and they will answer silently, by holding up their fingers, so holding up ten fingers is a high score and one finger is a low score. You may want to remind the children of the scoring system as you ask each question.

4. Ask the children:

- How much they like themselves (ten fingers means they really like themselves).
- How proud of themselves they are (ten fingers means they are really proud of themselves).
- How much respect they have for themselves (ten fingers means they have a lot of respect for themselves).
- How happy they feel (ten fingers means they are really happy).

NB. Keep an eye during each question for children giving a low score as they may need further support around their self-esteem.

Make it clear that valuing ourselves is really important and if we don't like ourselves we might find it more difficult to feel happy. Discuss who the children can talk to if they are worried or unhappy.

Key question

- How do I feel about myself?

Vocabulary

- Attributes
- Proud
- Skill
- Self-respect

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding that we all have a range of attributes that make us who we are and we should be proud of these.

Pupils working at greater depth indicated by: Understanding how knowing ourselves can help us have respect for ourselves and lead us to make decisions and choices that will help to make us happy.

Differentiation

Pupils needing extra support: Could illustrate their shield rather than writing.

Pupils working at greater depth: Should include a greater number of attributes under each heading on their shield and be challenged to discuss and explain why they think respecting and knowing themselves can help them to make better decisions.

Learning Objectives

- To understand the concept of marriage.
- I understand that marriage is a legal commitment.
- I understand that marriage is an individual choice.
- I can explain why people might decide to get married.

Resources

- Have ready
- *Presentation: Marriage* (see Introduction).
 - *Presentation: History of marriage* (see Suggested activities).
 - Materials for the children to use to make posters.

Introduction

1. Display the *Presentation: Marriage*.

Presentation: Marriage

Show on your interactive whiteboard.

2. The *Presentation: Marriage* shows pictures of different types of weddings. Run through the images quite quickly and then ask the children what all the images have in common (weddings/marriage celebrations).

2. Explain that a wedding is a ceremony at the beginning of a marriage and we are going to be thinking about marriage and what it means.

3. Look at the pictures again and this time discuss the weddings in a bit more detail:

Photo 1 – Church wedding

Photo 2 – Registry office wedding

Photo 3 – Sikh wedding

Photo 4 – Same sex female couple in a licensed venue

Photo 5 – Muslim wedding

Photo 6 – Jewish wedding

Photo 7 – Same sex male couple in registry offices

Key question

- What different types of weddings/marriages are there?

Suggested activities

1. Explain that weddings and marriages have changed over time and are different in different cultures. Stress that marriage is a formal and legal commitment of two people to each other, which is intended to be lifelong. As shown in the photos, some people decide to have a religious ceremony and some don't.

2. Display the *Presentation: History of marriage* to look at the history of marriage in England.

Presentation: History of marriage

Show on your interactive whiteboard

3. Run through the slides 2-9:

Slide 2 – Explain to the children that a minister would have to conduct the marriage. What do they think of the legal age of marriage?

Slide 3 – Make sure that children understand what non-religious means.

Slide 4 – Check that children understand what divorce means – a legal process to end the marriage.

Slide 5 – What do the children think about these ages? You might at this stage want to refer to the changes in 2022 that mean that you must now be aged 18 to enter into a marriage or a civil partnership (see slide 9).

Slide 6 – Have the children been to any weddings in different venues?

Slide 7 – Stress that up to this point only male and female couples could make a commitment to each other. You may wish to have a discussion about whether the children think that this was fair.

Slide 8 – Discuss how this law was seen as giving equal rights to same-sex couples. Explain that some people still do not agree with this. What are their thoughts on that?

Slide 9 – Explain that in May 2022, the law was changed in England and Wales so that people aged 16 or 17 cannot marry, even if they have parental consent. You must now be aged 18 or over to be married or to enter into a civil partnership.

4. Explain that everyone has the right to decide if they want to get married and it isn't something you should be forced into. In this country, forced marriage is illegal. At this point, you may want to explain that 'arranged marriages' happen in some cultural groups. With arranged marriages, parents select someone they think their son or daughter should marry, but the two people will have a choice about whether they wish to go ahead and marry.

5. Ask the children to produce a poster to share some of the facts they have learnt about marriage. You might want to ask the Year 6 children to prepare a presentation rather than a poster. It is up to them what information they include on their poster or presentation, but they must include at least five facts. You might require more facts from Year 6 children and more confident Year 5 children. The children can work individually or in pairs.

Pupils can then share some of the facts they have included.

6. Ask the children to think about getting married and explain that this is something they may decide they want to do in the future. Discuss why people might get married, for example, to show they are committed to each other, to have children, or for legal reasons.

Key questions

- What is marriage?
- Why might people decide to get married?

Plenary

Explain that not everyone will decide to get married. They might remain single and not have a partner or they might live with someone but choose not to get married. Ask the children if they have any strong feelings one way or the other about getting married and if they wish to share them with the class. Divorce and separation may come up during this discussion. Explain to the children that not all marriages will last and that separation and divorce can be difficult for everyone involved. If children have any worries about this, they should talk to an adult at home that they trust or to someone in school. If forced marriage is a potential issue in your school community, you may wish to focus more on this and signpost children to sources of help.

Key questions

- Why might people decide to get married?
- What happens if a marriage does not work out?

Vocabulary

- Wedding
- Marriage
- Choice
- Religion
- Legal
- Lifelong

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding what marriage is and that it is a choice people make.

Pupils working at greater depth indicated by: Having an understanding of different types of marriage and why people might decide to get married or not.

Differentiation

Pupils needing extra support: May need access to the *Presentation: History of marriage* when putting their poster together. Can focus their poster on facts about marriage today (for example what it is, who can and cannot get married, where you can get married).

Pupils working at greater depth: Could do additional research for their posters to find other relevant facts.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 1
Families and relationships (Cycle A)
Lesson 6 (Cycle A): Bullying

Learning Objectives

- To understand more about bullying and how to get help
- I understand what might lead to someone bullying others
- I can explain how someone who is being bullied might feel
- I know who I can talk to if I am worried about bullying

Resources

- Note
- The lesson focuses on an account of a young girl whose family valued boys more highly than girls. She relates how her family background led her to feel inferior and caused her to subjugate others to regain a measure of control.
- If you believe that there are pupils in your class who may be sensitive to this issue, you may wish to discuss it with them before the session.
- The last part of the lesson focuses on where to get help and you should make sure children are very clear on this.
- Have ready
- The labels from the *Activity: Labels* (see Classroom resources) – arrange for the labels to be arranged around the classroom (see Introduction)
 - Link: (4:49 minutes) (see Suggested activities)
- Print
- *Activity: Bullying scenarios* (see Classroom resources) – one copy for the teacher
 - *Activity: Labels* (see Classroom resources) – one set for the corners of the room

Introduction

1. Explain to the children that you are going to read out some scenarios (from the *Activity: Bullying scenarios*) and you would like the children to decide which of the following categories best describes the person in each scenario:

- Being unkind.
- Bullying.
- Cyberbullying.
- Being a bystander.

Make sure that each child understands the meaning of these four terms.

2. If you have not done so already, place the four labels (from the *Activity: Labels*) around the room. Read each scenario in turn and ask the children to move to the label that best represents the scenario. After each scenario, ask some of the children to explain why they chose that option. Correct any misconceptions as you work through the scenarios or at the end of the exercise.

3. You could add some scenarios of your own if there are particular issues in school at the moment

Key question

- What do we understand about bullying?

Suggested activities

1. Explain that the children are going to look at bullying from the perspective of the bully. They will watch a film that they might find a bit upsetting but you will be talking about each part and if they have questions or worries they should ask you.

2. Play the first minute only of the film from link: . Stop the clip and ask the children to come up with some words to describe how Ariana is feeling. (The children could work in pairs and then share the best word they have come up with). Write these words on the board under the heading 'Feelings'.

3. Continue to play the film up to 2:55 minutes (the point in the clip when the teacher asks Ariana to stop). Ask the children to describe Ariana's behaviour, and record what the children say on the board under the heading 'Behaviour'.

4. Ask the children what they think the teacher might say or do?

5. Continue to play the film up to the end.

6. For this following activity, you may wish to have Year 6 children supporting Year 5 children:

Ask for three or four volunteers to role-play being Ariana or some of the children in Ariana's class. Allow these children a few minutes to prepare for their roles and to decide what they will be called in their roles. Direct them to the words on the board, which might help them.

Seat the children who are role-playing on chairs at the front of the class. Explain that when they are in role-play, they will sit on the chairs but if they want to say something as themselves or need a break from the role-play they stand up. Invite each child who is role-playing to introduce themselves to the class with their new name. The rest of the class must use this name when they ask questions.

Invite the class to think of questions that they may want to ask the role-playing children.

Questions for the children in Ariana's class could include:

- How did you feel about Ariana when she was bullying?
- What could you have done about the bullying?
- How did Ariana change?
- How did Ariana rebuild relationships with you?
- What advice would you have given to Ariana if she had told you how her parents were making her feel?

Questions for Ariana could include:

- How did you feel about your brothers?
- How did being a bully make you feel?
- What did you think when the teacher stopped you?

- How did you feel when you stopped bullying?
- What would you like to say to your parents?

7. When ready, invite the class to ask their questions of the role-playing Ariana and the role-playing children in Ariana's class. Allow time for answers to be considered and given. Depending on the questions that the class ask, you may also wish to ask some questions, but do so using the role-playing character names.

8. At the end of the session thank the role-playing children for taking on their parts and ask them to share any thoughts about the character they have just played. Then make it clear that they have now left that role and are themselves again.

Key questions

- Why might someone bully somebody?
- What can bystanders do?

Ask the other children in the class to think of questions they would like to ask the children from Arianna's class. You may wish to have Year 6 children supporting Year 5 with this activity.

Put the children who are role playing on chairs at the front. Explain that when they are in role play, they will sit on the chairs but if they want to say something as themselves or want a break they stand up. Each child can introduce themselves to the class with their new name and the rest of the class must use this name when they ask questions.

Instruct the class to ask questions and give the children time to answer. You could also give the opportunity for members of the class to ask Arianna a question.

Depending on the questions the children ask, you may also wish to ask some questions but again, use the character names.

Questions for the children in Arianna's class could include:

- How did you feel about Arianna when she was bullying?
- What could you have done about the bullying?
- How did Arianna change?
- How did Arianna rebuild relationships with you?
- What advice would you have given to Arianna if she had told you how her parents were making her feel

Questions for Arianna could include:

- How did you feel about your brothers?
- How did being a bully make you feel?
- What did you think when the teacher stopped you?
- How did you feel when you stopped bullying?
- What would you like to say to your parents?

At the end of the session, thank the children for taking on those roles and ask them to share any thoughts with the character they have just played. Then make it clear that they have now left that role and are themselves again.

Key questions

- Why might someone bully somebody?
- What can bystanders do?

Plenary

Remind the children about the positive end to the story and the change in Arianna's behaviour. Stress that if people change, we should try to forgive and forget.

You could also pick up on the last thing Arianna says about not being able to control her parents' behaviour. You could discuss this in a bit more detail including whether children think this is right and who might be able to help Arianna talk to her parents.

Remind the children who can help in school and outside (such as Childline) if they are ever worried about bullying including cyberbullying. Stress that it could be them or one of their friends being a victim of bullying or it could be they are worried they or someone else is bullying others.

You might also want to finish this session with a class game to lift the mood.

Key question

- Who can help with bullying?

Vocabulary

- Bullying
- Bystander
- Cyberbullying
- Victim
- Unkind

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by: Understanding why someone might bully others.

Pupils working at greater depth indicated by: Understanding the impact of bullying behaviour on the victim, perpetrator and bystanders.

Pupils needing extra support: May need additional adult support while watching the film clip including checking their understanding and stressing how the issue was resolved to ensure they are not upset by any of the content of the clip.

During the role-play, children needing support could take on a role jointly with another child. They could be given time to discuss their answer out of character before returning to the role play seat to give their answer.

Pupils working at greater depth: Could take on roles during the role-playing and ask more complex questions during this activity.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 2
Families and relationships (Cycle A)
Lesson 7 (Cycle A): Stereotyping

Learning Objectives

Resources

- To recognise how attitudes to gender have changed over time (Year 5).
 - To explore the impact of stereotypes and how they can lead to discrimination (Year 6).
- Year 5**
- I understand that attitudes and laws relating to gender have changed over time.
 - I can explain why gender equality is important.
- Year 6**
- I can explain how we make assumptions about people based on how they look.
 - I understand that stereotypes around race and religion can be harmful.
 - I can explain how stereotypes can affect the way people are treated and can lead to discrimination.

- Have ready
- Years 5 and 6**
- A4 paper sheets for every pair of children or for small groups as you choose (see Introduction).
 - Pens and pencils to create the mind maps (see Introduction).
- Year 5**
- *Presentation: Writing a newspaper report* (see Suggested activities).
 - The following links, which can be used by the children for research:
 - link ;
 - link ;
 - link ;
 - link ;
 - link ;
 - Laptops, desktops or tablets, for the children to carry out online research and create their newspaper article (see Suggested activities)
- Print
- *Activity: Gender stereotyping statements* (see Classroom resources) – one for the teacher.
 - *Activity: Newspaper template* (see Classroom resources) – for Year 5 pupils needing extra support.
 - *Activity – Photo activity* (Year 6 – one per child).

Introduction

1. Arrange the children into pairs or small groups by year group and hand out A4 sheets of paper to each pair or group and ask:
 - Year 5 children to write, 'Gender stereotypes' in the middle of their A4 sheets.
 - Year 6 children to write, 'Stereotypes' in the middle of their A4 sheets
2. Ask the children in their pairs or groups to create a mind map of anything they know about gender stereotypes (Year 5)/stereotypes (Year 6).
3. When the children have completed their mind maps ask them to share some of their ideas.

Key questions

- What do we already know about gender stereotypes? (Y5)
- What do we know about stereotypes? (Y6)

Suggested activities

Year 5 – ask the Year 5 children to look at their mind maps in their pairs or groups and think about why some of these gender stereotypes exist.

Year 6 – give each Year 6 child a copy of the *Activity: Photo activity*. Explain that the children will do the activity on their own. Explain that the activity comprises a table with a set of photos at the top of each column and a set of questions down the left-hand side. The children need to answer the questions for each of the characters shown in the photos and should write the first answer that comes into their heads.

When they have finished answering the questions, they compare their answers in their pairs or groups, highlight any answers that are the same (or very similar) and begin to think about why this might be.

Year 5 – ask the Year 5 children for their ideas about why gender stereotypes exist. Explain that many stereotypes have developed over time and that throughout history there have been different attitudes to males and females.

Read out the *Activity: Gender stereotyping statements* to the class and after each statement, ask the children to indicate if they agree or disagree with the statement by standing in a designated place in the room or by raising a designated hand (left or right).

Following each statement, use the discussion points and historical facts to confirm or challenge children's views. As part of this discussion, you can also look at the difference between the law and attitudes. In many cases, the law might say one thing but attitudes in society can take time to catch up. You could also discuss issues between what the law says and the reality. For example, many issues still occur around equal pay and employers can use other reasons for justifying what they do.

Ask the children if they are aware of any other changes from the past that relate to gender. Examples might include roles during World War II; women taking on significant roles, for example, Prime Minister, and men taking on what were once seen as female roles, such as nursing and teaching.

Display the *Presentation: Writing a newspaper report*.

Presentation: Writing a newspaper report

Show on your interactive whiteboard.

Explain that the Year 5 children are going to write a newspaper article celebrating one of the events from the list below, or one they have come up with themselves that they think is particularly of interest in light of the discussions in the lesson

The stories can reflect either changes for females or males.

Pupils requiring additional support can use a copy of the *Activity: Newspaper template*. Continue to display the *Presentation: Writing a newspaper report* to support their writing.

Year 6

While the Year 5 children are working on their article return to the Year 6 children and take some feedback on their answers and the discussion they have had within their pairs/groups. Ask the children if they can see any problems with this activity. If they are not sure, explain that we do not know any of the answers to these questions as we do not know the people involved.

Write on the board the saying, 'You can't judge a book by its cover', and discuss this with the children.

Return to the answers the children gave and look at those that were similar. Ask the children why they thought they gave similar answers. Are they aware that they are stereotyping?

Ask the children what factors might have affected their stereotyping, in this case, it is probably race, religion and gender. The children may not recognise this or be willing to say it. If they do not, talk to them about the fact that the people were a mixture of ethnicity (race) and religion. Explain that stereotyping people in this or any other way causes issues and often leads to discrimination, which can be negative and destructive.

As part of this discussion, explain to the children what discrimination is (the unfair treatment of different groups of people, especially on the grounds of race, age, sex or disability) including the fact that racism is a form of discrimination. Ask the children if they are aware of any forms of discrimination, such as people not being able to get certain jobs, treatment by authorities including the police and racist language in sport.

This may lead to a conversation on the nature of racism and it is important to give children the chance to explore this.

Challenge any racist or discriminatory views and discuss with the children why these attitudes are not appropriate.

Talk to the children about the laws on discrimination and explain that the Equality Act 2010 is designed to protect people.

You may wish to recap the other stereotypes children have considered including gender, disability and age (the children may have covered these issues in ' and ').

Remember that gender, disability and age are protected characteristics under the Equality Act 2010 (although gender would be included under the characteristic of sex). Discuss the fact that stereotypes, among other factors, can lead to people being treated unfairly and this is why the law is there.

Key questions

Year 6

- What stereotypes exist about race and religion?
- Why can stereotypes become negative and destructive?
- How stereotypes can contribute to discrimination?
- How does the law protect people from discrimination?

Plenary

1. Briefly explain to the Year 6 children what the Year 5 have been doing. Ask some of the Year 5 children to share their reports and then as a class, reflect on the changes they have found out about.

2. Ask the children why they think gender equality is important (both Year 5 and 6 should be able to contribute to this discussion). Some examples might include the gender you are should not limit your opportunities and having both genders in roles brings a different perspective.

3. Explain to the Year 5 children that Year 6 have been thinking about stereotypes around race and religion.

Ask the class if they think that there are still things that need to change in relation to the way genders and people of different race and religions are treated.

Explain that gender, race and religion should not be an issue and that everyone should have the same opportunities and rights.

4. Invite the Year 5 and Year 6 children to each write a wish for future equality. These ideas can then be shared with the class.

Key questions

- What changes still need to be made in relation to gender? (Y5)
- What changes still need to be made in relation to race and religion? (Y6)

Vocabulary

- Gender
- Stereotype
- Equality
- Change
- Race
- Religion
- Racism
- Discrimination

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by:

Year 5: Understanding that attitudes and laws around gender equality have changed over time.

Year 6: Understanding that stereotypes exist including those based on how people look and these can lead to discrimination.

Pupils working at greater depth indicated by:

Year 5: Understanding why gender equality is important; recognising the impact of changes and also that there are still things that need to be addressed.

Year 6: Beginning to recognise stereotyping behaviours and the impact they might have including how they can lead to unfair treatment and discrimination.

Differentiation

Pupils needing extra support:

Year 5: Can use the *Presentation: Newspaper template* when writing their report and could benefit from being given information to support their chosen event.

Year 6: Could be supported during the discussion by an adult and given fewer photos to answer the questions in the Suggested activities activity.

Pupils working at greater depth:

Year 5: Should be challenged to demonstrate a greater understanding of the impact of change through their article.

Year 6: Can be challenged to look in more detail about how stereotypes around race and religion can be discriminatory.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 2
Families and relationships (Cycle A)
Lesson 8 (Cycle A): Challenging stereotypes

Learning Objectives

Resources

- To explore other people's attitudes and ideas and to begin to challenge these (Y5).
 - To understand stereotypes and be able to share information on them (Y6).
- Year 5
- I understand that stereotypes can influence us without us really realising it.
 - I can explore my opinions on a subject.
 - I can listen to and respect other people's opinions.
 - I can explain how people my age can make changes happen.
- Year 6
- I understand a range of stereotypes.
 - I can identify key information on a topic.
 - I can effectively share information on a topic.

- Note
- The Year 6 activity gives children the opportunity to challenge stereotypes that they feel strongly about. Where children feel strongly about an issue they should be supported to address this in the activity.
- There may be children in your class who wish to challenge stereotypes around sexual orientation or gender reassignment. This may come from them personally or from within their family.
- Have ready
- Link: on VideoLink (2:49 minutes).
 - Link: on VideoLink (Suggested activities Year 6).
 - Paper and pencils and pens for each child.
- Print
- *Activity: Peer assessment – Year 5* (see Classroom resources) – one per Year 5 pupil.
 - *Activity: Peer assessment – Year 6* (see Classroom resources) – one per Year 6 pupil.
 - *Activity: Pledge template* (see Classroom resources) – one per Year 5 pupil who may need extra support to structure their written work.

Introduction

1. Show the video clip about gender stereotypes on link on VideoLink and ask the children to note down things that they agree with, disagree with or they are surprised about. You may need to watch the clip twice to give the children time to make their notes.
2. Discuss some of the notes that the children made during the video clip.
3. Arrange the children in groups and ask them to think a bit more about a couple of ideas they have identified using these questions:
 - Why do they think this is an issue?
 - Do they agree or disagree?
 - How do they think stereotypes have influenced this person's opinion?
 - What do they think might need to change?
 - How could they bring about this change?

Key question

- What do we and other children think about gender stereotypes?

Suggested activities

Year 6

Ask the children in Year 6 to watch this video clip: on VideoLink, which shows a reversal of typical gender stereotypes. They can then discuss in pairs or small groups what they think about the clip. Is the message about stereotypes clear?

Year 5

While the Year 6 children watch the video, bring the Year 5 children together and discuss their ideas from the Introduction. Which of these stereotypes do they think affects them? What would they like to see change?

Widen the discussion to other areas of gender stereotypes that the children are concerned about. As children share their ideas, there may be some that children have not thought about before. Explain that we sometimes do not even realise that we have been influenced by a stereotype. Ensure that the children listen respectfully to other people's opinions and challenge these in an appropriate way. Towards the end of the discussion, ask the children to think about what problems they experience relating to gender stereotypes and how these could be solved.

Explain to the children that there are things that they can do to make a change. Ask them to think about some of the issues that they have discussed today and then to write a pledge about something they will do, for example, to find out more about an issue, to listen to other people, to challenge stereotypes when they come across them or to change their attitude to something. As part of their pledge they should include the following:

- The gender stereotype I do not like is...
- This is because...
- To try to change this I will...

Children needing support to structure their writing can use the *Activity: Pledge template*.

Year 6

While the Year 5 children write their pledges, explain to the Year 6 children that they are going to create a piece of media (for example, video, podcast, poster or leaflet) to get people to think about how ridiculous stereotypes can be. You can decide what format you want them to create, or let the children decide for themselves.

The children will need to choose just one type of stereotyping for the activity. This could be gender, age, race, religion, disability, all of which they have looked at before. The children may, however, be aware of other stereotypes and might want to explore other protected characteristics such as sexual orientation or gender reassignment. You can decide if you want them to focus on these protected characteristics but if children have a particular interest or passion for a subject it would be appropriate to let them work on this.

Whatever theme the children choose, they must identify the key information including:

- Some stereotypes that exist about their chosen group.
- Some fact or information that shows that the stereotype is incorrect.
- Some reasons why the stereotype might be harmful.

The children can work in pairs or small groups to produce their campaign that effectively shares the information they have identified. There may only be time in this lesson to write a plan for this and if possible children should be given additional time to finish their pieces.

Key questions

- What do we know about stereotypes?
- How do gender stereotypes affect us?
- What can we do to change stereotypes? (Y5)
- How can we share information on stereotypes? (Y6)

Plenary

1. Hand out:

- *Activity: Peer assessment- Year 5* to each Year 5 pupil.
- *Activity: Peer assessment- Year 6* to each Year 6 pupil.

2. Once the children have finished their pledge, campaign plan or campaign, invite them to swap what they have created with another pair (from the same year group) and ask them to peer assess what they have created. Give each child a copy of the *Activity: Peer assessment* sheet (there is a different sheet for Year 5 and Year 6) to focus their ideas.

Finish off the session by asking children to share something they particularly liked about the work that they looked at.

Key questions

- How well have we shared our information on stereotypes? (Y6)
- How can we work together to make changes to stereotypes? (Y5)

Vocabulary

- Stereotype
- Message
- Challenge
- Change
- Gender

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by:

Year 5: Understanding how stereotypes influence our ideas and opinions and begin to explore our own opinions.

Year 6: Understanding a range of stereotypes, identifying key information about them and sharing this information effectively.

Pupils working at greater depth indicated by:

Year 5: Understand how changes can be made and how to respectfully challenge someone's opinion.

Year 6: Understanding stereotypes and explaining why they have chosen their stereotype and the way of sharing information.

Differentiation

Pupils needing extra support:

Year 5: Give the opportunity to re-watch the clip if necessary and to pause it when they hear something that they think is important. Can use the *Activity: Pledge template* to support writing their pledges.

Year 6: Can select a form of stereotyping of which they have an understanding and a type of media that they will find easy to work with, such as video or podcasts.

Pupils working at greater depth:

Year 5: Could move on to look at ways they could make changes beyond their class, for example within the wider life of the school or the local community.

Year 6: Can be challenged to undertake greater research into their campaign and give real-life examples.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 2
Health and wellbeing (Cycle A)
Lesson 1 (Cycle A): Relaxation: yoga

Learning Objectives

Resources

- To use yoga poses and breathing to relax
- I can describe what has caused me stress or worry
- I can describe why it is important to relax
- I can perform yoga stretches
- I can describe how these stretches make me feel

- Have ready
- Link: on VideoLink
 - Link: on VideoLink
 - A large space such as the hall

Introduction

Sit in a circle and give pupils the opportunity to share anything that has caused them any stress or worry throughout the week. They do not need to share anything but they should all have the chance to talk without being interrupted. Ask if they use regular relaxation strategies. Explain that much like keeping your teeth clean, it is better to do this regularly, rather than wait until there is a problem.

Key questions:

- What causes us stress or worry?
- What helps you to relax?
- What relaxation techniques have we used?

Suggested activities

Ask children to consider and share their thoughts on how relaxation can affect the body and why it is important. Not only is it part of staying generally healthy, but it also improves their resilience. Watch the video on link: on VideoLink to show how this form of meditation can have a positive effect on the body and mind. Now try some yoga with the children. You will need a large space with mats and, ideally, the children should change into their PE kits. Follow the actions on the link: on VideoLink.

Back in the classroom, ask the children to describe how they feel following the yoga session

Key questions:

- What is meditation?
- How might it help us?
- How did you feel after doing the yoga activity?
- Did following the movements and listening to the instructions help to make you feel more relaxed?

Plenary

Ask the children to come up with ideas as to when they could fit this into their day. First thing in the morning? Before going to bed? After doing their homework? They should then consider where a good place would be to do this (for example bedroom, living room, garden) and whether anyone might want to join in (for example parent, sibling, friend). You could also discuss whether any of the children would like to do this at school and when might be a good time. Suggest that they try it again as a class perhaps at the end of a PE lesson and then children can decide if they wish to do more. Stress that not everyone will like meditation/yoga or they might not feel comfortable doing it at school and this is fine. Discuss alternatives for yoga; what else helps us feel relaxed in body and mind?

Key questions:

- Will meditation/yoga help me?
- When could I take part in yoga/mediation?

Vocabulary

- Yoga
- Relaxation
- Meditation
- Thoughts

Assessing pupils' understanding and progress

Array

Pupils with secure understanding indicated by: Following the instructions from the video, performing some of the yoga poses and describing how yoga makes them feel.

Pupils working at greater depth indicated by: Following the instructions from the video, performing a range of yoga poses, describing when and where they could perform yoga activities and the positive effects this activity has upon us.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 2
Health and wellbeing (Cycle A)
Lesson 2 (Cycle A): The importance of rest

Learning Objectives

- I can describe why sleep is beneficial
- I understand what affects sleep
- I understand that I can take responsibility for my own sleep
- To understand and communicate the benefits of sleep

Resources

Have ready

- *Presentation: Going to bed video guidance* (in Suggested activities)
- Devices for video recording if being used
- Link:
- Link:
- Link: up to 4:42

Print

- *Activity: Script template* (see Classroom resources) – per pair of pupils
- *Activity: Script template example* (see Classroom resources) -per pair of pupils using the above script template.
- *Activity: script template- support version* (see Classroom resources) – per pair of pupils who need further support

Introduction

Watch the clip on the link: . Discuss times that the children have felt like this:

- Working in the classroom?
- At breakfast?
- In the evening relaxing on the sofa?

Are the children able to work and play as well as they could if they were not tired?

Ask if they know what happens to the body when we are sleeping. Watch the clip on link: up to 4:42.

Discuss what the children have learnt including using the key questions.

Key questions:

- Why do we need to sleep?
- What happens when we sleep?

Suggested activities

Ask children how they make sure they get good quality sleep.

As a class, explore this information from the link: which looks at the amount of sleep different age groups need. Then discuss:

- The use of screens, in particular how much time they usually leave between using them and going to bed.
- What is in their room and how they can make it a relaxing environment (dark, comfortable, books, no electronic toys).
- What they can do during the day to ensure they get a good night's sleep (diet, exercise, time to wind down, calming activities an hour before bed, avoiding eating too late, particularly sugar).

Put the children into pairs and explain that they are going to create a short video guide to a good night's sleep – with a twist. This activity can also be carried out as a performance presentation, without the need to record it as a video.

One of the children in the pair will give the opposite advice first, for example saying that they should play on electronic devices in bed, have sweets before bed, play with noisy toys in bed, etc. Their partner will then interject at each point to give the right advice.

Display the *Presentation: Going to bed video guidance*, discussing the key points to include in the script as well as the tips for filming.

Presentation: Going to bed video guidance

Display the presentation on your interactive whiteboard.

Pupils can then use the *Activity: Script template* to help structure their scripts if they wish and can use the *Activity: Script template example* to help them to understand the task if needed.

When they have written their scripts, ask each pair to join with another, to make groups of four. Then they either take it in turns to film each other, or to perform their presentations to each other.

Encourage the pair who are filming or being the audience to give feedback to make sure they create the best video guide possible.

Key questions:

- How much sleep do we need?
- What helps us to sleep well?

Plenary

Ask some of the children to perform their good sleep guide to the class, with the audience giving constructive feedback.

Ask the children to reflect on their sleep and think about one thing they are going to try to improve, for example not using screens before going to bed.

Explain that at their age, they need to be taking more responsibility for their own sleep habits.

Key question:

- What can I do to make sure I get good quality sleep?

Vocabulary

- Quantity
- Sleep
- Rest
- Relax
- Quality

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by: Describing how they can get a good night's sleep and why this is important.

Pupils working at greater depth indicated by: Describing a variety of ways they can improve their quality of sleep and explaining why it is important to their mental and physical wellbeing.

Differentiation

Pupils needing extra support: It may help this group if they just use correct information in their video script and therefore use: *Activity: Script template-support version* (see Classroom resources). Otherwise, the script need not be written down and these pupils could improvise their wording based on the key points they have learned.

Pupils working at greater depth: Should suggest varied ways their quality of sleep is affected as well as how this can negatively affect their mental and physical wellbeing.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 2
Health and wellbeing (Cycle A)
Lesson 3 (Cycle A): Embracing failure

Learning Objectives

Resources

- I can describe how failing makes me feel
- I know strategies to help manage feelings of failure
- I understand why failure is helpful
- I know that it is important to learn from failure
- To understand the purpose of failure

Have ready

- *Presentation: Famous failures* (see Plenary)
- Link: on VideoLink

Print

- Maths problems (one problem per pupil) – you will need to check the suitable level of challenge for your pupils:
 - Link:
 - Link:
 - Link:
 - Link:
 - Link:
- Alternative word logic puzzles for pupils needing an alternative challenge:

Introduction

Display the video clip on link: on VideoLink. Ask the children how these animals would have felt when they first did not succeed. Then when they kept not succeeding. Then when they did succeed.

Ask children what they think failure is. When have they experienced failure? This might be difficult for some children so make sure they only need to share what they are comfortable with. Ask them how it made them feel when they failed and how they feel when they succeed at something.

Introduce the saying 'if at first you don't succeed, try, try and try again'.

Key questions:

- What does 'fail' mean?
- How does it feel to fail?
- How does it feel to succeed?

Suggested activities

Ask the children if they have heard of 'trial and error'. Explain that we are going to explore this way of working when looking at some maths problems, but also consider other areas of our lives in which we could use this approach.

Give children the option of working in pairs. Although failure is an integral part of success, it can feel uncomfortable, so working with a partner can help to keep them motivated. Give them a maths challenge at an appropriate level of challenge.

While attempting the tasks, ask the children to write down words to describe how they feel whenever they fail. They should record all their attempts so that they can see the number of times they failed. Make it clear that they should not try a new problem until they have succeeded at the first one.

Explain that the person or pair that tries the most number of times will get a round of applause at the end since they have shown great resilience, which is the aim of this lesson.

Halfway through the lesson, stop and ask them how it feels and where they feel it in their body. Ask: is there anything useful to think at this point to help you to keep going rather than give up?

Discuss how they can focus on positive thoughts at these points and remember that there is something valuable to learn in this process.

Give pupils the chance to finish the maths problems, bearing all of this in mind.

Key questions:

- How does it feel when we find something difficult or fail the first time?
- How can being positive help?

Plenary

Ask the children: in what other situations could we use what we have learnt today? They should consider the fact that any time they fail, there is the opportunity to begin again more intelligently.

Display the *Presentation: Famous failures*.

Presentation: Famous failures

Display the presentation on your interactive whiteboard.

Discuss why each of these people are well known and what their attitude is towards failure.

Key question:

- How can we learn from failures?

Vocabulary

- Fail
- Failure
- Succeed
- Try

- Overcome
- Experience

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by: Describing why you should embrace failure. Describing a strategy to help manage their feelings of failure and to help them to persevere.

Pupils working at greater depth indicated by: Describing how they can embrace failure in different areas of their life. Describing different strategies to help manage the feelings of failure to help them to persevere.

Differentiation

Please note: Able mathematicians may require an alternative to a maths puzzle in order to experience failure; try .

Pupils needing extra support: May need to work with a partner. Might need to speak to an adult about the emotional experience that comes with failure and strategies to manage these so that they are ready to try again. Please be aware this support might be needed for children who normally find learning easy as this might be the first time they have experienced failure.

Pupils working at greater depth: Should be challenged to describe how this trial and error approach could be used in other areas of life. It is important in this lesson that all pupils struggle and fail in order to learn from that experience.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 2
Health and wellbeing (Cycle A)
Lesson 4 (Cycle A): Going for goals

Learning Objectives

Pupils should be taught to:

- Learn how to set short-term, medium-term and long-term goals
- I can identify what I want to learn or be better at
- I can say what I need to do to get better
- I can estimate how much time goals will take to achieve

Resources

Have ready

- *Presentation: SMART goals* (see Suggested activities)

Print

- *Activity: Goals sheet* (see Classroom resources) – one per pupil
- *Activity: Goals sheet -identifying barriers* (see Classroom resources) – as required

Introduction

Ask the children:

- What are goals?
- What goals do you know of that you or other people have set themselves?

Record their answers on the board.

Explain to the class that it is important to break goals down into steps. For example people training for a marathon would not attempt to run the 26.2 miles without training. They would start with a much shorter run, then set themselves goals by gradually increasing the distance.

Key question:

- What is a 'goal'?

Suggested activities

The children are going to be setting themselves three different goals for three different time frames and need to answer:

- What would you like to do by next week?
- What would you like to be able to do by the end of term?
- What would you like to be able to do by the time you leave the school at the end of Year 6? (If this is too close for the Year 6 children, ask them what they want to do by the end of their first term at secondary school).

Ask the children to choose a goal for each of these questions but focus on one to start with and to think about what they will need to do to make these happen, such as practising a skill, talking to someone, asking questions.

Show the *Presentation: SMART goals* to the class.

Presentation: SMART goals

Display the presentation on your interactive whiteboard.

Explain that all their goals should be SMART:

- **Specific** – for example, 'Get better at writing' is not a specific goal but 'keep all letters consistent in size' is.
- **Measurable** – to say exactly when they have achieved each goal.
- **Achievable** – it needs to be something that you think you have a chance of being able to achieve.
- **Realistic** – is it actually possible? I.e. going to the moon by Year 6 probably is not.
- **Timely** – check that the challenge you have set is achievable within the time period.

Hand out a copy of the *Activity: Goals sheet* to each pupil and ask them to write what they want to achieve at each of these points: next week, end of term and end of Year 6/end of first term in Year 7. Encourage them to include values and attributes as well as skills and achievements and remind them that they need to be SMART. Those working at greater depth in this area could consider the potential barriers to their goals and how they could overcome them, completing *Activity: Goals sheet – identifying barriers*.

Once completed, their goals can be displayed around the room as a reminder and you can refer back to them at different points to ask them how they are progressing towards them.

Key questions:

- What would you like to achieve?
- How are you going to achieve this?

Plenary

Children share their goals for next week and how they are going to try and achieve them. Ask them to consider:

- What can they make a start on today?
- Who are they going to ask for help?

Key questions:

- Who can help me achieve my goal?
- What is my first step?

Vocabulary

- Goal
- Achieve
- Plan
- Steps

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by: Setting themselves goals and considering how they will achieve them.

Pupils working at greater depth indicated by: Setting themselves goals that are SMART and recognising things that may be a barrier to achieving their goals.

Differentiation

Pupils needing extra support: Would benefit from working as part of a guided group to share ideas before they draw or write their goals down. Might benefit from just looking at the two shorter time frames.

Pupils working at greater depth: Should describe a clear way of achieving each of their goals, considering the SMART approach for all. Should use the *Activity: Goals sheet – identifying barriers* to consider potential problems and how they might overcome these. They could also relate their goals to a longer-term life goal, for example a particular job they would like and how they could begin to work towards this.

PSHE, RSE and Citizenship Year 5/6
Spring Term 1
Health and wellbeing (Cycle A)
Lesson 5 (Cycle A): Taking responsibility for my feelings

Learning Objectives

- I can describe a range of feelings
- I understand that my actions affect other people
- I can use different strategies to manage my feelings
- To take responsibility for their own feelings and actions and to use vocabulary to describe these

Resources

Have ready

- Find a 'choose your destiny' themed book
- *Presentation: Choose your destiny* (see Suggested activities)
- *Activity: List of dilemmas* (see Classroom resources)
- Link: on VideoLink

Print

- *Activity: Choose your destiny template* (for pupils that may need support with the lesson)

Introduction

Look at a 'choose your destiny' themed book or the link: on VideoLink. These resources show how decisions you make define what happens next. Ask the children to consider how the story could have gone if they had chosen another path, reinforcing the idea that our actions have a big impact on what happens.

Key question:

- How can our choices affect what happens next?

Suggested activities

Ask children to list as many different emotions as they can. Encourage the use of adventurous vocabulary and use this as an opportunity to explore nuances in meaning.

Ask them to name an example of when they have felt these emotions or a situation which could make them feel these. Encourage them to describe how experiencing these emotions feels, both mentally and physically.

As a class, discuss the different courses of action that could be taken in these situations. For example: When happy, we can share this with someone else to try and make them happy too; when sad, we can talk to someone we trust to work out a way to make things better; when angry, we can practise relaxation techniques and cool down before we take decisive action on how to overcome the issue.

Show pupils the *Presentation: Choose your destiny* and discuss what other choices there would have been in that situation.

Then, ask children to create their own 'choose your destiny' story, based on different emotions. This can be written or in comic book format as long as it contains at least one choice and two contrasting outcomes.

For any pupils struggling with the activity, hand out the *Activity: List of dilemmas* and the *Activity: Choose your destiny template*.

Key questions:

- What might have happened if we had chosen differently?
- What choices do we have in different situations?

Plenary

Ask children to swap books with their partner, asking them to 'choose their destiny' and then give feedback to the author.

What can we do to help us make choices in situations? For example, taking time to think, asking someone else, thinking about the various outcomes.

Key question:

- What can help us to make decisions?

Vocabulary

- Destiny
- Choice
- Feeling
- Emotion

Assessing Pupils' Understanding and Progress

Pupils with secure understanding indicated by: Describing a range of feelings and two possible ways of dealing with a difficult situation.

Pupils working at greater depth indicated by: Giving multiple examples of how to respond to a situation and the consequences of each of these. Relating situations to those they themselves have experienced.

Differentiation

Pupils needing extra support: Can use the *Activity: Choose your destiny template* and *Activity: List of dilemmas*.

Pupils working at greater depth: Should be able to think of a familiar situation which might lead to choices and then describe both possible outcomes in detail to make their story interesting and exciting. They may also add in further choices in their story so the reader has several choices to make.

PSHE, RSE and Citizenship Year 5/6
Spring Term 1
Health and wellbeing (Cycle A)
Lesson 6 (Cycle A): Healthy meals

Learning Objectives

- To use our knowledge of food groups to plan healthy meals
- I can describe what contributes to a healthy diet
- I can plan a healthy meal, following the NHS recommended daily intake allowance

Resources

Have ready

- *Presentation: Healthy meals* (see Introduction)
- Link:
- Access to the internet, a tablet or laptop – one per group of pupils
- Calculators – one or two per group of pupils

Print

- *Activity: Dish designer* (see Classroom resources) – two per group of pupils
- *Activity: Food groups* (see Classroom resources) – for pupils needing extra support
- *Activity: Food pyramid* (see Classroom resources) – for pupils needing extra support

Introduction

Display the presentation on your interactive whiteboard.

Presentation: Healthy meals

Display slide 2 of the *Presentation: Healthy meals*.

Share the learning objective with the class and explain that:

- Our bodies must consume a variety of nutritious foods each day as they all contain different substances that are needed to keep us healthy.
- Our bodies need food for energy, to grow and be able to heal and repair itself from injuries and illnesses.
- When our body is healthy, we feel good.

Challenge the pupils to tell you what they already know about food groups. Follow up with any key information not covered in the discussion:

- Drink between six and eight cups of **water** a day to keep our body hydrated.
- Eat a variety of at least **five portions of fruits and vegetables every day**. Fruit and vegetables provide our body with vitamins and minerals, including vitamin c and potassium that improve our body's defence against bugs, this is called the immune system.
- Base dishes on potatoes, rice, bread, pasta, or other starchy carbohydrates. **Starchy foods** provide our body with a rich source of energy. They also contain fibre, B vitamins, calcium, and iron.
- Eat some **dairy** such as milk, yogurts and cheese or dairy alternatives, choosing lower fat and sugar where possible. Dairy foods give us calcium which helps to keep our bones and teeth strong.
- Eat some **protein** such as beans, pulses, fish, eggs, and meat, making sure to have at least two portions of fish every week. Protein helps us grow and enables our body to repair itself.
- Eat small amounts of **unsaturated oils and spreads**. Small amounts of fat in our diet, helps our body to absorb vitamins. It also provides us with some energy and insulation around our body to keep us warm.

Very few foods and drinks with **high sugar and fat** content, clarifying that our bodies do not need these foods as they have little nutritional value, but we can enjoy them as an occasional treat.

Display slide 3. Discuss and categorise the foods into the correct food groups within the Eatwell guide pie chart as a class.

Key question:

- Why is it important to eat a balanced diet with a variety of foods?

Suggested activities

Display slide 4. Explain to the class that the primary purpose of food is to give our body energy (like fuelling an engine in a car) and provide us with all the nutrients and minerals that our body needs to maintain itself. Calories, the short name for kilocalories (Kcal), are the unit that we use to measure the amount of energy certain foods give us.

Display slide 5. Explain that we all need a different amount of energy depending on our age, gender and how active we are. The NHS set out guidelines for us to remain healthy, by sticking to a certain amount of calories each day and outlined the recommended daily intake for men, women and children to follow.

Demonstrate to the children what 100 calories looks like across various foods on slide 6. Explain that specified amounts of food can be understood as 'portions' or 'servings'. Ask the children to look at the various foods and ask them:

- Are some of these foods healthier than others – why?
- What can you notice about the portion sizes?

Display slide 7. Look at Tom's typical day and discuss his food choices and calories for the day and whether or not the meals would be sufficient and balanced.

Display slide 8. Look at Naomi's typical day, and discuss the same factors. Explain that if Naomi continued to eat above her recommended daily intake of calories, she would begin to gain weight. This is because all the energy that does not get used, gets stored as fat around the body. When a person becomes heavily overweight, they are classed as obese and are at risk of developing serious health problems such as heart disease and diabetes.

Display slide 9. Show the children sources of nutritional information. How do we find out how many calories are in each food? Explain that most food products we buy, have a food label which provides nutritional information including calories. Discuss the examples on the board, traffic light diagrams and the nutrition facts label. Remind the children that whilst calories are important we still need to consider the five food groups and incorporate a range of foods into our diet to keep healthy. Open the link: [and ask the class for a few food examples to demonstrate the tool to the children.](#)

Activity: Café SOS

Display slide 10. Explain to the children that are going to investigate the Kapow café, which is opening tomorrow. Vicky, the manager, desperately needs your help to investigate the current menu. She is not sure that her chef, Fahim has been able to fulfil the requirements of the brief. She has asked if you could check the dishes against the chef's brief:

- Each dish should be within a 600 calorie limit.
- Each dish should have a variety of foods from the five food groups.

Display slide 11. As a class, identify and discuss the existing issues with the current menu. If needed, use slide 12 to refer back to the five food groups.

Did Fahim do a good job of planning these meals?

Organise the children into groups of four to five, and explain that we are going to redesign the Kapow cafe opening menu. Give each table the *Activity: Dish designer*. Ask them to discuss in their groups, some ideas for each dish. Provide each group with a means of accessing the link: [and one to two calculators.](#)

Explain that as a team, they will need to design and calculate the calories for at least two courses (starter, main or dessert) to propose to the class. Keep slide 12 displayed to remind the children of the food groups as they discuss and plan. Each dish needs to meet the requirements of the brief.

Key questions:

- Where can we find calorie content information about food?
- Why is it important to plan meals carefully?
- What do we mean when a person is classed as obese?
- What do we need to do to eat a healthy diet?

Plenary

When the children have completed their dish designs, allow each team to come up to the board and discuss them. Give other children the opportunity to ask questions and suggest changes.

Refer and reflect back to the brief for each group:

- Do the dishes fit within the 600 calorie limit?
- Do they have a variety of foods from the five food groups?

Have a class vote on which dishes should be put forwards to the manager at Kapow Cafe.

Key questions:

- How could you discover the calorie or nutritional information of a food product?
- How can we check if a meal is healthy?
- Why does the recommended daily intake matter to our health?
- In what ways could we plan a meal? What could we use to help us?
- Why is it important not to consume too many calories?

Vocabulary

- Calories
- Healthy diet
- Food groups
- Recommended daily intake (RDI)
- Serving
- Portion
- Obesity

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Demonstrating an understanding of what calories are and how to use them to help plan healthy meals. Recognising the food groups and acknowledging that having a variety of food on their dishes is important to achieving a balanced and healthy diet.

Pupils working at greater depth indicated by: Describing the benefits of each of the food groups on their plate, with an understanding of how calories correlate to their category. Working out the calories of a dish independently and applying this to a daily allowance to see the remainder.

Differentiation

Pupils needing extra support: Should be placed in mixed ability pre-planned groups and roles. Can be provided with a copy of the *Activity: Food pyramid* and *Activity: Food groups* for additional visual support and structure. Should be given the key ingredient for the group to narrow the selection of ideas. Should be given fewer dishes to design.

Pupils working at greater depth: Can be challenged to work out how many calories would remain from their RDI if they were to eat one of the meals that they had designed. Should engage in further discussion on how the meals are also balanced with regards to the food groups and establishing what the connection is between categories in the Eatwell guide (slide 2) and calorie content.

PSHE, RSE and Citizenship Year 5/6
Spring Term 1
Health and wellbeing (Cycle A) > Y5/6 Lesson 7 (Cycle A): Sun safety

Learning Objectives

- To understand risks associated with the sun and how these can be avoided
- I understand the risks of exposure to the sun
- I can explain how I can keep myself safe in the sun
- I can suggest one way that I can take responsibility for my own sun safety

Resources

N.B. Be aware of any sensitivities in your class around cancer, as skin cancer is referred to in the lesson.

Have ready

- *Presentation: Sun safety* (in Introduction)
- *Activity: Sun safety scenarios* (see Classroom resources)
- Sticky notes
- Link to Met Office Forecast

Introduction

Display the presentation on your interactive whiteboard.

Presentation: Sun safety

Display slide 1 of the *Presentation: Sun safety*.

Ask the children what risks are associated with different types of weather, for example slipping on ice, flooding from rain, damage from high winds and sunburn from sun. Write their responses on sticky notes.

As a class, divide the risks into those which affect individuals and those which affect property.

Focus on the risks to people but leave the sun related risks for the moment. Discuss some of the things we can do to reduce the risk, for example wearing the correct clothing and staying indoors.

Key questions:

- What risks does the weather pose to property?
- What risks does the weather pose to people?

Suggested activities

Make a class list of possible risks associated with the sun, for example sunburn, sunstroke, dehydration.

Then ask whether the children think any sunshine is good for them. Display slide 2 of the presentation and explain that moderate amounts of sunshine is good for us, it boosts the happiness hormone in our brain called serotonin so improves our mood. We also get vitamin D from the sun which our bodies need for healthy bone growth and boosts our immune system. This helps us to fight off illness.

Too much sun can be dangerous and we are going to look at the risks associated with sunburn, which is caused by UV rays (ultraviolet radiation).

The sun is at its strongest in the summer in this country and is particularly strong between the hours of 11am and 3pm. UV can still be high even when there is cloud cover. Have a look at the UV forecast and discuss what the are like today and for the coming week. It may be surprising!

Using slide 3, explain that when ultraviolet radiation from the sun reaches our skin, it damages the skin cells which is why we burn. The sunburn will eventually heal but some of the surviving cells will have mutated beyond repair and these cells could then cause an illness called cancer. (NB: be aware of any sensitivities in the class around cancer).

Explain that if caught early enough, skin cancer can be treated but it is not a nice thing to get and prevention is always better than cure, and we can help to prevent it by protecting ourselves from the sun.

In pairs, ask the children to note down what they can remember about protecting themselves from the sun. Then using slide 4 of the presentation, recap that they should: slip on a t-shirt, slop on sunscreen, slap on a hat, seek out shade and slide on sunglasses.

Ask them to think about whether they always do the things they should to protect themselves from the sun. They do not need to say. Explain that there are sometimes other things which stop us doing what we know we should and we are going to explore some of these through the *Activity: Sun safety scenarios*.

Working in pairs, the children read and discuss the scenarios. Key questions on the resource prompt them to consider what they would do in that situation.

Key questions:

- What can UV rays do to my skin now and in the future?
- Why do people not always follow advice about sun safety?

Plenary

As a class, go through the answers for the *Activity: Sun safety scenarios*.

Talk about how as we get older, we need to take more responsibility for ourselves and make our own choices. Recap that they need to remember to apply sunscreen and to take it with them when they go out and that what other people think about them does not really matter.

Also discuss some of the other things which are important when it is hot and sunny such as keeping hydrated.

Key question:

- What are my responsibilities to keep myself safe in the sun?

Vocabulary

- Responsibility
- Risk
- Weather
- UV rays
- Sunburn

- Skin cancer
- Slip, Slop, Slap

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Describing how to keep safe in the sun, including some of the risks now and in the future if they do not.

Pupils working at greater depth indicated by: Describing how they could take responsibility for their own health in the sun as they get older.

Differentiation

Pupils needing extra support: Give additional support with the scenarios activity if required and ask the children to act them out to help them decide what the characters should do. Scenarios 1 and 2 might be easier for the children to consider as they are more likely to be in their direct experience.

Pupils working at greater depth: Having looked at one or two of the given scenarios, children could develop their own sun safety scenario to share with the rest of the class. They could also write these scenarios including questions and swap them with another group for them to solve.

PSHE, RSE and Citizenship Year 5/6
Spring Term 1
Safety and the changing body (Cycle A)
Lesson 1 (Cycle A): Online friendships

Learning Objectives

- To begin to understand some issues related to online friendships including the impact of their actions.
- I understand the difference between a friend, an acquaintance and someone I meet online.
- I can explain the steps I should take before sending a message online.
- I can explain what is safe to share online and what I might need to think about and not share.

Resources

Have ready

- Sticky notes (see *Introduction*).
- **Link:** – the second video about Liv (0:29 minutes) – *this is an external website and we do not have control over its content – please check before showing to the children.*

Print

- *Activity: Survey – sharing* (see Classroom resources) – one per pupil.
- *Activity: Survey – sharing – support version* (see Classroom resources) – one per pupil who may need extra support with reading.
- *Activity: Survey – sharing – extension version* (see Classroom resources) – one per pupil who may need a further challenge.

Introduction

1. Ask the children to write the names of their friends on sticky notes. Then ask if the children met any of these friends online.

Remind the children that legally they need to be 13 years old to use most social media platforms.

2. Focus on the friends the children see and ask what they know about them (for example, names, ages, what they look like, what they like to do, who is in their family).

Ask whether they would know these things with online friends. Discuss that they might know some things but not everything and they cannot be sure that an online friend is telling the truth.

Key questions

- Who are our friends?
- How are online friends different?

Suggested activities

1. Ask the children to think about the people who they know in school. Some will be good friends and others they will just know a bit.

2. Explain that the Cambridge dictionary defines a friend as 'a person who you know well and you like a lot, but who is usually not a member of your family'. People often use the word friend for anyone they know but a more accurate word might be 'acquaintance', which is defined as 'a person that you have met but do not know well'.

3. Give each pupil a copy of the *Activity: Survey – sharing* (or the support version or the extension version), which invites them to say what they would share with different people. Look at the results and discuss how different people might have different ideas and that is fine.

4. Discuss what might happen to the information they share.

What might their friends do? Hopefully, friends keep any information shared to themselves.

What about people they don't know as well? Draw out that they could share with others or be unkind.

5. Ask children to go back to the *Activity: Survey – sharing*, and to add the heading 'People online' to the final column on their list and complete the boxes with what they might share online.

6. Discuss the children's responses. Would they share more or less online? What might happen to the information they share online? Stress that information shared online can be seen widely and that it will possibly be there available to be seen forever. Focus on the more sensitive information such as where you live, photos in the bedroom and comments about other people.

Explain to the children that they need to think about what they put online and think if it might affect them or the person they are talking to or about.

Key questions

- What should I share with my friends?
- What should I share online?
- What might happen to information I share online?

Plenary

1. Watch the second video on the link **about Liv and the impact she has by sending a nice message to her friend rather than a nasty one.**

2. Discuss with the children how easy it is to send messages and that they need to stop and think in the same way as they would if they were talking to someone face-to-face.

3. Introduce the THINK acronym:

T – is it **true**?

H – is it **helpful**?

I – is it **inspiring**?

N – is it **necessary**?

K – is it **kind**?

Explain that this is also useful for face-to-face conversations as well.

Key question

- How can I decide if I should send a message or comment online?

Vocabulary

- online
- friend
- acquaintance
- trust

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding what is safe to share online and what to do before sending a message.

Pupils working at greater depth indicated by: Understanding about sharing information online and the consequences of sharing personal information or unkind comments.

Differentiation

Pupils needing extra support: Support them in completing the questions about what they would share or use the version with picture prompts: *Activity: Survey – sharing – support version*.

Pupils working at greater depth: Add to the survey the possible consequences of sharing some of the information online, by asking children to write 'Consequences' as a title in the final column on the *Activity: Survey – sharing – extension version* (see Classroom resources). This could be done for all the statements or you could ask children to focus on specific items.

PSHE, RSE and Citizenship Year 5/6
Spring Term 2
Safety and the changing body (Cycle A)
Lesson 4 (Cycle A): Alcohol

Learning Objectives

- To begin to understand the risks of alcohol.
- I understand the risks of drinking alcohol.
- I can explain why some adults drink alcohol.
- I can explain why some adults choose not to drink alcohol.

Resources

Have ready

- Paper and pens.
- Links to support the teacher (these are external websites over which we have no control and they are not intended to be shown to the children):

*** These are external websites and we do not have control over their content – please check before showing to the children.**

Print

- *Activity: Effects of alcohol use* (see Classroom resources) – one per pupil.

Introduction

1. Ask the children to name their favourite drinks.

2. Ask the children about other drinks of which they are aware. Ask if there are any drinks that they have seen grown-ups enjoy.

If the children don't mention alcoholic drinks, give examples of these, such as wine or beer and see if the children know of any more.

It is important that the children understand the difference between alcoholic and non-alcoholic drinks.

3. Ask the children if they have ever been to the supermarket with parents/carers and seen the aisles full of alcoholic drinks.

Ask the children to name places where alcohol is usually consumed such as at pubs or at parties. Ask the children if they have ever seen anybody act differently under the influence of alcohol.

Key questions

- What alcoholic drinks do we know about?
- Where have you seen people drinking alcoholic drinks?

Suggested activities

1. Explain that alcohol is a drug that some adults choose to drink.

Arrange the children into groups and ask them to work in their groups to write down reasons why some adults might choose to drink alcohol. Take some feedback. Ideas might include:

- They like the taste.
- To fit in with others.
- To celebrate something.
- To forget problems.

Clarify and challenge any ideas you feel necessary.

2. Explain to the children that not all adults choose to drink alcohol. The NHS Digital Health Survey for England 2017 says that 19% of people over 16 reported that they do not drink alcohol.

3. Ask the groups to think about why adults might decide not to drink alcohol. Some examples might include:

- Religious beliefs.
- Expense.
- Not liking it.
- Medical conditions.
- To maintain good health, for example by not harming the liver and by maintaining a healthy weight.

4. Explain that most adults who decide to drink alcohol do so responsibly i.e. not to excess. However, some adults do drink to excess, and this is riskier.

5. Give each child a copy of the *Activity: Effects of alcohol use* and explain that they need to complete the activity, writing down the physical and emotional effects that responsible and excessive use of alcohol may have. Leave the extension task for now.

Take some feedback, which might include:

- Responsible use – relaxed, happy, sociable and having a good time.
- Excessive use – being drunk, being sick, having accidents, headaches, liver damage and addiction.

6. Explain that drinking excessive amounts of alcohol can have short-term and long-term consequences. Ask the children to look at their ideas again and decide which are short-term effects and which are long-term effects, completing the extension task at the bottom of *Activity: Effects of alcohol use*.

It can be useful to explain to the children that if an adult does reduce their consumption of alcohol to within the Chief Medical Officer's guidelines of 14 units per week, they are not really at any further risk than those that don't drink at all. You can show pupils the link: .

Explain to children that as they get older they will be able to make the choice about whether they drink alcohol or not and they should not feel pressured by other people.

Key questions

- Why do some adults choose to drink alcohol?
- Why do some adults choose not to drink alcohol?
- What are the risks of drinking alcohol?

Plenary

1. Give the children the opportunity to ask any questions they might have about alcohol.

You can find reliable information for yourself on the following websites :

2. The laws around alcohol and children are not straightforward. It is illegal to give alcohol to children under the age of 5, and it is illegal for people under the age of 18 to buy alcohol.

At home, however, parents may allow their children to drink alcohol. It is suggested that this information is not shared with children unless they ask. If it comes up, stress that it is their parents' decision and they should not drink alcohol without their parents knowing. The Chief Medical officer does recommend an alcohol-free childhood as alcohol can affect growth and development.

Explain that if the children are ever worried about anything to do with alcohol, such as people in their family drinking, they can talk to people in school or seek help from other organisations such as ChildLine ().

Key question

- Who can help if we have any worries about alcohol?

Vocabulary

- excessive
- alcohol
- choice
- risk
- short term
- long term
- responsible

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding some of the reasons adults decide to drink or not drink alcohol.

Pupils working at greater depth indicated by: Understanding that drinking excessive alcohol can have short-term and long-term consequences.

Differentiation

Pupils needing extra support: Could just consider the risks associated with consuming alcohol rather than both the positives and negatives.

Pupils working at greater depth: Can be challenged during the activity to divide the consequences of excessive use into short and long-term effects. They could also look at alcoholic units to understand more about what excessive use might mean using the link: .

PSHE, RSE and Citizenship Year 5/6
Spring Term 2
Safety and the changing body (Cycle A)
Lesson 5 (Cycle A): Drugs, alcohol and tobacco: Influences

Learning Objectives

- To begin to understand the influence others have on us and how we can make our own decisions.
- I can explain some things I can make my own decisions about.
- I understand that other people might try to influence my decisions and choices.
- I know some strategies I can use to overcome pressure from others.

Resources

Have ready

- *Presentation: Making decisions* (see Suggested activities).
- A hoop.
- Link: .*
- Link: .*

*** These are external websites and we do not have control over their content. They are intended to be used by the teacher for information but if you are showing to the children, please check them first.**

Print

- **Activity: Making decisions** (see Classroom resources) – one per pupil.

Introduction

1. Invite the children to think for a couple of minutes about the choices they make either on a daily or perhaps a weekly basis. Ask for feedback.
2. Remind the children that they did a similar activity in Year 3/Year 4 and invite the children to consider whether the choices they make now are different to those they made when they were younger. What choices do they make now that they couldn't before?

Also discuss who makes decisions for them or with them?

Key questions

- What choices do we make?
- **How have the choices changed as we have got older?**

Suggested activities

1. Discuss the fact that we all make a lot of choices every day. Some of these we might do without really thinking, for example, deciding what to have for breakfast. Other decisions take more thought, such as spending any pocket money we have saved.

Whenever we make a decision there are likely to be people or things that influence us.

Ask the children to think about the people who influence their choices and decisions. Write these on the board.

2. Ask the children to stand in a large circle with a hoop in the middle. Read out the list of influencers that you have written on the board, and ask the children to move to show how much of an influence that person or thing is on them. The closer they go to the middle of the circle, the stronger the influence.

As children move, ask them to think about the differences in their responses, including different levels of influence and different children's responses.

Explain that we are all influenced by different things and to a different degree. This is also likely to change over time. You can also discuss how these influences are likely to change in the future.

The example of parents and friends might illustrate this point, as the influence from parents tends to decrease with age, whereas the influence from friends tends to increase.

3. Ask the children to think about why friends and people who are a bit older than them might be an important influence.

People want to keep friends, to fit in with a group, to be seen to be grown up, to do as others do. Explain that this is sometimes called peer pressure.

4. Explain that when we make a decision it is important that we think very carefully about it. We need to think about both the positive and the negative aspects of making a choice.

Display the *Presentation: Making decisions*.

Presentation: Making decisions

Show on your interactive whiteboard

5. Read through the scenario on slide 2 and ask the children what would be the 'for', or 'in favour of' arguments and what would be the 'against' arguments.

Following a discussion, show the suggested answers on slides 3 and 4.

6. Give each pupil a copy of the *Activity: Making decisions* and ask them to complete the 'for' and 'against' arguments for each situation and then decide what the person should do.

Take some feedback on the children's answers.

If it is not mentioned by the children, talk about how wanting to fit in and be like friends (peer acceptance) can be a strong influence but it is not always the right thing to do. If we know something is not right for us we need to stand up for our decision. Quite often we can have something called a 'gut' feel, where we have a feeling inside us that lets us know whether something is right or wrong, and we should listen to this.

For the scenarios involving drugs, you could widen the discussion to remind children about some of the risks involved. They will have covered tobacco in Year 3/Year 4 and alcohol will be covered in more detail in Year 6 but below are some key things you might want to include:

Tobacco

- Health risks include breathing difficulties, lung disease, heart disease and cancers.
- The legal age to buy cigarettes is 18.
- Other issues with smoking include smelly breath and clothes, stained teeth and nails.

Alcohol

- The legal age to buy is 18.
- The chief medical officer recommends an alcohol-free childhood.

If you are unsure of any facts, reliable information on drugs can be found on these links:

Key questions

- Who and what influences our decisions?
- What do we need to think about before making a decision?

Plenary

1. Make sure children know they have the right to make their own decisions and they should not feel pressured to do something they do not want to. Equally they should not pressure someone else into doing something they don't want to do.

2. Explain that there are ways we can make our opinion and decisions clear to others. Ask children for their ideas. These could include:

- Being assertive – being firm but polite.
- Choosing to spend time with other people.
- Suggesting a different activity.
- If necessary, asking an adult for help.

Invite the children to practise using these responses with a partner.

Key question

- What can I do to make my opinion clear to my friends?

Vocabulary

- influence
- choice
- for
- against
- decision
- pressure
- peer pressure
- peer acceptance

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding that other people can influence our decisions but we have the right to make our own choices.

Pupils working at greater depth indicated by: Understanding that influences vary for different people in different situations. Recognising the influences on them will probably change as they get older. Knowing how to make their own choices clear to others.

Differentiation

Pupils needing extra support: Could focus on the first scenario only as this is likely to be more in their own experience. They might also find it useful to role-play in a pair some of their ideas, with one person being for and the other against. Work with these children to practise resisting peer pressure in the Plenary section of the lesson or ensure they are working with a partner they feel comfortable with.

Pupils working at greater depth: Can be challenged to suggest what the character could say to make their decision clear in the *Activity: Making decisions*. They could also suggest who might be able to help in each situation. Children could also write their own scenario which they could swap with other groups working at greater depth.

PSHE, RSE and Citizenship Year 5/6
Spring Term 2
Citizenship (Cycle A)
Lesson 1 (Cycle A): Breaking the law

Learning Objectives

- To begin to understand what happens when the law is broken
- I understand what happens when someone breaks the law
- I can explain the process of a trial

Resources

- Have ready
- *Presentation: Justice system* (see Suggested activities)

Introduction

Ask the following key question: What would life be like if we had no rules to follow and no laws? Take feedback and focus on the challenges this would present. Briefly discuss rules in school and what happens if children do not follow the rules. Ask the children why they think it is important to have rules and consequences if the rules are not followed? Discuss how the rules are made in school? (For example, pupil voice, headteacher, teachers).

Key questions:

- What would life be like if we had no rules to follow and no laws?
- What rules do we have in school?
- **What happens if we do not follow rules in school?**

Suggested activities

Move on to discuss how the law might affect rules in school. There are lots of things that can be decided in each school but there are others which are set out in law, for example that children have to attend school, rules about health and safety and about how the school runs. Explain that laws are decided by Parliament. Ask the children what other laws they know of? Jot down some of their ideas.

Ask the children what happens if someone breaks a law?

Display the *Presentation: Justice system* and discuss what happens if someone breaks the law.

Presentation: Justice system

Display the presentation on your interactive whiteboard.

Answer any questions the children have and correct any misconceptions. Stress that the system is designed to give everyone a fair trial.

Explain that you are going to have a mock trial to give the children an idea about how the system works. This could be based on something children are working on in another topic, for example the trial of an historic character or someone from a book. You will need volunteers to be:

- The person on trial (defendant)
- Defence for that person
- Prosecution
- Witnesses
- Judge (you may wish to take on this role)

The rest of the class can be the jury.

Run the trial giving the defendant time to explain their story, the prosecution time for questions and questioning of a couple of witnesses.

When the trial is over, the Judge can sum up the case and give the juries time to think about and discuss whether they think the defendant is guilty.

If time is short, you may wish to use this lesson to prepare for the trial and then conduct the mock trial at another time.

Key questions:

- What laws do we know about?
- What happens if someone breaks the law?
- How does a trial work?

Plenary

Ask each member of the jury what they think and then decide the outcome based on the majority decision. Explain that in a proper trial, the jury would discuss away from the court and the final verdict would be given to the Judge. No one would know what each member of the jury thought.

Key question:

- How does the jury make a decision?

Vocabulary

- Rule
- Consequence
- Law
- Magistrates court
- Crown Court
- Police
- Trial
- Fair
- Judge
- Jury

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding what happens when someone breaks the law.

Pupils working at greater depth indicated by: Understanding how a trial in a Crown Court works.

Differentiation

Pupils needing extra support: Could work with a partner to take on one of the roles in the mock trial.

Pupils working at greater depth: Challenge them to consider the difference between Magistrates and Crown Court. They could assume the role of the Judge.

PSHE, RSE and Citizenship
Spring Term 2
Year 5/6 > Y5/6: Citizenship (Cycle A)
Lesson 2 (Cycle A): Prejudice and discrimination

Learning Objectives

- To recognise prejudice and discrimination and learn how this can be challenged
- I can describe what prejudice and discrimination are and why they are wrong
- I can explain how I might challenge prejudice and discrimination

Resources

- Have ready
- Link: on VideoLink
- Print
- *Activity: Scenarios* (see Classroom resources) – one per pair

Introduction

As a class, watch the video clip about Martin Luther King Jnr and Bayard Rustin on VideoLink: .

They were prominent figures in the American civil rights movements.

Teacher note: Bayard is homosexual/gay and this is discussed in the film. You may need to explain to children what being gay/homosexual is, i.e. he was a man who had a relationship with men rather than women.

Ask the children what they think about the way protests were conducted, i.e. non-violent. What do they think about the rules on segregation in America?

Key question:

- How did people campaign against discrimination in the past?

Suggested activities

Ask the children what they think about prejudice and discrimination now in Britain – do they think that it still exists? Make sure the children understand the terms:

Prejudice: making assumptions about someone based on certain information.

Discrimination: treating someone differently because of certain factors.

Discuss the issues the children are aware of, including within an online context. If they think that prejudice and discrimination do not exist, prepare to make them aware of current issues (ensuring these are age appropriate).

Remind children about the end of the film clip where the role of individuals is discussed. You may wish to show the section from 06:26 – 07:26 again.

Recap with the children the key points of tackling prejudice and discrimination by:

- standing up for yourself
- standing up for others
- challenging in a peaceful and respectful way
- having courage and nerve

Stress that it is not always easy to do these things. Explain that they are going to read some situations and think about how they might respond to them.

Give out the *Scenario* sheets and ask the children to work in pairs or small groups to answer the questions. The groups can either look at all the scenarios or you could give them specific ones. You might want to use Scenarios 1, 3, 4 and 6 with the Year 5 children but this will depend on your class and their experiences. Scenarios 6-8 are online so you may want the children to look at one offline and one online scenario.

Scenario 7 refers to hate speech, which is illegal. Stress that any response needs to be thought about carefully as someone could end up being abused themselves. In this situation, it would be better to discuss the video with an adult or report it to a site administrator.

When the children have finished, discuss their ideas and responses. Focus on why the situations might be difficult, for example talking with a stranger, challenging a relative and not wanting to appear rude.

Key question:

- How can we overcome prejudice and discrimination?

Plenary

Follow on to discuss why it is important to try and challenge prejudice and discrimination i.e. if we do not, then people carry on and assume it is OK. Stress that whenever they challenge, they need to be polite and not put themselves in any danger. If they are worried or upset, they should leave the situation and talk to an adult they trust.

Discuss other ways in which they might challenge prejudice and discrimination, for example writing letters or emails, signing petitions and being involved in peaceful protests. Remind children that whatever they do, they must keep themselves safe and not get into trouble.

Key question:

- Why is it important to challenge prejudice and discrimination?

Vocabulary

- Prejudice
- Discrimination
- Segregation
- Tackling
- Overcoming
- Homosexual/ gay

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding what prejudice and discrimination are and why and how they should be challenged.

Pupils working at greater depth indicated by: Understanding ways to challenge prejudice and discrimination and being able to explain why this is not always easy.

Differentiation

Pupils needing extra support: Should work through fewer of the scenarios and ones they may have more direct experience of. Scenarios 1, 3, 4 and 6 might be more appropriate.

Pupils working at greater depth: Should consider all the scenarios and be able to identify and explain the challenges in tackling prejudice and discrimination.

PSHE, RSE and Citizenship Year 5/6
Spring Term 2
Citizenship (Cycle A) Lesson 3 (Cycle A): Protecting the planet

Learning Objectives

- To understand how reducing our use of materials and energy will help the environment
- I can explain what individuals can do to reduce the use of materials and energy
- I can explain what the government and businesses can do to reduce the use of materials and energy
- I know how individuals can influence government and business

Resources

- Have ready
- *Presentation: Waste hierarchy and activity example* (see Introduction)
- Print
- *Activity sheet: Reducing our impact on the environment* (see Classroom resources)

Introduction

Display the diagram on slide 2 of the *Presentation: Waste hierarchy* and ask the children to recap their prior learning about it.

Presentation: Waste hierarchy

Display the presentation on your interactive whiteboard.

Make sure that the children understand how it works, with reducing being the most environmentally friendly approach and then moving through to disposal as the least.

Ask the children what they do to reuse and recycle items, listing these on the board.

Key question:

- What does the waste hierarchy show us?

Suggested activities

Explain that the focus of the lesson is going to be on reducing. This can be about waste, but also reducing other things can help the environment. Ask the children what these might be (for example, unnecessary journeys, use of electricity and gas and food waste). Discuss why reducing is a good idea (for example, saves resources and reduces pollution).

Explain that, as individuals, we can do things that help reduce our use of materials and energy, but big companies and the government also have to play their part.

Put the children into small groups and give each group a copy of the *Activity sheet: Reducing our impact on the environment*. Explain that they are going to think about and write what individuals and families can do to reduce their use of the different items, and then what the government and companies can do.

Work through the example on slide 3 of the presentation to model the activity. You could ask each group to start with different items – particularly if time is short.

Take some feedback from the groups about what can be done. Ask the children who they think has more responsibility, individuals or government/business?

Key questions:

- How can individuals reduce their use of materials and energy?
- How can the government/business reduce the use of materials and energy?

Plenary

Discuss that there is a joint responsibility to try and reduce our use of materials/energy and that a lot of progress has been made. As individuals, we can change our own behaviour but we can also try to influence business and government. Ask the children how people might do this. For example, writing letters to MPs, talking to the local council, voting based on environmental issues, writing to companies and not using certain products.

Ask the children which issue they feel most strongly about. If time allows, ask them to begin a letter or email to express their views.

Key question:

- How can we influence change?

Vocabulary

- Reduce
- Environment
- Energy
- Materials
- Government
- Company
- Businesses

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by: Understanding how reducing the use of materials and energy helps the environment, and what individuals can do to support this.

Pupils working at greater depth indicated by: Understanding the role government and businesses play in reducing the use of materials and energy and how they can influence this.

Pupils needing extra support: Could work from a reduced number of items for the activity, for example focus on electricity and single-use plastic.

Pupils working at greater depth: Can add item(s) they would like to see a reduction in the use of.

PSHE, RSE and Citizenship Year 5/6
Spring Term 2
Citizenship (Cycle A) > Y5/6 Lesson 4 (Cycle A): Contributing to the community

Learning Objectives

Resources

- To understand how we recognise and value the contribution people make to the community
- I can describe how contributions to the community are recognised and valued
- I can explain how some individuals have contributed to society

Print

- *Activity: People who have contributed to society* (see Classroom resources)

Introduction

Ask the children if they are aware of anyone who has made a contribution to the local community. Discuss what that person has done and how it helped the community.

The people you discuss do not need to be famous or have been recognised in any way. Examples could include the school crossing patrol, charity workers or groups such as the local church.

Key question:

- Who contributes to our community?

Suggested activities

Explain that sometimes people make a really big contribution to the community, either locally to where they live or a particular region or the whole country. In this lesson, we are going to find out a bit more about people and/or groups who have recently been recognised.

Give pupils a copy of the *Activity: People who have contributed to society*. You might want to add your own if there is someone significant to your school or local area. The children are then going to write or act out an interview of their chosen person. Their work can either be a written script or a role-play activity, depending on the needs of your class. When writing their interview questions and answers, ask the pupils to consider:

- What did this person do?
- How did this help other people?
- How were they recognised for their achievement?
- How does this person feel about the contribution they have made to the community and why is it important?

Children then either perform their role-plays or share key parts of their interviews.

Key question:

- What contributions have individuals made to society?

Plenary

Discuss in a bit more detail, how people are recognised for what they do, for example being thanked, awards, coverage in the media, being well known in their community. Discuss what the children think about this recognition, is it enough? Do people do good things for the recognition and how else can we recognise people's contribution?

You could move on to discuss how you recognise achievement within the school and what the children think about this. Are there other things which they think should be recognised?

Key question:

- How do we recognise what people have done for the community?

Vocabulary

- Contribution
- Community
- Society
- Recognition
- Medi

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by: Understanding how people contribute to society and how this is recognised.

Pupils working at greater depth indicated by: Understanding the range of ways people are valued and recognised by others.

Pupils needing extra support: Should focus on an individual who is familiar to them for the activity. They could perform their interview working with a partner and rehearse the questions and answers rather than writing them down.

Pupils working at greater depth: Should be able to consider how their chosen person feels about the contribution they have made to the community and why it is important. They can be challenged to research another individual independently, answering the same questions about their contribution.

PSHE, RSE and Citizenship Year 5/6
Summer Term 1
Citizenship (Cycle A) > Y5/6 Lesson 5 (Cycle A): Rights and responsibilities

Learning Objectives

Resources

- To explore the links between rights and responsibilities (Y5)
 - To understand human rights, including the right to education (Y6)
- Year 5**
- I understand that rights apply to everyone
 - I understand that there are responsibilities as well as rights
 - I can explain what freedom of expression means and what limitations there are
- Year 6**
- I understand human rights are there to protect everyone
 - I can explain why education is important and is included as a human right
 - I understand why individuals campaign for causes they believe in

- Have ready
- Year 5**
- *Activity: Freedom of expression rights* – one per pair (multiple copies on sheet)
- Year 6**
- – one per pair
- Print

Introduction

Recap the rights the children have looked at in previous lessons/years (The Declaration of Human Rights, which is for everyone, and the UN Convention on the Rights of the Child, which are for anyone under the age of 18).
 Explain that these rights apply to everyone and cannot be taken away.
 Ask the children why they think that these rights are important? (For example, they help to keep people safe, help people live better lives and protect people).
Key questions:

- What are rights?
- **Why are rights important?**

Suggested activities

Year 5
 Write the word 'responsibility' on the board and ask the Year 5 children to think about what this means, discussing it with a partner to come up with a definition.

Year 6
 While the Year 5 children think about their definitions, remind the Year 6 children about the Universal Declaration of (which is covered in our Year 3/4 lessons) and that it was put together after World War Two as a way to everyone's basic .
 This first activity is going to remind the children about some of the rights which are . (This activity is based on the Amnesty International education pack).
 Show the link: on your interactive whiteboard and give out copies to the children too, including the summary list of human rights.
 Ask the children to look at the picture in pairs and find examples that show people:

- Enjoying or using their human rights
- Being denied a human right
- Human rights being demanded by someone

Year 5
 Take some feedback on what children think responsibility means. (For example, something they should or must do).
 In terms of rights, we have the responsibility to make sure that we do not do or say something which might affect other people's rights, for example by behaving in school in a way which prevents other children from learning, or by looking after shared play equipment so we do not stop other people having their right to play.
 Hand out copies of the sheet *Activity: Freedom of expression rights* (see Classroom resources).
 Read the rights out to the children and ask them what they think they mean. Discuss that these rights mean we can say what we think and feel and share our opinions and that this is called freedom of expression.
 Explain that in some countries and at times in the past this does not/did not happen and that people could be put in jail or even killed for saying things the government or other groups did not agree with.
 Move on to explain that while we have the right to share our views, this comes with some responsibilities. Ask the children if they can think of any of these? (For example, that one person's rights should not harm another person's rights and we should not say things that might offend others or put their rights in danger. For example, making a comment about someone based on their race goes against their right to be treated fairly and equally).
 Children also need to be aware that they should not say anything which might cause someone to hate someone else or be violent against them.
 Put the children into groups and ask them to think about some rules for freedom of expression. Ask them to come up with five rules which will help people share their ideas without causing problems for others. For example, thinking carefully about what you want to say, and not saying anything which might cause offence or upset someone.
 Ask the groups to share their ideas and then decide between them their top five rules.

Year 6
 Take some quick feedback on their activity. Children may identify things such as:

- Enjoying or using their rights – children in school, sharing religion and enjoying leisure activities
- Rights being denied – prisoners and the homeless person
- Rights being demanded – protests for various causes

Explain that they are now going to focus on the right to an education. The right to education is one of the Universal and is also in the UN Convention on the of the Child.

Ask children what they think education is? They may well focus on school so explain that education goes beyond school, for example it can include libraries, museums, university and adult education. Explain that in this country every child has the opportunity to free education up to the age of 18. After this, education is still available, some free and some paid for. Explain that in some countries, this is not the case and children leave school at a younger age or might not go to school at all.

Show the children the picture of Malala Yousafzai from the link: . Ask the children if they know who she is and what she is famous for? Explain that they are going to find out more about her.

Use the website on that link to discuss Malala's story, including the following discussion questions:

1997 – Why do the children think having a girl is not always celebrated in Pakistan? (There are differing attitudes but generally, males are seen as more important than females).

2008 – How would children feel if they were told they could not have a television or play music?

How do they think Malala felt about being told she could no longer go to school? What might her father have thought?

2012 – What words would they use to describe Malala's to speak out about education for girls?

Explain that the people who shot Malala had extremist views and not everyone in her country felt that way.

2014 – What do they think about Malala's to carry on campaigning for education for girls?

How did her father help her?

Why do you think she decided to live in the UK? You could bring in the right to leave a country if you are in there.

2018 How do you think Malala feels to be at university?

Do children think her is a good one? Why?

Ask the children to write Malala's story in their own words or write a newspaper article about her. If children have access to the they could use these websites or you could print extracts.

Key questions:

- What do we value about education?
- Why is education included in ?

Year 5

Come back to the Year 5 children and review their rules for freedom of expression. As a larger group, decide which are the most important rules.

Move on to discuss with the children that the right to freedom of expression and the responsibilities which come with it, do not only apply to what is said verbally but also to what you write, including online. Explain that sometimes people might forget the rules, particularly online, because other people might not know who they are. Look at the five rules again, and ask the class whether they would all apply online or to anything written.

Ask the children if there are any other rules they would add for this?

Key questions:

Year 5

- What is a responsibility?
- What responsibilities do we have to do with freedom of expression?
- How does this apply to online communication?

Year 6

- What do we understand about human rights?
- Why is education important?
- Who is Malala Yousafzai?

Plenary

Explain to the Year 5 children that Year 6 have been looking at the right to education. If you have time, some of the children could read out their articles. Move on to ask the children what they value most about education. They may come up with: learning to read and write, learning maths, developing needed for work, helping to understand the world (now and in the past) or developing a range of other skills and interests).

Through the discussion, try to ensure children understand how broad education is. When you have considered the value of education, discuss with the children why it is as a human right i.e. that it helps people to develop and live lives.

Key questions:

- What do we value about education?
- Why is education included in ?

Vocabulary

- Freedom of expression
- Right
- Responsibility

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 5: Understanding what rights are and that freedom of expression is one of these rights.

Year 6: Understanding that education is a human right and why education is important.

Pupils working at greater depth indicated by:

Year 5: Understanding that there are responsibilities which come with freedom of expression.

Year 6: Understanding how individuals can to make a for others.

Differentiation

Pupils needing extra support:

Year 5: May need additional explanation of freedom of expression and some specific examples.

Year 6: When writing Malala's story, they could use the information they have looked at together as a class and/or the link: .

Pupils working at greater depth:

Year 5: Can be challenged to explain in more detail why there are some limitations on freedom of expression.

Year 6: Can be challenged to undertake additional research about Malala, explaining how her can make a for others.

PSHE, RSE and Citizenship Year 5/6
Summer Term 1
Citizenship (Cycle A) > Y5/6 Lesson 6 (Cycle A): Parliament and national democracy

Learning Objectives

- To begin to understand how parliament works.
- I understand how parliament works.
- I can explain what the parts of parliament are.
- I can identify some qualities needed to be an MP.

Resources

Have ready

- Dice and counters for the game.
- Link: .
- Link: '
- *Presentation: The government*

Print

- Link: "
- *Activity: Parliament quiz* (see Classroom resources) – one per pupil.
- *Activity: Parliament quiz – multiple choice* (see Classroom resources) – for pupils needing extra support.
- *Answers: Parliament quiz* (see Classroom resources) – one copy for the teacher.

Introduction

Show the *Image: Houses of Parliament* to the class.

Image: Houses of Parliament

Display the image on your interactive whiteboard.

Ask the children the following questions about Parliament:

- Do they know what it is?
- Do they know where it is?
- Do they know who they might find there?
- Do they know what these people do?
- Do they know what the parts of the building are called?

Key question

- What do we know about Parliament?

Suggested activities

Ask all the children to watch up to 3:09. (Year 6 will have seen this before but it is a useful reminder).

Year 5

Put the children into small groups or pairs and give them a copy of the *Activity: Parliament quiz*, (or *Activity: Parliament quiz – multiple choice* version for pupils needing support).

Give them time to answer any questions that they can.

Year 6

While the Year 5 children complete the quiz, show the Year 6 children the *Presentation: The government*

Presentation: The government

Display the presentation on your interactive whiteboard.

Use the presentation to explain to the children how the government works. Answer any questions as you go through the presentation. You might also want to mention who holds the various roles at the moment.

Explain to the children that they are going to be ministers of the government. They are going to think about what they would want to do if they were a minister for a certain area, such as:

- Minister for education.
- Minister for health.
- Minister for the environment
- Minister for transport.

Either let the children decide which area they are interested in or you allocate them to groups. In their groups, they need to discuss what they think they would do if they were in charge of the chosen area – writing down their ideas.

Year 5

Let the Year 5 children watch the film again if needed so they can answer the remaining quiz questions.

Give them a few minutes at the end to complete the questions and answer the bonus questions.

Ask the groups to swap sheets and then mark each other's answers. Find out how many points each group got.

Explain to the children that they are going to play a game in their groups: ". Give each group counters and a dice.

While they are playing, they are going to write down either things they have found out or other questions they have.

Year 6

Ask the groups to share some of their ideas. Then ask how they think the government pays for the things they do? Explain that most of their money will come from taxes which are paid by people who work. This means they have to collect money from the people who elect them. Discuss that people do not always like paying tax and therefore the government has to be careful how much they collect.

With this in mind, ask the groups to decide on the two or three most important of their ideas. Then they should compose a letter to the current government minister to explain their ideas. Their letter should begin, 'Dear Minister', they should include some background on what they have been learning about and then their ideas, including justifications for their views.

Year 5

When the Year 5 children have finished the game, discuss with them what they found out and answer any questions they have. You may find it useful to have a copy of the full booklet the game comes from. These booklets can be downloaded or ordered from the " and you may wish to order one for each child or a few for the class library.

Key questions

- How does Parliament work? (Y5)
- How does government work? (Y6)
- What would you do if you were a minister in the government? (Y6)

Plenary

Ask the Year 6 children to share their letters and discuss them. If appropriate, you may wish to send the letters to the minister. You could vote for the best letter and send that one.

Discuss how else children can influence what happens in Parliament? For example, contacting their MP, starting or signing a petition or being involved in a peaceful protest.

Key question

- How can we influence what happens in Parliament?

Vocabulary

- Parliament
- Monarch
- Government
- House of Commons
- House of Lords
- Prime Minister
- Opposition
- Speaker

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by:

Year 5: Understanding the basics of how parliament works including the parts of parliament.

Year 6: Understanding the roles and responsibilities of people in government.

Pupils working at greater depth indicated by:

Year 5: Understanding how parliament works in including key roles such as Prime Minister and the Speaker.

Year 6: Understanding how government works and how people can influence this.

Pupils needing extra support:

Year 5: Can use the *Parliament quiz – multiple choice*.

Year 6: May find education or the environment the easiest topic to work on as they may have more direct experience.

Pupils working at greater depth:

Year 5: Can be challenged to use the " to find out more about Parliament.

Year 6: Can be challenged to select another minister who has responsibility for something they feel strongly about.

PSHE, RSE and Citizenship Year 5/6
Summer Term 1
Economic wellbeing (Cycle A) Lesson 1 (Cycle A): Borrowing

Learning Objectives

- To understand that a loan can be a way to pay for things, but that it needs to be repaid
- I can explain why someone might borrow money
- I can describe some of the different ways to borrow money
- I can explain what interest on a loan means
- I can explain why people make different decisions about money

Resources

Print

- *Activity: Repaying loans* (see Classroom resources) – one per pupil
- *Activity: Repaying loans – extension version* (see Classroom resources) – one per pupil as appropriate

Introduction

Ask children to name different ways of paying for things, for example, cash, debit card, credit card, phone, direct debit and cheque. Make a note of these on the board.

Ask the children to give an example of when people might decide to use each way of paying, such as:

- Cash – small purchases, giving money to someone you know
- Debit card – shopping. Mention that the money comes straight from the person's bank account
- Credit card – holiday. Mention that the payments on a credit card are listed out and sent as a bill to be paid at the end of the month
- Direct debit – regular payments such as gas and phone bills
- Cheque – larger amounts

Key question:

- What different methods are available to pay for things?

Suggested activities

Discuss with the children that people need to make a decision about whether they can afford something and this usually means having the money available.

Then move on to discuss that sometimes people might need to borrow money. Ask the children if they are aware of any ways that people borrow money, for example:

- Borrowing from friends or family
- Bank loans
- Credit cards
- Personal loans
- Mortgage

Explain that when people borrow money they will have to pay it back and in most cases, the lender will charge interest. For example, interest can be a percentage of the amount borrowed, taken as payment for helping the borrower. Stress that it is important when you borrow money that you can pay it back.

Give a copy of the *Activity: Repaying loans* to each pupil. There are two versions; the second version has more challenging calculations and additional columns to complete so may be more suitable for the Year 6 children. Explain to the children that they are going to look at whether the person can afford the loan in each of the cases described.

Work through the first one as an example. Explain that they need to subtract the weekly expenses from the weekly income to see if the weekly loan repayment amount can be made. In some cases, there will be money left over but in others, the weekly loan repayment amount is greater than the money left over. The more complex sheet includes a column with 'extra expenses that week' to be considered. For the moment, ask all the children to leave the final column blank.

Once the children have completed the amount each person has left and whether they can afford the loan, discuss what else they might think about before deciding to take the loan. For example:

- Do they really need the item?
- Can they reduce their other outgoings?
- What happens if they have extra outgoings? (Children doing the more complex sheet will have considered this).

Ask the children to decide whether each person should take the loan or not. This should be done individually.

Key questions:

- How can people borrow money?
- How can you decide whether it is a sensible idea to borrow money to pay for something?

Plenary

Go through each of the scenarios and make a note of how many children think the person should take the loan and how many think they should not. Discuss these differences, particularly for those where the person could afford the loan, and explain that people can think differently about having loans. Some will not be happy to borrow money and others will think it is fine.

Stress that if you have not got enough money to pay off a loan then you should not borrow the money. You could also go on to discuss the consequences of not repaying a loan. For example, if borrowing from people you know, not repaying the loan may affect your relationship; if you borrowing from a bank/on a credit card, then the amount of interest will grow and you will end up with more debt.

Key question:

- Why do people make different choices about borrowing?

Vocabulary

- Lend
- Borrow
- Interest
- Repayment

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: Understanding that borrowing money is a way to pay for something but this has to be repaid.

Pupils working at greater depth indicated by: Understanding that people feel differently about borrowing money.

Differentiation

Pupils needing extra support: May need additional support with working out the loans and if they are affordable. Calculators could be used here.

Pupils working at greater depth: Can use the sheet with more complex calculations and the additional column. Can be challenged to add a reason why they think that person should or should not take the loan.

PSHE, RSE and Citizenship Year 5/6
Summer Term 1
Economic wellbeing (Cycle A) Lesson 2 (Cycle A): Income and expenditure

Learning Objectives

- To understand income and expenditure and how to track money
- I understand what income and expenditure are
- I can track income and expenditure
- I understand that there are choices to be made on how to earn money
- I can explain why people might make different choices about money

Resources

- Have ready
- *Presentation: Income and expenditure* (see Introduction)
- Print
- *Activity: Budgeting scenarios* (see Classroom resources) – one per pair
 - *Activity: Budgeting scenarios – support version* (see Classroom resources) – one per pupil as needed
 - *Activity: Income and expenditure* (see Classroom resources) – one per pupil

Introduction

Explain to the children that they are going to learn how to keep track of a budget.

Ask the children if they know what income and expenditure each mean?

- Income – money coming in, or received.
- Expenditure – money going out, spent.

Hand out the *Activity: Income and expenditure* to each pupil and display the *Presentation: Income and expenditure*.

Presentation: Income and expenditure

Display the presentation on your interactive whiteboard.

Work through an example to show how to keep a budget.

Add the income and expenditure as outlined in the case study and ask pupils to fill in their *Activity: Income and expenditure* sheet at the same time. Check the answers using the answers provided on Slide 4.

Display Slide 5:

- Amelia's current budget is £23.50.
- She needs another £16.50 to be able to buy the game.

Discuss the ways in which she could make up the money. Ask the children which option they would choose. Discuss why this might be, for example they may be happy to wait and not do too many jobs. Other children may want the game sooner so do as many jobs as they can.

Key question:

- How can we keep track of our money?

Suggested activities

Put the children into pairs and ask them to work through the *Activity: Budgeting scenarios* to track each child's income and expenditure. They then need to answer the questions at the end.

The first and second scenarios are the most straightforward and three and four are more complex.

Once children have completed the scenarios, discuss some of the questions with the children. Focus particularly on the options they selected for the children to get the extra money they wanted.

Discuss some of the issues around the loan i.e. that she will need to pay it back and how long this might take.

Key question:

- How can we track income and expenditure?

Plenary

Ask the children to think about which task they would do to make a given amount of money, for example £10, and why.

For example, the children might suggest doing things they like, or that some tasks might not be available to everyone or that they would choose those tasks that pay the highest amount to get the money as soon as possible. Stress that people will have a range of reasons for selecting the way they earn money.

Ask the children what they would spend their imaginary £10 on. Stress that they can save it if they wish. Ask the children to share their ideas and discuss the differences. Make sure that the children realise that people make different choices. For example, someone might think they would like something on the list which would cost more than £10 and they would rather save.

If time allows, give the children some other scenarios to think about. For example, if you spend all the money you have, what happens if you have an unexpected expense?

Key question:

- How do people make decisions about earning and spending money?

Vocabulary

- Income
- Expenditure
- Earn
- Save
- Spend

Assessing pupils' progression and understanding**Differentiation**

Pupils with secure understanding indicated by: Understanding what income and expenditure are and how these can be recorded.

Pupils working at greater depth indicated by: Understanding how additional income can be made and that people have different views about how they manage their money.

Pupils needing extra support: Could use **Activity: Budgeting scenarios – support version**.

Pupils working at greater depth: Can focus on scenarios 3 and 4 (Dexter and Ella) in the **Activity: Budgeting scenarios**.

PSHE, RSE and Citizenship Year 5/6
Summer Term 1
Economic wellbeing (Cycle A)
Lesson 4 (Cycle A): Risks with money

Learning Objectives

- To understand some risks associated with money
- I understand some ways money can be lost
- I can explain how risky certain spending is
- I can explain why people might take risks with money

Resources

- Have ready
- *Activity: Risk statements* (see Classroom resources) – one copy for the teacher

Introduction

Ask the children if they can think of some examples of scenarios for the following situations:

Money being lost: the children may say coins falling out of pocket, giving too much money in shop and not realising at the time, losing a purse or wallet or losing a gift voucher.

Money being stolen: the children may say taken out of purse or wallet, stolen from a bank account or lending the money to someone and not getting it back.

Winning money: the children may say entering a competition, playing a game with a money prize or the lottery.

Key question:

- How can money be lost, stolen or won?

Suggested activities

Tell the class that having money does come with risks. Losing the money or having it stolen is one of those risks.

Explain that the children are going to think about things people do with money that might be considered risky.

Risk statements: continuum activity

You are going to read out some statements and the children need to decide how risky they think each of them is. Stress that people will have different ideas. Ask the children to stand up from their chairs. Read out each statement in the *Activity: Risk statements* and use the discussion points provided to discuss them as a class. After each statement is read out, ask the children to put their hand up if they think the statement is high risk or keep their hand down if they think the statement is low risk.

Round up the discussion the children have had over the various points. Stress that with all these things there is a risk that you could spend money and end up with nothing or something you do not want. Therefore, we need to think whether it is something that we want to do and risk losing the money.

Focus on the scenario involving the toy grabber machine. Ask the children: What do the people who own the machine want to happen? (They need to make money so they want people to put money in but they do not want everyone to get a prize).

Explain that the chance of winning a toy is not high.

Ask: Why do you think people use these machines? (They can be fun, exciting, people think they will be lucky).

Discuss that this can be true but if you keep trying and still do not win, it might not be fun. How might they feel then?

Discuss the importance of setting a limit of how many times you will try the game, based upon how much money you have or how you will feel about losing.

Stress that they might need an adult or someone else to help them set a limit or they might decide that the game actually is not worth it and they prefer to save their money and not try the game at all.

Key question:

- What do we think about risks related to money?

Plenary

Remind children that there is a range of risks with money but there are practical things people can do to keep money safe and not waste it. Discuss some ideas for this, for example keeping it in a safe place, making good decisions about spending and asking other people to help if they are worried about anything.

Key question:

- How can we keep money safe?

Vocabulary

- Lose
- Stolen
- Risk
- Chance

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: Understand that there are risks associated with money and what some of these are.

Pupils working at greater depth indicated by: Understand how people see risks with money differently depending on a number of factors.

Differentiation

Pupils needing extra support: Could discuss their ideas during the continuum activity with an adult or talk partner.

Pupils working at greater depth: Could be given a role to consider in the continuum, for example imagine you are a big supporter of the charity or you are someone with very little spare money.

PSHE, RSE and Citizenship Year 5/6
Summer Term 1
Economic wellbeing (Cycle A) Lesson 3 (Cycle A): Prioritising spending

Learning Objectives

Resources

- To understand how to put together a weekly budget
- I understand that having a budget helps people know how much they can spend and prioritise spending
- I can devise a budget
- I understand that income might change and how families might deal with this
- I understand some of the feelings associated with money

Have ready

- *Presentation: Daily budget* (see Suggested activities)
- Individual whiteboards – one per pupil

Print

- **Activity: Weekly budgeting (one of the three budgets per pupil)**

Introduction

Hand out the whiteboards to the children.

Check that the class know the difference between needs and wants by asking them to decide into which category the following fit:

- Milk – need
- Computer game – want
- Designer top – want
- Somewhere to live – need
- Fruit and vegetables – need
- Fizzy drink – want (luxury drink and there are other alternatives)
- Clothes – need

Children could display their answers on an individual whiteboard or stand up for needs and sit for wants.

Ask the children how they knew what was a need, that is something that we need to survive. Stress that the needs we have identified are really basic needs for us to stay healthy and stay alive. However, as time goes on some things might be considered a need that in the past could have been a want.

Discuss the following with the children to decide if they think they are a want or a need:

- Electricity
- Internet access
- Books

Key question:

- What is the difference between a want and need?

Suggested activities

Explain to the children that people will prioritise their spending based on wants and needs. For most people, they will make sure that they can afford the things they need before they pay for wants.

Share the *Presentation: Daily budget*.

Presentation: Daily Budget

Display the presentation on your interactive whiteboard.

Work through the example of the daily budget on Slide 2 for James, who is going to work in a different city. Explain that a budget is a plan for spending.

Discuss the needs in the example, i.e. he must have a train ticket to get there and would need food. Then discuss the wants, which are things that he could do without.

Add up how much it would cost James to buy everything. Then ask the children which of the wants they would choose for James and why. Once these have been agreed, add up the new spend and work out what is left from the budget.

Give pupils one of the *Activity: Weekly budgeting* challenges and ask them to create a weekly budget for that family. Different budget scenarios have been provided for differentiation (Family A is most complex and C is simplest).

Explain that their income is shown at the top and then the costs of various things are listed on the side. They need to decide:

- Which things the family should spend their money on.
- Which are needs and which are wants and work out if there is any money left at the end of the month.

After the activity, take some feedback and ask the children what they found out and learnt by doing the budget.

- Were there expenses they did not know about?
- Does the cost of some things surprise them?

Key question:

- How can we create a budget?

Plenary

Explain to the children that having a budget and knowing what expenses you have is really important. Share Slide 3 showing the scenario for Family C and ask the children to imagine:

1. A member of their family cannot work and their income drops to £300 per week. How would that affect their budget? You might want to discuss not only cut backs but also ways to save money, such as finding better deals on things like electricity. Also discuss how the family might feel about this.

2. There is a large increase in the cost of housing, fuel and running a car, how would this affect the budget? Discuss ways the family might cope, for example cutting back on other things or looking for cheaper options. Discuss how the family might feel about this.

3. A member of the family gets a new job with a higher salary, so their income will go up to £500 per week. How would this affect their budget? You could discuss using some of the extra money to put into savings. Discuss how the family might feel about this.

Key questions:

- What happens if income changes?
- How might people feel about these changes?

Vocabulary

- Want
- Need
- Income
- Budget
- Expenses
- Expenditure

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: Understanding how to create a weekly budget, including prioritising needs over wants.

Pupils working at greater depth indicated by: Understanding budgeting and the reasons and impact of an income changing.

Differentiation

Pupils needing extra support: Can focus on the budget for family B or C in the *Activity: Weekly budgeting*.

Pupils working at greater depth: Should use the budget for family A in the *Activity: Weekly budgeting*.

PSHE, RSE and Citizenship Year 5/6
Summer Term 1
Economic wellbeing (Cycle A) Lesson 5 (Cycle A): Careers

Learning Objectives

Resources

- Year 5**
- To understand the range of jobs people might do (Y5)
 - To understand the different routes available into careers (Y6)
- Year 6**
- I can explain what I have already learnt about jobs and careers
 - I understand that there are a range of jobs available
 - I can explain some key things about specific jobs
- Year 6**
- I understand that there are different ways into careers
 - I can explain the options available for a job I want to do
 - I understand that people can change career
 - I can explain some reasons why people might change their career

- Have ready
- Computers or laptop with access to the internet (If these are not available, you may wish to print off job profiles for the children from the link: instead.)
 - *Presentation: Job pathways*
- Print
- Year 5**
- *Activity: Job research (see Suggested activities) – 1 each*
- Year 6**
- *Activity: Career routes example (see Suggested activities) – 1 per pair*
 - *Activity: My career route (see Suggested activities) – 1 each*

Introduction

Remind children about what they have learnt about jobs and careers in previous year's lessons, including:

- Types of jobs available – you could ask them about any unusual examples they have found out about too.
- Pay for jobs – that this is one factor but not the only thing people will consider when choosing a career.
- Influences on career choices – ask for some examples, for example skills, interests, what family do, jobs available in the area.
- Things that might stop someone thinking they can do a job – for example gender, race or disability. Discuss how these should not be a barrier.

Key question:

- What have we learnt so far about jobs?

Suggested activities

- Year 6**
 Display the *Presentation: Job pathways* on the board and ask the children to read through the slides.
 Presentation: Job pathways
 Display the presentation on your interactive whiteboard.
 Ask one of the Year 6s to be in charge of advancing the slides for the group. Explain they will be using this information during the rest of the lesson so they need to concentrate.
- Year 5**
 While Year 6 look at the presentation, explain to Year 5 children that they are going to find out a bit more about certain jobs and give advice to other children about the jobs they might do.
 Children will need access to the link: for the activity, or you can print off job profiles from the website for the children to select from.
 Put the children into groups of three or four and give them one of the following subjects to focus on (or provide your own list):
- Art
 - Computing
 - Design and technology
 - Geography
 - History
 - Maths
 - Music
 - Physical education
 - Science
- If using computers or laptops, ask the children to use the 'Search by subject' on the website to select two or three jobs that they find interesting and think others will too. Allow five minutes for this task.
- Year 6**
 While the Year 5 children are working on their task, come back to Year 6 and answer any questions they have on the presentation they have been looking at. Explain that people have different routes into jobs and this is what they will be concentrating on. Give out the *Activity: Career route example* sheet and ask the children to read through it.
- Year 5**
 Come back to the Year 5 children and ask them to research their chosen jobs. Explain that they will be sharing their research with the class so they will need to write neatly when recording on *Activity: Job research*.
- Year 6**
 Discuss with the children the different career routes they have found out about using the example sheet. Was there anything which surprised them? Answer any questions they might have.
 Then give each pupil a copy of the *Activity: My career route* and ask them to complete a career route for themselves. Stress that we often change what we think we want to do as we get older, but it is useful to have an idea of the possibilities. If possible, let the children have access to the for research.
- Year 5**
 Come back to the Year 5 children who should have completed their research, explain that they are going to become 'job seekers'.

They will go around the class looking at the different jobs that have been researched and deciding which ones do/do not appeal to them. They should be able to justify their reasons.

Year 6

While Year 5 are doing their activity, come back to the Year 6 children and take some feedback from the children and focus on the importance of getting at school to enable them to access the next stage of their education.

Key questions:

- What jobs are available? (Y5)
- How do people get the they need to do different jobs? (Y6)
- What routes are available into jobs? (Y6)

Plenary

Bring the children back together begin by asking the Year 5 children to share the job they think they might like to do based on the information they have found out today. Mention that it is great that they have ideas but these might change as they get older. Then explain that even when they start doing a job, they might still change their minds and this is OK.

Discuss what people might need to do if they decide to change career. This discussion can draw on what children in Year 6 have been learning about career routes. They might decide to take additional or change direction. Discuss why people might make these decisions, for example , interests or earning more money.

Reinforce that change can be a good thing and that people have choices about the jobs they do.

Key questions:

- What jobs might we want to do?
- How might people's career change?

Vocabulary

- Job
- Job seeker
- Career

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by:

Year 5: Understanding that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs.

Year 6: Understanding that there are different routes into careers.

Pupils working at greater depth indicated by:

Year 5: Explaining the requirements and benefits of jobs.

Year 6: Understanding which routes apply to certain jobs and that people may change careers during their working lives, and some of the reasons for this.

Differentiation

Pupils needing extra support:

Year 5: May benefit from support in selecting and researching a job.

Year 6: Focus on one area, for example children, animals or food when looking at the examples.

Pupils working at greater depth:

Year 5: Could be asked to include further information in the final row of *Activity: Job research*.

Year 6: Undertake additional research to look at the options available to get into their chosen job.

PSHE, RSE and Citizenship Year 5/6
Year 6 ONLY (Cycle A) Identity
YEAR 6 ONLY Lesson 1 (Cycle A): What is identity?

Learning Objectives

- To understand what factors contribute to identity
- I understand that a range of things make up identity
- I can explain some factors which make up my identity
- I know that other people might see me differently to how I see myself
- I can explain how I might challenge how other people see me

Resources

- Have ready
- *Presentation: Identity* (see Introduction)
- Print
- *Activity: Identity* (see Classroom resources) – for pupils needing support

Introduction

Pose the question to the children 'what makes us who we are?'. You could give examples such as physical characteristics and interests. Take ideas from the children and then show them slide 2 of the *Presentation: Identity*.

Presentation: Identity

Display on your interactive whiteboard

Explain that we call this our identity, which is the way we see ourselves and also how other people see us.

Key question

- What makes up our identity?

Suggested activities

Explain to the children that they are going to focus on their own identity.

Show slide 3 of the presentation which shows the identity mind map of the child and the things which make up his identity.

Ask the children to think about their own identity and to then create their own identity mind map. They should look at the factors on the first slide and try and include as many of them as they can. The focus should be on how they see themselves.

Once they have finished, ask the children to look at their mind maps and think about how other people might see them. Show slide 4 of the presentation as an example.

Discuss the fact that sometimes the way people see us is different to how we feel or are. For example, people can feel shy but come across as confident.

Or people can make assumptions such as people's nationality. Give the children some time to add their ideas to their mind maps.

Ask them to use a different colour to now add the ways other people might see them. When they have finished, ask them to keep their identity maps as they will be using them in the next lesson.

Key questions

- How do we define our identity?
- How do other people see us?

Plenary

Discuss these differences between how we see ourselves and how others see us. Ask:

- When could this be a good thing? (E.g. people recognising our strengths).
- When might it be an issue? (E.g. if people treat us unfairly (stereotypes), feel unhappy with a label people put on us).

Discuss some of the ways children might overcome this, for example explaining to people how they feel, standing up for themselves or others who are treated unfairly or reflecting on whether they are showing the best of themselves.

Key question

- How can we deal with people seeing us differently to how we see ourselves?

Vocabulary

- Identity

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: understanding the factors which make up identity.

Pupils working at greater depth indicated by: understanding that identity includes how we see ourselves and how others see us.

Differentiation

Pupils needing extra support: Could use the *Activity: Identity* sheet to create their own identity mind map from.

Pupils working at greater depth: Provide more examples of how other people see them.

PSHE, RSE and Citizenship Year 5/6
Year 6 ONLY (Cycle A) Identity > Year 6 ONLY Lesson 2 (Cycle A): Gender identity

Learning Objectives

- To understand gender identity and sexual orientation
- I understand that gender identity and expression can be seen as a continuum
- I can explain how gender and sexual orientation form part of a person's identity
- I can explain how to show respect for people in terms of gender identity

Resources

- Have ready
- Link: on VideoLink
 - Link:
 - Link:
 - *Presentation: Identity* (see Introduction)
 - *Presentation: Continuum*(see Suggested activities)
 - The children's identity mind maps they created in the previous lesson

Introduction

Due to the nature of the topics covered in this lesson you may wish to do a recap of your RSE & PSHE ground rules to ensure that the children understand how to behave within these lessons and to have respect for others.

Remind children about what they learned in . Ask them if they can remember some of the factors which make up identity – you could show slide one from the *Presentation: Identity* to remind them.

Presentation: Identity

Display on your interactive whiteboard

Remind the children that identity is about how we see ourselves and how other people see us and that sometimes there may be a difference.

Key question

- What can we remember about identity?

Suggested activities

Explain that today the children are going to be thinking about gender and sexual orientation.

Show the class the video: on VideoLink and then ask the children if they have any questions. If you wish, you can say that you might not have all the answers because this can be a complex topic.

Introduce the: .

Talk through each of the key themes:

- **Identity** – in this case we are thinking about how you see yourself in relation to gender.
- **Attraction** – who you feel attracted to or fancy. This this may be someone of the same sex, the opposite sex, both or no one.
- **Sex** – physical traits and the sex you are assigned at birth.
- **Expression** – how you present gender e.g. through actions and clothing.

Explain to the class that people often don't fit into particular categories and that instead there is a what is known as a continuum. Talk to the children about continuum activities that you have done in class where they stand on a scale of how they feel about certain things.

Firstly, we are going to look at gender expression.

Show the *Presentation: Continuum* and explain that the continuum goes from lack of femininity or masculinity to what might be seen as extremely masculine or feminine.

Presentation: Continuum

Display on your interactive whiteboard

Ask the children to think about where they would put the following:

- Fairy princess costume
- Short hair
- Long hair
- Wearing makeup
- Shirt and tie
- Trousers

Discuss some of the children's answers. If there are different answers, that is fine as the point of this exercise is that people see things differently.

Now ask the children to think about how society, in general, might see those things. Discuss that there are things that can often be seen as typically masculine or feminine.

As an example talk about trousers, which historically would have been seen as masculine, but are now worn by both men and women. However, there will still be some people who see trousers as masculine.

Ask the children to look again at their identity mind map from last week. Ask them if they can see anything which might contribute to their gender identity. Stress that these might be what they and other people expect, or not and either is fine.

Remind them that how they see themselves is important and they should not be influenced by what other people think.

Give the children a few minutes to add anything else they want to their identity mind map.

Key questions

- What is gender identity?
- What is sexual orientation?

Plenary

Remind children that their gender identity how they feel and express themselves. This is different to sexual orientation, which is who they feel attracted to.

We should respect everyone's gender or sexual orientation, and never say something which might make someone feel bad or uncomfortable about these things.

Discuss with the class how we can show respect, using the examples from the link: on VideoLink, i.e. by using the name or pronouns they prefer, not making any assumptions about gender and being a friend.

Make sure children know that they can talk to people in school or can contact organisations such as if they are worried about anything

Key question

- How can we show respect for others?

Vocabulary

- Identity
- Gender identity
- Masculine/masculinity
- Feminine/femininity
- Continuum/spectrum
- Sexual orientation
- Attraction
- Sex
- Expression

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: Understanding that gender and sexual orientation are different and form part of people's identity. That gender identity can be seen as a continuum.

Pupils working at greater depth indicated by: Understanding that gender identity and expression are a personal choice and that we should avoid labelling people and treat everybody with respect.

Differentiation

Pupils needing extra support: May benefit from watching the video clip again and working in a small group with an adult to ask questions.

Pupils working at greater depth: Can be challenged to provide other examples of gender expression to be discussed and examples of what showing respect to everybody, actually looks like.

PSHE, RSE and Citizenship Year 5/6
Summer Term 2

Year 6 ONLY (Cycle A) Identity > Year 6 ONLY Lesson 3 (Cycle A): Identity and body image

Learning Objectives

Resources

- To understand that the media manipulates images
- I understand that images can be manipulated and are not realistic
- I can explain why seeing these images all the time might be harmful
- I can explain what I can do about these images

Note

This lesson is based on the .

Have ready

- A collection of magazines and newspapers, featuring pictures of people that have been edited and modified (optional)
- Link: on VideoLink

Introduction

Remind children about some of the themes around identity that they have looked at in and .

Stress that identity is made up of many factors, and appearance might be one of these factors. This factor will be more important to some people than to others. Explain to the class that they are going to be thinking about how the media might influence how we feel about the way we look.

Begin by asking children what we mean by media. Jot down responses, which might include: TV, films, adverts, magazines and newspapers (professional media), social media, selfies, videos and comments (personal media).

Discuss the difference between professional media and social media.

Key question: What is the difference between professional media and personal media?

Suggested activities

Show the video: and ask what the children think about the advert.

Play the clip again up to the point where the photos start to be taken (00:37). Ask them what decisions are taken during this section, e.g. lighting, hair styled and make up done.

Now play the rest of the video. Ask the children what decisions were made about the image after the photos were taken, e.g. blemishes removed, teeth whitened and neck elongated, eyes lifted, face made slimmer.

Ask what this shows us about images we see in the media? Draw out that the images we see are often not real and have been manipulated so aren't a real person.

Ask the children to work in small groups and write a list of other images they have seen which have been manipulated e.g. adverts, fashion shoots, magazine covers, photos of celebrities. If you have collected magazines and newspapers, the children could look through these too.

Discuss how these images might make people feel – consider both those looking at the images, but also the people in the image. Stress that the images are unrealistic and that they can make people feel bad about themselves if they don't look like the media images.

Ask children what they might be able to do about these images? E.g. ignore them, make other people aware that they have been changed or write to companies and ask them to use real images.

Key question: How does the media manipulate images?

Plenary

Explain that in the main part of the lesson they looked at how the professional media manipulate images but people also do this with their personal media. Ask children if they know any examples (without naming anyone). Ask why people might do this? E.g. to make themselves look better, for fun, because they don't feel happy about the way they look.

Remind children that as with professional media, it can be harmful comparing themselves to others and the images are often unreal. If they are ever worried they should talk to an adult they trust.

Key questions: How might individuals manipulate images.

Vocabulary

- Manipulation
- Media
- Images
- Change

Assessing pupils' progression and understanding

Differentiation

Pupils with secure understanding indicated by: Understanding that images can be manipulated by the professional media but also by individuals and that they are not realistic.

Pupils working at greater depth indicated by: Understanding that manipulated images can be harmful and what can be done about it.

Pupils needing extra support: May need to re-watch the video to identify the changes.

Pupils working at greater depth: Can be challenged to provide greater detail on the changes made and about why changes are made and the dangers of doing so

PSHE, RSE and Citizenship
Summer Term 2
Year 5/6 > Y5/6: Transition (Cycle A)
Lesson 1 (Cycle A): Roles and responsibilities

Learning Objectives

Resources

- To understand the skills needed to take on responsibilities in school (Y5)
 - To understand that a big change can bring both opportunities and worries (Y6)
- Year 5**
- I understand the skills needed to take on roles in school
 - I can explain the skills I have and those I need to develop
- Year 6**
- I understand that change can bring opportunity but also worry
 - I can explain some ways I can deal with change
 - I can explain some strategies I can use if I feel stressed or anxious

- Have ready
- Sticky notes – 2 different colours one for Year 5 and one for Year 6
- Print
- Year 5**
- *Activity: Roles and responsibilities skills sheet* (see Classroom resources) – one per pupil
- Year 6**
- *Activity: Secondary school scenarios* (see Classroom resources) – one per pupil

Introduction

1. Hand out the sticky notes to the children and ask them to write down things they are looking forward to about Year 6 (for the Year 5 children) and Year 7 (for the Year 6 children). Ask them to write one thing on each sticky note. It would be useful for the different year groups to have different colour sticky notes.
2. Collect in the sticky notes and have a quick look at them while the children do the next activity.
3. Repeat the exercise, but this time the children write down on their sticky notes things that may be worrying them about Year 6 or Year 7.
4. Collect in the sticky notes and explain that you will come back to them.

Key questions:

- What are you looking forward to in Year 6/7?
- **What are you worried about in Year 6/7?**

Suggested activities

Year 5

Explain to the class that they are going to think about the responsibilities and opportunities they might take on when moving into Year 6. Ask them to discuss and write a list of any they know of.

Year 6

Ask the Year 6 children to think about the changes they have experienced at school so far, for example, different teachers, changing classrooms, increasingly difficult work, different trips and new clubs.

Ask the children to think about how they felt about these changes before they happened, and then how the changes worked out.

Stress that often we **worry** about change and more often than not, things work out well. Even if change does not work out, then there is likely to be another change that helps a situation.

For example, your class might get another teacher who you do not like as much as the one before, however, you might have really enjoyed the topics you were learning about.

Ask the children to discuss these changes in pairs or small groups.

Year 5

Come back to the Year 5 children and discuss the roles they have thought of and add any they have missed, for example head boy/girl, school council, prefects, monitors, peer mentors.

Ask the children to think about a role they might want to take on and what skills they would need to do that job. Give each child a copy of the *Activity: Roles and responsibilities skills sheet* and ask them to write on their sheet the skills the child thinks they would need for their chosen role.

Discuss some as a class and then give the children time to add more to their sheets.

Ask the children to think about what skills they think they have that will suit their chosen role. Ask them to record these on their sheets. Stress that they may not have all the skills needed and this is fine.

Then ask them to think about the skills they need to develop in order to take on their chosen role. Explain that when adults apply for jobs there will be parts of the job that they are less confident about, and knowing how you can improve is an important skill.

Give the children the opportunity to talk to a partner about their findings:

- Can their partner make any suggestions such as a skill they have missed?
- Can their partner think of other ways they can develop the extra skills they need?

Year 6

Come back to the Year 6 children and take some brief feedback on their discussions. Explain to the children that moving into Secondary school may feel like a big change and they are likely to have mixed **feelings** about it, which is perfectly normal.

Explain that they are going to explore scenarios of other children's feelings about moving to Secondary school.

Put the children into groups and give out the *Activity: Secondary school scenarios*. Ask the groups to read the scenarios and discuss what the characters could do.

Each group could consider each of the scenarios, or you could allocate the scenarios between the different groups.

Take some feedback on the scenarios. Stress that everyone deals with change differently. Talk about the people who can help and the things they can do to help themselves.

Bring the whole class back together.

Explain to the Year 6 children what the Year 5 children have been doing. Ask the Year 6s to explain the responsibilities of some of the roles. Discuss how some of these skills will help them in the future as well as they are skills needed for many jobs.

Key questions:

- What skills might we need to take on roles? (Y5)
- What skills do we already have? (Y5)
- What skills do we need to develop? (Y5)
- What changes have we experienced so far? (Y6)
- How can we deal with changes that come with starting Secondary school? (Y6)

Plenary

Revisit the worries the children wrote down at the beginning of the lesson and address any that you can. If there are bigger issues or things you feel would be better dealt with by the Year 6 teacher or a representative from the Secondary school, explain that you will come back to them on these. The Year 6 children could help to answer some Year 5 questions.

Remind the children that changes can cause a range of and even if they are about moving to Year 6 or Secondary school, they are also likely to have some questions and worries. Explain that it is often the fear of the unknown that can feel scary.

Play the video clip to the class: on VideoLink.

Ask the children to reflect on which coping strategies might work for them. Encourage them to make a note of some as a reminder.

Stress the importance of talking to people and not holding onto any worries. Discuss who the children could talk to, such as teachers at school, , friends, older siblings and children that they know.

Key questions:

- What worries do we have about Year 6/7?
- How can we cope with new and challenging situations?
- Who can help?

Vocabulary

- Skill
- Responsibility
- Role achievement

Assessing pupils' progression and understanding

Differentiation

Pupils with secure understanding indicated by:

Year 5: Understanding the roles available for them at school and the skills needed for these.

Year 6: Understanding that changes can bring opportunities as well as worries and ways of dealing with change.

Pupils working at greater depth indicated by:

Year 5: Understanding that skills can be used in more than one role and that skills can be developed.

Year 6: Learning coping strategies for dealing with of stress or .

Pupils needing extra support:

Year 5: May need support to identify a role – this might be an informal role, such as being a role model to other children if they do not want a position of responsibility.

Year 6: Look at just three scenarios and focus on the themes which they might be most about.

Pupils working at greater depth:

Year 5: Could consider more than one role and look at the skills which are common to all the roles they may want.

Year 6: Can be challenged to give more detailed advice in the scenario activity.

PSHE, RSE and Citizenship Year 5/6
Summer Term 2

Safety and the changing body (Cycle A) > YEAR 5 ONLY Lesson 6 (Cycle A): Puberty

Learning Objectives

Resources

- To understand physical changes during puberty.
- I understand how the body changes as a child becomes an adult.
- I can accurately label sexual external parts of the body.
- I can accurately label internal reproductive organs.

Watch

- *Pupil video: Puberty.*

Have ready

- Paper and pencils or crayons for drawing (see Introduction).
- *Teacher note: Male and female external body parts: answers* (see Classroom resources).
- Link: (if needed – see Plenary) – **this is an external website and we do not have control over its content – please check before showing to the children.**

Print

- *Activity: Male and female external body parts* (see Classroom resources) – one per pair.
- *Activity: Male internal body parts* (see Classroom resources) – one per pupil.
- *Activity: Female internal body parts – including the clitoris* (see Classroom resources) – one per pupil.
- *Activity: Female internal body parts – excluding the clitoris* (see Classroom resources) – one per pupil.

Introduction

1. Start the lesson with a 'Draw and write' activity, for which each child will need a piece of paper and a pencil or crayon. You could get the children to complete this task Resources, allowing you to adapt the lesson according to the results of the activity.

Explain to the children that you will read out some statements and they will draw or write their responses on their paper. Emphasise that this is an individual activity and there is no right or wrong answer. The exercise is only to find out what the children know about growing up.

Statement 1 – A boy and girl aged about 13 are walking down the road. Draw a picture of the boy and the girl.

Statement 2 – The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger.

Statement 3 – Changes can't always be seen, draw or write some other changes the boy and girl might be experiencing.

Make sure each child writes their name on their paper. Collect in the papers. The children's responses will help you to plan subsequent lessons.

Key question

- What do we know about growing up?

Suggested activities

1. Recap the rules that the children came up with for these lessons and give them the opportunity to add any more rules they may want.

2. Ask the children what the word 'puberty' means. Explain that during this lesson, the focus will be on the physical changes of puberty. Some of these changes will be external and things we can see. Other changes will happen inside our bodies.

3. Display *Pupil video: Puberty* (whichever version you have chosen to use), which looks at the external parts of girls' and boys' bodies and changes that happen during puberty.

Pupil video: Puberty

Show on your interactive whiteboard

4. The children will now work in pairs to complete the *Activity: Male and female external body parts*. For some children, this activity will be revision.

Go through the answers as a class (see *Teacher notes: Male and female external body parts: answers*).

5. Ask the class what parts of the body will change as we grow into adults.

Recap the changes seen in the *Pupil video: Puberty* (breast development, hair growth, size of penis and testicles). Make it clear to the children that these changes happen over time and at different times for different people. Also, talk about the diagrams and explain that children will not look exactly like the diagrams, as everyone is different and this is completely normal.

6. Explain that the class will now look at internal body parts, and hand out the *Activity: Male internal body parts* (one per child). Ask the children to work individually to label the body parts using the words given on the sheet. Go over the answers as a class and correct any misconceptions.

7. Hand out to each child a copy of either the *Activity: Female internal body parts – including the clitoris* or the *Activity: Female internal body parts – excluding the clitoris*, depending on which version you have chosen to use.

Invite the children to look first at the top diagram. Explain that these are external parts but they are not easy to see as they are between a female's legs and are hidden by folds of skin called the labia. Reinforce that this entire area is called the vulva. Ask the children to label these parts.

Then ask the children to label the second diagram showing the female internal body parts.

8. Look at both the activities used (*Activity: Male internal body parts activity* and either *Activity: Female internal body parts – including the clitoris* or the *Activity: Female internal body parts – excluding the clitoris*) and identify body parts that both males and females have:

Urethra.

Bladder (not shown on female diagram).

Make sure that the children are clear on the functions of each of these.

Put the large labelled diagrams up on the board and quickly run through the body parts again using the correct vocabulary.

Key question: What are the correct names for parts of the body?

Plenary

1. Explain that in the next lesson, you will be looking in more detail at what the different parts of the body are for.
2. Tell the children you want to answer any questions they may have and you know it can sometimes be embarrassing to put your hand up and ask. Introduce the question box as a way to ask questions without anyone else knowing. Hand out pieces of paper and ask the children to write down any questions they may have. If they haven't got any questions, ask them to write 'no question' so everyone is putting something in the box. Explain that the box is going to be in the classroom so if they think of any other questions, they can add them. Tell the children when you will empty the box to help you prepare for the next lesson.
3. Remind the children that they can talk to you or other adults in school as well if they are worried about anything or have questions. You could also direct the children to websites they can look at if they want any help, such as .
Emphasise the importance of using reliable websites to ensure that the information they consume is safe and accurate.
Stress that it is fine to have questions and there is a safe way to ask these.

Vocabulary

- puberty
- change
- cervix
- ovary
- fallopian tube
- uterus
- vagina
- vulva
- clitoris
- urethra
- opening
- vaginal opening
- labia
- penis
- bladder
- testicle
- sperm
- duct
- scrotum
- breasts
- nipples
- menstruation

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Accurately naming all the relevant parts of the body.

Pupils working at greater depth indicated by: Showing some understanding of the functions of parts of the body.

Differentiation

Pupils needing extra support: Could benefit from having a cut-out of the vocabulary for the labelling activity, or given the initial letter of each word.

Pupils working at greater depth: Should complete the activity without support and be challenged to explain the functions of some of the body parts.

PSHE, RSE and Citizenship Year 5/6
Summer Term 2

Safety and the changing body (Cycle A) > YEAR 5 ONLY Lesson 7 (Cycle A): Menstruation

Learning Objectives

Resources

- To understand the menstrual cycle.
- I understand the process of the menstrual cycle.
- I can explain some changes I will go through during puberty.
- I know who I can go to for help if I need to.

Watch

- *Pupil video: The menstrual cycle (woman's voice).*
- *Pupil video: The menstrual cycle (man's voice).*

Have ready

- The question box from the end of the previous lesson.
- Paper and pencils to write new questions (see Plenary).
- Examples of sanitary protection.
- *Teacher support: Girls: True or false quiz with answers* (see Classroom resources).
- *Teacher support: Boys: True or false quiz with answers* (see Classroom resources).
- Link: – **this is an external website and we do not have control over its content – please check before showing to the children.**

Print

- *Activity: The menstrual cycle: diagrams* (see Classroom resources) – for pupils needing support.
- *Activity: Girls: True or false quiz* (see Classroom resources) – one per pupil.
- *Activity: Boys: True or false quiz* (see Classroom resources) – one per pupil).

Introduction

1. Start the lesson by answering any questions that the children have put into the question box since the end of the previous lesson. Ask a member of SLT if you are unsure of the correct way of answering questions and work to your school policy and government guidelines. If in doubt, check before you talk to your class.
2. Focus on correcting or re-visiting areas covered in the last lesson and explain if any of the questions raised are going to be covered in this lesson or the subsequent one. Also, give the children the opportunity to ask any other questions they have had since the last lesson.

Suggested activities

1. Recap the ground rules the class agreed on for RSE lessons.
2. Explain that the class is going to look in more detail at some of the changes during puberty. To begin with, the children will focus on the changes for girls and, in particular, on periods.
3. Ask the children to work in pairs to recap some of the changes that females go through during puberty (breast development, hips widening and pubic hair growth). Ask the children to feedback and clarify as a class. Explain that these changes happen so that eventually a female can have a baby if she wants to.
4. Explain that we are going to look at what happens inside a female that will mean she can get pregnant in the future if she wants to.
5. Show the *Pupil video: The menstrual cycle*. There are two versions of the video, one with a male voice-over and the other with a female voice-over. Use the version you feel is most appropriate.

Pupil video: The menstrual cycle

Show this on your interactive whiteboard

6. Clarify the children's understanding and answer any questions that they may have. Children may ask how fertilisation happens. If so, explain that for an egg to be fertilised, a sperm from a male is needed and they will learn about how this happens in Year 6.
7. Explain that females need to wear some form of protection to catch the blood during their period. If you are working with single-gender groups, the girls will learn more about the types of protection (see below). At this stage, boys just need to know that girls wear sanitary towels to catch blood during their period.

For any children requiring additional support, provide them with the *Activity: Menstrual cycle diagram* for consolidation.

The next section of the lesson will vary depending on whether you have single-gender groups or mixed. Below is information each gender needs and if you have decided to teach in mixed groups you will need to cover both aspects with everyone.

Girls

Reinforce that everyone will start their period at different times and this is normal. Explain that girls usually start their periods between the ages of 9 and 13 but everyone starts at different times and it can be a bit later than this. Ask the children to complete the *Activity: Girls: True or false quiz* and then get them to self-mark as you give the answers (see *Teacher note: Girls: True or false quiz with answers*).

Ideally, sit the children in a circle all together to talk about the types of protection available and demonstrate putting a pad in place. Stress the need to change pads frequently. How often will depend on flow but it is useful for girls to get into the habit of going to the toilet to check. If there is a lot of blood on the towel, they should change it. Even with a light flow it would be advisable to change the pad every 6 – 8 hours.

Also talk about how to dispose of towels. Towels should be wrapped in the wrapper of the new towel (if appropriate) or toilet roll and put into the special bin in public toilets or a bin. Stress that sanitary towels should never be flushed down the toilet as they can block drains.

Mention other types of protection available. Explain how the children can access sanitary products in school should they ever need to, and suggest that it is a good idea to have some sanitary products with you just in case. You could also show reusable products as an environmentally friendly alternative.

If girls don't ask, explain that other forms of protection are available such as tampons and menstrual cups. These go into the vagina and they need to be even more careful about changing regularly. Lots of girls start by using pads or period pants, but there's nothing to stop you using tampons or cups straight away and with practice they can become a good option.

Answer any questions girls have about periods and remind them about the question box.

Boys

It is nice if this section of the lesson can be delivered by a male teacher if at all possible.

Remind boys that periods are something that happen to females but there are other changes that they will go through. If boys ask about the protection girls use during a period, you could show them examples.

Ask the children to complete the *Activity: Boys: True or false quiz* and then get them to self-mark as you give the answers and discuss as you mark them (see *Teacher note: Boys: True or false quiz with answers*).

Following this activity, answer any other questions boys have related to the changes they are/will be going through, such as erections, wet dreams.

Remind them about the question box.

Key questions

- What is a period?
- How do you deal with periods?
- What changes do boys go through during puberty?

Plenary

Give the children the opportunity to ask any remaining questions or to write questions down. This could be done in the same way as the previous lesson by giving everyone a piece of paper.

Remind children of who they can talk to in school if they have any questions or concerns.

Also, remind the children about the and explain that it is best to use this site as it is reliable and some websites might have incorrect information on them.

Key question

- Who can you go to if you have questions about growing up

Vocabulary

- menstruation/period
- egg
- ova
- ovaries
- fallopian tube
- uterus
- womb
- bleeding
- lining
- sanitary products
- towels
- tampons
- reusable products (period pants, cups)
- voice breaking
- erections
- wet dreams
- ejaculation

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding the changes their own gender will go through during puberty.

Pupils working at greater depth indicated by: Understanding changes their gender and the opposite gender will go through during puberty.

Differentiation

Pupils needing extra support: May benefit from diagrams as these concepts can be confusing.

Pupils working at greater depth: If working in single-sex groups, use some of the true or false quiz questions for the opposite gender to check understanding of changes they go through. This can be done with all children but focus on those with a better understanding so they can learn more about the opposite gender as well as their own.

PSHE, RSE and Citizenship Year 5/6
Summer Term 2

Safety and the changing body (Cycle A) > YEAR 5 ONLY Lesson 8 (Cycle A): Emotional changes in puberty

Learning Objectives

- To understand emotional changes during puberty.
- I understand that puberty may change my feelings as well as my body.
- I understand that everyone is different and these differences are normal.
- I know who I can talk to if I am worried about anything.

Resources

- Note
Before this lesson check the question box and also look back at the 'Draw and write' activity from).
If there are any remaining issues or questions the children have had they need to be added into this lesson.
- Have ready
- The children's 'Draw and Write' sheets from Lesson 6 (see).
 - Paper and pens (see Plenary).
- Print
- *Activity: Puberty scenarios* (see Classroom resources) – one per group (see Suggested activities).

Introduction

Ask the children to work with a partner and write down three things they have learnt over the last two lessons. Move the children into groups of four and ask them to make a list of five things, then move them into groups of eight and make a list of seven things. During each stage of this exercise, the children can use things from their existing lists or add new ones as they remember them. If time allows, increase the size of the groups until the whole class is working together.

Key question

- What do we know about puberty?

Suggested activities

1. Explain to the children that this will be their last lesson on puberty this year.
2. Begin by addressing any questions that the children have put into the question box, or any misconceptions that came up during the 'Draw and write' activity in Lesson 3.
3. Explain that the focus of the children's learning so far has been on the physical changes the children will go through, but that there other changes that they will experience.
4. Arrange the children in groups and give each group a copy of the *Activity: Puberty scenarios*. Invite the children to work in their groups to come up with an answer for each scenario.

If your class is experiencing particular issues you may want to add additional scenarios.

5. Once the groups have discussed their ideas and solutions to the scenarios, open the discussion of the scenarios to the whole class. Reinforce that puberty is a time of change and they will all have a mixture of feelings and experiences. Sometimes other people might act in a way that is out of character and they might themselves. It is a time when they might need to make allowances for other people. Stress that there is always someone that they can talk to if they have any concerns.

Key questions

- What other changes happen during puberty?
- Who can help with problems?

Plenary

1. Repeat the 'Draw and write' activity from Lesson 3, explaining to the children that you are doing this to see how much they have learnt during these lessons.

Give each child a piece of paper and a pencil or crayon.

Read out the statements, allowing the children to draw or write their responses on their paper:

Statement 1 – A boy and girl aged about 13 are walking down the road. Draw a picture of the boy and the girl.

Statement 2 – The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger.

Statement 3 – Changes can't always be seen, draw or write some other changes the boy and girl might be experiencing.

Make sure each child writes their name on their paper.

2. Once the children have completed the activity give them their first version so they can compare. Collect all the papers at the end of the lesson.
3. Remind the children that the question box is still available if they have any other questions.

Key question

- What do I know now about puberty that I didn't at the start of these lessons?

Vocabulary

- attraction
- puberty
- change
- feelings

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Listing the range of changes they will go through during puberty.

Pupils working at greater depth indicated by: Listing and explaining the range of changes they will go through during puberty.

Differentiation

Pupils needing extra support: Use scenarios 4 and 5 initially and provide adult support if necessary.

Pupils working at greater depth: Extension questions are provided on some scenarios to support children in thinking about why the issues might be occurring.

PSHE, RSE and Citizenship Year 5/6
Summer Term 2

Safety and the changing body (Cycle A) > YEAR 6 ONLY Lesson 6 (Cycle A): Physical and emotional changes of puberty

Learning Objectives

- To understand the changes that happen during puberty.
- I understand changes that happen during puberty for boys, girls and both.
- I can name the parts of the body.
- I can use my knowledge to answer other people's problems.

Resources

Watch

- *Pupil video: Puberty* (including the clitoris).
- *Pupil video: Puberty* (alternative version, excluding the clitoris).

Have ready

- *Presentation: Body parts diagrams* – there are two versions one showing the clitoris and one not showing the clitoris (see Suggested activities).
- Large pieces of paper labelled: 'Boys', 'Girls', 'Both' – you may need two or more sets depending on the size of the class and groups.
- If you have any children who are gender-neutral, think about how you will support them during this lesson.
- Paper and pencils to write questions (see Plenary).
- A Question box (see Plenary).
- Link: (optional) – **this is an external website and we do not have control over its content – please check before showing to the children.**

Print

How many of the following you need to print will depend on whether you decide to do these activities as a class, in pairs, in groups, or individually.

- *Activity: Body parts quiz* (see Classroom resources).
- *Activity: Body parts quiz: multiple choice* (see Classroom resources).
- *Activity: Body parts quiz answers* (see Classroom resources).
- *Activity: Problem pages* (see Classroom resources).

Introduction

1. Explain that in this lesson we are going to be talking about puberty. Remind the children about the ground rules for PSHE lessons and ask if there are any rules the children wish to add. You may wish to include a rule that the children must use the correct scientific names for the parts of the body.
2. Explain that you want to find out how much the children know and remember about puberty.
Arrange the children in small groups and give each group one of the large pieces of paper headed either Boys, Girls or Both. On their piece of paper, they need to write down all the changes that they know about which happen during puberty relevant to the heading on their paper.
Give the groups a couple of minutes to do this and then swap the papers between the groups. Tell the groups to read what is on the paper and only add new ideas. Give them two minutes to read what is there and then two minutes to add anything extra. Repeat the exercise again, rotating the papers with different groups so that each group should have had a go with each of the headings.
3. As a class, discuss and address any major misconceptions.
4. Show whichever version of the *Pupil video: Puberty* you choose, especially if you feel the children need additional consolidation of their learning.

Key question

- What happens during puberty?

Suggested activities

1. Establish what pupils know/remember about the different body parts. Ask the children the questions in the *Activity: Body parts quiz*, keeping the quiz fast-paced and fun. Use *Activity: Body parts quiz: multiple choice* for pupils who need it.

This activity can be done as a class, individually or in pairs.

Correct any misconceptions and clarify using the *Presentation: Body part diagrams* – there are two versions, one showing the clitoris and the other not showing the clitoris – use whichever version you feel is appropriate.

Presentation: Body parts diagrams (includes the clitoris)

Show on your interactive whiteboard

Presentation: Body parts diagrams (does not include the clitoris)

Show on your interactive whiteboard

2. Arrange the children in groups and give each group one of the letters from *Activity: Problem pages scenarios*. You might want to create additional letters if there are issues that you need to address within your class.

Explain that the groups are going to write a letter in response to the problem they have been given. Discuss their responses as a class.

Key questions

- What are the correct names for the parts of the body?
- What problems might people have during puberty and how can I help?

Plenary

1. Introduce your Question box, explaining that it is a closed box into which the children can put any questions anonymously. You will answer any questions in the box in the next lesson. Emphasise that there are no silly questions and that if anyone wants to ask something there is a good chance someone else will also want to know.

2. Explain that in the next couple of lessons the children will be revisiting periods and will learn about how babies are made and born.

3. Give each child a piece of paper and invite them to write any questions they may have. If they have no question, ask them to write, 'no question' on their paper so that it is not obvious who is writing a question and who is not. Ask all the children to put their pieces of paper in the Question box and show them where it will be for the next few days in case they think of something that they want to add to it. This is also an opportunity to signpost reliable sources of information such as the . You might also want to have some suitable books available in the classroom for children to access. Stress that it is fine to have questions and this is a safe place to ask them.

Vocabulary

- puberty
- change
- cervix
- ovary
- fallopian tube
- uterus
- vagina
- vulva
- clitoris
- vaginal opening
- labia
- penis
- bladder
- testicle
- scrotum
- sperm duct
- breasts
- nipples

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding of changes that take place during puberty.

Pupils working at greater depth indicated by: Ability to use their knowledge in a scenario to help someone else.

Differentiation

Pupils needing extra support: Should be given the *Activity: Body parts quiz: multiple choice version*.

Pupils working at greater depth: Should be asked to give a range of suggested solutions for the problem page scenarios.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 1
Families and relationships (Cycle B)
Introductory Lesson 1 (Cycle B): Setting rules and signposting

Learning Objectives

Resources

- To recap learning in PSHE education from Years 4 and 5 and how we can help everyone to learn effectively in these lessons.
 - I can explain some things I learned in PSHE in Years 4 or 5.
- Year 5**
- I can explain rules that can help everyone feel safe in PSHE lessons.
- Year 6**
- I can explain some positive things about PSHE in the school.
 - I can make suggestions to make PSHE even better.

Have ready

- Reminders of things you know the children learned about in PSHE in Years 4 and 5.
- Large pieces of paper, each with one of the following headings: 'Relationships', 'Health and 'Safety'.
- Pens and crayons (see Introduction)

Introduction

- 1 Ask the children to think back over their PSHE lessons from Years 4 and 5 and what they can remember learning about in each of the topic areas, 'relationships', 'health' and 'safety'.
2. Seat the children in groups within their year groups. Ideally, for each year group, you will have three, six or nine groups, depending on the size of the class and what will work best with your children. Allocate each group one of the large pieces of paper so that each group has a different topic heading (Relationships, Health and Safety). Ask the groups to write down everything they remember learning about under the heading that they have been given. Ask the Year 6 children specifically to add in a different colour anything else they remember learning in earlier year groups.
3. Swap the pieces of paper around (but still within year groups) and invite each group to add new ideas. Keep swapping so that the children continue to contribute new ideas to another group's topic area each group has had the chance to contribute memories to each topic.
4. Take some feedback on key things that children remember.

Key questions

- What did we learn about relationships?
- What did we learn about health?
- What did we learn about safety?

Suggested activities

Year 5

Explain that now the children are in Year 5, they will start to look at more grown-up topics and there might be times when they have different feelings about these. For example, they might be a bit embarrassed or worried that other people know more than them or find other people's ideas very different to their own. Remind the children that, with this in mind, we need to make sure that everyone feels safe and comfortable and so the rules we have are increasingly important.

Ask the children to write an individual list of rules they would like for PSHE.

Year 6

While the Year 5 children are completing their lists of rules, tell the Year 6 children that you are always keen as a school to review and where necessary, improve what happens in our lessons, including PSHE. Explain that different teachers look after different subjects and tell them who leads PSHE in your school. Tell the children that today is their chance to give feedback about their PSHE lessons and learning so far.

Ask them to write a letter to the PSHE leader explaining what they like about PSHE (the positive things) and what they think would make it even better. Make sure the children understand the need to be positive and to make helpful suggestions and you do not want letters that are a list of complaints. For every negative comment, they must come up with an alternative suggestion.

Year 5

While Year 6 are writing their letters, arrange the Year 5 children into pairs and invite them to agree on a list of rules between them. Then put the children into groups of four to review their joint lists.

From here, either keep combining groups or take ideas from each group until you come up with a class list. Try to make sure you cover the following:

- Respecting other people's ideas.
- There are no silly questions.
- Keeping what is said in the room in the room.
- That we are all different and that is fine.

Key questions

Year 5

- What rules will help us all learn and feel good in PSHE lessons?

Year 6

- What are the good things about PSHE in this school?
- What would make PSHE even better?
- What do I want to learn in PSHE this year?

Plenary

1. Recap the rules that the Year 5 children have come up with and ask the Year 6 children if they want to add any other ideas. Once the rules are agreed, display them somewhere in the classroom to refer to during PSHE lessons. Tell the children that the rules can be changed or added to if they think of anything else after the lesson or during any PSHE lesson in future.

2. Invite a few of the Year 6 children to share what they have done during the lesson. As the Year 5 children listen to the letters, ask them to imagine that they are the PSHE leader and how the PSEH leader might feel about the letter. Can the Year 5 children give any suggestions for improving the letters?

Key question

- What rules have we agreed to for PSHE?

Vocabulary

- PSHE
- Safe
- Learn
- Rule
- Unsafe
- Unhappy
- Suggestion

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 5: Understanding of the need for rules for PSHE lessons.

Year 6: Being able to reflect on their learning in PSHE so far and identifying things they have enjoyed learning about and other things they didn't find as effective.

Pupils working at greater depth indicated by:

Year 5: Understanding the consequences of not following the rules for PSHE lessons.

Year 6: Being able to reflect on their learning in PSHE so far, identifying things they have enjoyed learning about and other things they did not find as effective and making useful suggestions as to improvements that could be made.

Differentiation

Pupils needing extra support:

Year 5: May need support remembering what they learned about in Year 4 and understanding why rules are particularly important in PSHE, especially when thinking about the more grown-up topics that they will be covering.

Year 6: May need help articulating what they felt worked well about their PSHE learning in previous years. Provide them with a list of things they have learned about ready to support them.

Pupils working at greater depth:

Year 5: Should be challenged to explain the potential consequences of not following the rules.

Year 6: Should be challenged to give sensible alternative solutions to any areas of PSHE learning that they feel have not been effective.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 1

Families and relationships (Cycle B) > Y5/6 Lesson 2 (Cycle B): Friendship skills

Learning Objectives

Resources

- To explore the ups and downs of friendships.
- I understand that friendships have ups and downs.
- I can provide possible solutions to friendship problems.
- I understand that friendships can sometimes be strengthened after an issue has occurred.

- Paper and pens for each group (see Suggested activities).
- Print
- *Activity: Friendship problems* (see Classroom resources- one per group)
 - *Activity: Friendship problem- with example* (see Classroom resources- one for any group that may need additional support)

Introduction

Invite the children to think about someone they know (Year 5) or a fictional character or famous person (Year 6) who they think is a really good friend. Ask the children to think why this person is a good friend, for example, they listen to others, they share, they help out when there is a problem. Ask the children to work with a partner and discuss the skills their chosen person has in being a good friend. Take feedback from the children and come up with a class list of positive friendship skills.

Key question

- What skills does a good friend have?

Suggested activities

1. Explain that all friendships have ups and downs and this is perfectly normal. These ups and downs can happen to everyone, even people we think of as good friends. To be able to deal with these problems is another friendship skill.
2. Ask the children to discuss in pairs the skills they identified in the Introduction and how they feel if their friends are like that with them. For example, how does it feel when someone shares something or listens really well?
3. Invite the children to think about times when things have not gone quite so well in a friendship. Remind them of the ground rules and explain that they should depersonalise any stories they wish to tell, especially if they involve anyone in the class. As they discuss their experiences, the children should focus on how they overcame the difficulties. If they cannot think of any direct experiences they have had, ask them to think more generally about friendship problems people might have (these could be from fiction or in the wider world). Emphasise that there are times when overcoming friendship difficulties can in fact make the friendship better. Ask some children for feedback.
4. Put the children into groups. These can be year group groupings, as the different ages might have different problems. Ask the groups to think about and write down a made-up friendship problem. They can use *Activity: Friendship problems* to record their ideas. This could be in the style of a letter to a problem page.
5. Invite the groups to swap letters and answer the problem letter from another group. If possible, try to keep the problems within the year group who wrote them.

Key questions

- What ups and downs might we experience in friendships?
- How can we overcome problems in friendships?

Plenary

1. Instruct the groups to hand their solutions back to the original groups so that each group can look at the solution provided to them.
2. Ask the groups to discuss if they think that the solution would work and to think about what might happen next if they were to try the solution given. Invite some groups to feedback by summarising their original problem, the proposed solution and their thoughts on it. From these discussions, draw out if the children think the friendship might be strengthened following the resolution of the issue.

Key questions

- How might our solutions work out?
- How might our friendships be stronger as a result of the issues we discussed?

Vocabulary

- Friendship
- Problem
- Ups and downs
- Solution
- Strengthened

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by: Recognising that friendships have ups and downs and this is normal.

Pupils working at greater depth indicated by: Understanding how issues in friendships may strengthen them in the long term.

Pupils needing extra support: May benefit from being in the same group and being given the *Activity: Friendship problems – with example* so that they have a specific problem to respond to. They could also work in a group with an adult to support them.

Pupils working at greater depth: Could be challenged to give a couple of solutions to the problem including signposting to additional support.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 1
Families and relationships (Cycle B)
Lesson 3 (Cycle B): Respect

Learning Objectives

Resources

- To understand what we mean by respect and why it is important.
- Year 5**
- I understand that everyone deserves a basic level of respect.
 - I can explain how I can earn respect from my peers and from adults.
 - I can explain when respect might be lost.
- Year 6**
- I understand respect is an important part of relationships.
 - I can explain how I would want to be respected.
 - I understand that I should treat others how I expect to be treated myself.

Note
 This lesson considers respect in various relationships and could provide an opportunity for children to discuss issues around sexual harassment. If the children have any concerns about respect in this context, consider having the children work in single-sex groups and thinking about how the other sex treat them. Generally, girls tend to be victims of sexual harassment and boys the perpetrators, although there will be exceptions.
 Handle any issues that are highlighted sensitively. Remind the children of the ground rules about depersonalising in lessons and make sure the children know how to report any concerns about particular individuals.
 If issues are raised, it is important to ensure that boys (as the more likely perpetrators) are not blamed. Discussion should therefore take place around not all males being perpetrators and also how males can try to challenge this behaviour in their peers. You may need an additional lesson if issues are identified.

Have ready

- Paper and pens for each child.
- *Presentation: Respect* (see Suggested activities).

Print

Year 6

- *Activity: Being respected* (see Classroom resources) – one for any Year 6 pupil who may prefer a structure to work on.

Introduction

1. Ask the children to think about someone they respect and to write on a piece of paper who the person is and why they respect them.
2. The children crumple up their piece of paper and (carefully and safely) throw it towards someone else in the class. Make sure everyone has thrown their paper and everyone has picked someone else's paper up. Ask the children to open the paper they have picked up and to read what is on it.
3. Invite some of the children to read out their papers and reflect on some of the people children selected. Ask if the people selected have anything in common, for example, parents, teachers, celebrities and sports personalities. Record these on the board. Are there other groups of people the children think should be respected in society, for example, police, doctors, people in the forces and older people? Discuss why we might respect these groups.
4. Explain to the children that having respect for those in authority is usually a good thing but there might be times when someone does something that means they lose that respect. We should, however, still have respect for the job even if we lose respect for one or two people who do that job.

Key question

- Who do you respect and why?

Suggested activities

Display the *Presentation: Respect*.
Presentation: Respect
 Show on your interactive whiteboard.

Run through the slides and invite the children to select one or two people from the pictures who they respect.

Year 5
 Ask the Year 5 children to write down why they respect the person or people they selected from the *Presentation: Respect*. Leave slide 10 of the *Presentation: Respect* displayed so that the children can refer back to it when working.

Year 6
 Explain to the Year 6 children that as they have already thought about how we respect others, for the rest of the lesson they are going to think about how they would like others to respect them. Stress that giving and receiving respect is an important part of a good relationship.
 Give the children the following headings:

- Online.
- My friends.
- My peers.
- Adults I know well.
- Other adults.

The children can decide how they want to present the information but they need to include under each heading the key ways they would want to be respected by that group or in that situation. If helpful, provide some or all of the Year 6 children with a copy of *Activity: Being respected*.

Some examples are given below:

- Online – giving positive feedback/comments, not sharing information.
- My friends – understanding how I am feeling, giving positive feedback, listening to my opinion, not sharing information about me with others.
- My peers – listening to me, respecting my opinion.
- Adults I know well – understanding how I feel, talking to me about things that affect me, valuing my opinion.
- Other adults – talking to me in an appropriate way, listening to my opinion.

Year 5

While the Year 6 children are working, go back to the Year 5 children and take some quick feedback on their ideas. Ask whether these people could ever do anything that would lose them their respect.

Explain that we can all expect a certain level of respect and that sometimes we call this courtesy. Ask the children for some examples, such as listening, saying 'please' and 'thank you' and using someone's name.

Move on to look at how we might earn respect from others. Ask the children to write two lists, one under the heading 'Peers' and the other under the heading 'Adults'. The children write the qualities they think people their age need so that they are respected by their peers or by adults.

Examples of things adults respect might include:

- Being polite.
- Doing well at school.
- Behaving well in school.
- Doing jobs at home.

Examples of things that peers might respect might include:

- being good at a particular game.
- having a certain phone.
- being funny in class.

Year 6

While Year 5 write their lists, return to Year 6 and take some feedback from them. Discuss whether there are some things that apply to all the groups, and what the differences are. It is also useful to discuss that respect is a two-way process and the ideas they have shared about how they wish to be respected are also things they can do to respect others.

Year 5 and Year 6

Bring the Year 5 and Year 6 back together and briefly explain to the Year 6 children what the Year 5 children have been doing (or ask one of the Year 5 children to do this). Discuss with the children when the ways to get respect from peers and adults might conflict with each other. For example, does being funny in class cause a conflict with good behaviour in class? Explain that the compromise might be knowing when different behaviours might be appropriate.

Key questions

Year 5

- Which groups do we respect in society?
- How can we earn respect?

Year 6

- How do I want others to show their respect for me?

Plenary

1. Invite the children to reflect on their learning during the lesson. Remind them that respect is both something they can expect and something they can earn.
 2. Ask the children to think individually about whether there is anything to do with respect that they need to work on. This might be how they behave to earn respect or how they show respect for others. Ask them to share this with someone in the class who they trust.
 3. Over the next week, the children can remind each other about respect and make a note of when they see respectful behaviour.
- At the end of each day, you could ask children to share any examples of respect they have seen. Or you could ask them to write down any examples of respect and put them into a respect box or onto a respect display.

Key questions

- How do I respect others?
- How do others show respect?

Vocabulary

- Respect
- Earn
- Lose
- Courtesy

Assessing pupils' progress and understanding**Differentiation****Pupils with secure understanding indicated by:**

Year 5: Understanding everyone can expect a level of respect but this can be lost.

Year 6: Understanding what respect is and how I should be respected and also respect others.

Pupils working at greater depth indicated by:

Year 5: Understanding that different people we know might respect us for different reasons.

Year 6: Understanding the link between receiving and giving respect and how this forms an important part of relationships.

Pupils needing extra support:

Year 5: Could focus on either how to gain respect from their peers or from adults rather than both.

Year 6: Can use the *Activity: Being respected* for the main activity as it provides a structure.

Pupils working at greater depth:

Year 5: Could look in more detail at the potential conflict between being respected by peers and adults.

Year 6: Add to the Suggested activities by also including how they can show respect to these groups of people/in this situation.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 1
Families and relationships (Cycle B)
Lesson 4 (Cycle B): Resolving conflict

Learning Objectives

- To resolve disputes and conflict through negotiation and compromise.
- I can describe situations where conflict may arise.
- I can name different strategies to manage conflict.
- I can describe what 'conflict', 'negotiate' and 'compromise' mean.

Resources

Have ready

- *Presentation: Resolution guide* (see Suggested activities).
- Link: on VideoLink (2:07 minutes).
- Link: on VideoLink (2:45 minutes).

Print

- *Activity: Resolution guide* (see Classroom resources) – for children requiring additional support in the Suggested activities.

Introduction

1. Watch the video clip on link on VideoLink.
2. Ask the children what a conflict is and invite them to discuss this question in their table groups. Ask a representative from each table to describe what a conflict is to the rest of the class.
3. What happened when the two-headed monster tried to show conflict using a flower? Both monster-heads wanted the flower (which could have led to conflict), however, they decided to share it.
4. Can the children think of any recent conflicts that they have been involved in? Can they think of a time when they avoided conflict like the two-headed monster sharing the flower?

Key questions

- What is conflict?
- When might a conflict occur?

Suggested activities

Explain to children that they are going to create a resolution guide, which will include steps and advice that someone could take to resolve a conflict. First, display *Presentation: Resolution guide*.

Presentation: Resolution guide

Display on your interactive whiteboard.

Go through the *Presentation: Resolution guide* and explain that everyone involved in a conflict needs to understand exactly what the other people think and feel.

To achieve this, they need to:

- Listen respectfully to each other – discuss what respectful listening looks like (look the person in the eye, don't talk over the person).
- See things from the other person's perspective and try to understand why the other person would think or feel this way.
- Reach a compromise by finding a middle ground between ideas – each person can suggest different ideas until there is one that both people are happy with.

Extension exercise

If a conflict arises because of someone hurting someone physically or emotionally, they should go through the same process, but change the compromise for apology and acceptance.

Invite the children to create a resolution guide leaflet that includes all the points mentioned above. Encourage them to add their own simple illustrations or diagrams where necessary to make it clear. You may want to give children who need additional support a copy of the *Activity: Resolution guide*, which is a copy of the *Presentation: Resolution guide*.

Key questions

- How can conflicts be resolved

Plenary

1. Invite the children to present their resolution guides to each other for peer assessment. The guides can be collected in a large plastic folder to become a class resolution guide. This could be kept in the class reading area for children to refer to whenever they need it.
2. As a class, discuss the most common conflicts the children encounter and how these resolution guides could help in these situations.
3. Watch the short film on link: on VideoLink, which illustrates how effective cooperation can be.

Vocabulary

- Conflict
- Argument
- Disagreement
- Solve
- Resolve
- Apology

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding one stage of the resolution process.

Pupils working at greater depth indicated by: Describing conflict, negotiation and compromise and creating a comprehensive resolution guide that shows strategies to manage conflict, describing situations where it is likely to arise. They should also describe how to adapt this if someone has been hurt in the given situation.

Differentiation

Pupils needing extra support: Work on individual stages of the resolution process. Use the relevant sections from the *Activity: Resolution guide* as guidance.

Pupils working at greater depth: Should also include information about how to resolve a conflict when someone has hurt someone else physically or emotionally.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 1
Families and relationships (Cycle B)
Lesson 5 (Cycle B): Family life

Learning Objectives

- To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.
- I understand that sometimes families can make children feel unhappy or unsafe.
- I know who can help me or my friends if something is making them unhappy or unsafe.
- I can explain why keeping secrets is not a good thing to do.

Resources

Note

You may have children in your class for whom this content may be upsetting. You may wish to speak to them individually Resources or have an adult support them during the session. You may also wish to consider having a safe space in school where children can leave the lesson if they need to, in line with your school's requirements for supervision of children.

Have ready

- Link: .
- Link: on VideoLink.

Print

- Poster on link: (unless you decide to display from your interactive whiteboard).
- The three stories from the appendix in link: , printed and cut into three parts (see Suggested activities).

Introduction

1. Display the poster from Stonewall either on your interactive whiteboard using link: or by printing it and displaying it on the wall.
2. Remind the children that families can be different and are unique. Ask the children to name positive things that happen in a family (for example, love, care, support). Celebrate the positive things the children say.
3. Explain that, unfortunately, not everyone may experience these positive things in a family. Explain that the class will look at some stories about children who have experienced problems in their families.
4. Remind the children that if they are worried about anything in their own family they can talk to someone in school, and that, at the end of the lesson, you will tell them about other people who can also help.

Key question

- What positive things happen in families?

Suggested activities

The link: includes three stories in the appendix, each delivered in three parts. Depending on your class, you may decide to use only one or two of these stories.

1. Put the children into mixed ability groups and give each group part one of the story you have chosen. You may want to give each group the same story or give the groups different stories. You may want to select different stories for the different year groups. You might decide to keep the children in their year groups or mix them up and give Year 6 children the task of leading a group.
2. Allow the children time to read the story and then ask them to discuss the following questions:
 - What might be happening to the characters?
 - How might the characters be feeling?
 - Do the secrets that the characters are keeping seem like good secrets?
3. Hand out part two of the chosen story. Give the children time to read and then ask them to think about:
 - How they might feel and behave in the same situation
 - What the friends could do in the story.
4. Hand out part three of the story and ask what the children think now.
5. If you gave the groups different stories, share the stories so everyone in the class knows what other groups have been talking about.
5. Talk about the keeping of secrets and when it might not be a good idea to keep a secret.
6. Revisit the 'surprise or secret' from previous learning, and recap that a surprise is something that people will be happy about when they find out.
7. Discuss how the characters helped themselves.

Key questions

- What might make someone feel unhappy or unsafe?
- Why should we not keep secrets if we or other people are unhappy about something?

Plenary

1. In one of the stories, Alex contacts Childline. Ask if the children have heard of Childline. Explain that Childline is there to listen to any problem, even if it might seem small. Play the link: on VideoLink.
2. After the clip ask the children if they have any questions and also remind them of the Childline number – 0800 1111. Get the children to practice saying the number out loud to remember it.

Key question

- What happens if I contact Childline?

Vocabulary

- Family
- Positive
- Problem
- Help
- Support

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: understanding that sometimes families can make children feel unhappy or unsafe.

Pupils working at greater depth indicated by: understanding that asking for help is the right thing to do even if it is difficult.

Differentiation

Pupils needing extra support: May need support from peers or an adult to read and explain the story.

Pupils working at greater depth: Should be challenged to give a range of solutions to the problem.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 1
Families and relationships (Cycle B)
Lesson 6 (Cycle B): Stereotyping

Learning Objectives

Resources

- To recognise how attitudes to gender have changed over time (Year 5).
 - To explore the impact of stereotypes and how they can lead to discrimination (Year 6).
- Year 5**
- I understand that attitudes and laws relating to gender have changed over time.
 - I can explain why gender equality is important.
- Year 6**
- I can explain how we make assumptions about people based on how they look.
 - I understand that stereotypes around race and religion can be harmful.
 - I can explain how stereotypes can affect the way people are treated and can lead to discrimination.

- Have ready
- Year 5**
- *Presentation: Writing a newspaper report* (see Suggested activities).
 - The following links, which can be used by the children for research:
 - Laptops, desktops or tablets, for the children to carry out online research and create their newspaper article (see Suggested activities).
 - A4 paper (one piece for a group or for pairs) (see Introduction)
- Print
- *Activity: Gender stereotyping statements* (see Classroom resources) – one for the teacher.
 - *Activity: Newspaper template* (see Classroom resources) – for Year 5 pupils needing extra support.
 - *Activity – Photo activity* (see Classroom resources) (Year 6 – one per child)

Introduction

1. Put the children into pairs or small groups by year group and give each group or pair a sheet of A4 paper.
2. Instruct the Year 5 pairs or groups to write, 'Gender stereotypes' in the middle of their paper and the Year 6 pairs or groups to write, 'Stereotypes' in the middle of their sheet of paper. Then, ask the children to create a mind map to show what they know about gender stereotypes (Year 5) or stereotypes (Year 6).
3. When the children have completed their mind maps invite them to share some of their ideas.

Key questions

- What do we already know about gender stereotypes? (Year 5)
- What do we know about stereotypes? (Year 6)

Suggested activities

Year 5

Ask the Year 5 to look at their mind maps and to think in their groups why some of these gender stereotypes exist.

Year 6

Give each Year 6 child a copy of the *Activity: Photo activity* and explain to the children that they are going to do the first activity on their own. Explain that the activity comprises a table with a set of photos at the top of each column and a set of questions down the left-hand side. The children need to answer the questions for each of the characters shown in the photos and should write the first answer that comes into their heads.

When they have finished this, they can compare their answers with their partner or in the small group. They should highlight any answers which are the same (or very similar) and begin to think about why this might be.

Year 5

Ask the children if they have any ideas about why gender stereotypes exist. Explain to the children that many stereotypes have developed over time and that throughout history there have been different attitudes to males and females.

Read out the *Activity: Gender stereotyping statements* to the class and after each statement, ask the children to show if they agree or disagree with it by standing in a designated place in the room or by raising a designated hand (left or right).

Following each statement, use the discussion points and historical facts to confirm or challenge the children's views. As part of this discussion, you can also look at the difference between the law and attitudes. In many cases, the law might say one thing but attitudes in society can take time to catch up.

You could also discuss issues between what the law says and the reality. For example, many issues still occur around equal pay and employers can use other reasons for justifying what they do.

Ask the children if they are aware of any other changes from the past that relate to gender. Examples might include roles during World War II, women taking on significant roles, such as Prime Minister, and men taking on what were once seen as female roles, such as nursing and teaching.

Explain to the children that they are going to write a newspaper article celebrating the change. Display the *Presentation: Writing a newspaper report*.

Presentation: Writing a newspaper report

Show on your interactive whiteboard.

Ask the children to select an event for their newspaper report from the list below, or one they have come up with themselves that they think is particularly of interest in light of the discussions in the lesson:

Pupils requiring additional support can use a copy of the *Activity: Newspaper template*. The stories can reflect either changes for females or males.

Continue to display the *Presentation: Writing a newspaper report* to support their writing.

Year 6

While the Year 5 children are working on their newspaper article take some quick feedback from the Year 6 children on their answers and the discussion they have had within their pairs/groups. Ask the children if they can see any problems with this activity. If they are not sure, explain that actually, we do not know any of the answers to these questions as we do not know the people involved. Write on the board the saying, 'You can't judge a book by its cover', and discuss this with the children.

Return to the answers the children gave and look at those that were similar. Ask the children why they thought they gave similar answers. Are they aware that they are stereotyping?

Ask the children what factors might have affected their stereotyping. It is probably race, religion or gender. The children may not recognise this or be willing to say it. If they do not, talk to them about the fact that the people in the activity were a mixture of ethnicity (race) and religion.

Explain that stereotyping people in this or any other way causes issues and often leads to discrimination, which can be negative and destructive.

As part of this discussion, explain to the children what discrimination is (the unfair treatment of different groups of people, especially on the grounds of race, age, sex or disability) including the fact that racism is a form of discrimination. Ask the children if they are aware of any forms of discrimination, such as people not being able to get certain jobs, treatment by authorities including the police and racist language in sport.

This may lead to a conversation on the nature of racism and it is important to give children the chance to explore this.

Challenge any racist or discriminatory views and discuss with the class why these attitudes are not appropriate.

Talk to the children about the laws on discrimination and explain that the Equality Act 2010 is designed to protect people.

You may wish to recap the other stereotypes children have considered including gender, disability and age (the children may have covered these issues in " and ").

Remember that gender, disability and age are protected characteristics under the Equality Act 2010 (although gender would be included under the characteristic of sex). Discuss the fact that stereotypes, among other factors, can lead to people being treated unfairly and this is why the law is there.

Key questions

Year 6

- What stereotypes exist about race and religion?
- Why can stereotypes become negative and destructive?
- How stereotypes can contribute to discrimination?
- How does the law protect people from discrimination?

Plenary

Briefly explain to the Year 6 children what the Year 5 have been doing. Ask some of the Year 5 children to share their reports and then, as a class, reflect on the changes they have found out about.

Ask the children why they think gender equality is important (both Year 5 and 6 children should be able to contribute to this discussion). Some examples might include the gender you are should not limit your opportunities and having both genders in roles brings a different perspective.

Explain to the Year 5 children that Year 6 have been thinking about stereotypes around race and religion.

Ask the class if they think that there are still things they think need to change in relation to the way genders and people of different races and religions are treated. Explain that gender, race and religion should not be an issue and that everyone should have the same opportunities and rights. Ask the children to write their wish for the future equality. These ideas can then be shared with the class.

Key questions

- What changes still need to be made in relation to gender? (Y5)
- What changes still need to be made in relation to race and religion? (Y6)

Vocabulary

- Gender
- Stereotype
- Equality
- Change
- Race
- Religion
- Racism
- Discrimination

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by:

Year 5: Understanding that attitudes and laws around gender equality have changed over time.

Year 6: Understanding that stereotypes exist including those based on how people look and these can lead to discrimination.

Pupils working at greater depth indicated by:

Year 5: Understanding why gender equality is important; recognising the impact of changes and also that there are still things that need to be addressed.

Year 6: Beginning to recognise stereotyping behaviours and the impact they might have including how they can lead to unfair treatment and discrimination.

Differentiation

Pupils needing extra support:

Year 5: Can use the *Presentation: Newspaper template* when writing their report and could benefit from being given information to support their chosen event.

Year 6: Could be supported during the discussion by an adult and given less photos to answer the questions in the Suggested activities activity.

Pupils working at greater depth:

Year 5: Should be challenged to demonstrate a greater understanding of the impact of change through their article.

Year 6: Can be challenged to look in more detail about how stereotypes around race and religion can be discriminatory.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 2
Families and relationships (Cycle B)
Lesson 7 (Cycle B): Challenging stereotypes

Learning Objectives

Resources

- To explore other people's attitudes and ideas and to begin to challenge these (Y5).
 - To understand stereotypes and be able to share information on them (Y6).
- Year 5**
- I understand that stereotypes can influence us without us really realising it.
 - I can explore my opinions on a subject.
 - I can listen to and respect other people's opinions.
 - I can explain how people my age can make changes happen.
- Year 6**
- I understand a range of stereotypes.
 - I can identify key information on a topic.
 - I can effectively share information on a topic.

- Note**
The Year 6 activity gives children the opportunity to challenge stereotypes they feel strongly about. There may be children in your class who wish to challenge stereotypes around sexual orientation or gender reassignment. This may come from them personally or from within their family. Where children feel strongly about an issue they should be supported to address this in the activity.
- Have ready**
- Link: on VideoLink (2:49 minutes).
 - Link: on VideoLink (Suggested activities Year 6).
 - Paper and pencils and pens for each child.
- Print**
- *Activity: Peer assessment- Year 5* (see Classroom resources) – one per Year 5 pupil.
 - *Activity: Peer assessment- Year 6* (see Classroom resources) – one per Year 6 pupil.
 - *Activity: Pledge template* (see Classroom resources) – one per Year 5 pupil who may need extra support to structure their written work.

Introduction

1. Show the video clip about gender stereotypes on link on VideoLink and ask the children to note down things that they agree with, disagree with or they are surprised about. You may need to watch the clip twice to give the children time to make their notes.
 2. Discuss some of the notes that the children made during the video clip.
 3. Arrange the children in groups and ask them to think a bit more about a couple of ideas they have identified using these questions:
 - Why do they think this is an issue?
 - Do they agree or disagree?
 - How do they think stereotypes have influenced this person's opinion?
 - What do they think might need to change?
 - How could they bring about this change?
- Key question**
- What do we and other children think about gender stereotypes?

Suggested activities

- Year 6**
Ask the children in Year 6 to watch this video clip: on VideoLink, which shows a reversal of typical gender stereotypes. They can then discuss in pairs or small groups what they think about the clip. Is the message about stereotypes clear?
- Year 5**
While the Year 6 children watch the other video bring the Year 5 children together and discuss their ideas from the Introduction. Which of these stereotypes do they think affects them? What would they like to see change?
- Widen the discussion to other areas of gender stereotypes that the children are concerned about. As children share their ideas, there may be some which children have not thought about before. Explain that we sometimes do not even realise that we have been influenced by a stereotype. As they discuss these ensure children listen respectfully to other people's opinions and challenge these in an appropriate way. Towards the end of the discussion, ask the children to think about what problems they experience relating to gender stereotypes and how could these be solved.
- Explain to the children that there are things that they can do to make a change. Ask them to think about some of the issues they have discussed today and then to write a pledge about something they will do, for example, find out more about an issue, listen to other people, challenge stereotypes when they come across them or change their attitude to something. As part of their pledge they should include the following:
- The gender stereotype I do not like is...
 - This is because...
 - To try to change this I will....
- Children who may need further support to structure their writing can use the *Activity: Pledge template* (see Classroom resources) to write their pledges.
- Year 6**
While the Year 5 children write their pledges, explain to the Year 6 children that they are going to create a piece of media (for example, video, podcast, poster or leaflet) to get people to think about how ridiculous stereotypes can be. You can decide what format you want them to create, or let the children decide for themselves.
- The children will need to choose just one type of stereotyping for the activity. This could be gender, age, race, religion, disability, all of which they have looked at before. The children may, however, be aware of other stereotypes and might want to explore other protected characteristics such as sexual orientation or gender reassignment. You can decide if you want them to focus on these protected characteristics but if children have a particular interest or passion for a subject it would be appropriate to let them work on this.

Whatever theme the children decide, they must identify the key information including:

- Some stereotypes that exist about their chosen group.
- Some fact or information that shows that the stereotype is incorrect.
- Some reasons why the stereotypes might be harmful.

The children work in pairs or small groups to produce their campaign that effectively shares the information they have identified. There may only be time in this lesson to write a plan for this and if possible children should be given additional time to finish their pieces.

Key questions

- What do we know about stereotypes?
- How do gender stereotypes affect us?
- What can we do to change stereotypes? (Y5)
- How can we share information on stereotypes? (Y6)

Plenary

Once the children have finished their pledge, campaign plan or campaign, ask them to swap what they have created with another pair (from the same year group) and ask them to peer assess what they have created. Give each child the *Activity: Peer assessment* sheet (there is a different sheet for Year 5 and Year 6) to focus their ideas.

Finish off the session by asking children to share something they particularly liked about the work they looked at

Key questions

- How well have we shared our information on stereotypes? (Y6)
- How can we work together to make changes to stereotypes? (Y5)

Vocabulary

- Stereotype
- Message
- Challenge
- Change
- Gender

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by:

Year 5: Understanding how stereotypes influence our ideas and opinions and begin to explore our own opinions.

Year 6: Understanding a range of stereotypes. Identifying key information about them and sharing this information effectively.

Pupils working at greater depth indicated by:

Year 5: Understand how changes can be made and how to respectfully challenge someone's opinion.

Year 6: Understanding stereotypes and explaining why they have chosen their stereotype and the way of sharing information.

Differentiation

Pupils needing extra support:

Year 5: Should be given the opportunity to re-watch the clip if necessary and to pause it when they hear something which they think is important. Can use the *Activity: Pledge template* (see Classroom resources) to write their pledges on.

Year 6: Can select a form of stereotyping that they have an understanding of and a type of media that they will find easy to work with, such as video or podcasts.

Pupils working at greater depth:

Year 5: Could move on to look at ways they could make changes beyond their class, for example within the wider life of school or the local community.

Year 6: Can be challenged to undertake greater research into their campaign and give real-life examples.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 2
Families and relationships (Cycle B)
Lesson 8 (Cycle B): Change and loss

Learning Objectives

- To begin to understand the process and emotions relating to grief.
- I understand that loss and change can cause a range of emotions.
- I can explain what grief means.
- I understand that grief is different for different people and in different situations.
- I know who I can talk to if I am worried about anything relating to grief.

Resources

Note

Consideration should be given to the emotional maturity of your class (especially the Year 5 children). Use your judgment to decide if the lesson might be more suitable to teach later in the academic year.

If you believe that there are pupils in your class who may be sensitive to the issue of grief relating to death or other losses or changes, you may wish to discuss it with them before the session.

Have ready

- A hard copy of 'Michael Rosen's Sad Book' (ISBN 10: 1406317845 ISBN 13: 9781406317848) (available to purchase from bookshops (see, for example, [link](#) or from Amazon (new or second hand) or from a library.
- [Link](#) .

Print

- *Activity: Loss scenarios* (see Classroom resources) – one copy per group of three pupils.

Introduction

1. Read 'Michael Rosen's Sad Book' to the class and then discuss with the children.

2. Ask the children:

- Does the book show how someone might feel after the death of someone close to them?
- How do the illustrations help?
- While the focus of the book is sadness, what else might people feel if someone close to them dies?

Take suggestions from the children and acknowledge all their ideas. If children come up with positive feelings acknowledge that these are fine as well.

Key question

- What emotions might we experience when someone dies?

Suggested activities

1. Explain that the feelings and the process we go through when someone dies are called 'grief' or 'grieving'.

2. Explain that we can also experience grief as a result of other losses such as someone not living with us anymore, a friend going to a different school or moving house. Any big change in our lives where we lose something can cause grief.

3. Place the children into groups of three and give each group a copy of the *Activity: Loss scenarios* and ask the children to discuss them using the questions given. Once the groups have had a chance to discuss, take feedback on the scenarios, stressing that a range of feelings in each situation is perfectly normal. Explain also that grieving can last for different lengths of time and this is also normal.

Key questions

- What situations might cause grief?
- How do people react to grief?

Plenary

1. Discuss the fact that grief can affect people differently. Also explain that different experiences of grief can affect a person differently, for example someone might be alright when a grandparent dies as the death was expected and they were old, but might react badly to the death of a pet. We need to take care around people who experience grief and not make assumptions about how they feel or how they should feel, we should ask them how we can help them.

2. Move onto to discuss that most of the time we will be able to deal with the feelings associated with grief but sometimes we might need some extra help. Who might we talk to if this is the case? Ideas might include family, staff at school and agencies such as Childline (see [link](#) .

Key question

- Who can help us to deal with grief?

Vocabulary

- Feelings
- Grief
- Grieving
- Change
- Loss
- Death
- Emotions

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding the term 'grief' and being able to explain some of the associated emotions.

Pupils working at greater depth indicated by: Understanding that grief is different for different people and in different situations.

Differentiation

Pupils needing extra support: Can be grouped together and should focus on Bella and Alice's scenarios, which are more straightforward. These scenarios might be most appropriate for the Year 5 children as well but this will depend on their emotional maturity.

Pupils working at greater depth: Can be challenged to think of different ways in which the characters may respond in the different scenarios.

PSHE, RSE and Citizenship Year 5/6
Health and wellbeing (Cycle B)
Lesson 1: (Cycle B) Relaxation: mindfulness

Learning Objectives

- To explore mindfulness techniques as a way to manage emotions
- I understand the importance of relaxation
- I can describe how mindfulness strategies could help me manage my feelings
- I can say when I would use different relaxation strategies

Resources

- *Presentation: Mindfulness* (see Suggested activities)
- Link: " on Safe YouTube
- Paper and pencils or whiteboards and pens

Print

Activity: Class mindfulness weekly planner (see Plenary) – print 1 large A3 copy.

Introduction

Ask the children about techniques they use currently to relax. They may draw upon some of the things they have learnt about in previous years, such as breathing techniques and meditation, or they may talk more generally about their personal preferences, for example spending time with a pet or curling up in a cosy space.

Discuss why relaxation is so important. (Helps our physical health, how we feel and helps us to cope with different feelings). Display slide 1 of the presentation and ask the children if they are familiar with the word 'mindfulness'. Challenge them to discuss in pairs what this might mean.

Introduce a simple definition of mindfulness as paying attention to whatever is happening in the present moment: how your body feels, what you can see or hear and what feelings you are experiencing. It does not mean emptying your mind! Today we will review some relaxation techniques that help us to be mindful.

Key questions:

- How can we relax?
- Why is relaxing good for us?
- How do we feel when we are relaxed?
- How does mindfulness link to relaxation?

Suggested activities

Explain that today we will find out more about mindfulness techniques that help us to relax. For this activity, follow either the " or use the 'Progressive muscle relaxation for kids' link on slide 2 of the presentation. Before showing either video, ask pupils to close their eyes and think about how their body feels and about any feelings they might be experiencing. It may help to model this. They could list ideas on whiteboards or scrap paper.

Use your choice of mindfulness video, as described above. At the end, ask the class to keep their eyes closed and have a think about any differences in the way they feel. Do they feel more aware of their energy levels? Do they feel more awake, or maybe more sleepy? Has their mood changed at all? Either list ideas on paper again or discuss them. You could create a before/after class list.

Key question:

- Do you feel different from how you felt before the mindfulness visualisation?

Re-cap the different relaxation techniques that have been explored in previous year groups using the *Presentation: Mindfulness* which covers: progressive muscle relaxation, laughter, breathing, stretches, visualisation and yoga. (Children who have not yet done Cycle A of Y5/6 may not have experienced Yoga).

Presentation: Mindfulness

Display the presentation on your interactive whiteboard.

Plenary

Use the *Activity: Class mindfulness weekly planner* (see Classroom resources) to plan when the children will aim to practise some relaxation techniques during the week. They can commit to a day when they will try out one of the techniques reviewed in this lesson. Ask them to choose one or two of these strategies and think about when they can fit them into their day/week, then add their name to the day on the planner.

Have a daily check-in to find out who has tried out their chosen relaxation strategy and how they found it. Does the class have a favourite way to relax?

Key question:

- How can I fit relaxation into my week?

Vocabulary

- Yoga
- Stress
- Worry
- Relaxation

- Technique
- Progressive muscle
- Stretches
- Visualisation

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Describing the importance of relaxation and suggesting different strategies. Being able to identify how they feel before and after using a relaxation technique.

Pupils working at greater depth indicated by: Describing when they would use different relaxation strategies, articulating why, as well as explaining the positive impact of using them.

Differentiation

Pupils needing extra support: May need access to the *Presentation: Mindfulness* to remind them of strategies previously looked at. May need to work in a small group outside the classroom space in order to concentrate on a guided visualisation like the ones in this lesson.

Pupils working at greater depth: Should describe when they would use different relaxation strategies and articulate why.

PSHE, RSE and Citizenship Year 5/6
Health and wellbeing (Cycle B)
Y5/6 Lesson 2 (Cycle B): What can I be?

Learning Objectives

- I can describe personal qualities I want to have
- I can plan how to get better at something
- I can create achievable goals
- To identify long term goals and plan how to work towards them

Resources

- Have ready
- *Presentation: SMART goals* (see Suggested activities)
 - Link: " on Safe YouTube
 - Whiteboards and pens or pencils and paper
- Print
- *Activity: Goal ladder planning sheet*
 - *Activity: Person outline template* (for any pupils needing extra support)

Introduction

Ask the children what they want to be when they grow up. Then listen to the song: ".
Encourage children to consider the original question (What will I be when I grow up?) in different ways – what could it mean?
People often think it applies to the job someone wants to do. But it can also relate to:

- What kind of person do you want to be?
- Where do you want to live?
- What family or friends do you want around you?

Explain that often our ideas can change because we are always learning more about ourselves, others and the world around us. So while we should all have goals, it is good to regularly reassess them.

Key question:

- What might I be like in the future?

Suggested activities

Explain that we are going to be focusing on the skills and/or values children want to have when they are grown up.
This can be difficult on its own, so for inspiration ask children to consider adults who they admire, thinking about what skills or values make them a source of inspiration, for example a favourite footballer because they are passionate and determined, or a family member because they are loving and kind.

Ask the children to draw a quick picture of what they would like their future selves to be like, labelling skills or values that cannot be seen, for example kindness, understanding, bravery, adaptability, listening skills, perseverance. If using the *Activity: Person outline template*, they could write the 'unseen' skills or values inside the drawings of themselves.

Then in pairs, they discuss how they could work towards becoming this version of themselves by considering:

- What will they need to learn or practise?
- How should they interact with people?
- Who could help them achieve these goals?

Explain that they can get better at something by starting off small, then gradually improving, for example if they want to be braver, start by challenging themselves to do something small everyday or every week that is outside of their comfort zone; if they want to have a good memory, start to play memory games with a friend or sibling, making them more and more challenging each week.

Use the *Activity: Goal ladder planning sheet* here to enable the pupils to note down all the actions they want to follow to help them develop the skills to achieve their goals. Remind them of the SMART goals that they looked at in Year 5/6 Cycle A. If children have not done this lesson, you may need to spend a bit more time explaining SMART goals – children who have done Cycle A could help you.

If needed, share the *Presentation: SMART goals* and explain that all their goals should be SMART.

- **Specific** – for example 'Get better at writing' is not a specific goal but 'keep all letters consistent in size' is.
- **Measurable** – they could keep a record of all the letters they manage to keep consistent, are there certain letters they struggle with?
- **Achievable** – it needs to be something that you think you have a chance of being able to achieve.
- **Realistic** – is it actually possible? I.e. going to the moon by Year 7 probably is not.
- **Timely** – check that the challenge you have set is achievable within the time period.

Key questions:

- What type of person do I want to be?
- How can I develop the skills I need?

Plenary

Ask children to share the values or skills they have looked at and want to develop and ask other pupils to put their hands up if they have something similar to work towards.

Explain that they should bear this in mind so that they can all help each other work towards the same goals. Display their goals in the classroom to keep them motivated and they can tick them off when they have achieved them.

Key question:

- How can we help each other?

Vocabulary

- Future

- Skills
- Values

Assessing Pupils' Understanding and Progress

Differentiation

Pupils with secure understanding indicated by: Describing qualities or values they want to have and creating achievable goals in their to do list.

Pupils working at greater depth indicated by: Describing qualities or values they want to have and outlining detailed SMART goals in their to do list.

Pupils needing extra support: May want to record their ideas on a video or using a dictaphone rather than writing a to-do list. Could use the *Activity: Person outline template* to add their labels and personalised touches when drawing their future selves.

Pupils working at greater depth: Should give detailed SMART targets and explain how frequently they will practise each skill, adding milestones along the way.

PSHE, RSE and Citizenship Year 5/6
Autumn Term 2
Health and wellbeing (Cycle B)
Lesson 3 (Cycle B): Taking responsibility for my health

Learning Objectives

- To understand and plan for a healthy lifestyle
- I can talk about the importance of a healthy diet, good oral hygiene, rest and relaxation and physical activity
- I can suggest ways I can take responsibility for my own health
- I can set myself achievable goals

Resources

Have ready

- Link: watch video on BBC Bitesize

Print

- *Activity: True or False healthy statements* (see Classroom resources)
– 1 per pair
- *Activity: Looking after my body and mind* (see Classroom resources)
– x1 per pupil

Introduction

Ask children to reflect on the impact of diet, exercise and sleep on the body by watching the link:
Challenge pairs to generate a list of five unhealthy things they spotted in the video.

Key questions:

- Why do our bodies need to be healthy?
- Can some health habits be both healthy and unhealthy? (For example, we need exercise but we also need rest).

Suggested activities

Hand out the *Activity: True or False healthy statements* sheets. Ask the children to discuss in pairs whether they think the statements on each are true or false.

Allow time for thinking and sorting the statements, then take some feedback. Use the key discussion points below as appropriate for your class.

Diet

- How do different food groups affect our bodies? (Carbohydrates for energy; meat, fish and non meat sources of protein support repair of tissue and muscles; fruit and vegetables provide vitamins and minerals; dairy provides protein and calcium; fats provide energy).
- Why is hydration important? (Prevents thirst and supports all functions of the body. Dehydration can cause headaches, make you feel tired and make it harder to concentrate).
- What do you do to have a healthy diet? (Eat fruit and vegetables, get a balance of different food groups and avoid foods high in sugar and salt etc).

Exercise

- What effect does exercise have on the body? (Helps overall health, supports good sleep, good for mental health).
- Why is exercise important for our mental health? (Releases chemicals which improve your mood).
- What type of exercise do you do and enjoy?

Rest/relaxation (For example, get a good night's sleep, practise calm breathing once a week).

- Why is sleep important for our health? (Helps our overall health, the body can repair itself, makes sure we are ready to learn and improves mood).
- Why is relaxation important? (Feeling stressed or anxious is not good for our physical or mental health and it makes it more difficult to concentrate and complete tasks. Relaxation helps us to deal with this and also helps with sleep).
- How do you relax and prepare to get a good night's sleep

Dental health

- Why is it important to look after our teeth? (Prevents infections and disease and can avoid other problems).
- What do we need to do to make sure we keep our teeth and gums healthy? (Brush twice a day, avoid sugary food and drinks and visit the dentist regularly).

Encourage pupils to listen to each other's responses as these will help give them ideas for what else they might want to incorporate into their own routines. Then, ask the children to fill in the *Activity: Looking after my body and mind*, writing in one colour to record what they are already doing within each of these four areas, based on the ideas discussed (it is fine if some areas have lots more ideas than others).

Then, in another colour, they add something new that they will try and when.

Key questions:

- What do we do to keep healthy?
- What else could we do?

Plenary

Ask children to share what they will do to take responsibility for their own health. Particularly look at how they will relax, as this can often get overlooked.

Explain that you will be revisiting this again in future lessons so they might want to keep a record of how they are getting on.

Move on to explain that there may be times when they worry about their own health or that of someone else. They will be looking more at physical health in Lesson 7 but they should also notice changes in mental health. Who can they speak to if they are worried about their own or someone else's mental health? For example, people at school, an adult at home, reliable sources on the internet such as Childline or the NHS.

Key questions:

- How can I take responsibility for my health?
- Who can help if I am worried about my health?

Vocabulary

- Responsibility
- Health
- Physical
- Mental

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Describing how they look after their physical wellbeing and suggesting what else they can do to improve how they look after themselves.

Pupils working at greater depth indicated by: Describing how they look after their physical wellbeing as well as how these can impact their mental and emotional wellbeing. They should also suggest time-specific goals to improve how they look after themselves.

Differentiation

Pupils needing extra support: Could sort the reduced number of true/false statements on the *Activity: True or false healthy statements – reduced reading*. May need some examples to get them going or prompting questions to help them think of what they already do. You could also ask them to focus on two of the four areas when completing *Activity: Looking after my body and mind*.

Pupils working at greater depth: Should be able to justify their opinions of whether a statement is true or false. Should describe how each of these areas can affect both mental and physical health. They can also add more detail about the new things they are going to do and make their targets SMART (to link with the previous lesson).

PSHE, RSE and Citizenship Year 5/6
Autumn Term 2
Health and wellbeing (Cycle B)
Lesson 4 (Cycle B): The impact of technology on health

Learning Objectives

Resources

- To understand the potential impact of technology on physical and mental health
- I understand that technology can have an impact on my health, both physical and mental
- I can explain the potential pressures of using technology
- I understand that developers design technology to make it as engaging as possible
- I can explain strategies to reduce the negative impact of technology on health

Have ready

- *Presentation: The impact of technology on health* (see Introduction)

Print

- *Activity: How does technology affect our health?* (see Classroom resources)

Introduction

Display the presentation on your interactive whiteboard.

Display slide 2 of *Presentation: The impact of technology on health*, which shows examples of age restrictions. Ask the children where they have seen these (top row – films, bottom row – games).

Ask pupils what the purpose of the icons and images are (to tell us what age the film/game is suitable so children will not see anything inappropriate).

Ask if they are aware of any other age restrictions either on or offline.

As a class, discuss whether the children think having age limits is a good idea or not.

Key questions:

- Have you seen these icons and images before?
- What is the purpose of these icons and images?
- How do we know if games/films are suitable for us?

Suggested activities

Explain to the class that we are going to be learning how technology can affect our health.

Display slide 3 with the two headings: physical health and mental health. Ask the children to discuss in pairs, how technology might impact on our physical health and mental health. Take feedback.

Explain that the organisations and people who create digital content want people to be engaged with it and to keep using it. Ask the children if they are aware of any ways in which they do this. For example:

- email marketing
- special offers and discounts
- prize draw entries
- in-app purchases
- influencers
- manipulation of products via the use of image filters to make the content more appealing.

Explain that we might not actually be fully aware when this is happening, but these things can mean we use technology for much longer than we intended to. This is called 'persuasive design'.

Give children a few minutes in their pairs to think about any other pressures online (for example, emails, loot boxes, influencers and filtered images on social media).

Explain that pressure can also come from other users, including their friends both on and offline. Discuss how this pressure might feel and how they can deal with this. For example:

- making sure they stop and think before making a decision
- asking an adult before doing something
- setting themselves limits on the money they will spend online
- limiting time online
- blocking pop-ups
- unsubscribing from emails

Discuss the fact that technology and being online can be great but that we also need to think about how to manage our time on technology so it does not have a negative impact on our physical and mental health.

In groups, ask the children to develop strategies to reduce the negative impact of technology on their health – three points for physical and three for mental health. Remind children about the first section of the lesson on age restrictions as they may want to include this as well. Use *Activity: How does technology affect our health?* with those children needing support in this task. Ideas for potential problems are suggested, and the children can focus on generating solutions.

Key questions:

- How does technology affect our physical and mental health?
- What pressures can technology place on people?
- What strategies can we use to reduce the negative impact of technology?

Plenary

Ask the groups to share their strategies. To save time, ask them not to repeat any which other groups have already shared. Give the children time to think (and possibly record) some of the strategies they think they should use. If they do not use technology a lot, they could think about strategies they may use in the future or they could think about someone they know well that they could give advice to.

Discuss who else can help them if they are worried about their use of technology? For example, family, people at school.

Key questions:

- What strategies would I use or recommend to people I know?
- Who can help with problems around technology?

Vocabulary

- Restrictions
- Pressure
- Persuasive design
- Physical health
- Mental health

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: Understanding that technology can have an impact on both physical and mental health but there are strategies we can use to overcome this.

Pupils working at greater depth indicated by: Understanding that technology is often specifically designed to keep people engaged and that it is important to recognise this type of content.

Differentiation

Pupils needing extra support: Could use **Activity: How does technology affect our health?** to scaffold their ideas for strategies.

Pupils working at greater depth: When thinking about their strategies, they can be challenged to add the reasons why these are a benefit, for example switching technology off at night prevents disturbed sleep.

PSHE, RSE and Citizenship Year 5/6
Spring Term 1
Health and wellbeing (Cycle B)
Lesson 5 (Cycle B): Resilience toolbox

Learning Objectives

- To reflect on skills they have developed to identify and respond to difficult situations
- I know what resilience is
- I can describe a range of resilience strategies
- I can describe why resilience is important

Resources

- Have ready
- Link: on Safe YouTube
- Print
- *Activity: Resilience toolbox* (see Classroom resources) – one per pupil
 - *Activity: Resilience strategies list* (see Classroom resources) – for any pupils needing support

Introduction

Watch the on Safe YouTube.

Ask children how many different times they think he tried to get the cookies. Does he repeat any of these? Why not? Does he learn from them? Watch again, but this time pause at 1:21 and 1:59 and ask how they think he is feeling at these times. Point out that suffering setbacks can be disheartening, but Ormie perseveres.

Ask the children: What might he tell himself to keep himself spurred on? Might remind himself of his end goal, might think of a different idea. Explain that we need to have resilience to keep on trying to achieve something.

Key questions:

- What is resilience?
- Why is resilience important?

Suggested activities

The children are going to create a resilience toolbox.

They should start by thinking of challenges they have faced, things that have made them want to give up or not try in the first place.

Using these, they can then consider positive ways to tackle them drawing upon their learning of resilience in previous years:

- When and who to ask for help
- Accept what is and is not within your control
- Break down an issue into smaller actions
- Learn from mistakes/failures and appreciate what they have taught you
- Use relaxation techniques to allow you to view a situation clearly, etc

Give each pupil a copy of the *Activity: Resilience toolbox* and ask them to record five different strategies. Then ask them to share these with the rest of the class, letting them know that they can add to their ideas as they listen.

Then give children the opportunity to reflect on what resilience is and why it is such a valuable quality. Explain that now they are in Year 5/6, you want them to communicate the importance of resilience to younger children in the school. Ask them to consider the best ways of doing this.

In groups, begin by asking the children to share inspirational descriptions of resilience amongst themselves – even better if they include real examples of ways they have used a growth mindset to help them succeed.

Then, they can summarise their thoughts and ideas in a creative mind map, showing keywords, phrases and stories linked to resilience.

Key questions:

- When did you show resilience?
- What strategies can you use to overcome problems or manage difficult emotions?

Plenary

Ask willing children to read out parts of their mind map, describing what resilience is. They should try and use an inspiring motivational voice and appropriate gestures. Ask children to think of times in the future when they might need to show resilience. If possible, ask the children to share what they have created with children lower down the school.

Key question: When might we need resilience in the future?

Vocabulary

- Try
- Resilience
- Resilient
- Overcome

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Describing what resilience is, why it is important and some useful resilience strategies.

Pupils working at greater depth indicated by: Detailing a range of resilience strategies as well as articulating the importance of resilience by referencing the ideas behind a growth mindset and sharing ways in which they have shown resilience.

Differentiation

Pupils needing extra support: Could use the *Activity: Resilience strategies list* to help them with their ideas.

Pupils working at greater depth: Should articulate the importance of resilience by referencing the ideas behind a growth mindset and share ways in which they have shown resilience.

Learning Objectives

- To understand ways that we help prevent ourselves and others becoming ill
- I understand ways that I can prevent myself being ill
- I can explain some benefits of immunisation
- I can explain how vaccination works

Resources

Have ready

- *Presentation: Vaccination* (see Suggested activities)
- Link: on VideoLink
- Link:
- Link:

Print

- *Activity: Vaccine information* (see Classroom resources) – per group of three pupils
- *Activity: Vaccine information – concise version* (see Classroom resources) – for pupils needing extra support

Introduction

Ask the pupils to get into pairs and ask the pairs to think about things they know about which might prevent them from getting ill, and to come up with a list.

These could include hand washing, use of tissues, disposing of used tissues, keeping surfaces clean, not sharing cups or cutlery, maintaining good health (diet and exercise), staying away from other people when ill.

If they do not mention it, introduce immunisation/vaccination.

Key question:

- How can we help prevent illness?

Suggested activities

Explain that we are going to focus on immunisation and vaccination. Ask children if they know what these are? Can they remember having any? Explain that vaccinations stop us and others from getting certain diseases, which can be life-threatening or debilitating, including measles, polio, tetanus, meningitis, influenza, tetanus, typhoid. They work by giving us a very mild form of the disease which then means our body can develop antibodies (or resistance) to the illness.

Display the *Presentation: Vaccinations*.

Presentation: Vaccinations

Display the presentation on your interactive whiteboard.

Then, watch the video: on VideoLink.

Explain to the class that some people worry about using vaccines and this comes about partly because they do not understand enough about them and there is incorrect information published about them.

The have said that if people resist or delay having vaccinations, it could cause one of the biggest global health threats because people will become ill from these very serious diseases. The World Health Organisation estimates that vaccines save between two and three million lives every year.

This can be a useful opportunity to discuss the importance of validating sources of information when researching information and the issue of fake news, recapping learnings from the lesson on being a critical digital consumer.

Put the children into groups of three and give each group a copy of the *Activity: Vaccine information* (the information is taken from the) or the *Activity: Vaccine information – concise version* for pupils needing support.

The groups are going to take on the roles of nurses or doctors, explaining why immunisation is so important, in the form of a short speech.

Key question:

- How does vaccination work?

Plenary

Ask some groups to give their presentations. As the rest of the class are listening, imagine they are parents of a baby, would they find the information useful? For each presentation, they could write down one fact they found useful.

Key question:

- What are the advantages of immunisation?

Vocabulary

- Immunisation
- Vaccine
- Illness
- Disease
- World Health Organisation
- NHS

Assessing pupils' progress and understanding**Differentiation**

Pupils with secure understanding indicated by: Understanding how vaccination works and why it is important to individuals.

Pupils working at greater depth indicated by: Understanding how vaccination works, why it is important to individuals and wider society and being able to articulately explain the advantages of vaccinations.

Pupils needing extra support: Can be given the *Activity:Vaccine information concise version* to work from. You may need to read this through for them a couple of times and ask them to highlight key words.

Pupils working at greater depth: Can be challenged to carry out additional research such as what age children have vaccinations – it is recommended that the is used as this will provide reliable information.

PSHE, RSE and Citizenship Year 5/6
Spring Term 1
Health and wellbeing (Cycle B)
Lesson 7 (Cycle B): Physical health concerns

Learning Objectives

- To consider how we know that we may be unwell, and how to seek support
- I understand that changes in my body could be due to illness
- I can identify who I can talk to if I am worried about anything
- I can explain some things I can do for myself if I am ill

Resources

- Have ready
- *Activity: Health concerns scenarios*
 - *Activity: Health concerns scenarios – answers*
- (see Classroom resources)

Introduction

Give the children five minutes to draw and label a picture of someone who is healthy and well. They can include feelings and physical signs. Collate these ideas into a class list under the heading 'Healthy me' on the board.

Key question:

- How do we know when someone is healthy and well?

Suggested activities

Explain that we all get ill sometimes. Ask the children what illnesses they know of and create a class list of these. Look at the list and talk about illnesses which we normally get over quite quickly and those which might take longer. Focus on the short-term illnesses such as colds. Ask the children about what some of the signs are that the person is unwell and what they can do to get better. Who might be able to help? Display the *Activity: Health concerns scenarios* on the board and in pairs, ask the children to discuss the questions. During feedback, cover the main points given on the answer sheet. Stress to the children that puberty is a time of change and it is important that they notice how their body and feelings change, but this is not necessarily a sign that they are ill. Talking to someone they trust is really important if they feel at all concerned. Make sure children know who they can talk to in your school and that they are aware of reliable websites to use for health questions such as [and](#) . Stress that putting their symptoms into a search engine is not a good idea as they will probably find incorrect and possibly frightening information.

Key questions:

- What are the signs of illness?
- What should I do if I notice changes in my body?

Plenary

Talk a bit about visiting the doctor. Explain that usually as a child they will go with a parent or carer but they can, if they want to, ask to see a doctor on their own. Explain that if they do this, the doctor will probably ask them why and perhaps encourage them to speak to their parents but they will listen to them. Ensure children understand that doctors will not tell anyone about what they discuss with them. Tell children they do not have to see the same doctor as the rest of their family and that they can ask to see a male or female doctor if they would find that easier.

Key question:

- What will happen when I visit a doctor?

Vocabulary

- Puberty
- Healthy
- Well
- Unwell
- Illness
- Change
- Doctor

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding that changes in my body could mean I am unwell and what I can do if I notice them.

Pupils working at greater depth indicated by: Understanding that changes in my body can happen for a number of reasons and what I can do if I notice them.

Differentiation

Pupils needing extra support: May need additional support with the scenarios and would benefit working together in a group with an adult if possible. They could also use the version of the sheet with the first scenario completed: *Activity: Health concerns scenarios – support version*.

Pupils working at greater depth: Should be challenged to give a wider range of answers to the scenarios, for example ask for three possible answers for each question and include specific sources of help.

PSHE, RSE and Citizenship Year 5/6
Spring Term 1
Health and wellbeing (Cycle B)
Lesson 8 (Cycle B): Good and bad habits

Learning Objectives

- To understand how habits can be good or bad for our health
- I understand how I can take responsibility for my health
- I understand that habits can be good or bad
- I can explain the consequences of actions

Resources

Have ready

- Pupils' *Looking after my body and mind* activity from
- *Activity: Good and bad habits – example* (see Classroom resources)
- *Activity: Habit trackers* (see Classroom resources)

Print

- *Activity: Good and bad habits* (see Classroom resources, one per pupil)

Introduction

Revisit the *Activity: Looking after my body and mind* activity from p. Ask the children which they are still doing and how they are getting on with the new ones they added.

Discuss successes and ask how they think they have managed to keep up what they wanted to do. Ask which ones they found difficult, and why.

Key question: How well are we doing with being responsible for our own health?

Suggested activities

Explain that we all find maintaining healthy choices difficult at times, but we need to try and make these things into a habit.

Ask the children what we mean by a habit? Ask the children to define the word and give some examples.

Explain that habits can be good or bad. It is sometimes difficult to get into a good habit and it is also difficult to break a bad habit.

Give out the *Activity: Good and bad habits* sheets and ask the children to write down as many good and bad habits as they can in the top section. They can include habits adults might have, such as smoking. Ask them to do this by themselves for a couple of minutes and then to share ideas with the people on their table.

Now ask the children to work in pairs and focus on one of the habits, thinking about what their chosen area would look like as a good and bad habit. For example, eating a balanced diet and not eating a balanced diet or getting enough sleep or not getting enough sleep. They then need to think about the positive and negative consequences of each. These should be completed on the second half of the sheet. Look at the *Activity: Good and bad habits – example* with the children before they start.

When they have finished, ask some of the children to share their ideas. Explain that these are some of the things we need to think about when we make decisions about our health. We might not write it down in this way, but we need to think about the positive and negative consequences of our choices to help us decide which way to go.

Key questions:

- What are good and bad habits?
- What are the consequences of our habits?

Plenary

Go back to discussing how establishing a good habit or breaking a bad one can be difficult. Explain that we need to try hard to do this and it is usually better to focus on a positive. It is sometimes helpful to keep a record and give ourselves a healthy reward if we achieve it. Show the *Activity: Habit trackers* which has some examples of habit trackers and discuss other possibilities such as writing in a diary, or putting something in a jar when a habit is achieved.

Ask the children to think about something they would like to make a good habit and ask them to select and start a habit tracker they think will work for them. Explain it can take two months to really establish a habit and if they miss a day or two, they can start again and should not give up.

Key question: How can we maintain good habits?

Vocabulary

- Habit
- Good
- Bad
- Consequence
- Positive
- Negative

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding that habits can be good or bad for health.

Pupils working at greater depth indicated by: Understanding that all decisions have consequences which can be positive and negative.

Differentiation

Pupils needing extra support: Should focus on the positive consequences of a good habit and the negative consequences of the bad habit. Using the resource *Activity: Good and bad habits – example* as a model, they could generate their own ideas around sleep habits.

Pupils working at greater depth: Should work with a greater range of consequences and make the link between positive and negatives for good and bad habits i.e. that they are often the opposite.

PSHE, RSE and Citizenship Year 5/6
Spring Term 1
: Safety and the changing body (Cycle B)
Lesson 1 (Cycle B): Critical digital consumers

Learning Objectives

- To start to become a discerning consumer of information online.
- I understand that not everything I read online is true.
- I can explain some ways I can check if something is true.
- I can explain some signs that a news story is fake.

Resources

Have ready

- *Presentation: Digital consumers* (see Introduction).
- Computers or laptops with internet access – enough for one per pair of pupils.
- A copy of the Google forms quiz on link: or your own version.
- Download the (you will need to register first and the stories are within the lesson plan).

*** These are external websites and we do not have control over their content – please check before showing to the children.**

Print

- News stories 1 and 2 from link: – one copy per pair of pupils.

Introduction

1. Share with the class either the quiz on link: or your own quiz. Ask children what they thought of the questions it asked. (The questions provide answers that are commonly used by people as the basis for their passwords.)

2. Display the *Presentation: Digital consumers*.

Presentation: Digital consumers

Show on your interactive whiteboard

3. Show slide 2 and explain that birthdays, pet names, addresses and nicknames are often used as our passwords. It is better to choose something else, however, as these words can be very obvious and easily guessed.

4. Display slide 3 and explain to the children that, although it can be difficult to remember long passwords, it is important that we do not write them down somewhere obvious.

If we are on a password-protected computer, we could ask the browser to remember the password for us.

Ask the children if they have seen a pop-up message asking if they are happy for the browser to remember their password. Remind pupils that they should always read pop-ups before closing them.

We could also keep passwords in a security-locked document or use a special tool that stores all passwords for you behind one application (such as).

5. Remind the children that they should change a password immediately if:

- They think someone has had access to it, even if that person is a friend.
- They believe that their password has been shared, stolen or lost.

6. Explain that it is important to keep our apps and software up to date, as these updates often include enhanced security. Refer back to the quiz (link: or your own quiz) and remind the children that sometimes we share information such as the name of our first pet, without meaning to. It is important that we check the privacy settings within apps to make sure that we are not sharing too much information publicly.

7. Display slide 4 and explain that most apps and websites have terms of service that you must agree to when you first sign up to them. These terms of service govern things such as:

- The rules you must follow when using the app or website.
- Consequences of not adhering to these rules.
- Copyright.
- Payment information.
- How they can use your information.

Remind the children that the terms of service are based on what is appropriate for people of the age allowed to use the app or website (for example, some social media sites). If you access an app or website when you are underage, you will not have the protections that are appropriate for your age.

6. Explain that sometimes scams will target us by offering us prizes or information that might interest us. These scams may be phishing for password information or looking for an opportunity to install spyware onto our computer to find out our financial information.

Suggested activities

1. Display slide 5. Show the children how 'search engines' provide a quick and efficient way to search for items online. In an internet browser, such as Chrome or Internet Explorer, go to a 'search engine' such as , or and type in the search words, 'best games of the year for children'.

2. Display slide 6 and show the children how advertisements usually appear at the top of a search. Explain that we know a search result is an advertisement because it will be signposted with either 'Ad' or 'Sponsored', depending on the search engine or site you are on. Look at the search results for, 'best games of the year for children' and give the children time to discuss whether the first results displayed are an accurate representation of the best games of the year for children.

3. Display slide 7 and explain that after advertisements some search engines may show a 'snippet'. A featured snippet provides a quick answer or summary. These are usually present if the search results have been requested by a question. See the link for more information on how Google uses snippets.

Again, ask the children if this snippet information is more reliable. Discuss how the snippet information may be more reliable than the advertisements, but make sure the children understand that they still need to check the website for bias and authenticity.

4. Display slide 8 and explain that after the advertisements and snippets, the rest of the search results are displayed. Discuss how the children should not assume that everything they read is reliable and that they need to check the source. If you wish to, you could demonstrate searching on a search engine for something such as the current topic you are studying with your class, and see if the children can identify the different results shown.

5. Play the song on the link: and discuss with the children how fake news has always happened but that today it is much easier to share because of the internet and mobile devices.

Discuss some of the reasons fake news might exist, such as:

- People making things up for fun.
- People making things up to suit their own purposes.
- People getting information wrong.

Recently the phrase 'fake news' has broadened, with high profile people using it when they disagree with something that has been said about them to try and persuade people it is not true, rather than its actual meaning about the propagation (spread) of fake information.

Explain to the children that as they start to consume more information online, it is important that they can identify fake news and evaluate whether they think something they are reading or seeing is true.

6. Open the link: and talk through each point as a class. Leave the checklists displayed on the board. When discussing the 'check' point, ask the children to name some reliable sources they are aware of where they can fact check information. Explain that they should check what they have seen or read in three different places to check a story's validity.

Explain to the children that, based on websites we have visited, we can be targeted by fake news stories or adverts that are related to our interests. For example, if we search for one of our favourite singers, we might then see an advert for a fake news story about them or be targeted by an advert for clothes that look like theirs.

7. Hand out to each pair of pupils printouts of the news stories 1 and 2 from link: (you need to register to access the resources). Ask the children to work in their pairs to identify whether the stories are fake or not, and to justify their opinions.

Ask the children to give feedback on how they came to their conclusions.

8. Ask the children if they have heard of the term 'influencers'. Explain that influencers can often be paid by companies to say that they like something and to express an opinion about a product that they might not actually agree with. Ask the children if they think this is fair?

Explain that influencers are meant to say in a post or story if they are being paid or have been given a product for free to promote it, but not all influencers do this in practice.

Ask the children if they would be more likely to buy something if their favourite celebrity says they like it. Just like fake news, these opinions can be damaging, especially as sometimes the influencers may not really know about the product they are advertising and may just be promoting the produce for money.

Key questions

- What do we mean by the term 'fake news'?
- Why might someone choose to claim something is 'fake news' even if it is true?
- How can we check for fake news?
- Does the story come from a trustworthy source you have heard of?
- Has the same story been shared elsewhere?
- Does the website look trustworthy?
- Is the article written well, with accurate spelling and punctuation?
- Is the story reporting facts, not just the writer's opinion
- Are the facts and opinions supported by evidence?

Plenary

1. Complete the fake news quiz as a class on the link: . Discuss how difficult it can be to spot.

2. Display slide 9 and discuss why someone might want to create accessible fake news webpages or send fake emails. Explain that someone might want to:

- Access your computer or your email account to take your information.
- Trick you, also known as scamming, into sending personal information that might allow them to access your bank accounts or other important personal data. When someone sends an email trying to trick you into giving them personal information, it is called 'phishing'. The culprit is literally phishing for your information

3. Display slide 10. Ask the children to get into pairs and sign into computers/laptops. Provide children with the web address:

(https://beinternetawesome.withgoogle.com/en_uk/interland) to the Google online adventure game: . This game teaches children the key lessons of internet safety and how to avoid scams and phishing emails.

In their pairs, the children should discuss the different answers together as they go along.

Vocabulary

- fake news
- reliable sources

Assessing pupil's learning and understanding

Array

Pupils with secure understanding indicated by: Understanding some ways to check that a news story is real.

Pupils working at greater depth indicated by: Able to identify some features of a fake news story and why these exist.

PSHE, RSE and Citizenship Year 5/6
Spring Term 1
Safety and the changing body (Cycle B)
Lesson 2 (Cycle B): Social media

Learning Objectives

- To understand that online relationships should be treated in the same way as face to face relationships.
- I understand respect is as important online as it is offline.
- I can explain how nasty comments can affect people.
- I know who can help with online problems.

Resources

Have ready

- Space for conscience alley activity.

***These are external websites and we do not have control over their content – please check before showing to the children.**

Print

- *Activity: Attitude continuum scenarios* (see Classroom resources) – one for the teacher.
- *Activity: Conscience Alley* (see Classroom resources) – optional – one per pupil or one for pupils who need support.

Introduction

1. Recap the learnings from the previous lesson (see), looking at the fact that not everything we read online is completely true.
2. Remind pupils that people can also put a positive spin on themselves and their lives online, so making out that things are 'better' than they are in reality.

Ask why people might do this, (to feel better about themselves; they don't want to share bad things).

Explain that in most cases people sharing their good side isn't a bad thing as we all want to show ourselves in the best light. However, the downside can be that the viewer can feel bad if they are comparing themselves to the person who is sharing their good side.

3. Discuss the fact that sometimes people will pretend to be someone else online for bad reasons. Ask the children what these bad reasons might be (for example, bullying, sharing fake information and not wanting anyone to know who it is, trying to get to know other people, tricking people).

If someone is hiding their identity online we say they are, 'anonymous'. Ask the children what they should do if they are worried about someone online.

Reinforce that they should talk to an adult whom they trust, and might block the person, or report them on the site they are using.

Key question

- Why do people pretend to be someone they are not online?

Suggested activities

1. The following exercise is an attitude continuum. Explain to the children that you will read out some scenarios and they will stand on one side of the room (e.g. left side) if they think that the action is acceptable, stand on the other side (e.g. right) if they think the action is unacceptable and in the middle if the answer is that it depends.

Read out each of the scenarios from the *Activity: Attitude continuum scenarios*, discussing each scenario in turn once the children have made their moves. Cover each of the points made on the sheet.

2. Discuss that people will often say things online they would never say to someone's face. Ask the children why this might be. Ideas might include:

- The person might be someone they don't know.
- Not seeing how the person reacts makes it easier.

Explain that bullying can happen online as well as face to face but wherever it happens it is not right. Check that children understand the meaning of the word bullying: bullying can be physical and/or verbal abuse and is repeated.

Introduce the phrase, 'internet trolling' and explain that it means when someone makes uninvited comments, often not very nice comments, on social areas on the internet with the intention of getting a reaction from the person about whom they are commenting.

3. The next activity is a conscience alley. Read the scenario:

Aahan has always been part of a group of four friends. Recently two of the group, Zac and Edward, have decided they no longer like Dexter and have started to say nasty things about him online. They have also been leaving him out and ignoring him when he tries to talk to them at school. Aahan doesn't feel very good about this but Zac and Edward have said that he will be next if he doesn't do the same.

Ask if one of the children would like to pretend to be Aahan for the next activity. Once you have a volunteer, get the rest of the children to stand in two lines facing each other.

Ask one line to think of reasons why Aahan should do what Zac and Edward say, and then the other line to give reasons why Aahan shouldn't.

Make sure that the children understand that they may need to say or express something that they don't necessarily agree with.

Give the children time to think. You may want to use the *Activity: Conscience alley* for the whole class to record some ideas before this activity or just for those who may need support.

Ask the child playing Aahan to walk slowly between the two lines (the conscience alley). As the child playing Aahan moves, the children on each side say what they think he should do. When the child playing Aahan gets to the end of the line, ask them what they think Aahan would do.

Move the children back to their chairs, telling them to let go of the ideas they have just suggested, especially if their suggestions did not match their real feelings on the situation. Reinforce that you know they might have expressed ideas that they didn't believe and now you would like them to think as themselves.

Ask them what they think Aahan should do and who else might be able to help.

Key questions

- Why do people say things online they wouldn't in real life?
- What can we do about bullying online?

Plenary

Finish the session by playing the video on link: .

Discuss what the children can do to support their friends. Include who they can go to for help both at school and at home. Also, make sure they know about reporting specific websites and online support from organisations such as .

You might also want to introduce them to the , which can help them decide if comments are appropriate or not.

Key question

- How can we deal with negativity online?

Vocabulary

- internet trolling
- bullying
- cyberbullying
- negative
- anonymous
- identity
- respect

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding how they should behave online and the impact negativity can have.

Pupils working at greater depth indicated by: Understanding that online relationships should include the same considerations for others as face to face relationships.

Differentiation

Pupils needing extra support: Would benefit from support with ideas for the statements for the conscience alley. They could record these using the *Activity: Conscience Alley* to refer to during the drama activity. Also, place them on the correct side rather than asking them to talk from an opposite point of view to their own.

Pupils working at greater depth: Should be on the opposite side to their own beliefs for the conscience alley to get them to think from someone else's point of view.

PSHE, RSE and Citizenship Year 5/6
Spring Term 2
Safety and the changing body (Cycle B)
Lesson 3 (Cycle B): First Aid: Bleeding

Learning Objectives

- To understand how to help someone who is bleeding.
- I know that it is important to ensure the safety of myself and others.
- I can assess a casualty's condition calmly.
- I know how to comfort and reassure a casualty who is bleeding.
- I can explain how to seek medical help if required.

Resources

Read

- Link: – *this is an external website and we do not have control over its content – please check before showing to the children.*

Array

Suggested activities

We recommend that you follow the lesson plan and use the resources from link: .

Array

Vocabulary

- arteries
- heart
- severe
- minor
- veins
- positioning
- shock
- oxygen
- red blood cells
- reassuring
- circulating
- white blood cells
- infection
- bandaging
- safety

Array

Array

PSHE, RSE and Citizenship Year 5/6
Spring Term 2
Safety and the changing body (Cycle B)
Lesson 4 (Cycle B): First Aid: Basic life support

Learning Objectives

- To understand how to help someone who is unresponsive.
- I can explain how to conduct a primary survey.
- I can place a casualty who is unresponsive and breathing normally into the recovery position.
- I understand how to seek medical help.

Resources

Read

- Link: – *this is an external website and we do not have control over its content – please check before showing to the children.*

Array

Suggested activities

We recommend that you follow the lesson plan and resources from link: .

Array

Vocabulary

- unresponsive
- alert
- primary survey
- respiratory rate
- heart rate
- pulse
- DRsABC
- C.P.R (cardiopulmonary resuscitation)
- recovery position
- monitor
- resuscitate
- conduct
- airway
- breathing
- circulation
- compressions
- rescue breaths

Array

Array

PSHE, RSE and Citizenship Year 5/6
Spring Term 2
Citizenship (Cycle B)
Lesson 1 (Cycle B): Pressure groups

Learning Objectives

- To recognise the role of pressure groups
- I understand what a pressure group is
- I can explain how pressure groups can bring about change

Resources

Have ready

- **Image: Keep Britain Tidy logo**
- Link: "

NB The focus of this lesson is on Keep Britain Tidy but you may wish to select another pressure group which is of interest or relevance to your class. If you do so, make sure the chosen group campaigns in a legal way and upholds British values.

Introduction

Explain to the children that lots of pressure groups exist in this country. Ask them what they think a pressure group is. Explain that they are usually started by a person or group of people who feel very strongly about an issue and want to see something change.

Sometimes a pressure group might exist for a short time but others might exist for longer. Pressure groups are usually charities but not always.

Ask the children if they can name any pressure groups. (For example, RSPCA, British Deaf Association, Campaign to Protect Rural England and the NSPCC).

Sometimes you might see local pressure groups, for example. campaigning against a new road or to improve a park.

Key question> What voluntary and community groups do we know about?

Suggested activities

The children are going to find out more about pressure groups who are concerned about the environment – specifically, the group Keep Britain Tidy. Display the *Image: Keep Britain Tidy logo*. Ask if the children have seen it anywhere, and if so where? (For example, on packaging of products, bins).

Image: Keep Britain Tidy logo

Display the presentation on your interactive whiteboard.

Explain that Keep Britain Tidy was started in 1960 to try to stop litter. Look through " and discuss:

- what has changed over time
- changes in the law
- different messages
- new campaigns

Keep Britain Tidy have used celebrities to help share their message. Ask the children:

- Why they think they, and other organisations do this? (For example, to help get publicity, people who like that celebrity might listen to them).
- If they know of any other causes celebrities have been involved in?

Ask the children what they think about litter, is it still a problem? The pressure group has been going for a long time. Why might they not have solved the problem? (For example, new people all the time, more potential litter now than in the past and now looking at other related issues such as cutting waste).

Ask the children what else they think Keep Britain Tidy could do to reduce the issue of litter. In pairs or small groups, ask them to write down some ideas for the future of the group, ensuring that their ideas:

- are realistic
- are appropriate
- could bring about change

Key question: What do Keep Britain Tidy do?

Plenary

Reinforce that pressure groups are one way we can make changes to things we care about. They can help to change what people think about an issue but they can also be used to put pressure on the government.

Remind children that if they feel strongly about something, that there are appropriate ways to share their views such as joining a pressure group, writing letters, contacting politicians or signing a petition.

Key question: How else can people bring about change?

Vocabulary

- Pressure group
- Change
- Charity
- Campaign
- Celebrities

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding the role of pressure groups.

Pupils working at greater depth indicated by: Understanding what are appropriate ways for a pressure group to campaign.

Differentiation

Pupils needing extra support: Could design a poster for Keep Britain Tidy instead.

Pupils working at greater depth: Can be challenged to explore and explain in greater depth the challenge of making sure that campaign activities are significant enough to create change, yet appropriate.

PSHE, RSE AND Citizenship Year 5/6
Spring Term 2
Citizenship (Cycle B)
Lesson 2 (Cycle B): Valuing diversity

Learning Objectives

- To understand diversity and the value different people bring to a community
- I can describe the contribution people with protected characteristics bring to society
- I can identify a range of role models with different characteristics
- I can explain how knowing more about people can overcome prejudice

Resources

- Read
- Link: [on equalityhumanrights.com](http://equalityhumanrights.com)
- Have ready
- *Presentation: Protected characteristics* (see Suggested activities)
 - Lined paper (a sheet per pupil)
 - Access to the internet
 - Relevant books
- Print
- Activity: Research questions sheet (see Classroom resources) – for pupils needing extra support

Introduction

Begin by asking the children to name someone they look up to and admire who is famous. This can be someone from the present or the past. Make a note of the names on the board. You might also ask why they admire that person.

Key question: Who do we look up to?

Suggested activities

Have a look at the list of people and talk about whether they represent certain characteristics more than others. For example, are there more men or women, what ethnic group do they belong to, are particular religions represented or do any of them have a disability? Depending on who the children have identified, either celebrate the diversity of the people or discuss the similarities.

Move on to discuss the fact that sometimes people are not recognised because of prejudice and discrimination. Discuss that this is beginning to change but is still an issue in society. You could discuss why this is. For example, racism, sexism, people admire people who are similar to them and historical attitudes. Explain that it is important that we all recognise the diversity of society and the positives that brings. Remind children about the Equality Act, the law which helps to make sure everyone is treated fairly. Show the children the list of some of the protected characteristics: (be aware that the video on this webpage is quite complex and unlikely to be suitable for your class, so would not be an alternative for discussing the list together).

Ask if they can think of any people (famous or otherwise) who they think are role models in the different areas and fit into one of those categories.

Show the *Presentation: Protected characteristics* which includes some examples.

Presentation: Protected characteristics

Display the presentation on your interactive whiteboard.

Remind the children that some people will fit into more than one category and you can put them under the one which you think might have been their biggest challenge.

Once you have a list, explain to the children that they are going to select one person from the list to find out more about. Share the second slide of the presentation and discuss the questions the children are going to research. Pupils needing additional support with their writing could use the *Activity: Research questions sheet*. The rest of the class can complete the activity on lined paper so that afterwards, you can combine all their work into a class book to celebrate diverse role models.

If time allows, give the children the opportunity to feedback to the class about their chosen person.

Key question: What have people with protected characteristics contributed to society?

Plenary

Remind the children about the previous lesson on prejudice and discrimination (only children who have done cycle A will have completed this lesson). If necessary, explain the terms 'prejudice' and 'discrimination'. Explain that the work they have done today can help them to tackle prejudice. For example, if they hear a comment displaying prejudice about females, they could explain what females have achieved in a certain area.

Ask the children to think about anything they have learnt today which might help to challenge prejudice.

Stress that the more people know about each other, then the less likely they are to be prejudiced.

Key question: How can we overcome prejudice?

Vocabulary

- Equality Act
- Protected characteristics
- Achievements
- Recognition
- Role model

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by: Understanding the value of diversity in society, including significant individuals.

Pupils working at greater depth indicated by: Understanding how knowledge can help overcome prejudice.

Pupils needing extra support: Should focus on people who they already know a bit about or, where appropriate, materials are available for research and could use the *Activity: Research questions sheet* to structure their research.

Pupils working at greater depth: Could be challenged to research more than one individual and to also look at those with multiple protected characteristics.

Citizenship (Cycle B)
Lesson 3 (Cycle B): Food choices and the environment

Learning Objectives

- To understand some environmental issues relating to food and food production
- I can describe some environmental issues relating to food
- I can explain what people can do to overcome environmental issues relating to food
- I can explain some possible consequences to changing behaviour and food choices

Resources

- Have ready
- Link: on VideoLink
 - *Presentation: Environmental issues – Food*
- Print
- *Activity: Food waste research*

Introduction

Watch the film clip from UN Climate Change on the link: on VideoLink, then discuss some of the issues raised. Explain to the children that these issues can be complex and they are going to look at one of the following five themes:

- Food miles and seasonality
- Use of land and chemicals
- Care for animals
- Food waste and packaging
- Fair trade

NB: Fair trade does have links to environmental concerns, however it is more focussed on equality. The children may well be interested in Fair trade so you can decide if you want to include this as a theme.

As a class, go through the *Presentation: Environmental issues – Food*.

Presentation: Environmental issues-Food

Display the presentation on your interactive whiteboard.

Key question: How does our food impact on the environment?

Suggested activities

Explain to the pupils that they are going to work in groups to select one of the themes to research and then present what they find to the class. They can use leaflets, books and web research to find out more about their issue. Useful websites to search would be:

- Friends of the Earth
- Eco Friendly Kids
- Fairtrade Foundation
- Love Food Hate Waste
- BBC Newsround food waste

Children who would benefit from reduced reading and a more direct task could use the *Activity: Food waste research* to shape their research, as it focuses on food waste only.

You may wish them to use the following questions to focus their research. (Display *Presentation: Research questions* on your interactive whiteboard if you want to have the questions displayed while the children are working).

Presentation: Research questions

1. What are the environmental (or other) issues related to this topic?
2. What can individuals do to overcome these issues?
3. What can governments do to overcome these issues?
4. What can businesses do to overcome these issues?
5. Challenge question for children working at greater depth: What consequences can there be from changing behaviour?

The year 5 children could focus on questions 1 and 2, then either 3 or 4.

As they are working, remind the children to keep focused as they will be presenting at the end of the lesson.

Key question: What can be done to overcome environmental issues relating to food?

Plenary

The groups present their findings to the rest of the class. You could ask the groups who are not presenting to think of questions to ask during their peers' presentations.

Review what the children have learned and ask if there are any other issues that they feel particularly passionate about. If possible, give some additional time for the children to follow up on these issues perhaps by finding out more or contacting relevant organisations.

Key question: What issues would we like to do more about?

Vocabulary

- Environmental issues
- Food miles
- Seasonality

Assessing pupils' progress and understanding

Differentiation

Pupils with secure understanding indicated by: Understanding some environmental issues relating to food and food production.
Pupils working at greater depth indicated by: Understanding some of the consequences of changing behaviour relating to food.

Pupils needing extra support: Could use *Activity: Food waste research* to focus their research on food waste as this is a potentially less complex issue. Some children may benefit from answering the reduced set of questions.
Pupils working at greater depth: Can explore the consequences and impact that some changes, for example reducing food miles, could have on the income of farmers in other countries.

Citizenship (Cycle B)
Lesson 4 (Cycle B): Caring for others

Learning Objectives

- To understand how to show care and concern for others
- I can describe some of the responsibilities I have towards other people and living things
- I can explain how I care about things in my day to day life
- I can describe the issues or causes I care about

Resources

Print

- *Activity: Circles of care* (see Classroom resources) – one per pupil
- *Activity: Things I care about* (see Classroom resources) – for pupils who may need further support

Introduction

Ask the children to think about someone or something in their life that they care about and then to share these with a partner. Suggest four categories: friend, relative, pet or possession and ask the children to put their hands up to show which their choice would fit into. Ask some children to explain how they might show care for their choice. For example, baby brother – playing with him; dog – taking her for a walk.
Key question: What/who do we care about?

Suggested activities

Give each pupil a copy of the *Activity: Circles of care*. Ask the children to write in the inside circle, things that they care about in their day to day life as well as how they show their care. Once they have finished, discuss some of the things the children have come up with and look at how we each have a responsibility for others. This responsibility will sometimes be shared, for example with parents and siblings but sometimes we might have full responsibility. Explain that there will be things we perhaps do not come across every day or might not be people or pets that we also care about. Share an example of issues/causes that you care about, for example, the environment, equality, a particular animal, issues around poverty or issues related to a particular illness or disease. Hand out the sheet: *Activity: Things I care about*. Explain that the children should tick the issue they feel most strongly about within each category, for example animals, health. Pupils should then choose several issues/causes they care about from the tick list and add these to the outer circle on their sheet *Activity: Circles of care*. All children should add detail about how they already show that they care about each issue. As a further challenge, children could think about other things they could potentially do to show that they care and add these in a different colour. What could they do in the future? Do they know of actions other people might take to show they care? Encourage them to discuss this with their peers.

Key questions:

- What do we care about in our day to day lives?
- What else do we care about and how do we show this care/concern?

Plenary

Ask some of the children to share their ideas. Then ask the children to think about something they would like to commit to doing for one of the things they have discussed today. This could be something in their day to day life, such as making sure they walk their dog or spend more time with a sibling or one of the issues, such as finding out more about the issue or taking action in their own lives. Ask some volunteers to share their ideas.
Key question: What can we do next about things we care about?

Vocabulary

- Care
- Responsibility
- Concern
- Issue
- Cause

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding the importance of caring for others and that we all have a responsibility to care for things and people around us.

Pupils working at greater depth indicated by: Understanding how they can support issues and causes they care about.

Differentiation

Pupils needing extra support: Use the sheet: *Activity: Things I care about* earlier in the Suggested activities to help generate ideas.

Pupils working at greater depth: Could think about other things they could potentially do to show that they care and add these to the outer circle of their **Circles of care**. Could research organisations or individuals which support the causes or issues that they are passionate about.

Citizenship (Cycle B)
Lesson 5 (Cycle B): Rights and responsibilities

Learning Objectives

Resources

- To explore the links between rights and responsibilities (Y5)
 - To understand human rights, including the right to education (Y6)
- Year 5**
- I understand that rights apply to everyone
 - I understand that there are responsibilities as well as rights
 - I can explain what freedom of expression means and what limitations there are
- Year 6**
- I understand human rights are there to protect everyone
 - I can explain why education is important and is included as a human right
 - I understand why individuals campaign for causes they believe in

- Have ready
- Year 5**
- *Activity: Freedom of expression rights* – 1 per pair (multiple copies on sheet)
- Year 6**
- -1 per pair
- Print

Introduction

Recap the rights the children have looked at in previous lessons/years (The Declaration of Human Rights, which is for everyone, and the UN Convention on the Rights of the Child, which are for anyone under the age of 18.)

Explain that these rights apply to everyone and cannot be taken away.

Ask the children why they think that these rights are important? (E.g. help to keep people safe, help people live better lives and protect people).

Key questions

- What are rights?
- **Why are rights important?**

Suggested activities

Year 5

Write the word 'responsibility' on the board and ask the Year 5 children to think about what this means, discussing it with a partner to come up with a definition.

Year 6

While the Year 5 children think about their definitions, remind the Year 6 children about the Universal Declaration of (which is covered in our Year 3/4 lessons) and that it was put together after World War 2 as a way to everyone's basic .

This first activity is going to remind the children about some of the rights which are . (This activity is based on the Amnesty International education pack).

Show the link: on your interactive whiteboard and give out copies to the children too, including the summary list of human rights.

Ask the children to look at the picture in pairs and find examples that show people:-

- enjoying or using their human rights,
- being denied a human right
- human rights being demanded by someone

Year 5

Take some feedback on what children think responsibility means (E.g. something they should or must do).

In terms of rights, we have the responsibility to make sure that we don't do or say something which might affect other people's rights, for example by behaving in school in a way which prevents other children from learning, or by looking after shared play equipment so we don't stop other people having their right to play.

Hand out copies of the sheet *Activity: Freedom of expression rights* (see Classroom resources).

Read the rights out to the children and ask them what they think they mean. Discuss that these rights mean we can say what we think and feel and share our opinions and that this is called freedom of expression.

Explain that in some countries and at times in the past this doesn't/didn't happen and that people could be put in jail or even killed for saying things the government or other groups did not agree with.

Move on to explain that while we have the right to share our views this comes with some responsibilities. Ask the children if they can think of any of these? (E.g. that one person's rights should not harm another person's rights and we should not say things that might offend others or put their rights in danger. For example, making a comment about someone based on their race goes against their right to be treated fairly and equally).

Children also need to be aware that they should not say anything which might cause someone to hate someone else or be violent against them.

Put the children into groups and get them to think about some rules for freedom of expression. Ask them to come up with five rules which will help people share their ideas without causing problems for others. For example, thinking carefully about what you want to say, and not saying anything which might cause offence or upset someone.

Ask the groups to share their ideas and then decide between them their top five rules.

Year 6

Take some quick feedback on their activity. Children may identify things such as:

- Enjoying or using their rights – children in school, sharing religion and enjoying leisure activities.
- Rights being denied -prisoners and the homeless person
- Rights being demanded – protests for various causes

Explain that they are now going to focus on the right to an education. The right to education is one of the Universal and is also in the UN convention on the of the child.

Ask children what they think education is? They may well focus on school so explain that education goes beyond school e.g. libraries, museums, university and adult education. Explain that in this country every child has the opportunity to free education up to the age of 18. After this education is still available, some free and some paid for. Explain that in some countries, this isn't the case and children leave school at a younger age or might not go to school at all. Show the children the picture of Malala Yousafzai from the link: . Ask the children if they know who she is and what she is famous for? Explain that they are going to find out more about her.

Use the website on that link to discuss Malala's story, including the following discussion questions:

1997 – Why do the children think having a girl is not always celebrated in Pakistan? (There are differing attitudes but generally, males are seen as more important than females).

2008 – How would children feel if they were told they could not have a television or play music?

How do they think Malala felt about being told she could no longer go to school? What might her father have thought?

2012 – What words would they use to describe Malala's to speak out about education for girls?

Explain that the people who shot Malala had extremist views and not everyone in her country felt that way.

2014 – What do they think about Malala's to carry on campaigning for education for girls?

How did her father help her?

Why do you think the decided to live in the UK? You could bring in the right to leave a country if you are in there.

2018 How do you think Malala feels to be at university?

Do children think her is a good one? Why?

Ask the children to write Malala's story in their own words or write a newspaper article about her. If children have access to the they could use these websites or you could print extracts

Key questions

- What do we value about education?
- Why is education included in ?

Year 5

Come back to the Year 5 children and review their rules for freedom of expression. As a larger group decide which are the most important rules.

Move on to discuss with the children that the right to freedom of expression and the responsibilities which come with it, do not only apply to what is said verbally but also to what you write, including online. Explain that sometimes people might forget the rules, particularly online, because other people might not know who they are. Look at the five rules again, and ask the class whether they would all apply online or to anything written.

Ask the children if there are any other rules they would add for this?

Key questions:

Year 5

- What is a responsibility?
- What responsibilities do we have to do with freedom of expression?
- How does this apply to online communication?

Year 6

- What do we understand about human rights?
- Why is education important?
- Who is Malala Yousafzai?

Plenary

Explain to the Year 5 children that Year 6 have been looking at the right to education. If you have time, some of the children could read out their articles. Move on to ask the children what they value most about education. They may come up with: learning to read and write, learning maths, developing needed for work, helping to understand the world (now and in the past) or developing a range of other skills and interests).

Through the discussion try to ensure children understand how broad education is. When you have considered the value of education, discuss with the children why it is as a human right i.e that it helps people to develop and live lives.

Key questions

- What do we value about education?
- Why is education included in ?

Vocabulary

- Freedom of expression
- Right
- Responsibility

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 5: Understanding what rights are and that freedom of expression is one of these rights.

Year 6: Understanding that education is a human right and why education is important.

Pupils working at greater depth indicated by:

Year 5: Understanding that there are responsibilities which come with freedom of expression.

Year 6: Understanding how individuals can to make a for others.

Differentiation

Pupils needing extra support:

Year 5: May need additional explanation of freedom of expression and some specific examples.

Year 6: When writing Malala's story they could use the information they have looked at together as a class and/or the link: .

Pupils working at greater depth:

Year 5: Can be challenged to explain in more detail why there are some limitations on freedom of expression. **Year 6:** Can be challenged to undertake additional research about Malala, explaining how her can make a for others.

Summer Term 1
: Citizenship (Cycle B)
Lesson 6 (Cycle B): Parliament and national democracy

Learning Objectives

- To begin to understand how parliament works
- I understand how parliament works
- I can explain what the the parts of parliament are
- I can identify some qualities needed to be an MP

Resources

Have ready

- Dice and counters for the game
- Link:
- Link: '
- *Presentation: The government*

Print

- Link: "
- *Activity: Parliament quiz* (see Classroom resources) – one per pupil
- *Activity: Parliament quiz – multiple choice* (see Classroom resources) – for pupils needing extra support
- *Answers: Parliament quiz* (see Classroom resources) – one copy for the teacher

Introduction

Show *Image: Houses of Parliament* to the class.

Image: Houses of Parliament

Display on your interactive whiteboard

Ask:

- if they know what it is?
- where is it?
- who might you find there?
- what do these people do?
- whether any of them know what the parts of the building are called?

Key questions

- What do we know about Parliament?

Suggested activities

Ask all the children to watch up to 3:09. (Year 6 will have seen this before but it is a useful reminder).

Year 5

Put the children into small groups or pairs and give them a copy of the *Activity: Parliament quiz*, (or *Activity: Parliament quiz – multiple choice* version for pupils needing support).

Give them time to answer any questions that they can.

Year 6

While the Year 5 children complete the quiz, show the *Presentation: The*

Presentation: The government

Display on your interactive whiteboard

Use the presentation to explain to the children how the government works. Answer any questions as you go through the presentation. You might also want to mention who holds the various roles at the moment.

Explain to the children that they are going to be ministers of the . They are going to think about what they would want to do if they were for a certain area, such as:

- Minister for education
- Minister for health
- Minister for the
- Minister for transport

Either let the children decide which area they are interested in or you allocate them to groups. In their groups they need to discuss what they think they would do if they were in charge of the chosen area – writing down their ideas.

Year 5

Let the year 5 children watch the film again if needed so they can answer the remaining quiz questions.

Give them a few minutes at the end to complete the questions and answer the bonus questions.

Ask the groups to swap sheets and then mark each other's answers. Find out how many points each group got.

Explain to the children that they are going to play a game in their groups: ". Give each group counters and a dice.

While they are playing, they are going to write down either things they have found out or other questions they have.

Year 6

Ask the groups to share some of their ideas. Then ask how they think the government pays for the things they do? Explain that most of their money will come from taxes which are paid by people who work. This means they have to collect money from the people who elect them. Discuss that people do not always like paying tax and therefore the government has to be careful how much they collect. With this in mind, ask the groups to decide on the two or three most important of their ideas. Then they should compose a letter to the current government minister to explain their ideas. Their letter should begin Dear Minister, they should include some background on what they have been learning about and then their ideas, including justifications for their views.

Year 5

When the Year 5 children have finished the game, discuss with them what they found out and answer any questions they have. You may find it useful to have a copy of the full booklet the game comes from. These booklets can be downloaded or ordered from the " and you may wish to order one for each child or a few for the class library

Key questions

- How does Parliament work? (Y5)
- How does work? (Y6)
- What would you do if you were a minister in the government? – (Y6)

Plenary

Ask the Year 6 children to share their letters and discuss them. If appropriate, you may wish to send the letters to the . You could for the best letter and send that one. Discuss how else children can what happens in Parliament? E.g. contacting their , starting or signing a petition or being in a peaceful protest.

Key question

- How can we influence what happens in Parliament?

Vocabulary

- Parliament
- Monarch
- Government
- House of commons
- House of lords
- Prime Minister
- Opposition
- Speaker

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by:

Year 5: Understanding the basics of how parliament works including the parts of parliament.

Year 6: Understanding the roles and responsibilities of people in

Pupils working at greater depth indicated by:

Year 5: Understanding how parliament works in including key roles such as Prime Minister and the Speaker.

Year 6: Understanding how government works and how people can this.

Differentiation

Pupils needing extra support:

Year 5: Can use the *Parliament quiz – multiple choice*.

Year 6: May find education or the the easiest topic to work on as they may have more direct experience.

Pupils working at greater depth:

Year 5: Can be challenged to use the " to find out more about Parliament.

Year 6: Can be challenged to select another who has for something they feel strongly about.

Summer Term 1
Economic wellbeing (Cycle B)
Lesson 1 (Cycle B): Attitudes to money

Learning Objectives

- To understand attitudes and feelings around money
- I can describe the reasons people might spend or save money
- I can identify feelings associated with money
- I can explain a range of factors that might affect our feelings towards money

Resources

- Have ready
- *Presentation: Attitudes to money* (see Suggested activities)
- Print
- *Activity: Role play cards* (see Classroom resources) – cut up and put into separate bags for children to select from. Children need to have one card from each category per group.

Introduction

Display the *Presentation: Attitudes to money*.
Presentation: Attitudes to money
Display the presentation on your interactive whiteboard.

Display Slide 2 of the *Presentation: Attitudes to money*, which shows the word 'spending'.
Ask the children what might be some of the good things about **spending** money. For example:

- Buying things we want/need.
- Enjoying purchases or experiences.
- Spending money on others.

Then ask what some of the disadvantages might be. For example:

- Unable to afford other things we want.
- Unable to pay for unexpected expenses.
- Could end up wasting money if something breaks quickly.

Display Slide 3, showing the word 'saving' and ask the same questions:
What might be some of the good things about **saving** money? For example:

- Having money ready for unexpected expenses.
- Appreciating the purchase more if it takes longer to save for.
- Having more money in the long run because of interest.

What might be some of the disadvantages? For example:

- Not having things we want.
- The item we want is not available by the time you have saved.

Explain that most people will do a mix of saving and spending, but, to what extent, will vary from person to person.
Ask the children what might make people behave in different ways with money. For example:

- The influence of their parents and carers.
- What their friends do.
- What their plans are for the future.
- External influences, such as advertising and social media.

Key question:

- What are the advantages and disadvantages of spending and saving?

Suggested activities

Explain that today, money can have a very powerful influence on how we feel. Ask the children if they can think of any examples of how money might make someone feel, for example, worried, excited and angry.
Explain to the children that they are going to work in groups to write and perform a role play based on a money situation. They need to think about how people might feel in the situation and show these feelings in their role play performance. Give an example: someone wins a large amount of money, they are already rich and they have a tendency to spend. What might the person do in this situation?
Using the *Activity: Role play cards*, ask one child from each group to select one card from each category.

- A money event
- The financial status of the people involved
- The people's attitudes to money

Before setting them off to work in groups, ensure that all children understand the scenarios, particularly terms like 'inheritance' and 'bonuses'.
While the children develop their role plays, circulate around the groups to keep them on track and to challenge their ideas if necessary.
Ask the groups to share their role plays. The children watching can identify the different feelings and reactions to the money event.

Key questions:

- How does money make people feel?
- How do people react to situations involving money?

Plenary

Ask the children to think about the role plays they have seen. Was there anything they had not thought about before? Can they think how other people might have reacted in that situation? For example, you could change the financial status or attitude for each event. Stress that, as the children grow up, it is important for them to think about how they feel about money and how they might deal with situations. This can change as their circumstances change. Make children aware of organisations that can help with problems related to money, including banks and Citizens Advice.

Key question:

- How can attitudes to money change?

Vocabulary

- Spend
- Save
- Attitude
- Influence

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: Understanding that there can be a range of feelings related to money and the desire to spend and save.

Pupils working at greater depth indicated by: Understanding that a range of factors can affect people's feelings and attitudes towards money.

Differentiation

Pupils needing extra support: May require additional support to develop their role play, for example talking through the range of feelings people might experience.

Pupils working at greater depth: Challenge them to demonstrate conflicting feelings about their money event, for example excited about a lottery win but worried about friends' reaction and who they can then trust.

PSHE, RSE and Citizenship Year 5/6
Summer Term 1
Economic wellbeing (Cycle B)
Lesson 2 (Cycle B): Keeping money safe

Learning Objectives

- To understand how to keep money in bank accounts safe
- I can describe ways to keep money safe
- I can explain what to do if I am worried about my bank account

Resources

Have ready

- Bank cards to show the children (optional)
- Laptops or computers (optional)

Print

- *Activity: Bank account safety* sheet for pupils needing additional support

Introduction

Ask the children for ways that they can keep money safe and write these on the board. Ideas might include a purse/wallet, money box or bank account. Ask the children about any risks associated with the purse/wallet and the money box (for example, could lose it when you are in the house or out, or it could get stolen).

Explain that a bank account is safer because the money is kept by the bank. However, there are still some risks and we are going to explore these.

Key question:

- How can we keep money safe?

Suggested activities

Discuss how people can access their money when it is in a bank:

- Going into a branch
- Online/App
- With our bank card at a cash point or in a shop, using our PIN (Personal Identification Number)

Ask how money could go missing from a bank account. If children mention robbery, explain that their money would still be safe because banks keep a record of how much money each person has; the banks do not store money in individual boxes. The children may come up with online fraud and lost or stolen cards.

Stress that we have a responsibility to keep our money safe in a bank and that if someone does get access to our account then our money could be at risk.

Ask the class how they can ensure that their bank account is safe. For example:

- Not telling anyone their PIN, even friends and family.
- Having a PIN which is tricky to guess – discuss examples of these, such as not using your date of birth.
- Covering your PIN when you use your card in a shop or at a cash point.
- Not telling anyone passwords for online accounts, even friends and family.
- Changing passwords regularly.
- Having passwords which are different to other online accounts.
- Keeping account books in a safe place.

Ask the children to share the key messages that they have learned about safe banking. This could be through:

- An advert (on paper or digitally)
- A poem
- A rap
- Drama
- A creative story

Children needing additional support can use the *Activity: Bank account safety* to help them remember key discussion points they may wish to include.

Key question:

- How can we keep the money in our bank accounts safe?

Plenary

Ask the children how they might know if something has gone wrong with their bank account (for example, checking their balance, looking at statements). Explain that if they notice something unusual, they should speak to an adult they trust to help them to contact their bank.

You could use this as an opportunity to discuss online fraud. Explain that the children should never share any details about their accounts with other people and especially anyone who contacts them by email. If they receive an email or a call from their bank, they should not give any information away. Instead, they should contact the bank themselves and check that it was the bank that contacted them, and not someone attempting to commit fraud. You could also stress that banks will reimburse the money as long as you have not done anything wrong like sharing your password or giving out a PIN.

Key question: What should we do if something looks unusual with our bank account?

Vocabulary

- PIN – Personal Identification Number
- Safe
- Password

Assessing pupils' progression and understanding**Differentiation**

Pupils with secure understanding indicated by: Understanding their responsibilities in keeping money safe in the bank.

Pupils working at greater depth indicated by: Understanding the range of things they can do to keep money safe in a bank account and what to do if something looks unusual.

Pupils needing extra support: Can use the *Activity: Bank account safety* to help them with the independent activity.

Pupils working at greater depth: Can be challenged to use a creative approach to sharing the safe banking messages. They should also include examples of safer PIN and banking passwords and what to do if anything unusual happens within a bank account.

PSHE, RSE and Citizenship Year 5/6
Summer Term 1
Economic wellbeing (Cycle B)
Lesson 3 (Cycle B): Stereotypes in the workplace

Learning Objectives

- To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations
- I understand that stereotypes can exist in the workplace
- I can explain how stereotypes might affect people
- I can explain some ways that stereotypes can be overcome in the workplace

Resources

- Note
 This lesson is best taught after the Year 5/6 lesson
 Have ready
- *Activity: Discrimination scenarios* (see Classroom resources) – one copy for the teacher

Introduction

Write the phrase 'stereotypes and work' on the board. Ask the children to think about it for a few minutes and what it might mean. Ask the children to share their ideas and write these on the board too. These could include:

- Jobs being done by a specific gender.
- Differences in pay related to gender or race.
- Assumptions about what people with disabilities can do.

Key question:

- What do we know about stereotypes and work?

Suggested activities

Explain that stereotypes can affect not only what job people do but also how they are treated at work. In some cases, this actually becomes discrimination i.e. treating someone differently because of a certain factor.

Using some of the examples from the Introduction activity, discuss what might happen in the workplace. Then discuss the *Activity: Discrimination scenarios*. Ask whether the children think that the treatment in these scenarios is fair.

Put the children in pairs or small groups and ask them to discuss what they think people can do about stereotypes and discrimination in the workplace. Some examples children might come up with are challenging people who make comments, employing people who defy the stereotypes, teaching people about stereotyping. You may want some children to look at the scenarios on the activity sheet to think about how those issues could be overcome in other workplaces.

Key question:

- How might stereotypes affect people at work?

Plenary

Ask the groups to feed back their responses on how stereotypes can be overcome. Stress to the children that stereotypes should not stop people doing what they want to and that if they see or experience anyone being treated unfairly, they should talk to someone they trust about it.

Key question:

- What can be done about stereotypes at work?

Vocabulary

- Stereotype
- Assumption

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: Understanding that stereotypes can exist in the workplace and how these can affect people.
Pupils working at greater depth indicated by: Understanding how stereotypes can be overcome.

Differentiation

Pupils needing extra support: Could work with a partner or adult to discuss their ideas before sharing with the class. They could focus on one of the examples given in the activity sheet.

Pupils working at greater depth: Could be challenged to provide examples of stereotypes they have seen in the news and to come up with realistic ways in which discrimination can be overcome.

PSHE, RSE and Citizenship Year 5/6
Summer Term 1
Economic wellbeing (Cycle B)
Lesson 4 (Cycle B): Gambling

Learning Objectives

- To begin to understand the risks associated with gambling
- I understand what gambling is
- I can explain some of the risks associated with gambling
- I can describe what might influence someone to gamble
- I understand who I can ask for help in relation to gambling

Resources

Note

You may wish to read the PSHE association's guidance on the link: [prior to delivering the lesson.](#)

Have ready

- *Presentation: Sam's dilemma* (see Suggested activities)
- *Activity: Sam's dilemma* (see Classroom resources) – one copy for the teacher

Print

- *Activity: Influence cards* (see Classroom resources) – one set per group of pupils

Introduction

Explain that today the focus of the lesson is gambling. Ask the children what they think gambling is.

Then define gambling as being a risk where money, or something else, is swapped in the hope of winning something better or more money. Adults who gamble do not know if they will win or lose.

Gambling is something that some adults may choose to do and some of them can then find it difficult to manage.

Some adults choose not to gamble at all because they do not think it is worth it or it is against their beliefs or religion.

Discuss any other words the children have heard about gambling, for example, betting, placing a bet.

Key question: What is gambling?

Suggested activities

Read out the *Activity: Sam's dilemma* to the class.

In small groups, ask the children to discuss the following questions:

1. How is Sam feeling about making this decision?
2. What is the risk?
3. If Sam does not get the new skin for his character, how would Sam feel?
4. What if Sam cannot afford to lose the money, would this affect the decision whether to gamble or not?

Share the *Presentation: Sam's dilemma* for the children to refer to as they work.

Presentation: Sam's dilemma

Display the presentation on your interactive whiteboard.

Take some feedback from the groups on their ideas.

Give each group a set of the *Activity: Influence cards* and ask them to think about:

- Will this mean Sam is more likely to gamble or not gamble?
- Will this mean Sam is more likely to win or lose?

Talk about the fact that gambling can become a habit and like other habits, it can be difficult to stop. Discuss why people can encounter difficulties with gambling (for example, if they lose they might keep on gambling in the hope they will win but instead, lose even more money).

Key questions:

- What are the risks of gambling?
- What might influence people to gamble?

Plenary

Give the children the opportunity to ask questions about gambling. You may want to use a question box in the classroom, so that children can ask questions after the lesson and anonymously, which you can then answer in the next lesson.

Finish off by telling children that there are people they can talk to if they are worried about gambling – either something they have heard or seen or something someone else is doing. They can talk to someone in school or Childline or the National Gambling helpline 0808 8020 133.

Key question: Who can help if we have worries about gambling?

Vocabulary

- Gambling
- Risk
- Loss
- Gain
- Win
- Luck
- Chance
- Likely
- Unlikely

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: Understanding what gambling is and some risks associated with it.

Pupils working at greater depth indicated by: Understanding some things which might influence someone to gamble and where to get help if someone needs it.

Differentiation

Pupils needing extra support: Can be grouped together and focus on answering just the first three questions when discussing Sam's dilemma.

Pupils working at greater depth: Can be challenged to consider what people might find attractive about gambling and the risks associated with it.

PSHE, RSE and Citizenship Year 5/6
Summer Term 1
Year 6 ONLY: Identity (Cycle B)
Year 6 ONLY Lesson 1 (Cycle B): What is identity?

Learning Objectives

- To understand what factors contribute to identity
- I understand that a range of things make up identity
- I can explain some factors which make up my identity
- I know that other people might see me differently to how I see myself
- I can explain how I might challenge how other people see me

Resources

- Have ready
- *Presentation: Identity* (see Introduction)
- Print
- *Activity: Identity* (see Classroom resources) – for pupils needing support

Introduction

Pose the question to the children 'what makes us who we are?'. You could give examples such as physical characteristics and interests. Take ideas from the children and then show them slide 2 of the *Presentation: Identity*.

Presentation: Identity
 Display on your interactive whiteboard

Explain that we call this our identity, which is the way we see ourselves and also how other people see us.

Key question

- What makes up our identity?

Suggested activities

Explain to the children that they are going to focus on their own identity. Show slide 3 of the presentation which shows the identity mind map of the child and the things which make up his identity. Ask the children to think about their own identity and to then create their own identity mind map. They should look at the factors on the first slide and try and include as many of them as they can. The focus should be on how they see themselves. Once they have finished, ask the children to look at their mind maps and think about how other people might see them. Show slide 4 of the presentation as an example. Discuss the fact that sometimes the way people see us is different to how we feel or are. For example, people can feel shy but come across as confident. Or people can make assumptions such as people's nationality. Give the children some time to add their ideas to their mind maps. Ask them to use a different colour to now add the ways other people might see them. When they have finished, ask them to keep their identity maps as they will be using them in the next lesson.

Key questions

- How do we define our identity?
- How do other people see us?

Plenary

Discuss these differences between how we see ourselves and how others see us. Ask:

- When could this be a good thing? (E.g. people recognising our strengths).
- When might it be an issue? (E.g. if people treat us unfairly (stereotypes), feel unhappy with a label people put on us).

Discuss some of the ways children might overcome this, for example explaining to people how they feel, standing up for themselves or others who are treated unfairly or reflecting on whether they are showing the best of themselves.

Key question

- How can we deal with people seeing us differently to how we see ourselves?

Vocabulary

- Identity

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: understanding the factors which make up identity.

Pupils working at greater depth indicated by: understanding that identity includes how we see ourselves and how others see us.

Differentiation

Pupils needing extra support: Could use the *Activity: Identity* sheet to create their own identity mind map from.

Pupils working at greater depth: Provide more examples of how other people see them.

PSHE, RSE and Citizenship Year 5/6
Summer Term 2
Year 6 ONLY: Identity (Cycle B)
Year 6 ONLY Lesson 2 (Cycle B): Gender identity

Learning Objectives

- To understand gender identity and sexual orientation
- I understand that gender identity and expression can be seen as a continuum
- I can explain how gender and sexual orientation form part of a person's identity
- I can explain how to show respect for people in terms of gender identity

Resources

Have ready

- Link: on VideoLink
- Link:
- Link:
- *Presentation: Identity* (see Introduction)
- *Presentation: Continuum* (see Suggested activities)
- The children's identity mind maps they created in the previous lesson

Introduction

Due to the nature of the topics covered in this lesson you may wish to do a recap of your RSE & PSHE ground rules to ensure that the children understand how to behave within these lessons and to have respect for others.

Remind children about what they learned in . Ask them if they can remember some of the factors which make up identity – you could show slide one from the *Presentation: Identity* to remind them.

Presentation: Identity

Display on your interactive whiteboard

Remind the children that identity is about how we see ourselves and how other people see us and that sometimes there may be a difference.

Key question

- What can we remember about identity?

Suggested activities

Explain that today the children are going to be thinking about gender and sexual orientation.

Show the class the video: on VideoLink and then ask the children if they have any questions. If you wish, you can say that you might not have all the answers because this can be a complex topic.

Introduce the: .

Talk through each of the key themes:

- **Identity** – in this case we are thinking about how you see yourself in relation to gender.
- **Attraction** – who you feel attracted to or fancy. This may be someone of the same sex, the opposite sex, both or no one.
- **Sex** – physical traits and the sex you are assigned at birth.
- **Expression** – how you present gender e.g. through actions and clothing.

Explain to the class that people often don't fit into particular categories and that instead there is a what is known as a continuum. Talk to the children about continuum activities that you have done in class where they stand on a scale of how they feel about certain things.

Firstly, we are going to look at gender expression.

Show the *Presentation: Continuum* and explain that the continuum goes from lack of femininity or masculinity to what might be seen as extremely masculine or feminine.

Presentation: Continuum

Display on your interactive whiteboard

Ask the children to think about where they would put the following:

- Fairy princess costume
- Short hair
- Long hair
- Wearing makeup
- Shirt and tie
- Trousers

Discuss some of the children's answers. If there are different answers, that is fine as the point of this exercise is that people see things differently.

Now ask the children to think about how society, in general, might see those things. Discuss that there are things that can often be seen as typically masculine or feminine.

As an example talk about trousers, which historically would have been seen as masculine, but are now worn by both men and women. However, there will still be some people who see trousers as masculine.

Ask the children to look again at their identity mind map from last week. Ask them if they can see anything which might contribute to their gender identity.

Stress that these might be what they and other people expect, or not and either is fine.

Remind them that how they see themselves is important and they should not be influenced by what other people think.

Give the children a few minutes to add anything else they want to their identity mind map.

Key questions

- What is gender identity?
- What is sexual orientation?

Plenary

Remind children that their gender identity how they feel and express themselves. This is different to sexual orientation, which is who they feel attracted to. We should respect everyone's gender or sexual orientation, and never say something which might make someone feel bad or uncomfortable about these things.

Discuss with the class how we can show respect, using the examples from the link: on VideoLink, i.e. by using the name or pronouns they prefer, not making any assumptions about gender and being a friend.

Make sure children know that they can talk to people in school or can contact organisations such as if they are worried about anything.

Key question

- How can we show respect for others?

Vocabulary

- Identity
- Gender identity
- Masculine/masculinity
- Feminine/femininity
- Continuum/spectrum
- Sexual orientation
- Attraction
- Sex
- Expression

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: Understanding that gender and sexual orientation are different and form part of people's identity. That gender identity can be seen as a continuum.

Pupils working at greater depth indicated by: Understanding that gender identity and expression are a personal choice and that we should avoid labelling people and treat everybody with respect.

Differentiation

Pupils needing extra support: May benefit from watching the video clip again and working in a small group with an adult to ask questions.

Pupils working at greater depth: Can be challenged to provide other examples of gender expression to be discussed and examples of what showing respect to everybody, actually looks like.

PSHE, RSE and Citizenship Year 5/6
Summer Term 2
Year 6 ONLY: Identity (Cycle B)
Year 6 ONLY Lesson 3 (Cycle B): Identity and body image

Learning Objectives

- To understand that the media manipulates images
- I understand that images can be manipulated and are not realistic
- I can explain why seeing these images all the time might be harmful
- I can explain what I can do about these images

Resources

- Note
This lesson is based on the .
Have ready
- A collection of magazines and newspapers, featuring pictures of people that have been edited and modified (optional)
 - Link: [on VideoLink](#)

Introduction

Remind children about some of the themes around identity that they have looked at in and .
Stress that identity is made up of many factors, and appearance might be one of these factors. This factor will be more important to some people than to others. Explain to the class that they are going to be thinking about how the media might influence how we feel about the way we look.
Begin by asking children what we mean by media. Jot down responses, which might include: TV, films, adverts, magazines and newspapers (professional media), social media, selfies, videos and comments (personal media).
Discuss the difference between professional media and social media.
Key question: What is the difference between professional media and personal media?

Suggested activities

Show the video: and ask what the children think about the advert.
Play the clip again up to the point where the photos start to be taken (00:37). Ask them what decisions are taken during this section, e.g. lighting, hair styled and make up done.
Now play the rest of the video. Ask the children what decisions were made about the image after the photos were taken, e.g. blemishes removed, teeth whitened and neck elongated, eyes liften, face made slimmer.
Ask what this shows us about images we see in the media? Draw out that the images we see are often not real and have been manipulated so aren't a real person.
Ask the children to work in small groups and write a list of other images they have seen which have been manipulated e.g. adverts, fashion shoots, magazine covers, photos of celebrities. If you have collected magazines and newspapers, the children could look through these too.
Discuss how these images might make people feel – consider both those looking at the images, but also the people in the image. Stress that the images are unrealistic and that they can make people feel bad about themselves if they don't look like the media images.
Ask children what they might be able to do about these images? E.g. ignore them, make other people aware that they have been changed or write to companies and ask them to use real images.
Key question: How does the media manipulate images?

Plenary

Explain that in the main part of the lesson they looked at how the professional media manipulate images but people also do this with their personal media. Ask children if they know any examples (without naming anyone). Ask why people might do this? E.g. to make themselves look better, for fun, because they don't feel happy about the way they look.
Remind children that as with professional media, it can be harmful comparing themselves to others and the images are often unreal. If they are ever worried they should talk to an adult they trust.
Key question: How might individuals manipulate images?

Vocabulary

- Manipulation
- Media
- Images
- Change

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by: Understanding that images can be manipulated by the professional media but also by individuals and that they are not realistic.

Pupils working at greater depth indicated by: Understanding that manipulated images can be harmful and what can be done about it.

Differentiation

Pupils needing extra support: May need to re-watch the video to identify the changes.

Pupils working at greater depth: Can be challenged to provide greater detail on the changes made and about why changes are made and the dangers of doing so

PSHE, RSE and Citizenship Year 5/6
Summer Term 2
Transition (Cycle B)
Lesson 1 (Cycle B): Roles and responsibilities

Learning Objectives

Resources

- To understand the skills needed to take on responsibilities in school. (Y5)
 - To understand that a big change can bring both opportunities and worries. (Y6)
- Year 5**
- I understand the skills needed to take on roles in school.
 - I can explain the skills I have and those I need to develop
- Year 6**
- I understand that change can bring opportunity but also worry.
 - I can explain some ways I can deal with change.
 - I can explain some strategies I can use if I feel stressed or anxious.

- Have ready
- Sticky notes or small pieces of paper for all the children, ideally of one colour for Year 5 and of a different colour for Year 6 (see Introduction).
 - Link: on VideoLink – **this is an external website and we do not have control over its content – please check before showing to the children.**
- Print
- *Activity: Roles and responsibilities skills sheet* (see Classroom resources) – one per pupil (Year 5).
 - *Activity: Secondary school scenarios* (see Classroom resources) – one per pupil (Year 6).

Introduction

1. Give each child some sticky notes or pieces of paper. It will be helpful for you later in reviewing what the children have written, to use one colour of sticky notes or paper for the Year 5 children and a different colour for the Year 6 children.

Ask:

- The Year 5 children to write down on their sticky notes things that they are looking forward to about Year 6, using one sticky note for each thing.
- The Year 6 children to write down on their sticky notes things that they are looking forward to about Year 7, using one sticky note for each thing.

2. Collect the sticky notes or papers and look at them while the children do the next activity.

3. Repeat the exercise, but this time the children write down on their sticky notes or papers things that may be worrying them about Year 6 or Year 7.

4. Collect the sticky notes or papers and explain that you will return to them later in the lesson.

Key questions

- What are you looking forward to in Year 6/7?
- **What are you worried about in Year 6/7?**

Suggested activities

Year 5

Explain to the class that they are going to think about the responsibilities and opportunities that they might take on when moving into Year 6. Ask them to discuss and write a list of any that they know of.

Year 6

Ask the Year 6 children to work in pairs or small groups and discuss the changes they have experienced at school so far, for example, different teachers, changing classrooms, increasingly difficult work, different trips and new clubs. Invite the children to think about how they felt about these changes before they happened, and then how the changes worked out.

Stress that often we worry about change and more often than not, things work out well. Even if a change does not work out well, there is likely to be another change that happens that helps the situation. For example, your class might have a teacher whom you do not like as much as the previous one but you might really enjoy the topics you are learning about.

Year 5

Come back to the Year 5 children and discuss the roles they have thought of and add any they have missed, for example, head boy/girl, school council, prefects, monitors, peer mentors.

Ask the children to think about a role they might want to take on and what skills they would need to do that job.

Give each child a copy of the *Activity: Roles and responsibilities skills sheet* and ask them to write on their sheet the skills the child thinks they would need for their chosen role.

Discuss some as a class and then give the children time to add more to their sheets.

Ask the children to think about what skills they think they have that will suit their chosen role. Ask them to record these on their sheets. Stress that they may not have all the skills needed and this is fine.

Then ask them to think about the skills they need to develop in order to take on their chosen role. Explain that when adults apply for jobs there will be parts of the job that they are less confident about, and knowing how you can improve is an important skill.

Give the children the opportunity to talk to a partner about their findings:

- Can their partner make any suggestions such as a skill they have missed?
- Can their partner think of other ways they can develop the extra skills they need?

Year 6

Come back to the Year 6 children and take some brief feedback on their discussions. Explain to the children that moving into secondary school may feel like a big change and they are likely to have mixed feelings about it, which is perfectly normal.

Explain that they are going to explore scenarios involving other children's feelings about moving to secondary school.

Put the children into groups and give out the *Activity: Secondary school scenarios*. Ask the groups to read the scenarios and discuss what the characters could do.

Note: You could ask each group to consider each of the scenarios, or you could allocate the scenarios between the different groups.

Take some feedback on the scenarios. Stress that everyone deals with change differently. Talk about the people who can help and the things they can do to help themselves.

Bring the whole class back together.

Explain to the Year 6 children what the Year 5 have been doing. Ask the Year 6 children to explain the responsibilities of some of the roles. Discuss how some of these skills will help them in the future as well as they are skills needed for many jobs.

Key questions

- What skills might we need to take on roles? (Y5)
- What skills do we already have? (Y5)
- What skills do we need to develop? (Y5)
- What changes have we experienced so far? (Y6)
- How can we deal with changes that come with starting secondary school? (Y6)

Plenary

Revisit the worries the children wrote down at the beginning of the lesson and address any that you can. If there are bigger issues or things you feel would be better dealt with by the Year 6 teacher or a representative from the secondary school, explain that you will come back to them on these. The Year 6 children could help to answer some Year 5 questions.

Remind the children that changes can cause a range of feelings and even if they are excited about moving to Year 6 or secondary school, they are also likely to have some questions and worries. Explain that it is often the fear of the unknown that can feel scary.

Play the class the link: on VideoLink.

Ask the children to reflect on which coping strategies might work for them. Encourage them to make a note of some as a reminder.

Stress the importance of talking to people and not holding onto any worries. Discuss who the children could talk to, such as teachers at school, family, friends, older siblings and children that they know.

Key questions

- What worries do we have about Year 6/7?
- How can we cope with new and challenging situations?
- Who can help?

Vocabulary

- skill
- responsibility
- role achievement

Assessing pupils' progression and understanding

Pupils with secure understanding indicated by:

Year 5: Understanding the roles available for them at school and the skills needed for these.

Year 6: Understanding that changes can bring opportunities as well as worries and ways of dealing with change.

Pupils working at greater depth indicated by:

Year 5: Understanding that skills can be used in more than one role and that skills can be developed.

Year 6: Learning coping strategies for dealing with feelings of stress or worry.

Differentiation

Pupils needing extra support:

Year 5: May need support to identify a role – this might be an informal role, such as being a role model to other children if they don't want a position of responsibility.

Year 6: Look at just three scenarios and focus on the themes that they might be most worried about.

Pupils working at greater depth:

Year 5: Could consider more than one role and look at the skills that are common to all the roles they may want.

Year 6: Can be challenged to give more detailed advice in the scenario activity.

PSHE, RSE and Citizenship Year 5/6
Summer Term 2
Safety and the changing body (Cycle B)
YEAR 5 ONLY Lesson 5 (Cycle B): Puberty

Learning Objectives

- To understand physical changes during puberty.
- I understand how the body changes as a child becomes an adult.
- I can accurately label sexual external parts of the body.
- I can accurately label internal reproductive organs.

Resources

Watch

- *Pupil video: Puberty.*

Have ready

- Paper and pencils or crayons for drawing (see Introduction).
- *Teacher note: Male and female external body parts: answers* (see Classroom resources).
- Link: (if needed – see Plenary) – **this is an external website and we do not have control over its content – please check before showing to the children.**

Print

- *Activity: Male and female external body parts* (see Classroom resources) – one per pair.
- *Activity: Male internal body parts* (see Classroom resources) – one per pupil.
- *Activity: Female internal body parts – including the clitoris* (see Classroom resources) – one per pupil.
- *Activity: Female internal body parts – excluding the clitoris* (see Classroom resources) – one per pupil.

Introduction

1. Start the lesson with a 'Draw and write' activity, for which each child will need a piece of paper and a pencil or crayon. You could get the children to complete this task before the lesson, allowing you to adapt the lesson according to the results of the activity.

Explain to the children that you will read out some statements and they will draw or write their responses on their paper. Emphasise that this is an individual activity and there is no right or wrong answer. The exercise is only to find out what the children know about growing up.

Statement 1 – A boy and girl aged about 13 are walking down the road. Draw a picture of the boy and the girl.

Statement 2 – The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger.

Statement 3 – Changes can't always be seen, draw or write some other changes the boy and girl might be experiencing.

Make sure each child writes their name on their paper. Collect in the papers. The children's responses will help you to plan subsequent lessons.

Key question

- What do we know about growing up?

Suggested activities

1. Recap the rules that the children came up with for these lessons and give them the opportunity to add any more rules they may want.

2. Ask the children what the word 'puberty' means. Explain that during this lesson, the focus will be on the physical changes of puberty. Some of these changes will be external and things we can see. Other changes will happen inside our bodies.

3. Display *Pupil video: Puberty* (whichever version you have chosen to use), which looks at the external parts of girls' and boys' bodies and changes that happen during puberty.

Pupil video: Puberty

Show on your interactive whiteboard

4. The children will now work in pairs to complete the *Activity: Male and female external body parts*. For some children, this activity will be revision.

Go through the answers as a class (see *Teacher notes: Male and female external body parts: answers*).

5. Ask the class what parts of the body will change as we grow into adults.

Recap the changes seen in the *Pupil video: Puberty* (breast development, hair growth, size of penis and testicles). Make it clear to the children that these changes happen over time and at different times for different people. Also, talk about the diagrams and explain that children will not look exactly like the diagrams, as everyone is different and this is completely normal.

6. Explain that the class will now look at internal body parts, and hand out the *Activity: Male internal body parts* (one per child). Ask the children to work individually to label the body parts using the words given on the sheet. Go over the answers as a class and correct any misconceptions.

7. Hand out to each child a copy of either the *Activity: Female internal body parts – including the clitoris* or the *Activity: Female internal body parts – excluding the clitoris*, depending on which version you have chosen to use.

Invite the children to look first at the top diagram. Explain that these are external parts but they are not easy to see as they are between a female's legs and are hidden by folds of skin called the labia. Reinforce that this entire area is called the vulva. Ask the children to label these parts.

Then ask the children to label the second diagram showing the female internal body parts.

8. Look at both the activities used (*Activity: Male internal body parts activity* and either *Activity: Female internal body parts – including the clitoris* or the *Activity: Female internal body parts – excluding the clitoris*) and identify body parts that both males and females have:

Urethra.

Bladder (not shown on female diagram).

Make sure that the children are clear on the functions of each of these.

Put the large labelled diagrams up on the board and quickly run through the body parts again using the correct vocabulary.

Key question

- What are the correct names for parts of the body?

Plenary

1. Explain that in the next lesson, you will be looking in more detail at what the different parts of the body are for.

2. Tell the children you want to answer any questions they may have and you know it can sometimes be embarrassing to put your hand up and ask.

Introduce the question box as a way to ask questions without anyone else knowing. Hand out pieces of paper and ask the children to write down any questions they may have. If they haven't got any questions, ask them to write 'no question' so everyone is putting something in the box.

Explain that the box is going to be in the classroom so if they think of any other questions, they can add them. Tell the children when you will empty the box to help you prepare for the next lesson.

3. Remind the children that they can talk to you or other adults in school as well if they are worried about anything or have questions. You could also direct the children to websites they can look at if they want any help, such as .

Emphasise the importance of using reliable websites to ensure that the information they consume is safe and accurate.

Stress that it is fine to have questions and there is a safe way to ask these.

Vocabulary

- puberty
- change
- bladder
- menstruation

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Accurately naming all the relevant parts of the body.

Pupils working at greater depth indicated by: Showing some understanding of the functions of parts of the body.

Differentiation

Pupils needing extra support: Could benefit from having a cut-out of the vocabulary for the labelling activity, or given the initial letter of each word.

Pupils working at greater depth: Should complete the activity without support and be challenged to explain the functions of some of the body parts.

PSHE, RSE and Citizenship Year 5/6
Summer Term 2
Safety and the changing body (Cycle B)
YEAR 5 ONLY Lesson 6 (Cycle B): Menstruation

Learning Objectives

- To understand the menstrual cycle.
- I understand the process of the menstrual cycle.
- I can explain some changes I will go through during puberty.
- I know who I can go to for help if I need to.

Resources

Watch

- *Pupil video: The menstrual cycle (woman's voice).*
- *Pupil video: The menstrual cycle (man's voice).*

Have ready

- The question box from the end of the previous lesson.
- Paper and pencils to write new questions (see Plenary).
- Examples of sanitary protection.
- *Teacher support: Girls: True or false quiz with answers* (see Classroom resources).
- *Teacher support: Boys: True or false quiz with answers* (see Classroom resources).
- Link: – **this is an external website and we do not have control over its content – please check before showing to the children.**

Print

- *Activity: The menstrual cycle: diagrams* (see Classroom resources) – for pupils needing support.
- *Activity: Girls: True or false quiz* (see Classroom resources) – one per pupil.
- *Activity: Boys: True or false quiz* (see Classroom resources) – one per pupil).

Introduction

1. Start the lesson by answering any questions that the children have put into the question box since the end of the previous lesson. Ask a member of SLT if you are unsure of the correct way of answering questions and work to your school policy and government guidelines. If in doubt, check before you talk to your class.
2. Focus on correcting or re-visiting areas covered in the last lesson and explain if any of the questions raised are going to be covered in this lesson or the subsequent one. Also, give the children the opportunity to ask any other questions they have had since the last lesson.

Suggested activities

1. Recap the ground rules the class agreed on for RSE lessons.
2. Explain that the class is going to look in more detail at some of the changes during puberty. To begin with, the children will focus on the changes for girls and, in particular, on periods.
3. Ask the children to work in pairs to recap some of the changes that females go through during puberty (breast development, hips widening and pubic hair growth). Ask the children to feedback and clarify as a class. Explain that these changes happen so that eventually a female can have a baby if she wants to.
4. Explain that we are going to look at what happens inside a female that will mean she can get pregnant in the future if she wants to.
5. Show the *Pupil video: The menstrual cycle*. There are two versions of the video, one with a male voice-over and the other with a female voice-over. Use the version you feel is most appropriate.

Pupil video: The menstrual cycle
Show this on your interactive whiteboard

6. Clarify the children's understanding and answer any questions that they may have. Children may ask how fertilisation happens. If so, explain that for an egg to be fertilised, a sperm from a male is needed and they will learn about how this happens in Year 6.
7. Explain that females need to wear some form of protection to catch the blood during their period. If you are working with single-gender groups, the girls will learn more about the types of protection (see below). At this stage, boys just need to know that girls wear sanitary towels to catch blood during their period.
For any children requiring additional support, provide them with the *Activity: Menstrual cycle diagram* for consolidation.

The next section of the lesson will vary depending on whether you have single-gender groups or mixed. Below is information each gender needs and if you have decided to teach in mixed groups you will need to cover both aspects with everyone.

Girls

Reinforce that everyone will start their period at different times and this is normal. Explain that girls usually start their periods between the ages of 9 and 13 but everyone starts at different times and it can be a bit later than this. Ask the children to complete the *Activity: Girls: True or false quiz* and then get them to self-mark as you give the answers (see *Teacher note: Girls: True or false quiz with answers*).

Ideally, sit the children in a circle all together to talk about the types of protection available and demonstrate putting a pad in place. Stress the need to change pads frequently. How often will depend on flow but it is useful for girls to get into the habit of going to the toilet to check. If there is a lot of blood on the towel, they should change it. Even with a light flow it would be advisable to change the pad every 6 – 8 hours. Also talk about how to dispose of towels. Towels should be wrapped in the wrapper of the new towel (if appropriate) or toilet roll and put into the special bin in public toilets or a bin. Stress that sanitary towels should never be flushed down the toilet as they can block drains. Mention other types of protection available. Explain how the children can access sanitary products in school should they ever need to, and suggest that it is a good idea to have some sanitary products with you just in case. You could also show reusable products as an environmentally friendly alternative. If girls don't ask, explain that other forms of protection are available such as tampons and menstrual cups. These go into the vagina and they need to be even more careful about changing regularly. Lots of girls start by using pads or period pants, but there's nothing to stop you using tampons or cups straight away and with practice they can become a good option. Answer any questions girls have about periods and remind them about the question box.

Boys

It is nice if this section of the lesson can be delivered by a male teacher if at all possible. Remind boys that periods are something that happen to females but there are other changes that they will go through. If boys ask about the protection girls use during a period, you could show them examples. Ask the children to complete the *Activity: Boys: True or false quiz* and then get them to self-mark as you give the answers and discuss as you mark them (see *Teacher note: Boys: True or false quiz with answers*). Following this activity, answer any other questions boys have related to the changes they are/will be going through, such as erections, wet dreams. Remind them about the question box.

Key questions

- What is a period?
- How do you deal with periods?
- What changes do boys go through during puberty?

Plenary

Give the children the opportunity to ask any remaining questions or to write questions down. This could be done in the same way as the previous lesson by giving everyone a piece of paper. Remind children of who they can talk to in school if they have any questions or concerns. Also, remind the children about the and explain that it is best to use this site as it is reliable and some websites might have incorrect information on them.

Key question

- Who can you go to if you have questions about growing up?

Vocabulary

- menstruation/period
- egg
- ova
- ovaries
- fallopian tube
- uterus
- womb
- bleeding
- lining
- sanitary products
- towels
- tampons
- reusable products (period pants, cups)
- voice breaking
- wet dreams

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding the changes their own gender will go through during puberty.
Pupils working at greater depth indicated by: Understanding changes their gender and the opposite gender will go through during puberty.

Differentiation

Pupils needing extra support: May benefit from diagrams as these concepts can be confusing.
Pupils working at greater depth: If working in single-sex groups, use some of the true or false quiz questions for the opposite gender to check understanding of changes they go through. This can be done with all children but focus on those with a better understanding so they can learn more about the opposite gender as well as their own.

PSHE, RSE and Citizenship Year 5/6
Summer Term 2
Safety and the changing body (Cycle B)
YEAR 5 ONLY Lesson 7 (Cycle B): Emotional changes in puberty

Learning Objectives

- To understand emotional changes during puberty.
- I understand that puberty may change my feelings as well as my body.
- I understand that everyone is different and these differences are normal.
- I know who I can talk to if I am worried about anything.

Resources

Before this lesson check the question box and also look back at the 'Draw and write' activity from Lesson 3. If there are any remaining issues or questions the children have, they should be addressed in this lesson.

Have ready

- The children's 'Draw and write' sheets from Lesson 5 (see).
- Paper and pens (see Plenary).

Print

- *Activity: Puberty scenarios* (see Classroom resources) – one per group (see Suggested activities).

Introduction

Ask the children to work with a partner and write down three things they have learnt over the last two lessons.

Move the children into groups of four and ask them to make a list of five things, then move them into groups of eight and make a list of seven things.

During each stage of this exercise, the children can use things from their existing lists or add new ones as they remember them. If time allows, increase the size of the groups until the whole class is working together.

Key question: What do we know about puberty?

Suggested activities

1. Explain to the children that this will be their last lesson on puberty this year.
2. Begin by addressing any questions that the children have put into the question box, or any misconceptions that came up during the 'Draw and write' activity in Lesson 3.
3. Explain that the focus of the children's learning so far has been on the physical changes the children will go through, but that there are other changes that they will experience.
4. Arrange the children in groups and give each group a copy of the *Activity: Puberty scenarios*. Invite the children to work in their groups to come up with an answer for each scenario.

If your class is experiencing particular issues you may want to add additional scenarios.

5. Once the groups have discussed their ideas and solutions to the scenarios, open the discussion of the scenarios to the whole class. Reinforce that puberty is a time of change and they will all have a mixture of feelings and experiences. Sometimes other people might act in a way that is out of character and they might themselves. It is a time when they might need to make allowances for other people. Stress that there is always someone that they can talk to if they have any concerns.

Key questions

- What other changes happen during puberty?
- Who can help with problems?

Plenary

1. Repeat the 'Draw and write' activity from Lesson 3, explaining to the children that you are doing this to see how much they have learnt during these lessons.

Give each child a piece of paper and a pencil or crayon.

Read out the statements, allowing the children to draw or write their responses on their paper:

Statement 1 – A boy and girl aged about 13 are walking down the road. Draw a picture of the boy and the girl.

Statement 2 – The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger.

Statement 3 – Changes can't always be seen, draw or write some other changes the boy and girl might be experiencing.

Make sure each child writes their name on their paper.

2. Once the children have completed the activity give them their first version so they can compare. Collect all the papers at the end of the lesson.

3. Remind the children that the question box is still available if they have any other questions.

Key question: What do I know now about puberty that I didn't at the start of these lessons?

Vocabulary

- attraction
- puberty
- change
- feelings

Assessing pupils' progress and understanding**Differentiation**

Pupils with secure understanding indicated by: Listing the range of changes they will go through during puberty.

Pupils working at greater depth indicated by: Listing and explaining the range of changes they will go through during puberty.

Pupils needing extra support: Use scenarios 4 and 5 initially and provide adult support if necessary.

Pupils working at greater depth: Extension questions are provided on some scenarios to support children in thinking about why the issues might be occurring.

PSHE, RSE and Citizenship Year 5/6
Summer Term 2
Safety and the changing body (Cycle B)
YEAR 6 ONLY Lesson 5 (Cycle B): Physical and emotional changes of puberty

Learning Objectives

- To understand the changes that happen during puberty.
- I understand changes that happen during puberty for boys, girls and both.
- I can name the parts of the body.
- I can use my knowledge to answer other people's problems.

Resources

Watch

- *Pupil video: Puberty* (including the clitoris).
- *Pupil video: Puberty* (alternative version, excluding the clitoris).

Have ready

- *Presentation: Body parts diagrams* – there are two versions, one showing the clitoris and the other not showing the clitoris (see Suggested activities).
- Large pieces of paper labelled: 'Boys', 'Girls', 'Both' – you may need two or more sets depending on the size of the class and groups.
- If you have any children who are gender-neutral, think about how you will support them during this lesson.
- Paper and pencils to write questions (see Plenary).
- A Question box (see Plenary).
- Link: (optional) – **this is an external website and we do not have control over its content – please check before showing to the children.**

Print

How many of the following you need to print will depend on whether you decide to do these activities as a class, in pairs, in groups, or individually.

- *Activity: Body parts quiz* (see Classroom resources).
- *Activity: Body parts quiz: multiple choice* (see Classroom resources).
- *Activity: Body parts quiz answers* (see Classroom resources).
- *Activity: Problem pages* (see Classroom resources).

Introduction

1. Explain that in this lesson we are going to be talking about puberty. Remind the children about the ground rules for PSHE lessons and ask if there are any rules the children wish to add. You may wish to include a rule that the children must use the correct scientific names for the parts of the body.
2. Explain that you want to find out how much the children know and remember about puberty.
Arrange the children in small groups and give each group one of the large pieces of paper headed either Boys, Girls or Both. On their piece of paper, they need to write down all the changes that they know about which happen during puberty relevant to the heading on their paper.
Give the groups a couple of minutes to do this and then swap the papers between the groups. Tell the groups to read what is on the paper and only add new ideas. Give them two minutes to read what is there and then two minutes to add anything extra. Repeat the exercise again, rotating the papers with different groups so that each group should have had a go with each of the headings.
3. As a class, discuss and address any major misconceptions.
4. Show whichever version of the *Pupil video: Puberty* you choose, especially if you feel the children need additional consolidation of their learning.

Key question

- What happens during puberty?

Suggested activities

1. Establish what pupils know/remember about the different body parts. Ask the children the questions in the *Activity: Body parts quiz*, keeping the quiz fast-paced and fun. Use *Activity: Body parts quiz: multiple choice* for pupils who need it.
This activity can be done as a class, individually or in pairs.
Correct any misconceptions and clarify using whichever version of the *Presentation: Body part diagrams* you prefer.

Presentation: Body parts diagrams (includes the clitoris)

Show on your interactive whiteboard

Presentation: Body parts diagrams (does not show the clitoris)

Show on your interactive whiteboard

2. Arrange the children in groups and give each group one of the letters from *Activity: Problem pages scenarios*. You might want to create additional letters if there are issues that you need to address within your class.
Explain that the groups are going to write a letter in response to the problem they have been given. Discuss their responses as a class.

Key questions

- What are the correct names for the parts of the body?
- What problems might people have during puberty and how can I help?

Plenary

1. Introduce your Question box, explaining that it is a closed box into which the children can put any questions anonymously. You will answer any questions in the box in the next lesson. Emphasise that there are no silly questions and that if anyone wants to ask something there is a good chance someone else will also want to know.
2. Explain that in the next couple of lessons the children will be revisiting periods and will learn about how babies are made and born.
3. Give each child a piece of paper and invite them to write any questions they may have. If they have no question, ask them to write, 'no question' on their paper so that it is not obvious who is writing a question and who is not. Ask all the children to put their pieces of paper in the Question box and show them where it will be for the next few days in case they think of something that they want to add to it. This is also an opportunity to signpost reliable sources of information such as the . You might also want to have some suitable books available in the classroom for children to access. Stress that it is fine to have questions and this is a safe place to ask them.

Vocabulary

- puberty
- change
- bladder

Assessing pupils' progress and understanding

Pupils with secure understanding indicated by: Understanding of changes that take place during puberty.

Pupils working at greater depth indicated by: Ability to use their knowledge in a scenario to help someone else.

Differentiation

Pupils needing extra support: Should be given the *Activity: Body parts quiz: multiple choice* version.

Pupils working at greater depth: Should be asked to give a range of suggested solutions for the problem page scenarios.