

Autumn

During this term the Building Learning Power wall topics to run through all areas of PSHE are **RESILIENCE – emotional strength** and **RESOURCEFULNESS – cognitive capability**.

The children will be introduced to these words and when and where possible brought into PSHE discussion alongside other subject lessons.

This term there have been 6 lessons allocated as extra time is allowed at the beginning of the term to settle classes into their new year group.

RESILIENCE – emotional strength	RESOURCEFULNESS – cognitive capability
Inquisitive – has a questioning and positive attitude to learning Persistent – stays determined, positive and patient in the face of difficulty or mistakes Adventurous – willing to risk and ‘have a go’, up for a new challenge Focused – observant, concentrates well, ignores distractions, becomes engrossed	Imaginative – comes up with creative ideas and possibilities; visualises Connecting/ Linking – looks for links and relationships, likes to ‘hook things up’, uses metaphors Crafting – keen to work on improving products, practising and developing skills Capitalising – makes good use of resources, tools and materials
IMPORTANT NOTE – Teachers of PSHEE will not promote their personal attitudes and beliefs to students but should provide comprehensive, unbiased and correct information. Lessons will enable students to develop and consider their own attitudes and values and those of other people.	

<u>Awareness Days to be celebrated –</u> Black History Month (October) Holocaust Memorial Day
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Year 1 – We’re All Stars!

Reflection from 2021/2022 Cohort – In Autumn to include a lesson in Reception and Year 1 on skin colour, inclusion, embracing differences, respectful language, what feels acceptable

<u>Autumn Term</u>	<u>Learning Wall Focus and Themes</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Resilience and Resourcefulness Harvest	Settling in and to write a set of classroom rules.	I know that I belong to the class and the school community. I can help make my class a safe and fair place.	Rules Happy Sad Belong Sharing Kind Polite	Brainstorm on white board: what makes a happy classroom? Devise a class charter/ look at school rules: what rules do we need to ensure our class is happy? Extension activity: role play breaking rules and then the right way to behave	
3 – 4	Resilience and Resourcefulness	To find out about each other.	I feel good about my strengths. I can listen to other people.	Same Different Likes Dislikes Questions	Children could talk about what they think themselves are less good at and others in the class could offer them a practical solution to help. (This will assist with targets). Go around in a circle and take it in turns to say what the child sitting next to you is good at.	This link shows a list of strengths – pupils could use as a starting point. http://www.handsontscotland.co.uk/flourishing_and_welbeing_in_children_and_young_people/character_strength

					Alternatively - Find out about each other's strengths and skills, create a name and logo for the group and present to the rest of the class.	https://character_strengths.html#flourishing_character_strengths
5 - 6	Resilience and Resourcefulness	To understand how to solve problems.	I know some ways to calm myself down when I feel scared or upset. I know some ways to solve a problem.	Happy Sad Angry Upset Feelings Problems Solutions	This could be more discussion than writing. Read a story about a new beginning. As a class a brainstorm how the character may have felt. Write words on separate pieces of A4 paper and hand out randomly. Re-read the story and hold up their feeling word when the character may have felt that way. Investigate intensity of feelings e.g. scared, anxious, nervous – When did you last feel like this? Discuss calming strategies.	
7 - 8	Resilience and Resourcefulness Remembrance	To be aware that there are hazards in the home.	I know that fire can be dangerous. I know what to do in an emergency.	Hazard Safety Danger Fire Matches Alarms Fireworks Emergency drill	Look at pictures of bonfire night and discuss. Invite a fire officer into the school to talk about ways of keeping safe in the home, fire dangers, and safety on Bonfire night. Make a poster – don't play with matches/ fireworks. Role Play – what to do in an emergency in school – fire procedures and what to do at home.	

<p>9 - 10</p>	<p>Resilience and Resourcefulness</p> <p>Anti –Bullying Week (approx.16th – 20th November)</p> <p>Visit from PC Andy Price</p> <p>Advent</p>	<p>To understand what makes a happy playtime. To be able to make choices.</p>	<p>I can enjoy my playtime and make new friends. I know the rules of the playground. I know the difference between right and wrong. I can explain the choices I make.</p>	<p>Play Friends Include Invite Safe Choice Decision Right Wrong</p>	<p>Whole school assembly – link to theme of National Anti-Bullying Week.</p> <p>(This is discussed throughout the year).</p> <p>Class discussion – What makes a happy playtime? What makes a good friend? How can you be friendly? Group work – look at class rules devised and think of a few examples how each rule can apply in the playground. In groups look at a photo from the internet of a piece of playground equipment and devise a list of questions about how to use it safely. Present to the children a range of playground scenarios involving a problem or decision to be made. Revise peaceful problem solving processes.</p>	<p>http://www.anti-bullyingalliance.org.uk/anti-bullying-week/</p> <p>See Bullying Folder</p>
<p>11 - 12</p>	<p>Resilience and Resourcefulness</p> <p>Advent</p>	<p>To think about ways to look after each other.</p>	<p>I can recognise when someone is feeling upset, scared or nervous.</p>	<p>Happy Sad Scared Frightened Excited Nervous New</p>	<p>Whole class discussion – use images. Look at facial expressions, body language. Ask children to think how a new child to the class might feel and how they could be welcomed. Introduce emotional barometer. (This is</p>	

			I know how to make them feel better.	Welcome	discussed regularly when children visit for taster days). Make a welcome to our class poster.	
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Year 2 – We’re all Stars

In the Autumn term, at a time deemed appropriate by the class teacher the NSPCC Underwear lesson will be taught to all Year 2 children. In this folder R:\Academic\PSHEE\NSPCC Resources the lesson plan, PowerPoint and a parent template letter is saved. A register should be saved to ensure that no pupils are absent for the lesson. If they are, a catch up session will be provided for them.

<u>Autumn Term</u>	<u>Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 – 2	Resilience and Resourcefulness	Settling in and to introduce the Feeling Wall.	I know that I belong to the class and the school community. I can help make my class a safe and fair place. I know how to communicate my feelings.	Rules Happy Sad Belong Sharing Kind Polite	Circle games: Pass the smile, Pass the squeeze, etc. Introduce Feelings wall – How are you feeling today? Would anyone like to share how they feel today? Talk about new Year 2 routines, and answer any questions.	
3 – 4	Resilience and Resourcefulness	Being brave and trying new things	I know how to consider my feelings and communicate them.	Feelings Excited Scared Happy Bravery	Game: The lining up game (p.16) Round: I feel happy at school when Pairs: What is ‘bravery’? Give your partner an	

					<p>example of a time you have been brave. How did that make you feel?</p> <p>Discuss: How do you feel before you try something new? Excited, scared, worried, happy, and sad?</p> <p>How do you feel afterwards? Proud, happy, pleased, brave?</p>	
5 – 6	Resilience and Resourcefulness	To understand why we sometimes fall out with our friends	I know how to make up with a friend when we have fallen out	<p>Angry</p> <p>Argument</p> <p>Conflict</p> <p>Apologise</p> <p>Sorry</p> <p>Problem solving</p> <p>Making up</p>	<p>Brainstorm: what kind of things causes us to fall out with our friends?</p> <p>Ask the children if conflict is always bad?</p> <p>Can arguments be good?</p> <p>Read a story about 'Falling out and making up'</p> <p>Pairs work: role-play how can the characters in the story make up.</p> <p>Introduce the peaceful problem-solving process.</p> <p>Ask children how they could solve the conflicts.</p>	See Resources – Getting on and Falling Out pack.
7 -8	Resilience and Resourcefulness	To know how to cross the	I can work and play safely at all	<p>Road Safety</p> <p>Dangerous</p>	Brainstorm: where and how to play	See Resources – Crossing the road safely sequencing cards.

		road safely	times I know the Green Cross Code	Play Park Emergency	safely. Learn the Green Cross Code. Role play: crossing the road safely and unsafely Make a poster on road safety Local visitors - Community Road Safety Officer, School Crossing Patrol	
9 – 10	Resilience Resourcefulness Anti –Bullying Week (approx.16 th – 20 th November) Visit from PC Andy Price	To develop strategies to prevent bullying <i>(National Anti-bullying Week)</i>	I can tell you what bullying is I can tell you how someone who’s bullied feels I know what to do if I am bullied	Bullying Deliberate Included Excluded Telling tales By accident Power	Starter – Show ‘Is this bullying?’ powerpoint School awards for being a good friend, being kind to someone, refusing to join in with unkind behaviour Pre-assembly work: what is bullying? Key messages: bullying is wrong; bullying is ongoing (doesn’t just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger)	http://www.anti-bullyingalliance.org.uk/anti-bullying-week/ See Bullying Folder
11 - 12	Resilience Resourcefulness	To be aware that there are	I know that fire can be dangerous	Hazard Safety Danger	Invite a fire officer into school (or visit a local fire station) to talk about ways	

		hazards in the home	I know what to do in an emergency	Fire Matches Alarms Fireworks Emergency Drill	of keeping safe in the home, fire dangers, safety on Bonfire Night etc. Make a poster: don't play with matches/fireworks Role-play: what to do in an emergency in school – fire procedures and what to do at home – calling 999.	
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Year 3 - We're All Stars!

<u>Autumn Term</u>	<u>Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 – 2	Resilience and Resourcefulness	To develop a class set of rules.	I understand my rights and responsibilities in the school.	Rules Happy Rights Responsibilities Fair Respect	Brainstorm – what makes a happy classroom? Look at LPW school rules and devise a class set of rules that needs to be followed to ensure our class is happy. What other rules are needed for the playground, dining room, assembly etc.	In Resources – editable class set of rules.

3 – 4	Resilience and Resourcefulness	To understand the meaning of gifts and talents	<p>Can you identify your partner's strengths from any of their answers?</p> <p>Can we brainstorm strengths? Are they physical? Are they always obvious?</p> <p>I can tell you one special thing about me.</p> <p>I know that I am valued at school for my gifts and talents.</p>	<p>Gifts</p> <p>Talents</p> <p>Strengths</p> <p>Skills</p> <p>Unique</p> <p>Special</p> <p>Valued</p>	<p>Group work – Find out about each other's strengths and skills. Each group to create a name and logo for their group and present to the rest of the class.</p> <p>Complete – My Life Journey worksheet</p>	My strengths and my challenges worksheet.
5 – 6	Resilience and Resourcefulness	To explore feelings	I know how it feels to do or start something new, and some ways to	<p>Happy</p> <p>Sad</p> <p>Scared</p> <p>Excited</p> <p>Curious</p> <p>Nervous</p>	<p>Read a story about new beginnings. Brainstorm as a class</p>	<p>Topsy and Tim episode – New beginnings – new school - https://www.youtube.com/watch?v=yrPyg_iXQj8</p>

			cope with these feelings.	Anxious Calm	how the character may have felt. Write the words on separate A4 pieces of paper and distribute randomly. Re-read the story and ask the children to hold up their feeling word when the character might have felt that way.	
7 - 8	Resilience and Resourcefulness	To think about ways to look after each other.	I can recognise when someone is feeling upset, scared or nervous.	Happy Sad Scared Frightened Excited Nervous New Welcome		Anger Resources available in folder if required.

			I know how to make them feel better.			
9 - 10	<p>Resilience and Resourcefulness</p> <p>Anti -Bullying Week (approx.16th – 20th November)</p> <p>Visit from PC Andy Price</p>	To understand what makes a happy playtime	<p>I can enjoy my playtime and make new friends.</p> <p>I know the rules of the playground.</p>	<p>Play Friends Friendly</p> <p>Include Invite Rules Safe</p>	<p>In groups make a list of things that we can each do to make a happy playground .</p>	<p>http://www.anti-bullyingalliance.org.uk/anti-bullying-week/</p> <p>See Bullying Folder</p>
11 - 12	<p>Resilience and Resourcefulness</p>	To be able to make choices	<p>I know the difference between right and wrong.</p> <p>I can explain the choices that I make.</p>	<p>Problems Choice Decision Right Wrong</p>	<p>Present to the children a range of playground scenarios involving a problem or decision to be made.</p> <p>Consider peaceful problem solving processes.</p> <p>Pairs work – using</p>	

					<p>puppets, children act out problems and devise solutions. Each pairs plays out their solution to the other children who suggest other approaches that the puppets can try out.</p>	
<p><u>Missing</u> Solutions when we fall out with a friends online and offline To know what to do in an emergency – online and offline To know how to keep safe on the internet</p>						

Year 4 – It's Our World

<u>Autumn Term</u>	<u>Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 – 2	Resilience and Resourcefulness	To develop a class set of rules.	I understand my rights and responsibilities in the school.	Rules Happy Rights Responsibilities Fair Respect	Brainstorm – what makes a happy classroom? Look at LPW school rules and devise a class set of rules that needs to be followed to ensure our class is happy. What other rules are needed for the playground, dining room, assembly etc.	In Resources – editable class set of rules.
1 - 2	Resilience and Resourcefulness	To know the importance of friends (online and offline)	I understand the qualities of friendship. I can see things from another's point of view.	Friendship Friendly Unfriendly Compliment Listening Point of view	Revisiting the skills of friendship; looking and sounding friendly, good listening, giving and receiving friendship tokens, seeing things from another's point of view. Group work – role play unfriendly and friendly behaviour. Extension activity – produce a story/ poem/ comic strip that illustrates the best friendship token ever received or given.	What I want in a friend worksheet.

3 – 4	Resilience and Resourcefulness	Understanding rules and laws	I know why laws are important I can recognise and resist negative peer pressure	Responsible Laws Break Prevent Crime Criminal Choices Influences Pressure	Brainstorm: why do we have rules in class and school? Why are laws important in our society? Why do some children in school break the rules? Why do some people in wider society break the law? Group work: identify positive and negative influences in their daily lives e.g. wanting to be like their friends. When does an influence become a pressure? Devise a role play to show how can they help each other resist peer temptation and deter others from behaving in unacceptable ways?	
5 – 6	Resilience and Resourcefulness	Saving energy To know how to save energy around the school	I know ways to save energy in school and at home	Energy Save Environment Lights Electricity Water	Read together story from Nationwide Education website 'Wasteway'. Use as basis for discussion around where energy comes from and ways of saving energy. Do a walk around the school and discuss ways of saving energy e.g. turning off lights,	www.nationwideeducation.co.uk - Sustainable living, 4-7 Sustainable houses, Storybook 'Wasteway' www.nationwideeducation.co.uk - Sustainable living,

					turning off taps, keep heating on a timer. Extension Task- Pairs/group work: write a story about a day without energy.	Show video - https://www.theschoolrun.com/home-work-help/caring-environment
7 - 8	Resilience and Resourcefulness	Saving energy and Climate Change	I understand what climate change is and its impact on the environment	Climate Change Global warming Environment Planet Carbon Emissions Planes Cars Rainforest Wildlife Weather	Brainstorm: what do you know 'Climate change' or 'global warming'? Show video on www.ourplanet.org.uk . Discuss what is climate change? What has caused it? Discuss what carbon emissions are and where they come from. What effect has it had? Discuss the impact this has had on citizen's lives and the wildlife. Pairs work: write a few sentences about climate change	© www.ourplanet.org.uk – climate change - video See IAPS folder
9 - 10	Resilience and Resourcefulness Anti -Bullying Week (approx.16 th –	To find a solution when we fall out with a friend	I can tell you what a 'win, win' solution is and always try to find one in a	Argument Disagreement Solution Making up Problem solving	Revisit calming down strategies. Revisit peaceful problem solving. Group work – discuss ways of resolving conflicts using win-lose solution, lose-lose solution, win-win solution.	http://www.anti-bullyingalliance.org.uk/anti-bullying-week/ See Bullying Folder

	20 th November) Visit from PC Andy Price		conflict situation	Group Leader	Group work – evaluate how well the group has worked together. Use the peaceful problem solving format to discuss any difficulties.	
11 -12	Resilience and Resourcefulness	Climate change	Climate Choices Comparing Environment		Comparing climate activity, and climate change card games (teacher's notes available). Provides opportunity for discussion about the diversity of the world's climate and the challenges that many communities are faced with.	http://www.climatechoices.org.uk/pages/activities0.htm

Year 5 - We're All Stars!

<u>Autumn Term</u>	<u>Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 – 2	Resilience and Resourcefulness	To develop a class set of rules.	I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together.	Rules Rights Responsibilities Apathy Attitude	Brainstorm – what kind of attitudes do we want in our classrooms? Devise class rules – What rules do we need to ensure our class is happy and attitudes are positive? Idea – Give multiplication dice game. Ask children to play the game. Children encouraged to make up game and rules. Children understand rules are needed.	Game in Resources folder.
3 – 4	Resilience and Resourcefulness	To identify personal gifts	I know that everyone has some skills.	Gifts Talents Skills Strengths	Brainstorm – What skills do you have? Share on the board. Group work – create a class guide. Emphasis group work skills. (introduce each other and their gifts)	Your life journey worksheet – considering how you will use your strengths in the future. All about Me – worksheet in resources

		and talents	<p>I can name some of my own skills.</p> <p>Can you identify your partner's strengths from any of their answers?</p> <p>Can we brainstorm strengths? Are they physical? Are they always obvious?</p>	<p>Welcoming Belonging</p>	<p>Show video - https://www.youtube.com/watch?v=s_30jf4Zmlc</p> <p>Alternative activity – produce a personal fact file and identify how you are gifted. Include photographs as well as drawing and writing. Celebrate by making a class display.</p> <p>Idea – Getting to know you Bingo.</p>	<p>My strengths and my challenges card.</p>
5 – 6	Resilience and Resourcefulness	To explore feelings when starting	I have some strategies to cope with	<p>Fear</p> <p>Frightened</p> <p>Scared</p> <p>Nervous</p>	<p>Brainstorm – How do you feel when you start something new? Read a story about a new beginning. Draw up a class of helpful strategies to overcome fear – helpful or hopeful talk.</p>	<p>Worksheet – how do people see me?</p> <p>Use – My worries resources in PSHEE folder.</p>

		something new	uncomfortable feelings and to calm myself when necessary	Anxious Helpful Hopeful Calm	Refer to calming down strategies learnt previously. Idea – A ball about me game (FM has worksheet). Idea – Worksheet – working in pairs, make up a boy/girl character and they discuss and write down the worries they may have. (GL has copy). Worries listed on the board and they discuss how they could solve them. Hopes – what they would hope might happen.	
7 – 8	Resilience and Resourcefulness	To work cooperatively in a group	I can work well in a group. I know how to support other people	Group Roles Listen Cooperate Welcome Challenge	Discuss – How can we make someone feel welcome that is new into our class/ school? Group work – make a welcome pack for children that are new to the school. Focus on group work skills. Present work to the rest of the class. Group work evaluation using Working together self-review checklist.	
9 - 10	Resilience and Resourcefulness Anti – Bullying	To understand and how to create a happy	I can play fairly. I know how to be friendly	Fair Include Friendly Include Lonely Isolated	Discussion what makes a happy playtime. Refer to class rules set on week one. What is friendly behaviour? How do we include everyone? Group work – role play a positive and a negative playtime. Present to the class,	http://www.anti-bullyingalliance.org.uk/anti-bullying-week/ See Bullying Folder Cyber bullying folder

	Week (approx. 16 th – 20 th November) Visit from PC Andy Price	playtime	in the playground.		using a freeze frame and asking the class how they could make the situation better.	Show video - https://www.stopspeaksupport.com/?utm_source=Anti%20Bullying%20Alliance
11 - 12	Resilience and Resourcefulness	To express ideas and opinions	I can express my opinions confidently. I can use my group work skills when working on real life issues.	Opinion Improve Action Communication Solution	Brainstorm – select a play activity that the children think could be improved or a problem that needs to be resolved e.g. not enough playground equipment. Group work – devise an action plan e.g. observe use of equipment during a playtime, devise solutions such as writing new instruction cards, devising new games and writing the rules. Each group feeds back to the rest of the class. Secret ballot to decide on the best idea goes to school council.	

Year 6 – It's Our World

<u>Autumn Term</u>	<u>Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 – 2	Resilience and Resourcefulness	To understand rights and responsibilities in school and the wider world.	I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together.	Rules Rights Responsibilities Apathy Attitude	Students explore a range of different rights & responsibilities in their communities and the consequences if these are denied. They consider how these can conflict and the hard decisions that sometimes need to be made to find a balance.	
3 – 4	Resilience and Resourcefulness	Understanding democracy	I understand how to live in a democratic society	Democracy Values Government Roles Citizens	Students learn about the political and legal values that underpin the UK and how these have evolved. They learn about how decisions are made by the government and the role that all citizens can play in influencing these decisions.	
5 – 6	Resilience and Resourcefulness	Environmental awareness and responsibility	I know that we have a responsibility to look after our environment	Protect Wildlife Charity Biodiversity Endangered species	Go on a walk and take photos of environmental problems in the local community e.g. litter, traffic congestion and discuss reasons Or invite in a guest speaker e.g. Groundworks UK/WWF to talk about biodiversity, endangered species and protecting wildlife.	www.oneworldschool.org.uk (Groundworks UK) www.wwf.org.uk (WWF)

					Or research websites about environmental problems and our responsibilities	
7 - 8	<p>Resilience and Resourcefulness</p>	Climate change	I know how climate change is impacting on our lives and can relate this to others	<p>Climate Change Impact Environment Planet Carbon Emissions Rainforest Wildlife Weather</p>	<p>Show video on www.ourplanet.org.uk. Discuss what is climate change? What has caused it? Discuss what carbon emissions are and where they come from. What effect has it had? Discuss the impact this has had on citizen's lives and the wildlife. What are the alternative sources of energy?</p> <p>Pairs work: make up a story board for younger ones about animals' habitats being threatened, rainforests disappearing, polar bears being threatened etc and how climate change has brought his about.</p>	<p>www.ourplanet.org.uk – climate change - video © www.wwf.org.uk (WWF)</p>
9 - 10	<p>Resilience and Resourcefulness</p> <p>Anti –Bullying Week (approx.16th – 20th November)</p> <p>Visit from PC Andy Price</p>	You and other people - bullying			<p>Variety of short videos on different types of bullying. Class discussion.</p>	<p>http://www.bbc.co.uk/education/topics/zrhhvcw/resources/1</p> <p>http://www.anti-bullyingalliance.org.uk/anti-bullying-week/</p> <p>See Bullying Folder</p>

11 - 12	Resilience and Resourcefulness	Sustainability issues	Sustainability		Students consider the importance of environmental sustainable development and what actions can we take, both individually and in our communities to contribute to sustainable practices.	

Year 7 - We're All Stars!

<u>Autumn Term</u>	<u>Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1-2	Resilience and Resourcefulness	Your strengths and weaknesses – using knowledges of your weaknesses to set personal targets Conduct 'SWOT' analysis in order to set personal targets for this academic year	I can be honest about my personal strengths and weaknesses where personal attitudes and learning dispositions are concerned. I want to improve my weaknesses to help me learn and enjoy positive relationships	Strengths Weaknesses Growth mindset	'My Personal Profile' Pupils evaluate whether they are 'good at' or 'would like to be better at' suggested personal attitudes, attributes and learning dispositions They add extra desirable attributes of their own choosing Discussion of results and why identifying weaknesses is a positive move, potential of need to have growth mindset, setting of agreed personal target(s)	'My Personal Profile' and personal attribute labels <ul style="list-style-type: none"> Show Autumn Lesson 1 – Growth Mindset (in Year 7 resources folder)
3 – 4	Resilience and Resourcefulness	You and your time – managing your time	I understand that different people are best suited to different	Time Management Personality	Finding a time management strategy that works best for you depends on your personality, ability to self-motivate and level of self-discipline.	Pupils own experiences

		<p>To encourage students to assess their management of their time, and to help them to understand the importance of planning and organisation in their personal lives.</p>	<p>methods when it comes to managing their time. I can consider how I may best manage my time.</p>	<p>Self-motivate Strategies</p>	<p>In groups pupil to mind map methods that they may find effective. Teacher led discussion then going through the strategies below.</p> <p>This lesson describes 10 possible strategies for improving your ability to manage the events in your life in relation to time.</p> <p>Pupils will increase their awareness of time management strategies and learn how to implement self-selected strategies that will assist them in managing their time more effectively. The ten strategies include:</p> <ul style="list-style-type: none"> • Knowing how you spend your time • Setting priorities • Using a planning tool • Getting organized • Scheduling your time appropriately • Getting help from others • Not procrastinating • Managing external time wasters • Avoiding multi-tasking • Staying healthy 	
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5-6	Resilience and Resourcefulness	You and successful revision strategies	I know how to make the learning stick I know how I revise effectively	Rote learning Visual learner Kinaesthetic learner	<p>Discuss forthcoming exams in November / December. Pupils' experience of previous exams and revision strategies employed Introduce challenge: To learn sequence of 20 or 30 emoticons within a week.</p> <p>Discuss various ways of achieving this and different learners: Rote Visual Kinaesthetic</p> <p>Making 'jigsaw' pieces to practise recreating sequence Spider diagrams (one emoticon – smiley - appears several times throughout the sequence) Learning manageable 'chunks' or 'bitesize pieces' Making personal meanings eg telling a story Spreading your learning 'little and often' Involving someone – parent? – to test you</p>	Worksheets with 20/30 emoticons
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					<p>Pupils to use PHSE sessions. Registration time and time at home to explore each of the different ways to find out which method suits them. Test</p>	
7-8	<p>Resilience and Resourcefulness</p> <p>Anti –Bullying Week (approx.16th – 20th November)</p> <p>Visit from PC Andy Price</p>	<p>You and other people – bullying To explore what bullying is, to examine a case of bullying and to discuss who gets bullied. To explore the different ways of reacting to bullying and to discuss what to do if you are being bullied.</p>	<p>I understand what bullying is. I can look at a case study and consider how bullying may be prevented.</p>	<p>Bullying Relationships Family Friends</p>	<p>To explore different forms of bullying and how we can prevent it. To understand how relationships within the family/friendship groups can change.</p>	<p>Useful websites (interviews with children that have been bullied): http://www.youthhealthtalk.org/Young_people_depression_and_low_mood/Topic/3659 http://www.youthhealthtalk.org/young_people_health_and_weight/Topic/3745 Kidscape videos: http://www.kidscape.org.uk/assets/video/Kidscape_Advert.wmv http://www.anti-bullyingalliance.org</p>

						org.uk/anti-bullying-week/ See Bullying Folder
9-10	Resilience and Resourcefulness	You and Your feelings To understand feelings of anxiety about school and to explore ways of dealing with such feelings.	I can identify what anxiety is, how it may feel and who I could talk to if I were concerned about feeling anxious.	Anxiety Depression Mood Lack of control	Introduce Anxiety Disorders; Anxiety, or feeling anxious, describes a mood familiar to most of us, one that we may experience every day. Anxiety comes from a concern over lack of control over circumstances. In some cases being anxious and worrying over a problem may generate a solution. Normally, however, it will just result in negative thinking. When anxiety seems to come out of nowhere, is excessive, persists for many weeks without relief, or interferes with everyday life, it may not be an ordinary mood anymore. It may be an illness.	For information on anxiety disorders, refer to the following websites: Anxiety Disorder Association of British Columbia (AnxietyBC). “Overview of Anxiety Disorders.” < www.anxietybc.com/resources/introduction.php >. Anxiety Disorders Association of Manitoba

				<p>Teacher led discussion with class of signs and symptoms - shortness of breath ■ feelings of unreality shakiness ■ irritability muscle aches and tension ■ insomnia tight chest ■ restlessness racing heart ■ sweating and nausea choking sensations ■ abdominal distress numbness or tingling</p> <p>To discuss as a class methods to overcome and places pupils can go if they are concerned.</p>	<p>(ADAM). Major Anxiety Disorders. <www.adam.mb.ca/about.asp>. Canadian Psychiatric Association. "Anxiety, Depression and Manic Depression." Public Education Materials. <http://publications.cpa-apc.org/browse/documents/17>. Manitoba Healthy Schools. "Anxiety." Mental Health. <www.gov.mb.ca/healthyschools/issues/anxiety.html>. For website updates, please visit Websites to</p>
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						Support the Grades 11 and 12 Curriculum at < www.edu.gov.mb.ca/k12/cur/p_hyshlth/ >.
10-11	Resilience and Resourcefulness	You and your values – right and wrong To develop students’ own sense of values and responsibility towards others by sharing their views on right and wrong behaviour and on the seriousness of various forms of antisocial behaviour.	I understand that I am a member of society and I have a responsibility to behave in a certain way.	Right Wrong Values Society Communities	Discuss how, as members of society, we all have responsibilities about how we behave, and how our behaviour depends on what we believe to be right and wrong. Talk about how members of religious communities have guidelines about behaviour (e.g. Christians believe we should follow The Ten Commandments, such as ‘Thou shalt not kill’). Ask the children, either individually or in pairs, to brainstorm a list of basic rules which they think everyone should live by today.	Read the book – We are all born Free (F Milling looking after it).
10-11	Resilience and Resourcefulness	You and other people To examine the moral issue of whether it is	I understand what making a moral choice is and	Right Wrong Morality Behaviour Actions	Ask pupils - How do we make moral choices? Morality (information for teachers) (from the Latin <i>moralitas</i> "manner, character,	

		<p>right or wrong to tell on someone, and to discuss a number of situations involving a moral judgement.</p>	<p>how it may be done. I can consider how to treat others in the correct and moral way.</p>		<p><i>proper behaviour") is the differentiation of intentions, decisions, and <u>actions</u> between those that are "good" (or right) and those that are "bad" (or wrong). A moral code is a system of morality (according to a particular <u>philosophy, religion, culture, etc.</u>) and a moral is any one practice or teaching within a moral code. Morality may also be specifically <u>synonymous</u> with "goodness" or "rightness." An example of a moral code is the <u>Golden Rule</u> which states that, "One should treat others as one would like others to treat oneself."</i></p> <p>Ask pupils about proverbs and wise sayings: Do they know any and if so what do they mean. Share your own and discuss their meanings. Provide a selection of <u>wise sayings</u> e.g. from <i>Words of Wisdom</i>, positioning them around the room.</p> <p><u>ACTIVITY 1:</u> Ask pupils to move around the classroom saying whether they</p>	
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					<p>agree, disagree or are unsure about a selection of these sayings</p> <p>Discuss the pupils' responses as a class</p> <p><u>ACTIVITY2:</u> Pupils choose some of their favourite wise words and record in their books with a brief explanation of why they have been chosen</p> <p>(Begin a collection of wise sayings and quotes for a class display, including those from religious traditions)</p>	
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Year 8 – It's Our World

<u>Autumn Term</u>	<u>Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 – 2	Resilience and Resourcefulness	You and your family – getting on with others To explore the causes of tension between	I understand what an argument is, how arguments may be caused	Arguments Viewpoints Understanding	Ask the students to brainstorm the causes of arguments between them and their parents or carers. Then make a class list of the causes on the board. Tell them that the top five causes of arguments are: money,	

		young people and their parents, and to understand that parents and children have different feelings and perspectives.	whilst looking at a number of different people's perspectives.		clothes, going out, helping at home and school. Explain that the aim of the lesson is to look at the causes of arguments and to discuss the different viewpoints that children and parents have.	
3 – 4	Resilience and Resourcefulness	You and your body – smoking To understand how smoking affects the health and appearance of people, and what the risks and the costs of smoking are.	I understand that smoking has a negative effect on people. I understand the risks of smoking.	Smoking Effects Campaign Health	Read 'Smoking – the facts'. Then ask the students to work in pairs to design a 'True or false' fact-check quiz about smoking. Help them to get started by giving them an example of a question: Less than 50% of lung cancer deaths are related to smoking. True or false? When they have finished, ask them to form groups of four and encourage each pair to do the other pair's quiz.	http://www.bbc.co.uk/education/clips/zdf2hyc A selection of celebrities explore the reasons for starting to smoke, the physical effects of smoking, and the decisions, options and support when choosing to stop. Dr Mark Hamilton details the wide range of physical effects that smoking has on the body. He outlines the variety of quitting methods, the pros and cons of the different options, and the support and advice available. Show PP Smoking True or False – In lesson plans folder.

					<p>Ask pairs to role play the scene in which a non-smoker uses the information from 'Smoking – the facts' to try to persuade someone who has started smoking to give up.</p> <p>Read 'The high costs of smoking' then ask the students to plan a 30-second TV advert as part of an anti-smoking campaign.</p>	
5 – 6	Resilience and Resourcefulness	<p>You and your body - growing and changing</p> <p>To understand what puberty is, the physical changes that occur during puberty and what causes those changes.</p>	<p>I understand that the human body grows and changes. I understand that physical changes occur when the body goes through puberty.</p>	<p>Puberty</p> <p>Body</p> <p>Hormones</p> <p>Changes</p> <p>Different</p>	<p>Explain what puberty is and how the release of either female or male hormones causes a person's body to change during puberty. Ask the students how a girl's body changes and how a boy's body changes, and compile lists on the board.</p>	

7 - 8	<p>Resilience and Resourcefulness</p>	<p>You and your body – growing and changing To understand the emotional changes that take place at puberty and how to manage these changes in a positive way.</p>	<p>I understand that the human body grows and changes. I understand that emotional changes occur when the body goes through puberty.</p>	<p>Puberty Hormones Physical Changes Feelings Managing</p>	<p>Recap on what puberty is and explain that the increase in the levels of hormones causes changes in a person's feelings, as well as physical changes. Explain that someone can have positive feelings and negative feelings. Make lists on the board of positive and negative feelings and discuss how certain feelings, such as anger, can be positive or negative, depending on how they are dealt with. Explain to the class that the aim of this lesson is to help them to be able to recognise their feelings and to learn how to manage them.</p>	<p>Variety of appropriate and informative short clips – http://www.bbc.co.uk/education/topics/z3xxsbk/resources/1</p>
9 - 10	<p>Resilience and Resourcefulness</p> <p>Anti – Bullying Week (approx.16th –</p>	<p>You and other people – bullying To explore what bullying is, to examine a case of bullying</p>	<p>I understand what bullying is, the different ways that people may react to</p>	<p>Aggressive Assertive Passive Bullying Reaction</p>	<p>Write the words 'aggressive', 'assertive' and 'passive' on the board and explain what they mean. Talk about how the way you react to bullying may be aggressive, assertive or passive. Explain that the purpose of this lesson is to</p>	<p>http://www.anti-bullyingalliance.org.uk/anti-bullying-week/ See Bullying Folder</p>

	20 th November) Visit from PC Andy Price	and to discuss who gets bullied. To explore the different ways of reacting to bullying and to discuss what to do if you are being bullied.	bullying and to consider some of the best ways to react.		investigate the advantages and disadvantages of the different ways of reacting to bullying.	
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Spring

During this term the Building Learning Power wall topics to run through all areas of PSHE are REFLECTION – strategic awareness and RELATING – social sophistication.

The children will be introduced to these words and when and where possible brought into PSHE discussion alongside other subject lessons.

REFLECTION – strategic awareness	RELATING – social sophistication
<p>Methodical – well organised; thinks through things carefully</p> <p>Self-evaluative – makes honest and accurate judgements about ‘how it’s going’</p> <p>Self-aware – knows their own strengths, styles and interest as a learner</p> <p>Transferring – looks for other applications and lessons for the future</p>	<p>Collaborative – a good team player; helps groups to work well together</p> <p>Open-minded – asks for, listens to and makes good use of information, feedback and advice</p> <p>Independent – able to ‘stand their ground’; shown initiative</p> <p>Empathetic – understands others; offers helpful feedback and suggestions; receptive and imitative</p>
<p style="text-align: center;">IMPORTANT NOTE –</p> <p>Teachers of PSHEE will not promote their personal attitudes and beliefs to students but should provide comprehensive, unbiased and correct information. Lessons will enable students to develop and consider their own attitudes and values and those of other people.</p>	

Awareness Days to be celebrated –

World Book Day
International Women’s Day
World Poetry Day

Year 1 – Joining In and Joining Up

<u>Spring Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Reflection and Relating	To listen effectively	I can listen and respond to others. I know how to be a good listener.	Listening Speaking Eye contact Body language Observer	Brainstorm – Why is it important to listen? Group work – active listening role play. Label in groups of 3: 1=speaker, 2=listener, 3=observer. Remind children about handshake at the end of the day. NS has rules of good listening. (Listening with eyes, ears, hands, mouth). Ask groups to describe what you want or are you going to do over the summer holidays. First round the listener demonstrates poor listening. Swap roles and carry out the activity again, this time the listener demonstrates good listening skills. Feedback to class about how it felt in each role. What is good listening? If time allows make a Good Listening poster for the classroom.	
3 - 4	Reflection and Relating	To express opinions	I can express an opinion about a real life issue.	Cooperation Opinion Conflict Voting	Discuss something about school that the children would like improving e.g. the school playground.	

			I can take part in making a decision on a class or school issue.	Agree Disagree	Put 5 different recommendations or issues relating to school life (possibly from school council meetings) to the class. Which do they think are the most important? Children to hold up numbers or write on whiteboards 1 – 5 to represent strongly agree down to strongly disagree. Can use smiley/ sad faces. As a class agree on one issue that they would like to feed back to the school council.	
5 - 6	Reflection and Relating	To know right and wrong and make choices	I can make informed decisions.	Right Wrong Decisions Choices Healthy Unhealthy Advantages Disadvantages	Brainstorm – What kind of choices have you made recently? E.g. food/ games/ TV/ what to wear. What influences that choice? Set up stations on tables or show pictures or images on the screen of things such as healthy and unhealthy foods, various exercise equipment, £5 asking would you spend, share with siblings and friends, give to charity?. Which would you choose and why? In groups write a list of the unhealthy/ healthy choices and the dis/advantages involved and discuss.	

7 - 8	Reflection and Relating	To know what living things need	I know that humans and animals have needs	Needs Food Water Shelter Warmth Friendship Love	<p>Brainstorm – What do we need to be healthy and happy people?</p> <p>Introduce three or four different toy animals. Ask the children to identify the needs of each animal. (This may be covered in the Spring term in science).</p> <p>Group work – make a list with words or pictures of the similarities and differences between animals and humans basic needs.</p>	
9 - 10	Reflection and Relating	To develop a sense of responsibility	I know how to take care of an animal	Pets Needs Looked after Care Exercise Responsibility Respect	<p>Brainstorm – Which animals would make suitable pets?</p> <p>Use pet care accessories to show how different pets need to be looked after.</p> <p>Individual activity – draw a pet animal and surround it with words and pictures to illustrate the needs of the animals and the responsibilities towards it.</p> <p>Extension Activity – Think of all the wild animals living near the school. Children identify simple rules for behaviour in these areas e.g. putting litter in bin, leave birds’ nests alone.</p>	

Year 2 – Say No! / Living Long and Strong

<u>Spring Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Reflection and Relating	To recognise the uses of medicine	I know that medicines are meant to help us feel better. I know that medicines have different uses.	Medicine Ill Cream Pill Tablet Ointment Dose Symptoms Safe Doctor Nurse Welfare Swallow Inhale	Discussion – remember a time when you felt unwell. How did you feel? Did you take medicine? Who gave you the medicines? Is it safe to take medicines when you are ill? Show a range of empty medicine boxes (with labels on) e.g. Calpol, Junior Aspirin, asthma inhaler, tissues etc. Pairs or Group work – Work on an outline of the human body, children decide whether the medicines they have discussed go inside or outside of the body, then write and stick pictures of them in the appropriate place. Role play – being at the hospital.	
3 - 4	Reflection and Relating	To recognise that some household substances are dangerous	I know that some household substances can be harmful if not used properly.	Household Substances Safe Dangerous Risk Shampoo Soap	Brainstorm – a range of substances that are kept in the home e.g. bleach, glue, cleaning fluids, aspirin, toiletries etc. Bring in empty containers with labels still on them or show pictures. Discuss what they are used for and that	

				Ointment Medicines Food Water	they can be harmful if not used properly. Look at symbols on the packaging and discuss what they mean. Children could draw the symbols and label.	
5 - 6	Reflection and Relating	Continuation of recognising that some household substances are dangerous.	I know that some household substances can be harmful if not used properly.	Household Substances Safe Dangerous Risk Shampoo Soap Ointment Medicines Food Water	Sorting Activity – divide into 3 piles – safe to touch, unsafe to touch, don't know. Discuss which substances should be locked away or used only by adults. Explain labels and warning signs. Explain what to do if there is an accident with one of these substances and where is safe storage. Pairs work – Make a play where a younger child has found a household substance. They explain its purpose and safe use.	
7 - 8	Reflection and Relating	To understand what makes a person healthy	I understand the basic food groups I understand why we need a balance of these foods	Fat Dairy Fruit Fibre Vegetables Meat Fish Pulses Sugar Balance	http://www.directgovkids.co.uk/play the plate activity – this could be done on an interactive whiteboard. Discuss what is in each food group and its effects on our bodies · Children could play the plate game allocating food groups to the plate	

					<p>· Ask children to record a diary of the school meals available for one day / week; consider what is offered and the balance provided. You may wish to compare this to the contents of any packed lunches provided. N.B. You should point out that this is one meal in a days balanced diet therefore it is not necessary to have all groups present at all meals, whilst encouraging 5 a day for fruit and vegetables.</p>	
9 - 10	Reflection and Relating	To know how to make healthy choices	I appreciate the importance of exercise I understand how exercise affects us	Health Fitness Exercise Heart rate	Brainstorm activities pupils participate in at home, out of school and at play. What examples make them breathless and sweaty? Record answers on a large piece of paper. Discuss what they enjoy about these activities and why they do them. Can you think of any benefits for participating in physical games and activities? What is good exercise and	

					<p>how do you know? ·Record what exercise they participate in, where, how long for, and give an enjoyment rating. Using this information from the class compile a database to show range of activities, duration etc. Present graphically with text by the children. Discuss the results. Pick out what was and was not enjoyed and why</p> <p><u>Extension</u> Have class participate in some energetic games of PE. While recovering ask them what has happened to their bodies and how they felt. Ask them to record the changes in their bodies and how they feel. Ask them to record the changes in their bodies and the benefits of this exercise. Ask them to rate some statements about exercise as true or false.</p>	
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Year 3 – Be Friendly, Be Wise and Growing Up

<u>Spring Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Reflection and Relating	To explore the differences between males and females and to name the body parts	Know some differences and similarities between males and females. Name male and female body parts using agreed words.	Similar Different Male Female Body parts Penis Vagina	Display clothes baby pictures. Ask them to discuss whether they can tell from looking at this picture whether the baby is male or female? Can they explain how they know this establish that you cannot always tell the sex of a baby by looking at it with its clothes on. Ensure the class understands that it is the private parts of a baby which confirm whether it is male or female. Explain the meaning of the word private. Accept any words the children use for the private parts and ask if they know the scientific words. Explain that you will be using agreed science words in these lessons. Explain that no one is allowed to change or hurt you on any body parts.	
3 - 4	Reflection and Relating	To consider touch and to know that a	Identify different types of touch that	Comfortable Uncomfortable Body parts	In pairs ask the children to think of as many different types of touch as possible e.g. push, hug, scratch	

		person has the right to say what they like and dislike.	people like and do not like. Understand personal space. Talk about ways of dealing with unwanted touch.	Like Dislike Touch Hug Kiss	and kiss. Ask the children what touches may be acceptable and ok with another person and what isn't. Emphasis that everyone has the right to say what is ok and what is not ok.	
5 - 6	Reflection and Relating	To explore different types of families and who to go to for help and support.	Understand that all families are different and have different family members. Identify who to go to for help and support.	Family Fostering Adoption Relationship Stereotype Gender roles	Ask the children questions about families, considering some of the following: What makes a family? Do families always live together? Are people born into families? Do people always live with parents or other relatives? Are people in families always married? Do old and young people in families live together? Where do family members live? Make a list on the board of different kinds of families. Display family pictures.	
7 - 8	Reflection and Relating	To understand what helps to make people happy	I understand why rest and relaxation is an important part of being healthy.	Relaxation Leisure Hobbies Happy Stress Worries	Make a collage of ways of relaxing after school, at weekend and in the holidays. Visualisation – imagine your special place. Extension activity – draw a picture/ symbol on a piece of card	

			I can relax when I want to.		to remind them of their special place, to be used as a reminder to relax if feeling worried, angry or upset.	
9 - 10	Reflection and Relating	To understand what helps us to overcome barriers to reaching goals.	I can identify ways to overcome barriers to achieving my goals.	Barriers Obstacles Excuses Responsibility	Whole class activity – Making excuses. Divide screen into two columns, Barriers I can change and Barriers I can't change. Pairs work – children come up with excuses or reasons for not making healthy choices (e.g. I am not good at sport, I am too busy, I don't like vegetables) Sort into barriers I can and can't change. Discuss and explore each excuse. Set one goal that I am going to achieve to be healthy is... Extension – work out and write/draw small steps needed to happen in order to reach the goal.	

Year 4 – Money Matters/ People around Us and The Law

<u>Spring Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Reflection and Relating	To know what money is and its function in life. I can understand the different ways of paying for things.	I understand products can be paid for in a variety of methods.	Money Payment Debt Debit card Credit card Bank	Personal Finance Education Group - http://www.pfeg.org/ Variety of Resource Themes for both teachers and pupils. In folder title 'Money' fun worksheet for children to imagine and to discuss what they would do if they won millions of pounds.	http://www.pfeg.org/frameworks/#level_1815_content
3 - 4	Reflection and Relating	I can describe ways of paying that don't involve cash.	I understand how objects can be paid for not using cash.	Money Payment Debt Debit card Credit card Bank	Personal Finance Education Group - http://www.pfeg.org/ Variety of Resource Themes for both teachers and pupils.	http://www.pfeg.org/frameworks/#level_1815_content
5 - 6	Reflection and Relating	To know why we need rules and laws.	I know why laws are important I can recognise and resist negative peer pressure	Rules Law Abide	Thought shower: why do we have rules in class and school? Why are laws important in our society? Why do some children in school break the rules? Why do some people in wider society break the law? Group work: identify positive and negative influences in their daily lives e.g. wanting to	

					<p>be like their friends. When does an influence become a pressure?</p> <p>Devise a role play to show how can they help each other resist peer temptation and deter others from behaving in unacceptable ways?</p>	
7 - 8	Reflection and Relating	I can understand why and how rules and laws are made and enforced.	I understand rules and why they are written.	Discussion Rules Fair Unfair	<p>In pairs pupils to finish the sentence "If I ruled the world..."</p> <p>Pupils to share their ideas.</p> <p>Teacher led class discussion with pupils to investigate school rules, when and why they were made and who was involved in agreeing them and setting them up and different rules for teachers, pupils and others in school.</p> <p>Identify rules they like and dislike, can keep easily and find hard to keep and use these as a springboard for exploring the whole area of rules, laws, rule making and law making.</p>	<p>Read the book We are all Born Free (F Milling looking after it).</p> <p>Resources in folder called Rules and The Law</p>
9 - 10	Reflection and Relating	I can understand why different rules are made in different situations.	I understand why different rules are made in different situations.	Discussion Rules Fair Unfair	<p>To continue with the focus from last lesson.</p> <p>Explore and discuss why laws may be different in other countries.</p>	

Year 5 – Be Friendly, Be Wise

<u>Spring Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Reflection and Relating	To know where to get help (online and off line)	I know what facilities exist in my local area and nationally for young people.	Support Facilities Youth club Church Doctors Library Help lines Confidentiality Confidence Chat rooms Internet safety Bullying Mobile phones	Brain storm – What kind of clubs, activities or facilities exist in your area? What would you like to see? What about places to go for advice or if you wanted to talk confidentially? Who would you talk to? Put up four large sheets of paper around the room with the headings e.g. about school/ home/ friendship/ health. Pairs work – write on sticky notes an idea of a problem somebody might need to get help with and under the appropriate heading. Group work – investigate facilities for young people in the local area. Create a fact file with the names, numbers and addresses.	
3 - 4	Reflection and Relating	To have discussed and be aware of unsafe situations and places	I understand ways in which to try to ensure my safety.	Choices Weighing up Reflect Advantages Disadvantages Secrets Scary	Teacher led class discussion of times individuals have felt safe/ unsafe. Discuss methods to avoid unsafe situations.	

				Frightened Worried Threaten Secure Safe Think ahead Risks Dangers Trust Confidence Chat rooms Internet safety Bullying Mobile phones		
5 - 6	Reflection and Relating	To distinguish between secrets to keep and secrets that need sharing.	I understand healthy and unhealthy secrets. I understand that some things should be shared and who I could share them with.	Choices Weighing up Reflect Advantages Disadvantages Secrets Scary Frightened Worried Threaten Secure Safe Think ahead Risks Dangers Trust	Talk about secrets, good and bad, and help children to define the difference. Read some scenarios of good and bad Secrets. What should we do in these situations? What makes it a good or a bad secret? Have the class been asked to keep good and bad secrets? How did they feel about that? Did they keep the secret? If so why, if not why? Discuss: Questions to ask about secrets to decide if they are good or bad. Questions to ask about secret places.	In Secrets – PANTS folder there are resources

				Confidence Chat rooms Internet safety Bullying Mobile phones	Questions to ask about being alone with adults. Who in my family would I tell about a bad secret? If they didn't tell who would I then tell?	
7 - 8	Reflection and Relating	To have a methods to ensure safety both online and out and about.	I understand that dangers exist but I have methods to ensure my safety.	Choices Weighing up Reflect Advantages Disadvantages Secrets Scary Frightened Worried Threaten Secure Safe Think ahead Risks Dangers Trust Confidence Chat rooms Internet safety Bullying Mobile phones	https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/ Excellent classroom resources and plans for childrens safety on line. Show on whiteboard and follow with a class discussion.	
9 - 10	Reflection and Relating	To have a methods to ensure safety both online	I understand that dangers exist but I have methods	Choices Weighing up Reflect Advantages	https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/	

		and out and about.	to ensure my safety.	Disadvantages Secrets Scary Frightened Worried Threaten Secure Safe Think ahead Risks Dangers Trust Confidence Chat rooms Internet safety Bullying Mobile phones	Excellent classroom resources and plans for childrens safety on line. Show on whiteboard and follow with a class discussion.	
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Year 6 – Money Matters/ Relationships and Accepting Differences

<u>Spring Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Reflection and Relating	To understand the difference between want and need. To understand the concept of a budget.	I understand the difference between wanting something and needing something.	Want Need Spending Saving	<p>Ask children to think back to the last item they purchased. Was the item a need or a want?</p> <p>Display a range of needs and wants on interactive whiteboard e.g. food shopping, cinema trip, skateboard, electricity bill, clothing etc. and ask children to classify.</p> <p>Pairs work: divide a piece of paper into two columns – wants and needs – and write a list or draw pictures in each.</p> <p>Class discussion of findings.</p> <p>For more information on personal financial education, see the DfES guidance Financial capability through personal financial education (DfEE, 2000) at key stages 1 and 2. The guidelines are available from the Teachernet website by going to ‘Personal financial capability’ in the sections ‘A to Z of school leadership’</p>	

					(www.teacher.gov.uk/management/)	
					A local bank employee may be able to support this unit	
3 - 4	Reflection and Relating	To be able to successfully manage a budget.	To know the price of essential items. To have balanced a mock monthly budget.	Account Bank Building society Balance Statement Credit Debit Debt Overdrawn	Websites of Banks – book computer room/ I pads. Pupils to explore websites – many catered for young people. Teacher led class discussion afterwards of findings.	
5 - 6	Reflection and Relating	Define what is meant by the term ‘family’. Consider how families can influence children. To have considered a range of family types including gay/lesbian parents.	I can consider and discuss the definition of the family. I understand that a ‘family’ can be created in a variety of ways.	Communication Love Nuclear family Extended family Foster Adoption Carers Relationships Gay Lesbian	Ask everyone to draw a family without discussing it. Choose some drawings to discuss. Ask them to explain who is in their picture. Follow with a discussion about what a family is, who may be in it and different types of family. Remember to be sensitive to children who have gay and lesbian parents/carers or children who are fostered/adopted. In groups draw and describe all the family groups that have been discussed. Teacher led class discussion.	
7 - 8	Reflection and Relating	To have considered that whilst	I am able to understand that everyone	Similar Different Friendship	Quality Circle Time - Arm link warm up exercise;	

		everyone is different all people are worthwhile To have considered that accepting, tolerating and celebrating differences can help create a better society.	is different whilst knowing that everyone is worthwhile.	Trust Caring Lonely	Round: I like to have friends because...; Blindfold trust game; end with mime games We're all different and that's OK – collect thumbprints from everyone and compare. Meet my friend (interview each other and present your findings to the group)
9 - 10	Reflection and Relating	To know the components of being a good friend: listening, caring, sharing and having fun To know that being a good friend does not mean having to do everything your friends tell you to do To know we have different	I understand the components of a good friend and I understand to be a good friend I do not have to do everything my friends tell me.	Similar Different Friendship Trust Caring Lonely	Discuss we can't all be best friends but it's good if we can be friendly to everyone. There will be some people we don't like but we should be polite to them Round "I feel lonely when..." discuss what it's like to feel lonely and how to show kindness to lonely children in the future. Thank you to someone in the room who helped when I felt lonely Using circle time, do a round: Think about and describe a really good friend, who is it? Is it someone at school? Childline - Making New Friends

		friends for different purposes			<p>Discussion – what do you do with your friends? This information could be collated into a pictogram – does everybody do the same things? Do you always do the same things?</p> <p>Read Dogger by Shirley Hughes – to talk about acts of friendship</p> <p>To encourage the children to be self-reflective – pose the question “Are you a good friend?”</p>	
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Year 7 – Citizenship and Living in the Wider World

<u>Spring Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Reflection and Relating	To learn what multicultural Britain means. To learn about the benefits of living in a multicultural Britain.	I am able to define a multicultural society and the benefits this brings.	Culture Class Ethnicity Racism Tolerance Diversity Religion Gender Customs Languages Respect	Ask children what they understand of 'identity'. Ask the children what is meant by the 'United Kingdom'. Refer to large map. Ask them what languages are spoken in England, Wales, Scotland and Ireland; what religious groups there are; what ethnic differences exist in terms of customs, beliefs, dress, food etc. What represents the UK (flag, national anthem, money, foods etc.). Pairs discussion and feedback to class: What benefits are there of living in a society with so many different identities? What would it be like to live in a society where everyone was the same? Individual writing: write ten things that would describe the UK to a visitor or someone new to the country. Include at least one statement about the richness and diversity of the UK.	Watch this video – Amazing introduction! You tube Multicultural Britain Fixers UK Jo Cox's Maiden Speech - https://www.youtube.com/watch?v=u3OQRnJ1zrQ Worksheets in My Identity Folder

3 - 4	Reflection and Relating	<p>To understand what racism is.</p> <p>To learn through examples about the damaging effects of racism.</p> <p>To discuss how we can work together to show racism the red card.</p>	<p>I understand the definition of racism.</p> <p>I will be aware the damaging effects of racism.</p> <p>I will have had mature conversations about how to tackle name calling and verbal bullying linked to racism.</p> <p>©</p>	<p>Culture</p> <p>Class</p> <p>Ethnicity</p> <p>Racism</p> <p>Tolerance</p> <p>Diversity</p> <p>Religion</p> <p>Gender</p> <p>Customs</p> <p>Languages</p> <p>Respect</p>	<p>http://www.bbc.co.uk/education/clips/zqynvcw</p> <p>Show 5 minute video showing a young Asian girl giving us an account of how she was the victim of verbal racism and physical bullying in her school. She explains what the bullies subjected her to and what action she took. We also hear poetry by Benjamin Zephaniah, with the intention of making youngsters see that racism is wrong and that inside we are all the same.</p> <p>Follow with class discussion.</p>	
5 - 6	Reflection and Relating	<p>To recap on what racism is.</p> <p>To discuss how we can tackle racism in our school</p>	<p>We will have mature conversations about how to tackle name calling and verbal bullying</p>	<p>Culture</p> <p>Class</p> <p>Ethnicity</p> <p>Racism</p> <p>Tolerance</p> <p>Diversity</p> <p>Religion</p> <p>Gender</p>	<p>Excellent resources of immigration and discrimination – Resources and short videos leading to class discussion.</p> <p>http://www.bbc.co.uk/schools/pshe_and_citizenship/personal_wellbein</p>	

		To work together to create an environment where we treat others equally, with dignity and respect and seek to promote race equality at all times.	linked to racism in our school. To develop resources which can be used to help tackle racism in our school community and/ or inform future improvement plans.	Customs Languages Respect	g/relationships/challenging_discrimination/pages/immigration.shtml	
7 - 8	Reflection and Relating	Continue – To recap on what racism is. To discuss how we can tackle racism in our school To work together to create an environment where we treat others equally, with dignity and	Continue - We will have mature conversations about how to tackle name calling and verbal bullying linked to racism in our school. To develop resources which can be used to help	Culture Class Ethnicity Racism Tolerance Diversity Religion Gender Customs Languages Respect	Childline link has many resources for Teacher and Pupils - https://www.childline.org.uk/Explore/Racism/Pages/Racism.aspx	

		respect and seek to promote race equality at all times.	tackle racism in our school community and/ or inform future improvement plans.			
9 - 10	Reflection and Relating	To identify put-downs and possible conflicts.	I know how to make people feel good about themselves. I can recognise when I am using a put-down.	Compliment Appreciation Unkind Effect Conflict	Thought shower: ways in which people say or do things that make them feel good. Thought shower some common put-downs. Link to work on prejudice and stereotyping. Emphasise how put-downs are a major source of conflict in school and generally in society. Introduce a marble jar for noticing kind and positive behaviours.	Show video - https://www.bing.com/videos/search?q=what+is+identity&ru=%2fvideos%2fsearch%3fq%3dwhat%2bis%2bidentity%26FORM%3dHDRSC3&view=detail&mid=D355864D9D72D215C741D355864D9D72D215C741&rvmid=0D292C6256D50B2803A90D292C6256D50B2803A9&FORM=VDRVRV

Year 8 – Positive Contribution

<u>Spring Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Reflection and Relating	To consider the ways we have to reach decisions and settle disputes in our society To understand the meaning of democracy and appreciate how voting is part of this process	I understand a democracy and I understand healthy ways in which to come to a decision with a group of people.	Vote Government Society	School council UK website has material for developing a democratic council www.schoolcouncil.org.uk Thought starter: Write out the word 'democracy' and discuss what it means. Start by focusing on how people are chosen for particular roles. A good example is a class monitor or prefect. When you choose someone for a task like this, what are you looking for? Who do you trust to represent you?	
3 - 4	Reflection and Relating	To have considered the process of elections in this country	I understand the process of electing a leader.	Prime minister Parliament	School council UK website has material for developing a democratic council www.schoolcouncil.org.uk	Read the book 'We are all born free', It is the school library.
5 - 6	Reflection and Relating	To understand the responsibilities of an MP	I understand what an MP is and their responsibilities.	Prime minister Parliament	School council UK website has material for developing a democratic council www.schoolcouncil.org.uk	

7 - 8	Reflection and Relating	<p>To have an understanding of the support groups in the Worthing, Sussex area.</p> <p>To have discussed the nature of voluntary organisations in terms of personnel and funding</p>	<p>I understand what a support group is, what support groups there are on offer to me.</p> <p>I understand the nature of a voluntary organisation.</p>	<p>Citizen Community Campaign Media Voluntary Sustainability Environment Reduces Reuse Recycle</p>	<p>Explore the variety of voluntary and community groups in Worthing, Sussex examining their roles, membership and location. Invite in speakers.</p> <p>Look at agencies websites – book I pads.</p> <p><u>Extension Idea over two Lessons</u></p> <p>Identify an area of need in the school and get pupils to plan their own community action group within the school e.g. letter campaign, recycling project, disability access. Consider the aims and objectives, the rolls and responsibilities, financial implications, media campaigns etc.</p> <p>Present plan to peers. Select a project for action. Review the project at the end of the process.</p>	
9 - 10	Reflection and Relating	<p>To have worked cooperatively and have an understanding</p>	<p>I understand how to work cooperatively for the greater good. I understand</p>	<p>Citizen Community Campaign Media Voluntary Sustainability</p>	<p>Continue with last lesson.</p>	

		that people have different roles in a group	that all people have different roles, all of which are important and should be respected.	Environment Reduces Reuse Recycle		
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Summer

During this term the Building Learning Power wall topics to run through all areas of PSHE are **REFLECTION – strategic awareness** and **RELATING – social sophistication**.

The children will be introduced to these words and when and where possible brought into PSHE discussion alongside other subject lessons.

RESILIENCE – emotional strength	RESOURCEFULNESS – cognitive capability
REFLECTION – strategic awareness	RELATING – social sophistication
<p>IMPORTANT NOTE –</p> <p>Teachers of PSHEE will not promote their personal attitudes and beliefs to students but should provide comprehensive, unbiased and correct information. Lessons will enable students to develop and consider their own attitudes and values and those of other people.</p>	

Year 1 – Living in the Wider World

<u>Summer Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Reflection and Relating	To learn what our 'environment' is.	To understand that we are responsible in looking after our environment and dropping litter would	Environment Litter Responsibility	Decide as a class definition for 'Our environment'. Discuss our environment is all that is around us, the trees, the animals etc. Short video on the effects of dropping litter - https://www.youtube.com/watch?v=O-_3rpkNy4o Ask the class and discuss; •How do they feel when they see litter? •Why do people drop litter?	

			be damaging the environment and can harm animals.		<ul style="list-style-type: none"> • Why should people have to look after rubbish like sweet wrappers after they have finished with the product? • Where is litter a problem at their school? • Which kids do they think drop the most litter and why? • Why do they do it? • What would make them stop? 	
3 - 4	Reflection and Relating	To understand what types of things damage our environment		Energy Save Waste Water Recycling	<p>How this video about wasting energy - https://www.youtube.com/watch?v=1-g73ty9v04</p> <p>Class discussion on wasting energy and what things could we each do to save energy e.g. turning off lights when we leave the room, recycling, turning tap off when brushing teeth, using the stairs, not dropping litter, walk and cycle a short journey rather than driving the car.</p>	
5 - 6	Reflection and Relating	To consider ways in which each person can help our environment.	I know ways to save energy in the home and at school and why we need to	Energy Save Waste Water Recycling	<p>Intro and recap to saving the environment. Ways to help - https://www.youtube.com/watch?v=bn8R_XqjjI0</p> <p>To design and make a poster informing people how they could help care for their environment.</p>	
7 - 8	Reflection and Relating	To consider how we are each		Recycling Environment Waste	Show section 3 and discuss as a class – Which things can be recycled? - http://www.bbc.co.uk/guides/z9w26sg	

		responsible for the future of our environment. To consider what happens to recycled things.		Responsibility	Show section 4 about an artist who uses recycled goods;- http://www.bbc.co.uk/guides/z9w26sg NS has a little dragon DVD.	
9 - 10	Reflection and Relating	To consider what could be done with things we don't need any more or with recycling.		Recycling Reuse Reduce	Intro of the 3R's - https://www.youtube.com/watch?v=TjnNOCbuoCA Pupils to design and draw or make a new product that could be made using recycling.	

Year 2 – Daring to be Different

<u>Summer Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Resilience, Reflection, Resourcefulness and Relating	To know our likes and dislikes.	I know that we all like and dislike different things I can recognise and respect	Likes Dislikes Similarities Differences Unique	Whole class activity: pass the magic mirror. Hold a mirror up to each child's face so they see their reflection. Ask them what is so special in the mirror? Introduce idea of being unique but also	

			each other's differences		having things in common with others. Pairs work: find two things you and your partner both like e.g. "I like football and so does Abdul" Whole class activity: create a class chart of hobbies	
3 - 4	Resilience, Reflection, Resourcefulness and Relating	To recognise when someone is feeling proud.	I can help another person feel proud	'Boost-ups' 'Put-downs' Proud Special Compliment	Brainstorm the meaning and examples of 'boost-ups' and 'put downs' Group work: make up and role-play a situation where someone uses put-downs about someone's ability and how someone else boosts their self-confidence.	
5 - 6	Resilience, Reflection, Resourcefulness and Relating	To appreciate being special.	I can tell you something that makes me special.	Strengths Talents Skills	See lesson plan – Year 2 – Lesson 5 and 6, <u>Being Yourself</u> . (In lesson plan folder).	
7 – 8	Resilience, Reflection, Resourcefulness and Relating	To know how to recognise worrying feelings.	I can tell when I am feeling worried or anxious.	Worried Anxious Tense Worry box Catastrophe	Read story: 'The Wobbly Tooth' or book of a similar theme. Thought shower: if Jamina came to our school what would she worry about? Pairs work: look at the worries and come up solutions Introduce worry-box and its use	

					Use a catastrophe scale (0-10) to help children gain perspective: is it worth tears or could you blow it away with the wind?	
9 - 10	Resilience, Reflection, Resourcefulness and Relating	To know how to stay calm and relaxed.	I know some things cause me to feel stressed I can be still and quiet and relax my body	Relaxed Calm Quiet Still Stressed	Show the children some images of people in different stages of relaxed to stressed. Class discussion. Pairs work: cut up and pictures on the How are you feeling? Resource Sheet and put in order of most relaxed to least relaxed. Relate this to learning something new or difficult. Model some relaxation exercises.	

Year 3 – Living Long and Living Strong

<u>Summer Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Resilience, Reflection, Resourcefulness and Relating	To introduce the concept of growing and changing.	I know how people grow and change. I understand that babies become children and then adults.	Boy Girl Penis Vagina	Take 2 pictures of new-born babies and ask the children how we know one is a boy and one is a girl. Agree that they have different private parts and that the correct science words for these parts is penis and vagina. Acknowledge that the children may have their own words for these parts. Tell pupils that these are private parts and no one is allowed to change or touch them inappropriately. Discuss any feelings of embarrassment and reinforce that it is important to know the names of the body. Ask the children to put lifecycle drawings in the correct order.	
3 - 4	Resilience, Reflection, Resourcefulness and Relating	To explore different types of families and who to ask for help.	I understand that there are different types of families. I know which people we can ask for help.	Same Different Physical characteristics Gender Hair Face	Ask the children to think of as many different family members as possible. Sit in a circle and do a go round saying 'If I need help with.....I would go to.....'	

5 - 6	Resilience, Reflection, Resourcefulness and Relating	To know how to look after our teeth.	I understand why it is important to brush my teeth regularly.	Teeth Decay Bacteria Brushing Regularly Toothbrush Toothpaste Dentist	Whole class discussion – bring in several different types of toothbrush, toothpaste, adverts from magazines. Ask the children what kind of toothbrush they use? How many times do they clean their teeth? Video on how to brush teeth correctly - https://www.youtube.com/watch?v=Ij_8iM4ybl0 Pairs work – design a poster to inform other children how to clean their teeth properly and why it is important to do so.	
7 – 8	Resilience, Reflection, Resourcefulness and Relating	To know how to stay healthy.	I can give examples of what keeps me healthy and why.	Healthy Fit Exercise Eating Heart Pulse Blood Fat	Starter – Show video on a balanced diet - https://www.youtube.com/watch?v=YimuIdEZSNY Whole class activity – run on the spot for 1 minute.....	
9 - 10	Resilience, Reflection, Resourcefulness and Relating	To set simple personal goals.	I can choose a realistic goal. I can break a goal down into small steps.	Goal Achieve Steps Wishes Hopes Dreams Persistence Frustrated Bored	Pupils to write simple goals. Remind pupils that SMART goals should be: Specific Measurable Use Action words Realistic Time-limited	

Year 4 – Daring to be Different and Growing Up

<u>Summer Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Resilience, Reflection, Resourcefulness and Relating	To know how to stand up for myself.	I can tell when it is right for me to stand up for myself I know how to stand up for myself	Assertive Angry Defend Protect	Role-play using scripts. Use puppets if appropriate.	A useful website on teaching assertiveness in children - http://practicalkatie.com/2012/01/13/10-tips-for-teaching-assertiveness-skills/
3 - 4	Resilience, Reflection, Resourcefulness and Relating	To know how to feel good about yourself in difficult situations.	I can tell you the things I am good at. I can recognise when I find something difficult and do something about it.	Good Difficulties Interview	Changing places game: There's a chair to my right ... Pairs work: prepare a 'Good to be me' interview. Thought shower questions as a whole class first e.g. what things have you done recently that you are proud of?	
5 - 6	Resilience, Reflection, Resourcefulness and Relating	To understand how to be assertive in the right way.	I can behave in an assertive way using appropriate body	Assertive Passive Aggressive Angry Body language	Consider and discuss types of behaviour – aggressive, passive, assertiveness. Ask pupils how much they think is understood	

			language and tone of voice		through words, the way words are spoken or body language? Mime/role play: expressing anger without words, saying a sentence where the words do not match the 'tone.	
7 – 8	Resilience, Reflection, Resourcefulness and Relating	To introduce the concept of male and female and gender stereotypes To identify differences between males and females.	I can consider ways in which boys and girls can be the same and different. I understand that some people have fixed ideas about what boys and girls can do. I can describe the differences between male and female babies.	Different Similar Boys Girls Males Females	Define the words different and similar. In pairs ask the children to discuss the differences between them, share the ideas then ask them to discuss the differences between boys and girls. Explore whether the ideas we hold about boys and girls are always true – use 'pictures of objects and clothing' activity.	

9 - 10	Resilience, Reflection, Resourcefulness and Relating	To appreciate that I can make change happen.	I know that making some change we cannot control and some we can.	Physical Growth Skills Choose Perseverance Practice	<p>Are all changes quick and easy? Physical changes and growth can happen without us realising but sometimes learning a new skill can take time. Refer back to Going for goals and the work done on how we learn. How does a baby learn to speak, to walk?</p> <p>Group work: in groups of three, one child interviews another to find out how they have changed in their likes and dislikes, friends, clothes, interest etc. The third person writes down all the changes listed. Swap roles.</p> <p>Discussion: which changes are ones you can't do anything about? Which changes can you choose? Which changes can you make happen? Categorise the changes: place three hoops around the room/in the middle of</p>	
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					<p>the circle and ask children to move to one of them according to their response.</p> <p>Identify one particular thing you would like to get better at and make a plan.</p>	
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Year 5 – Living Long and Living Strong

<u>Summer Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Resilience, Reflection, Resourcefulness and Relating	To understand what helps to make people feel happy.	I understand why rest and relaxation is an important part of being healthy. I can relax when I want to.	Relaxation Leisure Hobbies Happy Stress Worries	<p>Whole class activity – recap on ways of keeping healthy (keeping fit, healthy eating). Introduce the idea of relaxing and leisure time and ask for examples.</p> <p>Make a collage or a mind map of ways of relaxing after school, at the weekend and in the holidays.</p> <p>Visualisation – Imaging your special place.</p> <p>Extension Activity – Draw a picture/ symbol on a piece of card to remind them of their special</p>	<p>Class Dojo Videos - https://www.youtube.com/results?search_query=class+dojo+empathy</p> <p>Mental health video - https://www.youtube.com/watch?v=nCrjevX3-Is&feature=youtu.be</p>

					place to be used as a reminder to relax if feeling worried, upset or angry.	
3 - 4	Resilience, Reflection, Resourcefulness and Relating	To know how to keep healthy	I can make positive choices to support a healthy lifestyle.	Healthy Lifestyle Positive Choices Food Exercise Sleep Relaxation Pressure Persuasion	Brain storm or class discussion all the ways we know and have discussed to keep healthy (good food, exercise, sleep, relaxation, feeling happy). Whole class activity – role play around choices. Imagine you are a TV advertiser or a business person and you are trying to persuade people to buy something that you know is unhealthy. What kind of arguments would you use? How would your audience resist the pressure?	

					How do you feel when you make the right choices?	
5 - 6	Resilience, Reflection, Resourcefulness and Relating	To understand what helps us to overcome barriers to reaching goals.	I can identify ways to overcome barriers to achieving my goals.	Barriers Obstacles Excuses Responsibility	<p>Whole class activity – making excuses. Divide whiteboard into two columns – barriers I can change and Barriers I can't change.</p> <p>Pairs work – children come up with excuses or reasons for not making healthy choices (e.g. I'm not good at sport, I'm too busy, we haven't got a garden, I don't like vegetables etc.). Sort into barriers I can and cant change. Discuss and explore each excuse.</p> <p>Individual challenge – one goal I am going to</p>	

					<p>achieve in order to be healthier is.....</p> <p>Extension Task – work out and write/draw the small steps I will need to take in order to reach the goal.</p>	
7 – 8	Resilience, Reflection, Resourcefulness and Relating	To know how to be an effective learner	I know the skills and attributes of an effective learner.	Goals Targets Skills Talents Learner	<p>Whole class activity – Read the story of The Fourth Son and discuss.</p> <p>Create a display/poster about the skills needed to be an effective learner. What did the fourth son in the story do? (listened well, observed others, practised hard etc.)</p> <p>Individual challenge – One skill I have as a learner is.....</p>	
9 - 10	Resilience, Reflection,	To understand	I understand	Role model Admiration	Ask pupils for names of a few	

	<p>Resourcefulness and Relating</p>	<p>what makes people positive role models.</p>	<p>what I need to keep going towards my goal.</p>	<p>Challenge Perseverance Patience Resilience</p>	<p>famous people e.g. David Beckham, Barak Obama, JK Rowling. Why are they famous? What did they have to do to succeed and reach their goals? (Work hard, study, be focused, have a plan, get support etc.) What qualities would they have need? Explain terms patience, perseverance, resilience. What do you think they said when they felt like giving up? Pairs work – Think of a time when you found something really difficult and you felt like giving up but you kept going and reached your goal. Tell your partner about it. Why was it</p>	
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					difficult? What helped you to keep going? How did you feel when you reached your goal? How did you reward yourself when you reached your goal?	
					Idea – End of Year Accomplishments (website Teachers Pay Teachers).	

Year 6 – Daring to be Different and Growing Up

<u>Summer Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Resilience, Reflection, Resourcefulness and Relating	To understand and respect others opinions (online and off line)	I can listen to other people's point of view I can contribute to a simple debate (Consider how we interact via the Internet & phones etc.)	Listen Opinion Difference Agreement Discussion Debate Solution	Pairs work: pupils sit opposite a partner in a carousel. Provide them with a problem to solve to allow them to select their own issue e.g. there is not enough space in the playground for football and other games at the same time. What can we do about it? Report back two key points from their pair and compile into class list of suggestions. Pupils vote on suggestions. Use discussion online forums / blogs in a learning environment and discuss how to show respect when communicating in text online.	
3 - 4	Resilience, Reflection, Resourcefulness and Relating	To recognise and appreciate risky choices.	I can make a judgement about whether to take a risk	Choice Risk Judgement Worthwhile	Brainstorm as a class some of the risks we often take. Discuss risks inherent in Internet scenarios Write statements on sticky notes and read out. Ask pupils to order them according to risk.	

					<p>Change the criteria for ordering the risks to very worthwhile and not worthwhile.</p> <p>Pairs work: discuss something you might try that involves taking a risk to extend their skills or improve their work. Write down a plan.</p>	
5-6	<p>Resilience, Reflection, Resourcefulness and Relating</p>	<p>To explore the emotional and physical changes occurring in puberty. To understand how a woman becomes pregnant.</p>	<p>Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence.</p>	<p>Puberty Physical changes Emotional changes Moods Menstruation Periods Tampons Sanitary towels Semen Erection Sweat Breasts Spots Pubic hair Facial hair Underarm hair Sexual feelings</p>	<p>Go-round 'one change that has happened to me since I was small is...'</p> <p>Use puberty questions to establish key facts. In pairs ask the children to discuss 'what physical and emotional changes do you think happen during puberty?'</p> <ul style="list-style-type: none"> • Educational Videos available – Changes <p>Anonymous questions – Pupils lace questions in a box and teacher picking them out and answering them.</p>	<p>BBC Bitesize KS2 PSHE and Citizenship Self Body Changes Class Clips</p>
7 – 8	<p>Resilience, Reflection,</p>	<p>To be able to stand up for oneself and not</p>	<p>I can stand up for what I think after</p>	<p>Peer pressure</p>	<p>Decide to write a definition for the word peer pressure.</p>	

	Resourcefulness and Relating	always follow the crowd.	listening to others and making my own choice. I understand the majority view is not always right.		Discuss how peer pressure can be positive and negative and is about trying to persuade others to do things, for right or wrong. Refer back to activity on agreeing and disagreeing.	
9 - 10	Resilience, Reflection, Resourcefulness and Relating	To understand how to be assertive in the right way.	I can behave in an assertive way using appropriate body language and tone of voice.	Assertive Passive Aggressive Angry Body language	Revisit types of behaviour – aggressive, passive and assertive. Ask pupils how much they think is understood through words, the way words are spoken or body language? Mime/role play: expressing anger without words, saying a sentence where the words do not match the 'tone.	

Year 7 – Living Long and Living Strong

<u>Summer Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Resilience, Reflection, Resourcefulness and Relating	To explore the emotional and physical changes occurring in puberty.	Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence.	Puberty Physical changes Emotional changes Moods Menstruation Periods Tampons Sanitary towels Semen Erection Sweat Breasts Spots Pubic hair Facial hair Underarm hair Sexual feelings	Go-round ‘one change that has happened to me since I was small is...’ Use puberty questions to establish key facts. In pairs ask the children to discuss ‘what physical and emotional changes do you think happen during puberty?’ • Educational Videos available – Changes Anonymous questions –	BBC Bitesize KS2 PSHE and Citizenship Self Body Changes Class Clips

					Pupils lace questions in a box and teacher picking them out and answering them.	
3 - 4	Resilience, Reflection, Resourcefulness and Relating	To explore the emotional and physical changes occurring in puberty.	Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence.	Puberty Physical changes Emotional changes Moods Menstruation Periods Tampons Sanitary towels Semen Erection Sweat Breasts Spots Pubic hair Facial hair Underarm hair Sexual feelings	Wide variety of animated videos on puberty and growing up. Teacher to select a couple that they see fit as being suitable to the current class and to discuss/ answer pupils questions afterwards.	
5 - 6	Resilience, Reflection, Resourcefulness and Relating	To explore 'big feelings.'	I understand big feelings and how to manage them.	Expressions Body language Uncomfortable, comfortable	Tell the pupils that they are going to think about some of	

				Big feelings Express feelings	the people who are special to them. The pupils are likely to respond with a range of suggestions including family and friends. Invite the pupils to talk about what it is that makes these people special. Is it what they do or what they say? Explain to the pupils that some of their special people can help them when they have 'big' feelings. Next, ask the pupils to recall some 'big' feelings that they know	
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					<p>or have felt. If necessary, prompt the pupils with words such as 'frightened' or 'petrified' (encourage pupils to broaden the range of words to describe feelings e.g. anxious, scared, frightened and petrified). Collect these feelings on the board and explore the facial expressions and body language that goes with them. Next, talk to the pupils about when people</p>	
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					<p>may feel like this. For example: 'someone might feel frightened when someone turns out the light/someone might be petrified if they got lost'. Collect some of their responses on the board. Ask the pupils in groups to role-play one or two of their suggestions and invite them to think about ways in which the problem could be solved and/or how their special people might be able to help them. Who</p>	
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					<p>could they ask for help? How would they ask for help or tell someone? The pupils can role-play in pairs or small groups. Ensure the discussion includes who they could talk to at school at any time they're worried about something or experiencing really big feelings.</p> <p>Reflection 10 min With the class's help, recap the different feelings that have been discussed today. Ask pupils to pull</p>	
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					<p>faces to match the feelings. Recap what we can do if we are experiencing difficult feelings and who can help us: • Is it good to express feelings? • Why might it be better to tell someone how we're feeling than keep it to ourselves?</p>	
7 – 8	<p>Resilience, Reflection, Resourcefulness and Relating</p>	<p>To understand the concept of Human Rights</p>	<p>I know what they are and which are important I understand what my responsibilities are and how they relate to human rights</p>	<p>Rights Responsibilities Communities Conflict Balance Resolution Human rights</p>	<p>Students explore a range of different rights & responsibilities in their communities and the consequences if these are denied. They consider how these can</p>	

					conflict and the hard decisions that sometimes need to be made to find a balance.	
9 - 10	Resilience, Reflection, Resourcefulness and Relating	To explore what my human rights are.	I understand the rights and responsibilities of people at home and at school Rights and responsibilities of people at work and as a consumer	Rights Responsibilities Work Consumer	Worksheets on students understanding their rights and responsibilities – (see website link in resources)	Videos available – http://www.bbc.co.uk/education/topics/zjq2pv4
To fit in		Healthy Eating				Healthy Eating folder in PSHEE folder

Year 8 – Daring to be Different and Growing Up

<u>Summer Term</u>	<u>Learning Wall Focus</u>	<u>Learning Objective</u>	<u>Possible Success Criteria</u>	<u>Key Vocabulary</u>	<u>Suggested Key Activities</u>	<u>Resources Links and Assessments</u>
1 -2	Resilience, Reflection, Resourcefulness and Relating	To learn about a range of feelings To tell how other people are feeling To ask for help with our big feelings	I can use words and my body to describe and show lots of feelings. I am beginning to recognise how other people are feeling I can ask for help with big feelings	Big feelings Ignore Persevere Listen	Share one feeling word at a time, a maximum of 5 for this activity, by writing it on the board. Then ask pupils to walk around the room using their body to show that feeling. As this is the third lesson, try to stretch the pupils a little with some more difficult feelings words as this will better enable your pupils to describe and explore their emotions. Using the baseline activity as a starting point so you can match the feelings to your class' current level of understanding. Examples include; Sad Angry Worried Embarrassed Ecstatic Miserable Furious Concerned Guilty Pleased Withdrawn Enraged Timid Ashamed Delighted Helpless Irritated Shy Concerned Calm Gloomy Mean Curious Bored Safe Rotten Grumpy Bold Uncomfortable Uneasy Tense Unsettled Panicky Terrified Horrified Confused For each feeling, explore questions such as: • Is this a feeling that we like feeling or not? • When might someone feel like this? • Can we think of any times that the characters in our books have felt this way? • If it's an uncomfortable feeling, how can we stop ourselves feeling this way? (Ensure that telling one of our special people / our teacher is included here)	

3 - 4	Resilience, Reflection, Resourcefulness and Relating	To learn about a range of feelings To tell how other people are feeling To ask for help with our big feelings	I can use words and my body to describe and show lots of feelings. I am beginning to recognise how other people are feeling I can ask for help with big feelings	Big feelings Ignore Persevere Listen	Play a clip from Happy by Pharrell Williams. Ask the pupils how it makes them feel? Can they think of words to describe the music and the feelings that it gives them? Can they do this without using the word 'happy'? How many other feeling words can they use instead? Remind the pupils to practise making people listen to them when they are worried or have problems, and to share their feelings, especially their 'big' feelings with their special people. Remind pupils about using the anonymous question box or to speak to you if they have any questions they'd like to ask. Ensure the question box is available after the lesson. Extension activities / Home learning Extension: Feeling vocabulary building Introduce a new emotion word to your pupils every day (you could use the list above as a stimulus). Think about characters in books you have read who have experienced the new feeling you're exploring each day and practise pulling the face that represents this emotion or walking around the room using our bodies to express this feeling.	
5 - 6	Resilience, Reflection, Resourcefulness and Relating	To learn about a range of feelings To tell how other people are feeling To ask for help with our big feelings	I can use words and my body to describe and show lots of feelings. I am beginning to recognise how other	Big feelings Ignore Persevere Listen	Revisit the list of feeling words the class has been adding to over these three lessons and add any final words the pupils can suggest that they now know but which aren't already on the list. Go through some of the newer, more complex words and ask how we might recognise that someone was feeling like this.	

			people are feeling I can ask for help with big feelings			
7 – 8	Resilience, Reflection, Resourcefulness and Relating	To appreciate Britain as a multicultural and multi-ethnic society (benefits this has brought) National identity and culture	I understand what a nation's identity is and what it means to be a positive citizen of the UK today.	Citizen Identity Diversity	Class discussion - Students consider what is meant by a nation's identity, the nature and impact of diversity in the UK and how this evolves. They develop their understanding of what it means to be a citizen of the UK today and the connections that the UK has with the rest of the world.	BBC Schools: Citizenship Activities and Video Clips
9 - 10	Resilience, Reflection, Resourcefulness and Relating	To further my understanding and appreciation of Britain as a multicultural and multi-ethnic society (benefits this has brought) National identity and culture	I understand that Britain is a wonderfully multicultural and multi ethnic society.	Citizen Identity Diversity	Variety of appropriate videos to select from - http://www.bbc.co.uk/education/topics/zqgg87h/resources/1 Follow onto class discussion.	BBC Schools: Citizenship Activities and Video Clips

