

PERSONAL DEVELOPMENT CURRICULUM INTENT

At Ladywood we support children to acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole-school approach, our Personal Development education develops the qualities and attributes children need to thrive as individuals, family members and members of society. Personal Development is woven into all parts of our curriculum. It is also responsive to the needs of each cohort and the wider school and community. We deliver discrete Personal Development lessons for all pupils which focus on objectives linked to RSE, PSHCE, British Values and SMSC. We have grouped objectives into three themes, Living in the wider world, Relationship and Health and well-being. There are ten strands within Personal Development which include:

- Staying safe
- Healthy relationships
- Healthy lifestyle and well-being
- Feelings and emotions
- Economic understanding
- Technology and media
- Citizenship
- Growing and changing (Sex and relationship education in years 5 and 6).
- Valuing difference
- Rules and rights

We have also made links within the documents to SMSC, British Values and Character development.

EYFS: AUTUMN TERM CORE THEME: LIVING IN THE WIDER WORLD			
TOPIC	LEARNING OBJECTIVE & KEY QUESTIONS	Area of Learning	KEY TEXTS, VIDEOS, RESOURCES & SUGGESTED ACTIVITIES
Healthy Relationships	To know we are safe at school and our parents will be here at the end of the day. - Understand the feelings of separation anxiety and that it is normal. - Know we are safe at school. - Know parents will be here to pick us up at the end of the school day.		Love By Corrinne Averiss and Kirsti Beautyman.
Rules and rights	To learn what rules are and our school rules. - Know we have rules in school to make sure that we play safely and don't get hurt. - We have rules in school to make sure that we are able to learn - We have rules in school to make sure that we are happy and enjoy ourselves Key questions: - Can you remember our school rules?	PSED – MR, MFB, SCSA	Share Ladywood's school rules.
Citizenship	To tidy up and look after the toys in the classroom. - Put things in their place ready to use again. - Help my friends pick things up and put them away. - Respect the equipment and play with toys nicely. Key questions: - How do we now it is tidy up time?		
Valuing difference	To learn about different families. - Understand that families are made up of a special group of people, which changes gradually over time. - Understand not all families are the same - Understand that these people are all connected in different ways, and that these connections are important. Key questions - What are the different roles (jobs) that people in your family do? (Who cooks the food? - Who cleans the house? - Who goes to school? - Who goes to work? - Who needs looking after? [mention young carers] - Who makes people laugh? - Do these roles stay the same, or should they be shared?		Tango makes three By Justin Richardson and Peter Parnell. The family book by Todd Parr Families, families, families by Suzanne Land & Max Lang Love makes a family by Sophie Beer Mummy Mama and me by Leslea Newman <u>Hall Library:</u> The Pirate mums Heather has two Mummies by Leslea Newman My Daddies by Gareth Peter https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-friends-and-family/z4yq8hv Reception: https://schools.1decision.co.uk/info/videos-5-8/growing-in-our-world-scorm/index.html <u>Suggested Activities</u> Class activity - Stand up/Sit down:

	<ul style="list-style-type: none"> - Do all families have the same people in them? - How are our families different? 		<p>Read out a job/chore/role that might be done in the house. Children stand up if they do it sometimes, sit down if they don't</p> <p>Class activity: Create a recipe for a happy family Shared writing exercise, where teacher takes suggestions for and writes the ingredients and instructions that create a happy home.</p> <ol style="list-style-type: none"> 1) A dollop of smiles 2) A sprinkle of hugs 3) 500g of kind words
Valuing difference	<p>To understand some people have disabilities and some people look differently to us.</p> <ul style="list-style-type: none"> - Appreciate that some people live with disabilities or are differently abled. - We are all different but special. 		
Vocabulary	3 & 4 year olds: Look, listen, say, jobs, share, teacher, help, do, watch, follow, idea Play, toys, outside, classroom, tidy, look after, help, together, care, home, family.		<p><u>Reception:</u> rules, needs, jobs, task, timetable, routine, teachers, together, friends, ideas, share Indoors, outdoors, environment, live, family, care, look, house, park, shop, respect, look after, tidy, home, differences, disabilities.</p>

EYFS: SPRING TERM
CORE THEME: RELATIONSHIPS

TOPIC	LEARNING OBJECTIVE	Area of Learning	KEY TEXTS, VIDEOS & RESOURCES
Feelings and emotions	<p>To learn about the feelings happy, sad, angry, fear and calm.</p> <ul style="list-style-type: none"> - Understand that we have a range of emotions, depending on our experiences and situations - Know what to do when we experience strong emotions - Build language to talk about feelings <p>Key questions:</p> <ul style="list-style-type: none"> - How many of these feelings have you come across? - Why did you have these emotions? [you don't always know, and you don't have to have a reason] - What should I do when I have strong emotions [Listen to them, try and work out where the feeling is coming from, talk about it with an adult you trust, don't take out a negative emotion on other people, always try and be kind] 	<p>PSED – MR, MFB, SCSA</p>	<p>The colour monster by Anna Llenas Its great to keep calm</p> <p>Preview: https://www.youtube.com/watch?v=Ih0iu8Ou04Y Read Book and ask these questions:</p> <ul style="list-style-type: none"> - Why was the monster multi-coloured? - Why did the girl put the monster's feelings into different jars? [So they could both understand those feelings better] - Do we have our feelings in jars? [No, they are all muddled up together, so we can't always tell which ones we are feeling - but if we understand our emotions, it is easier to work it out] - Does everyone use the same colours for their emotions [No - different people might imagine different colours, or none] <p>Reception: https://schools.1decision.co.uk/info/videos-5-8/anger-video-scorm/index.html</p>

			https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39
Healthy relationships	<p>To learn about kindness.</p> <ul style="list-style-type: none"> - Know when you are kind, you make the world a happier, safer place. - Know how to show kindness (Smile, help someone if they fall over, sit with someone who is sitting alone (if they want you to), ask someone how they are). <p>Key questions:</p> <ul style="list-style-type: none"> - How does someone showing you kindness make you feel? - How can we be kind at school? 		<p><u>Hall Library:</u> Kindness is my super power by Alica Ortego The boy who loved everyone by Jane Porter</p> <p>Its great to be kind https://www.youtube.com/watch?v=kAo4-2UzgPo&t=24s Monty the manatee by natalie Pritchard</p> <p>https://www.youtube.com/watch?v=kAo4-2UzgPo&t=24s</p>
Healthy relationships	<p>To think about who is my friend.</p> <ul style="list-style-type: none"> - Understand that there is a difference between close friends, friends and strangers. <p>Key Questions:</p> <ul style="list-style-type: none"> - How many friends <i>should</i> you have? [The number doesn't matter, it's how well they treat you, how well you know them and how much you can trust them that matters] 		<p>Look at the 'Circle of Friends' https://www.edplace.com/blog/send/how-to-create-a-circle-of-friendship Think about what each part of the circle means to them.</p> <p><u>Suggested Activities</u> Class Activity: Sort examples on the board into categories. For example, 'A Teacher' - not a friend, family member or stranger but a member of the community.</p> <p>Create a 'Circle of Friends' Example http://blog.friendshipcircle.org/wp-content/uploads/2012/01/Circles-of-Support.jpg - Add the name of a person they know into each concentric section E.g. Family = Dad Trusted adult = My teacher - Add colours if time</p>
Healthy relationships	<p>To learn about being a good friend.</p> <ul style="list-style-type: none"> - Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect. - Understand that difference can be a positive thing in our relationships <p>Key Questions:</p> <ul style="list-style-type: none"> - Do friends have to agree with each other? 		<p>Book: <i>A Friend Like You</i> by Julia Hubery Preview: https://www.youtube.com/watch?v=e3jyl2xNEVE</p> <p><u>Suggested Activities</u> Class Discussion for the book. - Is either Panda or Monkey perfect? - What are the good things about each animal? - What are the bad things? - Why do they make a good team? - How does monkey show Panda that he realises he was wrong and that he appreciates him? - How would you choose a new friend [kind, makes us happy, makes us feel safe, might be different to us, interesting]</p>
Citizenship	The conventions of courtesy and manners.		https://www.youtube.com/watch?v=TE_hwlukfdk

	<ul style="list-style-type: none"> - Remember to take turns. - Remember to listen to others. - Remember to put things away. - Remember to say please and thank you. <p>Key questions:</p> <ul style="list-style-type: none"> - When should we say please and thank you? 		
	<p>To think about staying safe around strangers</p> <ul style="list-style-type: none"> - When I go out I stay with my trusts adult. - People I don't know are called strangers. - Some strangers are safer strangers (police, doctors nurse). <p>Key questions;</p> <ul style="list-style-type: none"> - Who are our trusted adults when out and about? - What is a stranger? - Can you name some safer strangers? 	<p>PSED – MR, MFB, SCSA</p>	
	<p>To understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried.</p> <ul style="list-style-type: none"> - Have an awareness of the NSPCC Pants rules. - Know our body belongs to us and no one should hurt us. - Know to tell a trusted adults if they feel upset or worried. <p>Key questions:</p> <ul style="list-style-type: none"> - Who can we talk to if we are worried? 		<p>Pantosaurus book</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p>

EYFS: SUMMER TERM

CORE THEME: HEALTH AND WELLBEGING

TOPIC	LEARNING OBJECTIVE	Area of Learning	KEY TEXTS, VIDEOS & RESOURCES
Healthy Lifestyles and well-being	<p>To learn about some of the thing that keep our body healthy (active life style).</p> <ul style="list-style-type: none"> - Understand that active lifestyles including regular exercise can keep our bodies more healthy - Understand that we can't always have healthy bodies, because sometimes we get ill or injured <p>Key questions</p> <ul style="list-style-type: none"> - How do I help my body stay healthy? 	<p>PSED – MR, MFB, SCSA</p>	<p>https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-fit-and-well/zqr67yc</p> <p><u>Suggested Activities</u></p> <p>Activities: Ten Minute shake Ups (From Public Health England's Change 4 Life Programme - download original file and more activities from here: https://campaignresources.phe.gov.uk/schools/resources/10-Minute-Shake-Up-2017-upper-KS1-toolkit)</p> <p>More activities (P.E. Link) Selection of 10 minute 'shake-up' activities https://www.nhs.uk/10-minute-shake-up/shake-ups</p>

Healthy Lifestyles and well-being	<p>To learn about some of the things that keep our body healthy (healthy eating).</p> <ul style="list-style-type: none"> - Know which foods are healthy and which are less healthy. - Know some food should only be eaten now and again. <p>Key questions</p> <ul style="list-style-type: none"> - How do I help my body stay healthy? 		https://schools.1decision.co.uk/info/videos-5-8/healthy-eating-video-scorm/index.html
Healthy lifestyles and well-being	<p>To think about what makes me happy</p> <ul style="list-style-type: none"> - Understand the connection between their actions and the feelings of themselves and others - Discover how our choice of activities can affect our happiness. <p><u>Key questions</u></p> <ul style="list-style-type: none"> - Are we all good at everything? (No, we all have different strengths) - What helps me to be happy? (we need a range of things to help us stay happy; hobbies, interests, socialising, family, sleep, physical exercise, time outdoors, being kind to yourself!) 		<p>Suggested Activities</p> <p>Ongoing activity</p> <p>Children 'check in', by writing or moving their name onto a scale at the start of every session (Happy - O.k. - Sad - Angry - Frustrated etc.)</p> <p>[Consider doing this every morning during registration]</p> <p>Activity</p> <p><i>Happy Suitcase</i></p> <p>Children design a suitcase, full of the things that make them feel happy, safe and loved</p>
Healthy lifestyles	<p>To learn some basic hygiene routines.</p> <ul style="list-style-type: none"> - Know some parts of our body we should wash everyday (feet, body, private parts) - Know some part of the body we should wash twice a day or more (hand, face, teeth). <p>Key questions:</p> <ul style="list-style-type: none"> - Why do we wash? (smell nice, get rid of germs, keep our bodies and teeth healthy). 		Whiffy Wilson by Caryl Hart
Growing and changing	<p>To learn how we have grown from a baby, to a toddler to a child.</p> <ul style="list-style-type: none"> - Know we were all babies once. - Describe the transition from baby to toddler to child. <p>Key questions:</p> <ul style="list-style-type: none"> - What can you do now that you couldn't do when you were a baby? 		

YEAR 1: AUTUMN TERM				
CORE THEME: LIVING IN THE WIDER WORLD				
TOPIC	LEARNING OBJECTIVE & KEY QUESTIONS	REF	PAGE	KEY TEXTS, VIDEOS, RESOURCES & SUGGESTED ACTIVITIES
Rules and rights	To learn about school rules and why they are important. <ul style="list-style-type: none">- Know the importance of our school rules.- Can recall our school rules and know what happens when children don't follow the rules. Key questions: What are our jobs/responsibilities in the classroom? <ul style="list-style-type: none">• How can we help each other?• What are rules and why do we have them?	L1/2	44	Link to school rules and behaviour policy and the school vision. When a Dragon Goes to School by Caryl Hart & Rosalind Beardshaw Sue Graves Behaviour Matters Series But why can't I? by Sue Graves.
Citizenship	To learn about respecting the needs of ourselves and others. <ul style="list-style-type: none">- Know what respect means.- Know ways to show respect to wards others (listen to others, don't yell, don't say unkind things, be polite).- Importance of turn taking and sharing. Key questions: <ul style="list-style-type: none">- How can we show respect?	L3	45	Links to school key words. https://www.bbc.co.uk/teach/class-clips-video/ks1-pshe-relationships-our-family-showing-respect/z7vqdp3 https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-right-and-respect/zr32wnb
Citizenship	To learn about groups and communities that we belong to. <ul style="list-style-type: none">- Know that a community is a group you belong to.- Can identify groups they are part of and why they are special (school, village, clubs, and friends). Key questions <ul style="list-style-type: none">- What groups/communities are we all part of?	L4	46	The world our community.
Citizenship	To learn about looking after our local environment. <ul style="list-style-type: none">- Know what recycling is.- Suggest things we can all do in school to look after our classroom, playground and school grounds. Key questions: <ul style="list-style-type: none">- What is recycling?- How can we help to look after school and our homes?	L5	47	https://schools.1decision.co.uk/info/videos-5-8/looking-after-our-world-scom/index.html Improving our school grounds by Louise and Richard Spilsbury. https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-taking-care-of-the-world/zyxc3j6
Key Vocabulary	Classroom rules, rights, responsibilities, needs, groups, communities, needs, environment, recycling			
YEAR 1: SPRING TERM				
CORE THEME: RELATIONSHIPS				
TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Feelings and emotions	To learn how to recognise how other people are feeling and sharing their own feelings with others.	R1	33	Listening to my body By Gabi Garcia You me and empathy by Jayneed Saunders

	<ul style="list-style-type: none"> - Know emotions are feelings in our bodies. - Know there are 4 basic emotions, happiness, sadness, fear and anger. - Can say how it feels when we feel happy, sad, scared and angry how that feels in our bodies. - What the 4 basic emotions might look like in other people (body language). - Think about special people at home and at school children feel comfortable to talk to about our emotions. <p>Key questions:</p> <ul style="list-style-type: none"> - How do we feel today? - How do we show/tell people how we are feeling? - How do others show their feelings? - How can we help if someone is feeling unhappy? 			<p>Colour Monster by Anna Lienas I am stronger than anger by Elizabeth Cole</p> <p>https://www.bbc.co.uk/bitesize/clips/zk2w2hv</p> <p>Body language clips: https://schools.1decision.co.uk/info/videos-5-8/body-language-video-scorm/index.html</p> <p>Exploring anger: https://schools.1decision.co.uk/info/videos-5-8/anger-video-scorm/index.html https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-coping-with-feelings/z28strd</p>
Healthy relationships	<p>To learn about different types of behaviour and how this can make others feel.</p> <ul style="list-style-type: none"> - Know what kindness is (being friendly, generous, and considerate). - Say how we can be kind to others at school and at home. - Suggest what behaviours are unkind. - Suggest who we can talk to at school and at home if someone has been unkind to them and what we can do. <p>Key questions:</p> <ul style="list-style-type: none"> - When have we been kind to someone and how did it make them/us feel? - How does it feel to do the right thing? - How does it feel to do the wrong thing? 	R2/4/12	34	Have you filled your bucket today? By Carol McCloud.
Staying safe	<p>To learn about the importance of not keeping secrets that make them uncomfortable, anxious or scared.</p> <ul style="list-style-type: none"> - Know the difference between a secret and a surprise (no one should ask someone to keep a secret that will be hurtful to themselves or someone else). - Say who we can talk to at school and home if children are worried about a secret they have been asked to keep. <p>Key Questions: Is it ok for someone to ask you to keep a secret? [No, you can always tell a trusted adult a secret - you should never get into trouble for sharing something, especially if it is making you worry] Who are your trusted adults? [parents, family, teachers] What do I do if something is wrong? [Tell a trusted adult], What is the difference between a secret and a surprise? [A secret is a serious thing that you keep hidden but you might not understand why. A surprise is a nice thing, that you don't tell someone for a short period of time, until a nice event when it is revealed]</p>	R3	35	<p>https://youtu.be/YQ9T6cpYX6s Tutorial for video clip above: https://www.mybodyismybody.com/teachers-corner-tutorial-6</p> <p>Suggested Activities Some Secrets Should Never Be Kept By Jayneen Sanders (2011) Preview: https://www.youtube.com/watch?v=4YjJ1MrZqs</p> <ul style="list-style-type: none"> - Why did Alfred trust Lord Henry? - Why did Henry tell him to keep it secret? - Why did Alfred not tell his mum about Lord Henry's tickling? [everyone liked him, he felt special, he was worried that Henry would be angry, he was worried that no-one would believe him, he wasn't sure if it was wrong or not (if it feels wrong - it is wrong), he was ashamed, he thought it was his own fault, his mum might lose her job, Henry was very powerful] <p>Why was it so important to tell someone?</p>

				- Do you know who to tell?
Citizenship	<p>To learn to share their views and opinions with others.</p> <ul style="list-style-type: none"> - Know it is important to be polite and to listen to the ideas of others (link to respect). - Can participate in discussions with peers listening and taking turns to give opinions. <p>Key questions:</p> <ul style="list-style-type: none"> - Why should we let others know of our ideas and thoughts? - Why is it important to listen to the ideas and thoughts of others? - What if these are different to ours? 	R5	36	<p>Suggested Activities</p> <p>Pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>
Healthy relationships	<p>To play cooperatively.</p> <ul style="list-style-type: none"> - Understand how to be a good friend. (Sharing, listening, being kind, thinking about others, honesty, being generous, being helpful, being myself). - Understand that there is not an ideal number of friends (You can have as many as you like) - Understand that being controlling of other people is bad and that excluding other children is hurtful - Understand that friends should not tell us what to do, although we should listen politely <p>Key questions:</p> <p>Should we always do what our friends tell us to do?</p>	R6/7	37	<p>The squirrels who squabbled by Rachel Bright Smiley Shark The kids book of friends by Catherine Stephenson.</p> <p>https://schools.1decision.co.uk/info/videos-5-8/friendship-video-scorm/index.html</p> <p>Suggested Activities</p> <p>Book: <i>Strictly No Elephants</i> By Lisa Mantchev</p> <p>Preview: https://www.youtube.com/watch?v=94aMwnfIQ0o</p> <p>Questions from book:</p> <ul style="list-style-type: none"> - In what way have the boy and the elephant been good friends? - How did they feel when they saw the sign on the door that said "Strictly no elephants"? - Why had someone written that sign? <p>[Scared? Want to exclude them?]</p> <ul style="list-style-type: none"> - Why did they become friends with the girl and the skunk? <p>[They were also a bit different. They did not judge each other. They listened to each other.]</p> <ul style="list-style-type: none"> - What did they do to help other children? - When more children came, was it better or worse? - If they had put up a sign saying "no dogs and cats, no normal pets", would that have been a good thing? - How did they treat the people who had been unkind to them at the beginning? <p>Class Activity:</p> <p>Read a short scenario, in which someone tells/asks you to do something.</p> <p><i>Decide:</i></p> <p>What should you do?</p> <p>What should you say?</p>

				<p>Examples:</p> <ul style="list-style-type: none">- Asks you for help tying their shoe- Tells you to call another child 'stupid'- Asks you to sneak into their big brother's room and take their toys- Tells you to get a teacher because they are hurt- Says that if you don't play by the rules, you're not allowed to join in- Asks you to stop being friends with someone else
Valuing difference	<p>To think about the different special people in our lives and all families are different.</p> <ul style="list-style-type: none">- Talk about special people in children's lives and what makes them special.- Know families include different people but all families care for each other.- Describe how families care for each other (attend to needs, appreciation, affection, support each other). <p>Key questions:</p> <p>Who are our special people?</p> <ul style="list-style-type: none">• What makes them special to us?• How do people look after each other?• How can we help the people who look after us?	R9	39	<p>Uncle Bobby's wedding by Sarah Brannen & Lucia Soto</p> <p>Stella Brings the family by Miriam B. Schiffer</p> <p>Zack's safari by Christy Tyner</p> <p>Hall library:</p> <p>My Big Fantastic Family by Adam & Charlotte Gullian.</p> <p>In every House on Every street by Jess Hitchman.</p> <p>My family and other families Richard & Lewis Edwards-Middleton.</p> <p>All about Families.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/ks1-pshe-relationships-our-family-supporting-helping-caring-for-one-another/znwfp4j</p> <p>https://youtu.be/LfYXoTCfa5k</p>
Keeping safe	<p>To teach children that their bodies are their own and no one has the right to hurt them or touch their private parts.</p> <ul style="list-style-type: none">- Know there their private parts are (wear your swim suit covers or where your underwear covers).- No one has the right to hurt them and no one has the right to touch their private parts.- When they are young mummy or daddy will have bathe them and help them wash their private parts but as they get old they will do this for themselves.- If their private parts are sick or sore mummy, daddy or a carer may need to put cream or medicine there. Sometimes a doctor might do this put mummy or daddy would always be there with them. <p>Key questions:</p> <ul style="list-style-type: none">- Who can we talk to if we are worried?			<p>https://youtu.be/IGC0cbBONAM</p> <p>Tutorial for video clip above: https://www.mybodyismybody.com/teachers-corner-tutorial-1</p> <p>Suggested Activities</p> <p><i>No Means No By Jayneen Sanders</i></p> <p>https://www.youtube.com/watch?v=-UNGPCJctDk</p> <ul style="list-style-type: none">- What is this book about?- Why is it important that our bodies are our own? <p>[We need to protect ourselves; our bodies are very sensitive; only we know whether something feels good or is painful; they belong to us]</p> <ul style="list-style-type: none">- Is it ever ok for a person to touch another person without consent? <p>[Only for safety reasons: crossing a road, to rescue someone from danger, if a child is hurting someone else.</p>
Key Vocabulary	listening, communicating, empathy, kind, secrets, surprises, share, discussion, opinion, turn taking, private parts.			
YEAR 1: SUMMER TERM				
CORE THEME: HEALTH AND WELLBEGING				

TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Staying safe	<p>To learn how you can help people around you and our responsibilities</p> <ul style="list-style-type: none"> - Identify the differences between being responsible and irresponsible. - Describe the importance of preventing accident. <p>Key questions: Can you describe some of the way we can be responsible at school and at home?</p>			https://schools.1decision.co.uk/info/videos-5-8/water-spillage-video-scorm/index.html
Healthy lifestyles and well-being	<p>To learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food).</p> <ul style="list-style-type: none"> - Suggest ways of taking care of yourself on a daily basis (clean teeth, wash yourself, eat healthy food, exercise, getting enough sleep, doing things we enjoy). - Know physical and sleep helps as bodies grow and feel well. (11 hours a night) It helps us remember things, helps us to learn, helps us to heal, stops us getting ill, keeps us in a good mood, helps us to grow, gives time for our muscles to get stronger. - Describe how they can take care of their dental health (brushing teeth twice a day, brush all teeth, brushing for two minutes, going to the dentist, not having too much sugar). <p>Key questions: - Why do we need to get lots of sleep? - How many times a day should you brush your teeth? [2 times - always before bed] - How long should you brush your teeth for? [2 minutes]</p>	H1	20	<p>I don't want to go to bed by Julie Sykes</p> <p><u>Suggested Activities</u></p> <p>Sleep Why <i>Do We Need Sleep?</i> https://www.youtube.com/watch?v=aAmaCeq9v4</p> <p>Dental health https://schools.1decision.co.uk/info/videos-5-8/brushing-teeth-video-scorm/index.html https://www.bbc.co.uk/iplayer/episode/p07bjdyr/teddles-brush-your-teeth-teddles -</p>
Healthy lifestyles and well-being	<p>To learn about making healthy choices for our bodies and mind.</p> <ul style="list-style-type: none"> - Identify which foods should be eaten in moderation and why. - Getting enough sleep every day helps our brains work better when we have had enough sleep and improves learning. - Know what positive thinking is (looking for the good in things, rather than the bad) and this can make us feel happier. - Discuss what makes us happy important of finding time for the things we enjoy. <p>Key questions: - What do we like to do that makes us feel good? - What choices can we make during our day that can help us to feel good?</p>	H2	21	https://schools.1decision.co.uk/info/videos-5-8/healthy-eating-video-scorm/index.html
Healthy lifestyles and wellbeing	<p>To recognise what they are good at and set simple goals.</p> <ul style="list-style-type: none"> - Reflect on successes what children can do now that they were struggling with before. Encourage children to notice achievements in others. - Identify how it feels to succeed (happy, proud). - Understand the phrase practice makes perfect. - Set simple targets to achieve before the end of the school year. <p>Key questions: - What can I do for myself? - What am I good at? How do I know?</p>	H3	22	<p>https://schools.1decision.co.uk/info/videos-5-8/practice-makes-perfect-video-scorm/index.html</p> <p>The lion that could by Rachel Bright.</p>

	<ul style="list-style-type: none"> - How does it feel to be good at something? - What am I getting better at? - What would I like to be able to do? - What do I need help with? 			
Growing and changing	<p>To learn about how it feels when there is a change or loss.</p> <ul style="list-style-type: none"> - Know change can sometimes feel scary. - Loss is when something that's important to you is no longer in your life. - Changes and loss can both make us experience very strong feelings – refer to basic feelings fear, sadness, anger or happiness. - Know it is important to let someone know if you are finding a change or a loss hard. <p>Key questions:</p> <ul style="list-style-type: none"> • What are the things that we treasure the most? • How do we take care of them? • How do we feel/behave if we lose them or they get ruined? • How do people that we know behave when they lose things? • What can we do to help someone who has lost something feel better? 	H5	24	<p>https://www.bbc.co.uk/tiny-happy-people/talking-to-child-about-death/zmh88hv?collection=tiny-happy-people</p> <p>When someone you love has died by Stephanie Seider</p> <p>The burst balloon by Cher Louise Jones</p> <p>Hall library:</p> <p>Grandad's camper van by Harry Woodgate.</p>
Healthy lifestyles and well-being	<p>To learn about basic personal hygiene routines and why these are important.</p> <ul style="list-style-type: none"> - Understand why we need to wash our hands (to stop the spread of germs). - Practice washing hands properly. <p>Key questions:</p> <ul style="list-style-type: none"> - What do we keep clean at home/at school? - How can germs be passed from one person to another? - What can we do to help stop germs and diseases spreading? 	H6/7	25	<p>https://schools.1decision.co.uk/info/videos-5-8/washing-hands-video-scorm/index.html</p> <p>Whiffy Wilson by Carly Heart</p> <p>How to keep my body healthy and safe</p>
Keeping safe	<p>To learn about keeping safe when crossing the road.</p> <ul style="list-style-type: none"> - Know why it is important to stay safe when crossing the road (you could get hurt). - Recognise a safe place to cross the road (lolly pop lady, zebra crossing, pelican crossing). - How to cross a road safely (stop look listen). <p>Key questions:</p> <ul style="list-style-type: none"> - Can you describe how to cross a road safely? 	H12	29	<p>Road and car: https://schools.1decision.co.uk/info/videos-5-8/road-safety-video-scorm/index.html</p> <p>Website Resources from ' THINK'</p> <p>https://www.think.gov.uk/education-resources/explore-education-resources/?age%5B%5D=3-to-6</p> <p>Videos</p> <p>Safer journeys anthem https://vimeo.com/242116708 First Journeys https://vimeo.com/268800541 Crossing roads: Kids know best https://vimeo.com/242114979</p> <p>Website</p> <p>Road safety information http://www.brake.org.uk/educators&keystage1</p>
Keeping safe	To learn about keeping safe at home and out and about.	H12	29	<p>https://schools.1decision.co.uk/info/videos-5-8/leaning-out-of-windows-video-scorm/index.html</p>

	<ul style="list-style-type: none"> - Be able to spot danger at home (coin batteries, electrical products and wires, plug sockets, fires and matches, electric hobs, gas hobs, boiling water, falling down stairs and off tables, chairs and beds, ropes and blinds, hot bath, wet floors, and open windows). - Importance of listening to trusted adults and who keeps us safe, parents, teachers, grandparents, lollipop person, doctors, life guards, PCSOs, police, firefighters). - Awareness of stranger danger – not talking to people we don't know or trusting them. <p>Key questions:</p> <ul style="list-style-type: none"> - Who are the adults we can trust to keep us safe? - Should you trust strangers? 			https://schools.1decision.co.uk/info/videos-5-8/water-spillage-video-scorm/index.html https://schools.1decision.co.uk/info/videos-5-8/safe-to-play-with-2019/index.html https://schools.1decision.co.uk/info/videos-5-8/safe-to-eat-or-drink-2019/index.html eBook Bernie Bear and the Bad Idea http://www.cbtrust.org.uk/wp-content/uploads/2016/06/Bernie-Bear-PDFs-book.pdf Suggested Activities Children to sort various pictures from inside the home into 'Danger' and 'No Danger'.
Keeping safe	<p>To learn about appropriate and inappropriate touch</p> <ul style="list-style-type: none"> • Know part of our bodies are private • Know they have a choice about being touched (consent) • Can say 'no' if they don't feel comfortable with a touch. • Know different types of touch (cuddles, kisses, strokes, rough and tumble) and when these are nice to receive. • Tell a trusted adults if they are worried about inappropriate touch. <p>Key questions:</p> <ul style="list-style-type: none"> - How does it feel in our bodies when someone who makes us feel safe and happy cuddles us? - How do our bodies react when we don't want to be touched? - If something is happening that we do not like, what can we say or do? - How else can we say 'no' to being touched? • Who should we tell if we feel uncomfortable, worried or confused? 			https://schools.1decision.co.uk/info/videos-5-8/touch-video-scorm/index.html My body what I say goes! By Jayneen Saunders https://youtu.be/IGC0cbBONAM Tutorial for video clip above: https://www.mybodyismybody.com/teachers-corner-tutorial-1 https://youtu.be/pNWXP17I90 Tutorial for video clip above: https://www.mybodyismybody.com/teachers-corner-tutorial-3
Technology and media	<p>To learn learning about the effect of screen time.</p> <ul style="list-style-type: none"> - Understand that people need to get the correct balance of time spent online and offline <p>Key questions:</p> <ul style="list-style-type: none"> - Is it health to watch TV and play on devises all day long? 			Suggested Activities Red and Murphy: Screen Time and Mindfulness https://www.youtube.com/watch?v=FNQmoOLF6YY&t=7s Watch: The Digital 5 A Day CHALLENGE - by the Children's Commissioner Simply Luke https://www.youtube.com/watch?v=MsUGmyjqw2w&t=650s Look at the 5 elements of the 'Digital 5-a-Day' <ul style="list-style-type: none"> - Connect - Be active - Get Creative - Give to others - Be mindful

				From: https://www.childrenscommissioner.gov.uk/digital/5-a-day/
Key Vocabulary	Health, wellbeing, healthy eating, physical activity, sleep, dental health, dentist, likes, dislikes, choices, achievements, goals, strengths, target setting, feelings, managing feelings, change loss, hygiene clean, cleanliness, germs, stranger danger, screen time, safe			

YEAR 2: AUTUMN TERM				
CORE THEME: LIVING IN THE WIDER WORLD				
TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Economic understanding	<p>To learn about where money comes from, what it is used for and how to keep it safe.</p> <ul style="list-style-type: none"> - Where money comes from – earning money from working or benefits (for people that can't work with sickness or disabilities). - How to keep money safe (banks, piggy banks). <p>Recognise the differences between wants and needs.</p> <ul style="list-style-type: none"> - Think about what you should do if you find money. <p>Key questions:</p> <ul style="list-style-type: none"> - How do <i>we</i> get money? - How do other people get money? - What can we do to keep our money safe? - Who decides what we can spend our money on? - What helps us choose how to spend money? 	L6/7	83	<p>https://schools.1decision.co.uk/info/videos-5-8/working-in-our-world-scorm/index.html</p> <p>It's a no money day by Kate Milner.</p> <p>https://www.valuesmoneyandme.co.uk/kids/books</p>
Valuing difference	<p>To learn that everyone is unique.</p> <ul style="list-style-type: none"> - Describe what makes us special and unique. - Think about what we have in common with our friends and what is different about us. - Know the importance and respecting difference. - Importance of being yourself for your own happiness. <p>Key questions:</p> <ul style="list-style-type: none"> - What does it mean if we say something is 'unique'? - What is special about everyone/ 	L8	84	<p>Sully the seahorse by Natalie Pritchard</p> <p>The different dragon by Jenifer Bryan.</p> <p>Hall Library</p> <p>Who are you? by Smriti Halls</p> <p>Super Duper you by Sophy Hen</p> <p>Fantastic Frankie</p> <p>The lipstick by Maria Karipidou.</p> <p>I want to play trucks by Ann Scott</p> <p>The boy who grew flowers by Jen wojtowicz.</p>
Citizenship	<p>To learn about the people that work in their community and how to get help including in an emergency.</p> <ul style="list-style-type: none"> - Know what a community is. - Know people that can help us in an emergency (trusted adults, police, doctors, paramedics, firefighters). - Can demonstrate how to get help in an emergency (dial 999) and what to say. <p>Key questions:</p> <ul style="list-style-type: none"> - What communities are you part of? - Should we talk to everyone in our community? [We should be careful of talking to strangers that we don't know without permission from our parents. Of course, we can say hello, and be polite, but we shouldn't trust people that we don't know] - How do we know if someone is a trusted adult? (There are a small number of adults that you can trust. However, if you ever feel uncomfortable, even with a 	L10	86	<p>People in the Emergency Services (Meet The Key Workers) by Shalini Vallepur</p> <p>https://learning.nspcc.org.uk/media/1042/child-abuse-neglect-uk-today-research-report.pdf</p> <p>The key point is that children feel able to go to a trusted adult for help, even if they feel uncomfortable about someone in their family or at school.</p> <p>It is important to note that as well as risks posed by strangers, children may also be abused by people in their family, their peers and people known to them in the community.</p> <p>Suggested activities</p> <p><i>Thinking about who in the community we can trust</i></p> <p>Put the following people in the correct column</p>

	trusted adult, you should tell someone else that you trust. You should always feel safe)			<table><tr><td>Trusted adult</td><td>Talk to politely</td><td>Only talk to when a trusted adult is present</td></tr><tr><td></td><td></td><td></td></tr></table> School staff Security guard Man with a nice dog Sports coach Police officer Doctor Woman in the park giving out sweets Bus driver Shopkeeper Older brother of your best friend https://www.youtube.com/watch?v=kX2pwVxgtIQ	Trusted adult	Talk to politely	Only talk to when a trusted adult is present			
Trusted adult	Talk to politely	Only talk to when a trusted adult is present								
Citizenship	<p>To learn how we can help others.</p> <ul style="list-style-type: none">- Able to recognise kind and thoughtful behaviours.- Understand the risks of talking to people you don't know very well in the community.- Know being responsible citizen looks out for the wellbeing of others and understands we all have a part to play in making the world a better place by making good choices. <p>Key questions:</p> <ul style="list-style-type: none">- Who helps you at home, school and the community?- How can we help others? (Always being thoughtful and kind).- Can you think of examples of being thoughtful and kind?- What type of people should we approach when out playing?			https://schools.1decision.co.uk/info/videos-5-8/helping-someone-in-need-video-scorm/index.html Suggested Activities Look at scenarios and decide if they are thoughtful and kind or not.						
Vocabulary	Money, spending, saving, safety, unique, special, people, similarities, community, special people, help, emergencies, thoughtful.									

YEAR 2: SPRING TERM
CORE THEME: RELATIONSHIPS

TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Valuing difference	<p>To learn about the importance of respect for difference and similarities between people.</p> <ul style="list-style-type: none"> - Understand that we all have similarities but are not the same. - Say how we are different from each other. - Understand that all people deserve respect, even if they are different to other people - Appreciate that we all have different abilities and find different things challenging 	R8	73	<p><u>Hall library</u> The Moose Fairy. It's OK to be different by Sharon Purtill. Perfectly Norman by Tom Percival What happened to you By James Catchpole and Karen George</p> <p>Suggested Activities</p>

	<ul style="list-style-type: none"> - Know diversity allows us to meet, work with and even become friends with people who are different from ourselves. This makes life fun and exciting. <p>Key questions:</p> <ul style="list-style-type: none"> - What makes us who we are? - How are we all the same? In what ways are we different? - What makes us all equal? 			<p><i>The Sissy Duckling</i> by Harvey Fierstein</p> <p>Preview https://www.youtube.com/watch?v=Ic5YMNbow1E</p> <ul style="list-style-type: none"> - What was Elmer good at? - What did he find challenging? - What did he do that made him a good friend? - Who was kind to him? - Who was unkind to him? - Why was Elmer's papa worried about Elmer being called a 'Sissy'? - How did Elmer save his papa? - Was Elmer a strong duck? - Did Elmer stop being a 'Sissy'?
Valuing difference	<p>To know that all families are different.</p> <ul style="list-style-type: none"> - Understand that families are highly varied; no family is the same - No such thing as normal family - All families should love and care for each other. <p>Key questions</p> <p>What does a 'normal' family look like?</p> <p>Are any families really 'normal'?</p> <p>Are all families the same?</p>	R9	52	<p>Hall Library</p> <p>The Great Big Book of Families by Mary Hoffman</p> <p>My Grandma and Me by Mina Javaherbin</p> <p>Love grows everywhere By Banny Jimms and Tisha Lee.</p> <p>Family Reunion by Chad & Dan Richardson.</p> <p>The Pirate mums</p> <p>Heather has two Mummies by Leslea Newman</p> <p>My Daddies by Gareth Peter</p> <p>Preview: https://www.youtube.com/watch?v=ZwZrm3RHBgM</p> <p>Poster: <i>Different Families, Same Love</i></p> <p>https://www.stonewall.org.uk/system/files/poster_different_families.pdf</p> <p>Suggested Activities:</p> <p>1) What religion might a family be? [In Barnsley, in order from most common to least: Christian, No Religion, Muslim, Hindu, Buddhist, Sikh, Jewish, other]</p> <p>2) Will all parents be married? [Most are (67%*), but often they are not (33%*)]</p> <p>3) Will parents always live together? [No, many children are brought up by just one parent (15%*)]</p>

				<p>4) Are parents always a mum and a dad? [No, many children have 2 mums or 2 dads (1.2%*) - stress that this is ok, and the important thing is that parents are kind to their children.</p> <p>5) Do people always have brothers and sisters? [no, many people are only children - For example, in many cultures, people refer to their cousins as brothers and sisters]</p> <p>6) Do people all come from the same culture? [No - some people's culture is based on their religion, sometimes it is based on the country that they came from (17% UK population were born outside the UK**), sometimes it is based on the personal tastes of the adults in the family.</p> <p>7) Do all families eat the same food? [No - different cultures eat different food; in modern times though, people tend to pick the things they like to eat from many different cultures (curry from South Asia, pizza and pasta from Italy, fast food from U.S.A., Chinese from China).</p>
Feelings and emotions	<p>To learn that their bodies and feelings can be hurt.</p> <ul style="list-style-type: none"> - Describe the differences and similarities between being hurt physically and emotionally. - Know that bodies and feelings can be hurt including online. - Know teasing might seem funny but it can be hurtful. <p>Key questions:</p> <ul style="list-style-type: none"> - Can feelings hurt as much as being physically hurt? Or, are there similar feelings? - What do our bodies do when we feel hurt or uncomfortable? - How do we feel inside when we feel hurt or uncomfortable? 	R11	76	https://schools.1decision.co.uk/info/videos-5-8/online-bullying-video-scorm/index.html
Healthy relationships	<p>To learn that harmful teasing and bullying is wrong and what to do if this is happening.</p> <ul style="list-style-type: none"> - Be able to see and understand bullying behaviours (something that is done over and over again that upsets us). - Know bullying is wrong and the different ways it can happen. - Tell a trusted adult if they think someone is being bullied or think they are being bullied. - Know bullying can happen online. - Know that being unkind online can upset others. <p>Key questions:</p> <ul style="list-style-type: none"> - What are the differences between joking, hurtful teasing and bullying? - How can we support someone who might have been hurt by teasing or bullying? - Should we help someone if they say they don't want our help? 	R13/14	77	https://schools.1decision.co.uk/info/videos-5-8/bullying-video-scorm/index.html

	<ul style="list-style-type: none"> - Why do some people do things that they know are wrong? - Who can we talk to if we are worried about teasing and bullying (for ourselves or someone else)? 			
Vocabulary	Difference, similarities, respect, varied, unique, families, love, bullying, trusted adult.			
	YEAR 2: SUMMER TERM CORE THEME: HEALTH AND WELLBEING			
TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Growing and changing	To learn about growing, changing and becoming more independent <ul style="list-style-type: none"> - Know humans grow and change (baby, toddler, child, adult) - People's needs change as they get older. - Describe why they are more independent now from when they were younger. - Describe responsibilities they have now. Key questions: <ul style="list-style-type: none"> - What has changed since we were babies, toddlers, in year 1? - What things can we do on our own now? With help? - What new responsibilities do we have in school or at home that we didn't have before? - Why do we have to have new responsibilities? - How do we feel about growing up? 	H8/9	61	I'll do it by Brian Moses and Mike Gordan. https://www.bbc.co.uk/programmes/p0117vfr
Keeping safe	To learn the correct names for the main parts of the body of girls and boys. <ul style="list-style-type: none"> - The physical differences between boys and girls. - The correct names for main body parts including external genitalia. - Use penis vagina and vulva correctly and know where they are on a boys and girls body. - Recap NSPCC pants rules. Key questions: <ul style="list-style-type: none"> - What are the names of all the different parts of our bodies? - In what ways are boys and girls the same? - How are boys and girls different? 	H10	62	
Keeping safe	To teach children that their bodies are their own and no one has the right to hurt them or touch their private parts. <ul style="list-style-type: none"> - Know where their private parts are (wear your swim suit covers or where your underwear covers). - No one has the right to hurt them and no one has the right to touch their private parts. - When they are young mummy or daddy will have bathe them and help them wash their private parts but as they get old they will do this for themselves. - If their private parts are sick or sore mummy, daddy or a carer may need to put cream or medicine there. Sometimes a doctor might do this put mummy or daddy would always be there with them. 	H16	66	https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ https://youtu.be/IGC0cbBONAM Tutorial for video clip above: https://www.mybodyismybody.com/teachers-corner-tutorial-1 Suggested Activities Practice asking for and consenting to hugs Rules: <ul style="list-style-type: none"> • Ask politely if you may do one of these things -Wave to each other

	<ul style="list-style-type: none"> - Recall NCPCC Pants rules. <p>Key questions: Who can you talk to if you are feeling worried?</p>			<ul style="list-style-type: none"> - Shake hands - Give them a soft pat on the back - Have a full hug <ul style="list-style-type: none"> • Listen to the answer • Accept it and act appropriately • Check that you are not harassing, pestering, pressuring or forcing them to do anything • No means no <p>If you don't want to touch anyone, then you don't have to. You can ask to wave at them instead</p>
Keeping safe	<p>To learn that household products including medicines can be harmful if not used correctly.</p> <ul style="list-style-type: none"> - Household products including medicines can be harmful. - Know it is safe to take some medicines to help us feel better. - We should only accept medicine from our parent, carer or doctor. - Know some household items are dangerous and should be digested (cleaning products). <p>Key questions:</p> <ul style="list-style-type: none"> - What kinds of household products and medicines are there? - How are different household products and medicines used? - What might happen if the safety rules about medicines are not followed? 	H11	63	<p>https://schools.1decision.co.uk/info/videos-5-8/medicine-video-scorm/index.html</p> <p>Safe to eat and drink quiz: https://schools.1decision.co.uk/info/videos-5-8/safe-to-eat-or-drink-2019/index.html</p> <p>Safe to play with quiz: https://schools.1decision.co.uk/info/videos-5-8/safe-to-play-with-2019/index.html</p>
Keeping safe	<p>To learn about rules for keeping safe (familiar and unfamiliar situations).</p> <ul style="list-style-type: none"> - They have a right to 'be safe on the outside' and 'feel safe on the inside.' - Know who they can ask for help from and whose job it is to keep them safe. - Know what hoax calling is. <p>Key questions:</p> <ul style="list-style-type: none"> - Who has the job of keeping us safe? - Who can we ask to help us? 	H12	64	<p>Hoax call: https://schools.1decision.co.uk/info/videos-5-8/hoax-calling-scorm/index.html</p> <p>Fire safety: https://schools.1decision.co.uk/info/videos-5-8/petty-arson-scorm/index.html</p> <p>https://schools.1decision.co.uk/info/videos-5-8/enya-and-deedee-visit-fire-station-scorm/index.html</p> <p>Personal safety: https://schools.1decision.co.uk/info/videos-5-8/tying-shoelaces-video-scorm/index.html</p>
Keeping safe	<p>To learn how to ask for help if they are worried about something. To reinforce the learning of telling someone if there is a problem and if that person doesn't listen keep telling till someone does listen.</p> <ul style="list-style-type: none"> - Know no matter what problems they have they can tell someone so they can get help. - Identify trusted adults children can speak to if they have a problem or are upset (parents, grandparents, aunts, uncles, teachers, or any adult at school). - If they speak to an adult and they don't believe them or don't help to tell someone else and keep telling people until somebody helps. <p>Key questions:</p> <ul style="list-style-type: none"> - Who helps me? - What do they do to care for me and make me feel safe and happy? 	H13/1 4/15	65	<p>https://schools.1decision.co.uk/info/videos-5-8/worry-video-scorm/index.html</p> <p>https://youtu.be/t64PTOS4TwM</p> <p>Tutorial for video clip above: https://www.mybodyismybody.com/teachers-corner-tutorial-4</p>

	- How do we know whom to ask for help?			
Health lifestyle and well-being	<p>To understand why happiness is important.</p> <ul style="list-style-type: none"> - Know happiness can help people live a healthy life. - Know being happy can help us achieve our dreams and goals. - Know happiness can help us treat others with kindness and respect. - Know things we can do to make us feel happy. <p>Key questions: Why is happiness important? What makes you happy?</p>			Happy: A Children's Book of Mindfulness by Nicola Edwards
Health lifestyle and well-being	<p>To understand that we learning for mistakes.</p> <ul style="list-style-type: none"> - Know when I get frustrated, I am able to preserve. - Know when we make mistakes its ok because we learn from them. - Understand the term resilience <p>Key questions: - What mistakes have you made in the past? - What did you learn from them?</p>			<p>The girl who never made mistakes by Mark Pett and Gury Rubinstein.</p> <p>https://www.youtube.com/watch?v=QHZbIHwAfIM</p>
Vocabulary	Growing, changes, young to old, independence, girl/ boy body parts, private parts, penis, vagina, vulva, medicine, household products, safety risk, road safety, water safety, rail safety, fire safety, online safety, rules, asking for help, privacy, respecting privacy, private parts, resilience, mistakes, preserve.			

<p style="text-align: center;">YEAR 3: AUTUMN TERM CORE THEME: LIVING IN THE WIDER WORLD</p>				
TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Rules and rights	<p>To learn about the ways in which rules and laws keep people safe and fair, take part in making and changing rules.</p> <ul style="list-style-type: none"> - Understand what is meant by 'the rule of law' [link to British Values] - Understand the basics of how laws are made and enforced - Identify our common values (Link to 'British Values') <p>Key questions:</p> <ul style="list-style-type: none"> - Why do we have rules (in school / at home / at the swimming pool)? - Why are there laws? - What could happen if people don't follow the rules / laws? 	L2	122	<p>What if everybody did that?</p> <p>Atticus Claw Breaks the law by Jennifer Gray If I were Prime Minister by Trygve Skaug</p>
Rules and rights	<p>To learn everyone has human rights and children have their own set of human rights.</p> <ul style="list-style-type: none"> - Humans have basic needs (food water and shelter and to be safe happy and to have the opportunity to learn and develop). - All humans no matter where they are in the world deserve to have their basic need met, this is their right. - Children have their own set of human rights – to be protected, to have an education, to have access to doctors and medicine, to have the things they need to be safe and comfortable at home, to be heard and taken seriously. <p>Key questions:</p> <ul style="list-style-type: none"> - What is a basic human right? - Why are human rights important? - Why do children have special human rights? 	L3/4	123	<p>https://www.unicef.org/child-rights-convention/convention-text-childrens-version</p> <p>Watch video: UNICEF Children's Rights https://www.youtube.com/watch?v=mI2dYmNCJVQ</p>
Citizenship	<p>To learn what anti-social behaviour is, how it can affect people and how to get help.</p> <ul style="list-style-type: none"> - Know 'anti-social behaviour' is people acting in a way that is harmful and distressing to other people in our community. - Know anti-social behaviour is unacceptable as we all have the right to live happy, safe and healthy lives no matter who we are or where we are from. - Know there are different types of anti -social behaviour – vandalism, graffiti, littering, bullying, catcalling (shouting at or harassing someone in public), swearing, fighting and intimidation. - Know the effects of anti-social behaviour <p>Key questions:</p> <ul style="list-style-type: none"> - What behaviours could be called anti-social? - What could someone do if they think this type of behaviour is happening? 	L6	124	
Citizenship	<p>To learn about their responsibilities, rights and duties (home, school, environment)</p> <ul style="list-style-type: none"> - Know that been responsible is being sensible and making good choices. - Know the importance of following rules at home and school - staying safe. - Describe behaviours that are sensible and responsible. - Describe a range of situations where being on time is important. <p>Key questions:</p> <ul style="list-style-type: none"> - How, at home or school, are we increasingly responsible for ourselves? 	L7	125	<p>Rules at home coming home on time: https://schools.1decision.co.uk/info/videos/br-scorm-coming-home-on-time/index.html</p> <p>Books: Choices are my Superpower by Alicia Ortego Kolar makes a good choice by Sue Graves</p>

	- How do we feel about our responsibilities?			
Citizenship	<p>To learn why it is wrong to steal.</p> <ul style="list-style-type: none"> - Know the difference between borrowing and stealing. - Know why stealing is wrong. - Be able to describe how you might feel if something of yours is borrowed and not returned. <p>Key questions:</p> <ul style="list-style-type: none"> - Who should we talk to if we think someone has stolen something? 			https://schools.1decision.co.uk/info/videos-5-8/stealing-video-scorm/index.html
Vocabulary	Rules, laws, making and changing rules, human rights, children rights, anti-social behaviour, rights, duties, stealing, sensible, responsible, borrowing, stealing.			

YEAR 3: SPRING TERM
CORE THEME: RELATIONSHIPS

TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Healthy relationships	<p>To learn about resolving differences (agreeing and disagreeing).</p> <ul style="list-style-type: none"> - Our friends might have different ideas to us, which we may not agree on and course us to fall out. - It is okay that people have different ideas to us - When we have conflict, we might feel mad and want to shout, kick and fight. - Know strategies to calm down when we feel angry - count to ten, take some time out, close eye and think about something that makes us happy. - Know some strategies to resolve a disagreement – listen to the other person without interrupting, share your point of view, explain how you feel, and agree on the fairest solution. <p>Key questions:</p> <ul style="list-style-type: none"> - Do people always think the same as each other? - Do good friends always think the same about things? - How does it feel when someone disagrees with us? - How can people show they are still friends even though they have different views on something? <p>If we disagree with someone, does it mean that we don't like them?</p>	L8	126	https://www.bbc.co.uk/bitesize/topics/znhmwty/articles/z4fhmfr
Feelings and emotions	<p>To recognise a wider range of feelings in others and responding to how others are feeling.</p> <ul style="list-style-type: none"> - Understand the range and depth of feelings that we all experience - Learn strategies to deal with these feelings and know when to seek support – see activity list. - Understand that we have responsibilities for some things but cannot control everything <p>Key questions:</p> <ul style="list-style-type: none"> - How should we respond to our emotions? (Shouting? Sharing? Listening to our feelings? Fighting? Keeping it all inside? Crying? Talking?) It depends on the situation, but some of these are never a good idea. 	R1	107	<p>https://schools.1decision.co.uk/info/videos-5-8/jealousy-video-scorm/index.html</p> <p>https://schools.1decision.co.uk/info/videos-5-8/body-language-video-scorm/index.html</p> <p>https://www.bbc.co.uk/bitesize/topics/znhmwty/articles/z4q4bdm</p> <p>Suggested books: <i>The Huge Bag of Worries</i> by Virginia Ironside <i>Ruby's Worry</i> by Tom Percival <i>The worry jar</i></p>

	<ul style="list-style-type: none"> - Which are the positive ways to deal with emotions? (see activity list) - Why does talking and sharing feelings help? (see activity list) - What does “Listening to your feelings” mean? (see activity list) - Why should we avoid shouting at people? (When we feel angry or sad, we might want to shout at other people. This doesn’t mean that we should. Sometimes we get the urge to do something negative like call someone names or fight.) 		<p>Suggested activities:</p> <p>Starter activity In groups, on A3 paper, children write down as many emotion words as they can. As they do this, add them to a class list on the board.</p> <p>Activity In pairs, make a list of the different techniques that help us control our emotions Examples:</p> <ul style="list-style-type: none"> ● Share our feelings (Experiencing joy is important, and when you share that, the people around you might feel happy too. When you are down, you will feel better when you talk about it, because then you feel less alone. You will learn that lots of people share the same kind of feelings.) ● Talk about how we feel ● Listen to our feelings [If you understand your feelings, then you can better understand how to stay happy. You might notice that certain things make you feel certain emotions. For example, if you see your best friend playing with someone else, you might feel angry. Ask yourself “Why am I angry?” Maybe it’s because I’m jealous? Maybe I’m worried that if my friend plays with someone else, they won’t play with me anymore and I’ll be lonely. The more you practice asking these kinds of questions, the better you will be able to control your thoughts. Instead of these negative emotions, tell yourself “I’m happy that my friend is having fun. Maybe I can join in too?”] ● Do something creative (such as drawing how we feel, or writing a poem about it) ● Do some exercise ● Get plenty of sleep ● Have some quiet time on our own for a bit ● Walk away if we need to calm down ● Cry if you need to <p>Remind yourself that this bad feeling won’t last forever and there are lots of good things in your life Remember that we all deserve to feel happy and joyful</p> <p>As we get older, we need to learn to notice these urges, and control them. When we shout at someone, we upset them. We’ve passed on our bad mood to</p>
--	--	--	---

				them. Instead, try calming down by walking away. If that doesn't work, talk to someone you trust, like an adult at school or someone from your family.]
Healthy relationships	<p>To learn about what makes a positive, healthy relationship including friendships and how to maintain them.</p> <ul style="list-style-type: none"> - Know some relationships are healthy and some can be unhealthy. It's important to recognise what types of relationships are bad for us so that we can improve them or walk away from them if we need to. - Know that relationships aren't always easy. They take a certain level of work to keep them good and healthy. - Healthy friendship behaviours: fun, smiling, honesty, supportive, forgiving, sharing, respect, trust. - Unhealthy friendship behaviours: stealing, whispering, teasing, and keeping secrets. <p>Key questions:</p> <p>Are we only allowed one 'Best Friend'? [No, you can have as many as you like, as long as you treat them well]</p> <p>Do I have to have any 'best friends'? [You don't have to have favourites, or choose one 'best friend'. Having more than one friend is often more healthy - each friend is special and offers you something unique! You can also enjoy time on your own - you don't need friends all the time]</p>	R2/4	108	<p>Making friends is an art by Julia Cook.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt (watch in small sections and discuss).</p> <p>- What did Jess do for Megan? [She did Megan's homework for her and let Megan win the race]</p> <p>- Was that a positive thing to do? [It was dishonest, and meant that Megan could not be proud of her achievement. It also meant that Jess did not achieve her full potential. She was trying to be a good friend, but a good friend doesn't expect you to suffer because of them]</p> <p>- Do you think you can make someone like you more by doing whatever they want? [You can't make anyone like you. If you are kind and 'be yourself' then people will be your friend if they want to. We don't have to give up our own dreams for other people.]</p> <p>- How could each girl have acted differently to make the situation better? [Megan should have done her homework herself. Jess could've been more honest and tried her best, even when she was beating her friends]</p> <p>https://www.youtube.com/watch?v=kAo4-2UzgPo</p>
Citizenship	<p>To learn how actions affect ourselves and others.</p> <ul style="list-style-type: none"> - Identify when a choice or decision needs to be made. - Consider the consequences of different choices. - When we have made the wrong choice the importance of owning up. <p>Key questions:</p> <ul style="list-style-type: none"> • What might happen if we 'think before we act'? 	R7	109	<p>Hippo owns up by Sue Graves.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-am-i-always-responsible-for-my-actions/zdsygdwx</p>
Citizenship	<p>To learn how to listen and respond respectfully to a wide range of people and share points of view.</p> <ul style="list-style-type: none"> - Listen to comments made by others in my class - Offer my opinion on a subject and on other people's thoughts. - Be respectful of other people's opinions. <p>Key questions:</p> <ul style="list-style-type: none"> - How can we make our views heard without falling out with others? - How can we respond respectfully to other people's feelings and opinions? - If you respectfully disagree with someone, should that person end up feeling upset by your comments? 	R10	112	<p>https://www.bbc.co.uk/bitesize/clips/zhth34j</p> <p>Possible extension – family conflict.</p> <p>https://www.bbc.co.uk/bitesize/clips/z672n39</p>

Healthy relationships	<p>To learn about working collaboratively towards shared goals.</p> <ul style="list-style-type: none"> - Give examples of how a team could be affected by one person's actions. - Work in a team for a shared goal. - Reflect upon my teamwork skills. - Can negotiate and compromise with others. <p>Key questions:</p> <ul style="list-style-type: none"> - Why is team work important? (Working as a team we can achieve something we cannot do alone, complete something more quickly and support those who are finding it difficult). 	R11	113	<p>https://www.bbc.co.uk/bitesize/clips/zfqyqk7 https://www.bbc.co.uk/bitesize/clips/zbkrkqt</p> <p>Suggested Activities</p> <p>Your task requires you to work with a partner. Sit on the floor back to back and hold hands. Can you both stand up? You must stay holding hands. If you can complete this activity in a pair, try the activity in a three. Think about: How important was it for every member of the team to play their part for the team to be successful?</p>
Valuing difference	<p>To learn about different types of families.</p> <ul style="list-style-type: none"> - Appreciate that there are many differences between families and all families are unique - Understand that there are far more similarities than there are differences - Understand there is no one set family structure - Appreciate that any type of family can provide love and support. <p>Key questions:</p> <ul style="list-style-type: none"> - How can we show respect for different types of families? 			Me in the middle by Annette Demetriou.
Staying safe	<p>Learn about when they should or should not agree to keeping a secret</p> <ul style="list-style-type: none"> - Identify what it means to keep something confidential or secret - Recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so - explain that if someone does ask them to keep a secret that might be hurtful or unsafe they should tell an adult they trust, such as a teacher <p>Key questions:</p> <p>When is it OK to keep a secret?</p> <p>When is this not OK? How can we know when we should break a confidence or tell a secret?</p>			<p>Suggested activities</p> <p>Explore scenarios and discuss if the children should keep a secret.</p>
Vocabulary	Feelings, empathy, friendships, families, couples, positive relationships, actions, consequences, confidentiality, secrets, surprises, listening, viewpoints, opinions, respect, collaborate, compromise, shared goals.			

YEAR 3: SUMMER TERM

CORE THEME: HEALTH AND WELLBEING

TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Healthy lifestyle and well-being	<p>To learn to recognise their achievements and set personal targets for the future.</p> <ul style="list-style-type: none"> - Talk about my goals for the future - Explain why they are important to me. • Know some times to achieve our goals we may be faced with challenges. - Know sometimes we make mistake but that's ok. - Show respect to people who have different goals to me <p>Key questions:</p>	H5	93	<p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-your-mindset-can-affect-approach-to-challenges/zrjwf4j</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-what-is-a-good-mistake/zd9c6v4</p>

	<ul style="list-style-type: none"> - What are our goals for the future? - How can we achieve our goals? 			<p>Explore different career choices:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-spark-fire-up-your-future/z4q2vk7</p> <p>https://www.bbc.co.uk/teach/class-clips-video/physical-education-olympic-spark-fire-up-your-future/zkgs6v4</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39</p>
Feelings and emotions	<p>To learn about a wide range of feelings and manage them</p> <ul style="list-style-type: none"> - Understand the range and depth of feelings that we all experience. - Understand that you can experience conflicting feelings at the same time. - Learn strategies to deal with these feelings and know when to seek support - Importance of a positive attitude. <p>Key questions:</p> <ul style="list-style-type: none"> - How can we describe feeling not so good, feeling very good, feeling somewhere in-between? - Can we feel different emotions all at once? - What can we do to feel better when we feel not so good? 	H6/7	94	<p>Positive attitude - My strong mind by Niels Van Hov.</p> <p>Today I'm a monster by Trevor Judson and Agnes Green.</p>
Feelings and emotions	<p>To learn about the kinds of change and loss that happen in life and the feelings associated with this(family break down)</p> <ul style="list-style-type: none"> - Understand that families can change - Understand that parents can split up a - Know that these events are not the fault of the child <p>Key questions:</p> <ul style="list-style-type: none"> - What types of change happens in people's lives? - Does change always feel good? - What sorts of feelings can change or loss bring? - How can we help ourselves to feel ok? - How can we help others to feel better 	H8	95	<p>The invisible string by Patrice Karst.</p> <p>When My Parents Forgot How to be Friends By Jennifer Moore-Mallinos</p> <p>https://www.bbc.co.uk/programmes/p08mqrtz -video about change.</p> <p>Further guidance for schools for supporting children with bereavement, loss and separation: https://www.childbereavementuk.org/primary-schools-supporting-bereaved-children https://www.todayparent.com/family/kids-and-divorce-an-age-by-age-guide/</p>
Feelings and emotions	<p>To learn about the kinds of change and loss that happen in life and the feelings associated with this (death).</p> <ul style="list-style-type: none"> - Know some reasons you might feel grief (losing someone very special to us, losing a pet, moving house, parents divorcing, losing a special toy/ belonging). - Identify other feelings could experience when feeling grief (sadness, anger, loneliness, confusion, worry). - Know what to say to someone who is experiencing grief (sorry for your loss, I can about you, I love you, I am here for you, you're not alone). <p>Key questions:</p> <ul style="list-style-type: none"> - What sorts of feelings can change or loss bring? - How can we help ourselves to feel ok? 			<p>The Sewsaw by Tom Percival.</p> <p>Sad Book by Michael Rosen.</p> <p>https://schools.1decision.co.uk/info/videos-5-8/grief-video-scorm/index.html</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-found-adjusting-to-a-new-school-in-a-new-town/zbt4d6f - New school</p> <p>Suggested Activity</p> <p>Make a list of items you could put into a memory box.</p>

Keeping safe	<p>To learn about managing risk in familiar situations and keeping safe.</p> <ul style="list-style-type: none"> - Be able to identify risky situation. - Be able to identify trusted adults. - Know if anyone makes you feel sad, scared or uncomfortable, you should talk to an adult at home and at school. <p>Key questions:</p> <ul style="list-style-type: none"> - What is a stranger? (A stranger is someone that you or your family do not know. Anyone can be a stranger until you get to know them. Strangers do not always look scary. Strangers can be nice and friend.) - What is a safer stranger? (Some strangers are 'safer strangers'. Safer strangers are people who you can talk to and they will help you if you get lost. Safer strangers wear a uniform and a badge. If you can't see a safer stranger, look for a safer building to go into. Ask the people inside to help.) - What Is A Safer Building? (Supermarkets, leisure centers and schools are safer buildings.) 	H9/ 10/ 11	96	<p>Stranger danger: https://schools.1decision.co.uk/info/videos-5-8/staying-safe-video-scorm/index.html https://www.safety4kids.com.au/safety-zone_stranger-danger</p>
Technology and media	<p>To learn how to stay safe online.</p> <ul style="list-style-type: none"> - Understand how online actions can affect others. - Know the risks of sharing images without permission. - Understand the types of images you should and shouldn't share online. - Know the possible dangers and consequences of talking to strangers online. 			<p>Online safety: https://schools.1decision.co.uk/info/videos-5-8/cs-computer-safety-documentary-5to8-scorm/index.html https://schools.1decision.co.uk/info/videos-5-8/making-friends-online-video-scorm/index.html https://schools.1decision.co.uk/info/videos-5-8/image-sharing-video-scorm/index.html</p>
Healthy lifestyles and well-being	<p>To learn that simple hygiene routines can prevent the spread of bacteria and viruses.</p> <ul style="list-style-type: none"> - Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people. - Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell. <p>Key questions:</p> <ul style="list-style-type: none"> - Where do germs come from? (Snot, poo, our hands, sneezes and coughs) They can make us sick if they get inside our bodies - mostly through our mouth - How do we stop germs getting spread around? (Wash our hands with soap (especially before meals and after going to the toilet) and catch our coughs and sneezes in our hands and tissues (then clean them straight away with soap). 	H12	97	<p>Suggested Activities</p> <p>Create poster to show one way of avoiding illness</p> <ul style="list-style-type: none"> ●Washing hands ●Catching sneezes
Keeping safe	<p>To learn how to stay safe when cycling.</p> <ul style="list-style-type: none"> - Know you should always wear a cycle helmet - Obey traffic signs. - Know that when they're on the road they need to concentrate and watch out for other road users all the time - Encourage them to take their own decisions - they shouldn't blindly follow what others are doing without making their own checks first 			<p>https://schools.1decision.co.uk/info/videos/kss-scorm-cycle-safety/index.html https://www.bikeability.org.uk/</p>

	<p>Key questions:</p> <ul style="list-style-type: none"> - Can you describe way to keep yourself safe when cycling? 			
Keeping safe	<p>To learn how to stay safe near water.</p> <ul style="list-style-type: none"> - Identify a range of danger signs. - Should never ignore warning signs that say no swimming - Never swim in outdoor lakes, ponds or rivers. - Recall the water safety code: Stop think, stay together, float to live, call 999 <p>Key questions:</p> <p>Can you describe way to keep yourself safe when around water?</p>			<p>https://schools.1decision.co.uk/info/videos/kss-scorm-water-safety/index.html</p> <p>water safety code: https://www.swimming.org/learntoswim/water-safety-code/</p>
Keeping safe	<p>To learn how to stay safe near railway tracks.</p> <ul style="list-style-type: none"> - Can talk about some safety risks around railways - Can recognise safety signs at a station and say what they mean - Can recognise the signs that keep us safe at a level crossing and say what they mean. <p>Key questions:</p> <p>Can you describe way to keep yourself safe when near a railway track?</p>			<p>https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/primary-school-resources/</p>
Healthy Lifestyle and well-being	<p>To learn about looking after our own wellbeing introducing 'healthy Habits'.</p> <ul style="list-style-type: none"> - Healthy habits are changing little things in a daily lives and routines including healthy eating (dot focus on this too much as we also cover this in science), drinking enough water, physical activity and getting enough sleep. <p>Key questions:</p> <p>Can you describe things you can do to improve your well-being?</p>			<p>https://www.youtube.com/watch?v=dhpCdqOtuj0</p> <p>Getting enough sleep: https://www.bbc.co.uk/bitesize/clips/z7q7pv4</p> <p>Physical activity: https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-be-active/zfndjhv</p>
Technology and media	<p>To learn how to deal with upsetting, worrying or scary stuff that you might see online.</p> <ul style="list-style-type: none"> - Remember you are in control(you can stop before you click, close it down, delete it) - Don't send it on to others - It's not real –challenges and scary threats are not real, you don't have to take part - Tell an adult <p>Key questions:</p> <p>Should you feel bad about blocking someone?(No Blocking them takes away their control and gives it back to you)</p>			<p>https://www.bbc.com/ownit/its-personal/when-you-see-something-scary-online</p>
Vocabulary	<p>media, image, true, false, reality, fantasy, achievements, aspiration, goals, strengths, target setting, conflicting emotions, feelings, managing feelings, change, transition, loss, separation, divorce, bereavement, risk, danger, hazard, responsibility, safety, rules, bacteria, viruses, hygiene routines, cycle safety, rail safety, water safety,</p>			

YEAR 4: AUTUMN TERM				
CORE THEME: LIVING IN THE WIDER WORLD				
TOPIC		REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Valuing difference	<p>To appreciate difference and diversity.</p> <ul style="list-style-type: none"> - Know discrimination is when someone treats you differently. - Appreciate that we should respect other people, regardless of their unique characteristics. - Everyone is different and that makes the world an interesting place. <p>Key questions</p> <ul style="list-style-type: none"> - What is discrimination? - Why do people discriminate against others? - Are there more differences or similarities between people? 	L11	177	<p>https://www.bbc.co.uk/bitesize/clips/zgq8q6f Racism: https://www.bbc.co.uk/bitesize/clips/zyc3cdm https://www.bbc.co.uk/bitesize/clips/zb8c87h https://www.bbc.co.uk/bitesize/clips/zqvnvcw</p> <p>Suggested Activities <i>This activity requires a ball of wool.</i> Children sit in a circle. One child is given a ball of wool and told to throw it to someone they have a connection with, while holding the end of the wool and saying what the connection is. The connection can be anything at all – from someone having the same colour hair, living in the same street, going to the same Gudwara, and so on). The recipient takes hold of the wool so that it forms a bridge between them and the person who threw it, then throws the ball of wool to someone else, saying a different connection. This activity provides a striking demonstration of how we are all connected in many ways. We are all similar in some ways, different in others. Remind children of the importance of valuing our differences.</p> <p>Books: The boy at the back of the class by Onjali Rauf Undeclared by Kwame Alexander and Kadir Nelson</p>
Valuing difference	<p>To understand we can be different from our friends.</p> <ul style="list-style-type: none"> - Understand that differences in gender, race, religion, culture, and (dis)ability should not prevent friendship or cause negative treatment. - Understand that we don't have to be the same as everyone else to be friends. <p>Key questions</p> <ul style="list-style-type: none"> - Can we be different and still be friends? 			<p>Suggested Activities <i>Something Else</i> By Kathryn Cave Preview https://www.youtube.com/watch?v=aFOhsJyjdNE&t=36s - Why was <i>Something Else</i> alone so often? [The other people wouldn't play with him because they thought he was different] - Was it <i>Something Else's</i> fault? [No, he was just being himself] - How did <i>Something Else</i> react when the stranger arrived at the door? [He was surprised and not very welcoming. He asked the stranger to leave] - What did the stranger remind him of? (himself) Why did <i>Something Else</i> change his mind? [Because he realised that he was acting the same way as all the other people - by excluding someone because they looked different. He knew how it felt to be excluded]</p>
Valuing difference	<p>To learn about value and customs of people around the world.</p> <ul style="list-style-type: none"> - I know that UK is made of people from different religious and ethnic identities - I know some of the ways people can show respect for different cultures and identities <p>Key questions:</p> <ul style="list-style-type: none"> - What sorts of traditions do families and cultures have? 	L12	178	<p>https://schools.1decision.co.uk/info/videos/awwj-scorm-british-values/index.html</p>

	<ul style="list-style-type: none"> - What do we like about these different traditions? - Why are some traditions and cultures different from our own? - How can we celebrate everyone's special times? 			
Economic understanding	<p>To learn about the role of money in our life.</p> <ul style="list-style-type: none"> - Identify the ways that money affects their lives - Understand that not everyone has the same access to money and employment across the world. <p>Key questions:</p> <ul style="list-style-type: none"> - How do people manage money they get? - What do people have to think about before we decide to spend or save? 	L13	179	<p>Suggested activities</p> <p>Video What's fair? https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-isfair/zh98qp3 Animated story, discussing the difference between equality and fairness. Pause on questions within the film and allow children to explore the subject.</p> <p>Was everyone able to contribute the same things to the group? [No - Some people were rich, so could buy more food, some people were stronger, so they were able to carry more] - Why were some people able to contribute more? [Luck - Ben was born into a less wealthy household, Karim had an accident and Sophie was born smaller. None of them chose their situations] - Is this true in real life too? [Yes - many people are born into situations which make their life easier or harder]</p>
Economic understanding	<p>To learn some of the ways in which we can spend money via technology.</p> <ul style="list-style-type: none"> - Recognise some way in which we can spend money via technology. - Describe the potential impact of spending money without permission. <p>Key questions:</p> <ul style="list-style-type: none"> - What does 'in app purchases' mean? 			<p>https://schools.1decision.co.uk/info/videos/tww-scorm-in-app-purchases/index.html</p> <p>https://www.bbc.com/ownit/its-personal/scottie-dogs-vlog</p>
Citizenship	<p>To learn about the sustainability of the environment across the world. (Climate change).</p> <ul style="list-style-type: none"> - Identify the causes of global warming. - Explain why climate change is not good for the Earth. - Give examples how to prevent climate change. <p>Key questions:</p> <ul style="list-style-type: none"> - What can we do at home and at school to help? (Reduce our carbon footprint). 	L15	181	<p>https://www.bbc.co.uk/news/science-environment-47976184</p> <p>https://www.youtube.com/watch?v=CMOEcUPGi9c</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - List ways in which we can reduce our carbon footprint at home and at school. - Produce poster or short films to spread the word. <p>Books:</p> <p>It's our responsibility to make the world better by Rebecca Bell</p> <p>Little people big dreams – Greta Thunberg</p> <p>Greta and the giants by Zoe Tucker</p> <p>Earth Heroes by Lily Dyu and Amy Blackwell</p>
Economic understanding	<p>To learn what is meant by enterprise and begin to develop enterprise skills.</p> <ul style="list-style-type: none"> - Understand and explain why people might want to save money - Identify way in which you can help out at home. - Budget for items you would like to buy. - Recognise way to make money and the early stages of enterprise. <p>Key questions:</p> <ul style="list-style-type: none"> - What evidence of 'enterprise' do we see in our school or local community? - Who benefits from this enterprise? 	L16	182	<p>https://schools.1decision.co.uk/info/videos/tww-scorm-enterprise/index.html</p>

	- What does someone need to be enterprising?			
Vocabulary	People, difference, diversity, identify, places, values, customs, money, spending, saving, budgeting, in app purchases, sustainability, environment, global warming, enterprise.			
YEAR 4: SPRING TERM				
CORE THEME: RELATIONSHIPS				
TOPIC		REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Staying safe	<p>To learn the difference between acceptable and unacceptable physical contact</p> <ul style="list-style-type: none">- No one has the right to hurt them and no one has the right to touch their private parts.- No one has the right to touch us anywhere on our body if we don't want them to or it feels wrong.- Recall NCPCC Pants rules.- Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable. <p>Key questions:</p> <ul style="list-style-type: none">- How do we feel when someone is in our body space?- Does it depend on <i>who</i> is in our body space?- How does our body/mind warn us when someone gets too close?- How can we tell when others are feeling comfortable or uncomfortable about their body space?- What should we someone do if someone is touching us in ways we don't like, or making us feel uncomfortable in any way?	R8	159	https://schools.1decision.co.uk/info/videos/gac-scorm-appropriate-touch/index.html
Healthy relationships	<p>To know that friendships aren't always fun and about solving disputes and conflict with their peers.</p> <ul style="list-style-type: none">- Understand that relationships come with a mixture of positive and negative emotions- Appreciate that friendships are not always perfect- Understand that it is normal to disagree with your friends- Develop techniques to deal with conflict within friendships- Understand when a relationship is unhealthy and when support is required <p>Key questions:</p>	R12	163	<p>Suggested books:</p> <p>One Sudden Hill by Linda Davis and Benji Davis</p> <p>Suggested Activities</p> <p>Video</p> <p><i>Winnie the Pooh - A portrait of Friendship By A.A.Milne</i></p> <p>https://youtu.be/h7ffHKw6cRw</p> <p>0.40 to 4.25</p> <ul style="list-style-type: none">- Did Pooh want to sit down and be painted by Piglet? [No, because he was hungry. He tried to sit still but couldn't manage it]- Why did the others also not want to sit down and be painted?

	<ul style="list-style-type: none"> - Do friends always agree on what to do? - Do people sometimes ask you to do things that you don't want to do? - Should you always do what your friends want? [No - you have to get the balance right between getting what you want and also making room for your friends to also have fun] - Are you responsible for the happiness of your friends? [No - you can't make everyone happy all the time, but it is good to be kind and to do caring things for people. You have to balance making sure that you are happy yourself and checking that other people are happy too] - How many friends can I have? [As many as you like, there is no need to exclude others] 			<ul style="list-style-type: none"> - [they all had other things that they wanted to do] - What did Piglet realise? <p>[If you want to be a good friend, you sometimes have to compromise (meet them half-way) What did Piglet do that meant everyone was happy? [He realised that you don't always have to have everything exactly like you want it - sometimes you have to compromise and think about other people's feelings too - Do you think that Piglet's friends should have sat still to be painted? [No - you don't have to change what you're doing to please your friends all the time, but it's nice when you make a plan that ensures everyone can be happy]</p> <p><i>Winnie the Pooh - A Bounciful Friendship By A.A.Milne</i> https://www.youtube.com/watch?v=hKx_MzX2l84 - How many friends can I have? [As many as you like, there is no need to exclude others]</p>
Valuing difference	<p>To learn about differences and similarities between people but understand everyone is equal.</p> <ul style="list-style-type: none"> - Recognise the positive attributes in others. - Explain why being different is ok. - Identify some of the way we can overcome barriers and promote equality. <p>Key questions: What makes up our identity? • What things look or seem the same / different to others? • Do we have things in common with those we think are different to us? • In what ways are we all the same?</p>	R13	164	<p>https://schools.1decision.co.uk/info/videos/awwj-scorm-breaking-down-barriers/index.html</p> <p>Suggested Books: Same but different - Molly Potter Bad Girls - Jaquelin Wilson</p>
Healthy relationships	<p>To recognise bullying, how to respond and ask for help.</p> <ul style="list-style-type: none"> - Differentiate between playful teasing, hurtful behaviour and bullying - Recognise that bullying can be online as well as occurring in physical life. - Identify how this can negatively affect people (e.g. their feelings and aspirations) - Explain what to do if they witness bullying/hurtful behaviour/name calling or if someone feels they are being bullied - Explain where people can get advice and help <p>Key questions: <ul style="list-style-type: none"> - How might the words/names that people use make someone feel bullied? - What can we do if we witness bullying online or in person? </p>	R14 /18	165	<p>Suggested book links: Troll Stinks by Jeanne Willis</p> <p>https://schools.1decision.co.uk/info/videos/br-scorm-looking-out-for-others/index.html https://www.bbc.co.uk/bitesize/clips/zmbfb9q https://schools.1decision.co.uk/info/videos/cs-scorm-online-bullying/index.html https://www.bbc.co.uk/bitesize/clips/zjfhfg8</p> <p>https://mentallyhealthyschools.org.uk/resources/bullying-what-can-i-do-video-and-accompanying-guidance/</p>

	<ul style="list-style-type: none"> - Why might it sometimes be difficult to tell someone if we are being bullied or if someone else is being bullied? 			
Healthy relationships	<p>To recognise and peer pressure.</p> <ul style="list-style-type: none"> - Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship - Appreciate that friends should make us feel good and safe - Identify behaviour that is controlling or manipulative - Identify issues around consent and coercion <p>Key questions:</p> <ul style="list-style-type: none"> - Not all friendships are healthy, but how do you know? <p>We all want to be liked by our friends, and this means that sometimes we do things, even though we know we shouldn't.</p> <p>Here are some tips for keeping your friendships healthy and making sure you do the right thing:</p> <ol style="list-style-type: none"> 1) Identify when you are being pressured: Is it making me feel uncomfortable? - Do I feel nervous, shakey, sweaty, sick? - Would I do this if my parents/carers/teachers were watching? (Why not?) Would I ever do this if I wasn't being pressured? -Why am I being asked to do this? 2) Think through the consequences: - Is it kind? Is it safe? Is it right? - Might I get in trouble? - Does anyone suffer from this? 3) Respond to the pressure: - Say no confidently - Repeat yourself if you need to - Be polite and respectful, without judging them ("Not thank you", "That sounds fun, but it's not for me") - Suggest something else - Walk away and find people who make you feel comfortable - Tell an adult you trust if it is serious. 	R15	166	<p>https://schools.1decision.co.uk/info/videos/kss-scorm-peer-pressure/index.html</p> <p>Video Overcoming Peer Pressure by The Behavioral Science Guys https://www.youtube.com/watch?v=1-U6QTRTZSc</p> <ul style="list-style-type: none"> - Can you give an example when you've gone along with something when you shouldn't have? - Why is it so hard to stick up for what is right when that means going against what your friends think? <p>Peer pressure from bullies: https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-pressure-from-bullies/zdgprj6</p>
Valuing difference	<p>To learn about stereotypes.</p> <ul style="list-style-type: none"> - Explain what is mean by stereotyping (an often unfair and untrue belief that many people have about all people or things with a particular characteristic) - Give some examples of gender stereotyping. - Identify when stereotypes are challenged and explain how this helps. - Recognise that each individual is unique and our school community values equality. <p>Key questions:</p> <ul style="list-style-type: none"> - Is there such a thing as "man's" or "woman's" job? - How can we make sure our school is a community which values equality? 	R16	167	<p><u>Hall Library</u></p> <p>The prince and the knight by Daniel Haack Are You a Boy or Are You a Girl? by Sarah Savage Princess Smartypants by Babette Cole Julian is a mermaid by Jessica Love Julianat the wedding by Jessica Love</p> <p><u>Suggested Activities</u></p> <p>Starter activity [To assess children's current thinking] Children sort images of toys into two piles:</p>

				<p>‘Boys toys’ and ‘Girls toys’</p> <p>- Do you notice a problem with this activity?</p> <p>[Yes - the idea of different toys for boys and girls is sexist: children should be able to play with anything that they want</p> <p>-Did anyone say anything when they noticed this activity was unfair? Why not? [It is important that we</p> <p>‘call-out’ any sexism that we see. If something is not ok, we should speak up]</p> <p>Class discussion</p> <p>[Do the children already have existing prejudices?]</p> <p>- What is a man’s job? What is a girl’s job?</p> <p>There is no such thing as ‘a man’s job’ or ‘a girl’s job’ but for 100s of years, people have thought that men and women should be treated differently. It is now illegal to stop someone getting a job because of their gender.</p> <p>Video</p> <p><i>Inspiring The Future - Redraw The Balance</i></p> <p>https://www.youtube.com/watch?v=qv8VZVP5csA</p> <p>- Stop at 0.56</p> <p>- Can you describe the 3 people that are about to enter the room?</p> <p>- Do you think that the children’s drawings will be accurate?</p> <p>- Play rest of film</p> <p>- Why do you think that the children’s drawings are different to the real people? [These are jobs that have traditionally been for men, not women]</p> <p>- Are men and women the same? [Mostly, although on average men are stronger than women, so they might be better at some physical jobs]</p> <p>- What might stop young women from choosing these jobs?</p>
Feelings and emotions	<p>To learn what to do if they are worried about something that has happened at home and how this can affect them at school.</p> <ul style="list-style-type: none">- Know they can talk to anyone at school if they are experiencing problems at home.- Identify members of staff whom they can talk to, and the type of support that could be offered. <p>Key questions:</p> <ul style="list-style-type: none">- How can problems at home effect you in school?- Who can you talk if you are worried about something at home?			<p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-dealing-with-problems-at-home/znv9mfr</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-problems-at-home-affecting-life-at-school/zm9ykmn</p>
Vocabulary	Equal, inclusive, disputes, conflict, negotiation, compromise, identify, similarities, differences, equality, bully, stereotypes.			
YEAR 4: SUMMER TERM				
CORE THEME: HEALTH AND WELLBEING				
TOPIC		REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES

Healthy lifestyle and well-being	<p>To recognise opportunities and develop the skills to make their own choice about food.</p> <ul style="list-style-type: none"> - Explain what is meant by a balance diet and plan a balanced meal. - Recognise how too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older. - Understand nutritional information on packaged food and explain what it means. - Describe different ways to maintain a healthy lifestyle. <p>Key questions:</p> <ul style="list-style-type: none"> - How can we eat for health? - What do we need to know about the food that we choose? - What can people do to help them make a healthy choice in different situations? 	H3	139	https://schools.1decision.co.uk/info/videos/ksh-scorm-healthy-living/index.html
Keeping safe	<p>To learn about how to get help in an emergency identify school rules about health and safety</p> <ul style="list-style-type: none"> - Explain why we need to have different health and safety rules in different places - Give examples of emergencies (and non-emergencies) - Explain what is helpful and unhelpful in emergency situations - Identify sources of help in emergencies and how to alert them. - Know when it is appropriate to ring 999 - What to on say when making a 999 call. <p>Key questions:</p> <ul style="list-style-type: none"> - What are the rules and risks different in different situations? - What is an emergency? When is something not an emergency? - What can someone do in a dangerous or emergency situation? - How do we alert the emergency services? 	H15	147	<p><u>Suggested Activities</u></p> <p>Have scenarios to sort into emergencies and non-emergencies. Decide the best course of action for each scenario.</p> <p>Practice making a pretend 999 call.</p>
Healthy lifestyle and well-being	<p>To learn about what is meant by a habit and how they can be hard to change.</p> <ul style="list-style-type: none"> - Explain what a habit is - Identify habits that help us and habits that do not - Identify strategies for developing helpful habits - Recognise that although it can be difficult, unhelpful habits can be changed or stopped - Suggest ways that less helpful habits can be changed or stopped. <p>Key questions:</p> <p>How are habits good or not so good for us?</p> <ul style="list-style-type: none"> • How can habits make us feel? • How can people develop good habits? • How do we recognise not so good habits? 	H16	148	https://www.youtube.com/watch?v=GqJgBabaWco

	<p>• What helps people to 'break' a habit?</p>			
Healthy lifestyle and well-being	<p>To learn about smoking.</p> <ul style="list-style-type: none"> - Explain some of the risks associated with smoking (physical, social and legal). - Name the addictive ingredient in cigarettes and e-cigs. - Describe how smoking can affect your immediate and future health and wellbeing. - Give reasons why someone might start and continue to smoke. - Identify and use skills and strategies to resist any pressure to smoke. <p>Key questions:</p> <ul style="list-style-type: none"> - Why do you think people start to smoke? (some people think it makes you look cool, some young people think it makes you look older, some young people want to break the rules and it makes them feel in control, some people smoke because their friends and family do). 	H17	149	https://schools.1decision.co.uk/info/videos/ksh-scorm-smoking/index.html
Keeping safe	<p>To learn the signs of an asthma attack or choking.</p> <ul style="list-style-type: none"> - List reasons why someone may struggle to breathe. - Identify signs of an asthma attack or choking. - Understand the correct steps for seeking immediate emergency help. - Practice providing first aid treatment to someone who is struggling to breathe. <p>Key questions:</p> <ul style="list-style-type: none"> - Do you know what asthma is? - What could trigger an asthma attack? (pollen, winter, anxiety, emotion, stress, cigarette smoke, mould, damp, covid, weather, infection, animals, exercise, dust, pollution). - How can we spot an asthma attack? (wheezing, difficulty speaking, distress, grey/blue tinge to the lips, earlobes and nail beds, coughing, fast breathing, panic, difficulty breathing). 			https://schools.1decision.co.uk/info/videos/fa-scorm-year-4/index.html https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-dealing-with-asthma/zm8jxyc
Keeping safe	<p>To learn the signs of an allergic reaction and anaphylactic shock.</p> <ul style="list-style-type: none"> - Identify the signs of an allergic reaction and anaphylactic shock. - Understand the correct steps for seeking immediate emergency help. - Know what to do if someone is having an anaphylactic shock. <p>Key questions:</p> <ul style="list-style-type: none"> - Do you know what an allergic reaction is? - How is an anaphylactic shock triggered? (Wasp sting, shellfish, eggs, medicines, nuts). - How can we spot an anaphylactic shock? (red itchy eyes, difficulty swallowing, swollen tongue, coughing, clammy skin, hoarse voice, swelling of skin.) 			https://schools.1decision.co.uk/info/videos/fa-scorm-year-4/index.html https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-ks3-i-cant-go-to-school-today-living-with-anaphylactic-allergies/z6mjvk7

Keeping safe	<p>To learn how to stay safe near railway tracks.</p> <ul style="list-style-type: none"> - Can talk about some safety risks around railways - Can recognise safety signs at a station and say what they mean - Can recognise the signs that keep us safe at a level crossing and say what they mean. <p>Key questions:</p> <ul style="list-style-type: none"> - Why do you think people take risks on the railway? [It seems safer than it is. They are impatient] - Why do you think people don't see trains coming easily? [They are quieter than cars and travel much faster (up to 140mph)] 			<p>Video Level crossings - Teenager distracted by music https://www.youtube.com/watch?v=ZHV5uKHpp8</p> <p>Staying safe on the railways with Scouts and CrossCountry https://www.youtube.com/watch?v=qFOcx_tzyXk&feature=emb_logo</p> <p>Video Railway crossing mistakes https://www.youtube.com/watch?v=tI8mXzEJfE Watch from 0.20 to 0.30 for a near-miss</p>
Technology and media	<p>To learn about how to act appropriately when gaming online.</p> <ul style="list-style-type: none"> - Know you don't have to put up with the insults and aggression you might hear whilst gaming. - Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why - Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them <p>Key questions:</p> <ul style="list-style-type: none"> - Why do you think people get so angry/upset when playing a game? (Worrying about winning, feeling the pressure, want to keep up their reputation, don't want to let team mates down) - How can you tell the difference between banter and bullying? - When should you ask for help? 			<p>https://www.bbc.com/ownit/its-personal/kane-tackles-hate-in-online-gaming</p>
Growing and changing	<p>To learn about the changes that happen in puberty.</p> <ul style="list-style-type: none"> • What puberty is. • Describe how our bodies change in puberty. • Know the correct names for male and female reproductive organs. • Know it is important and how to keep clean during puberty. • Know puberty can cause mood swings. • Know the terms 'menstruation', 'periods' and 'ejaculation' and explain what happens during periods and ejaculation (wet dreams) and how to manage both. • Know they can talk to a trusted adult about the changes that happen at puberty. • Know everyone experiences puberty at different rates and that changes occur at the right time for them. 	H18	150	<p>https://schools.1decision.co.uk/info/presentations/gac-lesson-guide-puberty/index.htm</p>

	<p>Key questions:</p> <ul style="list-style-type: none">• What happens to people's bodies when they grow up?• Do these changes happen to everyone at the same time?• What do we need to know about the changes?• How can people feel about growing up?• Who can we talk to about the changes we might experience?			
Vocabulary	Healthy choices, balanced, diet, wellbeing, emergency aid, help, safety, rules, habits, drugs, alcohol, tobacco, medicines, caffeine, advice, support, asking for help Puberty, physical, and emotional changes, penis, vagina, breasts, testicles, body odor child, teenager, adult, Adam's apple, hygiene, clean, cleanliness, sweat, spots, physical, mature, menstruation, ejaculation			

YEAR 5: AUTUMN TERM				
CORE THEME: LIVING IN THE WIDER WORLD				
TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Healthy lifestyle and well-being	<p>To research, discuss and debate issues concerning health and wellbeing.</p> <ul style="list-style-type: none"> - Identify, write about and discuss issues currently in the media concerning health and wellbeing explain steps they can take on their own to look after their own health and wellbeing. - Explain steps they can take with help from others to look after their own health and wellbeing. - Recognise that health and wellbeing includes mental and emotional health. <p>Key questions:</p> <ul style="list-style-type: none"> - What can we do to improve our own mental health? 	L1	224	<p>https://www.bbc.co.uk/newsround/52713333</p> <p>The night shift by Debi Glori. The small things by Mel Tregonning Ish by Peter Reynolds. Why do I feel like this by Shinsuke Yoshitake</p>
Rules and rights	<p>To learn why and how laws are rules, how they are made and take part in making and changing rules.</p> <ul style="list-style-type: none"> - Explain that rules and laws exist to keep us safe and healthy - Give example of how rules and laws are made and enforced - Explain what is meant by a democracy - Describe or demonstrate steps people can take to make and change rules (class/school council, writing to ward councillor, local MP). <p>Key questions:</p> <ul style="list-style-type: none"> - What could happen if people don't follow the rules / laws? - How can we influence the rules that are made in schools? - Who has influence over which laws come into place? 	L2	225	<p>https://www.bbc.co.uk/bitesize/topics/zyg2xbk/articles/zqgm7yc https://www.bbc.co.uk/programmes/articles/5g4rdm5gMNOYZpPvpzMslY5/british-values-the-rule-of-law</p> <p>All About Politics by Andrew Marr The accidently Prime Minister by Tom Mc Laughlin</p>
Citizenship	<p>To learn how anti-social behaviour can affect wellbeing and how to handle, challenge and respond to aggressive and anti-social behaviours.</p> <ul style="list-style-type: none"> - Know 'anti-social behaviour' is people acting in a way that is harmful and distressing to other people in our community. - Know anti-social behaviour is unacceptable as we all have the right to live happy, safe and healthy lives no matter who we are or where we are from. - Know there are different types of anti -social behaviour – vandalism, graffiti, littering, bullying, catcalling (shouting at or harassing someone in public, swearing, fighting and intimidation.) - Know the effects of anti-social behaviour prosecution by the police, risk to life, hard to physical and mental health. - Know how to prevent anti-social- treat everyone with respect, be polite, choose not to join in anti-social behaviour and put rubbish in the bin. <p>Key questions:</p> <ul style="list-style-type: none"> - How can antisocial behaviour affect how someone feels? - Where or who can we go to, to get help or support? 	L6	228	<p>https://www.youtube.com/watch?v=zSU4m5f4b-g</p>
Citizenship	<p>To learn about different kinds of responsibilities (home, school, community and environment).</p> <ul style="list-style-type: none"> - Identify ways in which we can help those who look after us. - Explain the positive impact of our actions. 	L7	229	<p>Responsibility at home chores: https://schools.1decision.co.uk/info/videos/tww-scorm-chores-at-home/index.html</p>

	<ul style="list-style-type: none">- Describe the ways in which we can contribute to our home, school and community. Key questions: <ul style="list-style-type: none">- Are we responsible for others as well as ourselves? Why?- What are our community and environmental responsibilities?			
Citizenship	To learn the importance of being honest, not stealing and consent. <ul style="list-style-type: none">- Explain what consent means.- Recognise the importance of being honest and not stealing.- Explain why it is important to have a trusting relationship between friends and family.- Identify how making some choices can impact others' lives in a negative way. Key questions: <ul style="list-style-type: none">- What is theft?- What is consent?			https://schools.1decision.co.uk/info/videos/br-scorm-stealing/index.html
Citizenship	To think about how we can be a good citizen. <ul style="list-style-type: none">- Understand that we all rely on the people around us.- Identify the ways that we can help people around us without upsetting them. <u>Key questions</u> What is a citizen? Someone who is part of society (everyone) What makes a good citizen? Someone who contributes what they can to make life better for everyone. Who do you know that is a good citizen? What makes them good?			<u>Suggested Activities</u> What not to do to disabled people in a convenience store https://www.youtube.com/watch?v=XOrEJDPBH-M People often try to support disabled people, but they don't always get it right. Can you spot the mistakes in this video? <ul style="list-style-type: none">- In the first half of each scene, what mistakes are people making?-People assume that disabled people cannot drive - They assume that wheelchair users cannot walk at all - They start helping disabled people without asking first- They assume that disabled people are less intelligent- They make choices on behalf of disabled people<ul style="list-style-type: none">- They are patronising- They are not speaking to disabled people in the way way they would talk to anybody else- They talk to the non-disabled person and ignore the disabled person<ul style="list-style-type: none">- They are so awkward!- Did they mean to be rude? [No, they are trying to do the right thing, but they haven't treated disabled people fairly and they need to think harder about their interactions]
Vocabulary	Discussion, debate, topical issues, problems, events, rules, laws making and changing rules, anti-social behaviour, rights, duties, home, school environment, decisions, choices			

YEAR 5: SPRING TERM

CORE THEME: RELATIONSHIPS

TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Feelings and emotions	<p>To learn how to respond appropriately to a wider range of feelings in others.</p> <ul style="list-style-type: none"> - Describe feelings someone can experience when falling out with others. - Explain how these feelings might encourage them to behave - Understand why it is better to demonstrate self - control and restraint in emotional situations, staying calm and making good choices, even when others are not <p>Key Questions</p> <p>Why do we argue?</p> <ul style="list-style-type: none"> - being insulted - something being unfair - abusive language - physical threats - violation of your personal space - being lied to - someone being rude - feeling lonely or excluded - being bullied online <p>When managing our emotional triggers, it is important to stay calm, be kind and communicate well. The aim is to be able to talk about how we are feeling - not avoid feeling the negative emotions.</p>	R1	207	<p>Suggested Books:</p> <p>My heart is a poem Why do I feel like this?</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-the-brain-house/zd7kd6f</p> <p>Suggested Activities</p> <p>Class Activity Scenarios. Show scenarios on the board. Children decide what to do in a range of scenarios involving conflict or argument. How should they react? What would they say? How could they explain their feelings? The children should come up with their own solutions that really get to the heart of the problem. Try and model how emotions affect our ability to make good decisions.</p> <p>Top Tips - Did you remain calm? - Did you consider or listen to the other person? - Did you use kind words - Did you say "sorry"? - Did you show empathy? - Did you offer a solution? - Did you explain your emotions clearly?</p> <p>Explore jealousy - https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-dealing-with-jealousy-in-relationship/zrrdt39</p>
Healthy relationships	<p>To learn about resolving differences, respecting different points of view and making own decisions.</p> <ul style="list-style-type: none"> - Give reasons for falling out between friends and peers. - Suggest alternative strategies they can use to resolve differences (e.g. managing their own state, restorative language, negotiating, agreeing to disagree) - Suggest how to help see and respect others' points of view (e.g. putting yourself in their shoes) <p>Key questions:</p> <ul style="list-style-type: none"> - How does it feel to disagree with someone? - What strategies can people use to resolve differences? <p>Do we have to agree with others' points of view?</p>	L8	203	<p>Respect: https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-british-values-mutual-respect/zp8yhcv</p> <p>Suggested books:</p> <p>Across the divide by Anne Booth The lemonade war by Jaqueline Davis</p>
Healthy relationships	<p>To recognise when a relationship is unhealthy</p> <ul style="list-style-type: none"> - Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship - Appreciate that friends should make us feel good and safe - Identify behaviour that is controlling or manipulative - Identify issues around consent and coercion 	R3	209	<p>Healthy vs Unhealthy Relationships https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7rj6</p> <p>In video, children ask experts about healthy and unhealthy relationships.</p> <p>Suggested books:</p> <p>Wonder by R.J. Palacio</p>

	<p>Key questions: Not all friendships are healthy, but how do you know? We all want to be liked by our friends, and this means that sometimes we do things, even though we know we shouldn't. Here are some tips for keeping your friendships healthy and making sure you do the right thing:</p> <ol style="list-style-type: none">1) Identify when you are being pressured: Is it making me feel uncomfortable? - Do I feel nervous, shaky, sweaty, sick? - Would I do this if my parents/carers/teachers were watching? (Why not?) Would I ever do this if I wasn't being pressured? -Why am I being asked to do this?2) Think through the consequences: - Is it kind? Is it safe? Is it right? - Might I get in trouble? - Does anyone suffer from this?3) Respond to the pressure: - Say no confidently - Repeat yourself if you need to - Be polite and respectful, without judging them ("Not thank you", "That sounds fun, but it's not for me") - Suggest something else - Walk away and find people who make you feel comfortable - Tell an adult you trust if it is serious.			
Citizenship	<p>To learn about the consequences of their actions on themselves and others.</p> <ul style="list-style-type: none">- Explain how someone's actions might have consequences for themselves, family, friends, wider community- Identify the consequences of positive behaviour on themselves and others- Identify the consequences of negative behaviour on themselves and others- Explain the importance of 'stopping', 'taking a step back' and asking 'What if...' <p>Key questions:</p> <ul style="list-style-type: none">- What are the consequences of one person's decisions? (e.g. to drop some litter)- How might this affect themselves and other people?	R7	213	<p>Suggested books: There's a Boy in the Girls' Bathroom by Louis Sachar</p>
Vocabulary	Feelings, empathy, recognising others feelings, relationships, unhealthy, points of view, boundaries, actions, behaviour, consequences			
<p>YEAR 5: SUMMER TERM CORE THEME: HEALTH AND WELLBEING</p>				
TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Healthy lifestyles and well-being	<p>To learn about positivity and negativity and how this affects wellbeing (mental and emotional health)</p> <ul style="list-style-type: none">- Explain how thinking negatively can affect wellbeing.- Identify choices that can have positive and negative consequences on a person's wellbeing- Identify the everyday choices people can make to help take care of their wellbeing. <p>Key questions: What choices can someone make to help look after their body and mind?</p>	H1	187	<p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-to-develop-a-positive-mindset/z6gb2sg</p> <p>Suggested activities Class Discussion Inner dialogue - that voice in our heads You might have heard of people talking about 'The voice in our heads'. - What does this mean?</p>

				<ul style="list-style-type: none"> - Where does this voice come from? - When does that voice in our head help us out? [When we are about to do something wrong, when it is a positive voice - overcoming challenges] - When does that voice in our head get in the way? [When we are putting ourselves down, when we don't feel good enough, when it isn't our fault; sometimes, we can be our own worst critic] <p>Activity - Children write down two scenarios 1) A time when the voice in their head helped them to do the right thing or be happy 2) A time when the voice in their head caused them to do the wrong thing or be less happy - The stories can be from memory or made up.</p>
Feelings and emotions	<p>To learn how we can all feel overwhelmed.</p> <ul style="list-style-type: none"> - Understand that our brains can get poorly and can be treated (just like our bodies) - We can feel lots of different emotions at the same time. - Know that mental wellbeing varies and is not constant. <p>Key questions: How does it feel in our bodies when we feel overwhelmed?</p>			<p>Suggested activities</p> <p>Stimulus Scene from Harry Potter https://www.youtube.com/watch?v=ogZMzVWMQao In this scene Ron says "One person can't feel all of that, they'd explode!"</p> <ul style="list-style-type: none"> - Can you have more than one emotion at a time? - What causes these emotions? [many factors can add up together] - Can you be happy and sad at the same time? [Yes - and your mood can change hour by hour too!] <p>Activity</p> <ul style="list-style-type: none"> - Children write down a memory of a time when their emotions 'spilled out' - Was there a better way to help themselves? - Children can share their stories, but only on a voluntary basis <p>[Be mindful of children in your class that are experiencing/have experienced traumatic events. Ensure it is made clear to pupils who they can talk to if handling difficult emotions.</p> <p>Extension Panic attacks: https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-panic-attacks/zvvqxyuc</p>
Valuing difference	<p>To learn to express our sense of identity.</p> <ul style="list-style-type: none"> - We are made up of some many different parts. - We don't always stay the same and we change over time. <p>Key questions: What makes you you? (Emotions? Family? Friends? Memories? Religion? Culture? Country? Genetics?)</p> <ul style="list-style-type: none"> - Are you always the same? - Do you change over time? - Do you change day to day? 			<p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j Class Discussion What is the ship of theseus a metaphor for? [Ourselves - we are made up of so many different parts, which are all changing regularly]</p>

	- Are you different from the person you were one year ago?			
Technology and media	<p>To learn how images in the media can distort reality and how this can affect how people feel about themselves.</p> <ul style="list-style-type: none"> - Analyse representations of beauty in the media - Understand that the images we see in the media affect the way we see and judge ourselves and others - Appreciate that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame) <p>Key questions: Can you believe everything you see in the media?</p>	H4	189	<p>Your perfect the way you are – Richard Nelson</p> <p>https://www.bbc.com/ownit/its-personal/lauren-body-postiive - should we edit our selfies?</p> <p>Video Dove evolution (How faces can be transformed using photo editing software) https://www.youtube.com/watch?v=iYhCn0jf46U</p> <p>Body Image https://youngminds.org.uk/findhelp/feelings-and-symptoms/bodyimage/ What you see on social media isn't always real</p> <p>https://youngminds.org.uk/blog/whatyou-see-on-social-media-isnt-alwaysreal/ Children take notes. Have a class discussion about the things they have learned.</p> <p>Body Image - What is perfect? [video link 'under review'] https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-body-image-what-isperfect/zhq3xyc</p> <p><u>Class Activity</u> Identify priorities Sort traits from most to least important: Appearance ●Skills ●Family ●Knowledge ●Intelligence ●Physical ●Wealth ●Religion</p> <p><u>Paired Activity</u> Analyse social media posts Look at a variety of screenshots from social media posts. Children sort images into two piles: 1) Realistic/everyday beauty standards 2) Unrealistic/professional beauty standards They should ask themselves these questions: ●How much effort went into these photos? ●Did a professional photographer take them? ●Are the clothes expensive? ●Are they wearing makeup? ●Has the photo been edited? ●How long does this person spend working out to make their body look different?</p>
Feelings and emotions	<p>To learn about coping with bereavement and the process of grieving.</p> <ul style="list-style-type: none"> - Recognise what grief is and how this can feel for people - Describe ways that people can explore and express feelings when experiencing bereavement. 	H8	192	<p>Stories about change, loss and death need to be chosen with great care and should be chosen as a piece of children's literature rather than be a story specifically written for the issue.</p>

	<ul style="list-style-type: none"> - Identify the importance of treasuring and sharing memories - Identify where to ask for advice or support at times of change <p>Key questions:</p> <ul style="list-style-type: none"> - What can help people when there are grieving? - How can people keep and share special memories? 			<p>Some examples are Seal Surfer by Michael Foreman The Heart and the bottle by Oliver Jeffers.</p> <p>The class teacher will need to carefully choose the context of the lessons e.g. losing a pet, moving house, loss of family member. Some pupils may not wish to share their experiences or they may be content to listen to the thoughts and opinions of their peers</p>
Healthy lifestyle and well-being	<p>To learn about how we can keep our bodies health and understand the impact of taking drugs, alcohol and tobacco.</p> <ul style="list-style-type: none"> - Know that taking drugs, drinking too much alcohol and smoking can affect our health. - Know there are many illnesses that are not caused by anything, it's just bad luck <p><u>Key questions</u></p> <p>Often, diseases and disabilities can't be avoided. We won't always be fit and healthy. Getting ill is a natural part of life</p> <ul style="list-style-type: none"> - Can you think of some simple things that we can do to reduce the risk of getting ill? (Eat a balanced diet and Get regular exercise). - What things can have a negative impact on your health? (Alcohol, cigarettes, some drugs, sugar, some fatty foods] - 			<p>Optional Video Jasper's Story - Living with cystic fibrosis https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-ks3-i-cant-go-to-school-today-living-with-cystic-fibrosis/z6xq382</p> <ul style="list-style-type: none"> - What is it like for people with long-term illnesses? Remember there are many illnesses that are not caused by anything, it's just bad luck
Healthy Lifestyle and well-being	<p>To learning about the importance of getting enough sleep for our health and well-being.</p> <ul style="list-style-type: none"> - Understand why getting the right amount of sleep is important - Identify key indicators of poor health - Understand the importance of getting the correct amount of sleep - Know strategies to help them to sleep better. <p>Key questions:</p> <ul style="list-style-type: none"> - How can lack of sleep effect our health and well-being? - What can we do to promote healthy sleep? 			<p>Video Rise Above: Sleep! Let's talk about it! https://www.youtube.com/watch?v=q_9_fCgl7yY Video Roman Kemp's Sleep Experiment https://www.youtube.com/watch?v=taRxhkswNWA Optional Video All About Sleep https://www.youtube.com/watch?v=x3-2XQiSaE4 (Informative and clear, but long)</p> <p>Suggested Activities</p> <p>Inspired by the Rise Above video, children use iPads to make their own quick video to explain the importance of sleep and give top tips for getting better sleep</p> <p>Success criteria</p> <ul style="list-style-type: none"> - Includes 5 reasons why sleep is important - Includes 3 top tips for getting a good night's sleep - Involves asking questions and then providing answers - Use a mixture of speech and text - 2 minutes long
Keeping safe	<p>To learn about independence, increased responsibility and keeping safe.</p> <ul style="list-style-type: none"> - Describe ways they are becoming become more independent as they are growing up - Identify occasions where they are responsible for the safety of themselves and/or others 	H9/10 /11	193	<p>Hazards are things we need to manage whilst dangers are things we have to avoid. Things that are hazardous have potential to hurt whereas dangerous things <i>will</i> hurt. Preventable accidents: if you run, someone may fall over and get hurt – if we walk we will prevent an accident. Some accidents can be prevented by how</p>

	<ul style="list-style-type: none"> - Explain what makes something a risk, a danger or a hazard - Recognise that risk is part of everyday living - Assess the level of risk in different situations <p>Key questions:</p> <p>Does growing up mean taking on more responsibility?</p> <ul style="list-style-type: none"> • When can it be difficult to be responsible? • What is the difference between a hazard and a danger? 			the pupils behave; some can be prevented by other people. Develop pupils' understanding that risk is part of life and that there is a continuum of risk depending on the situation, where it occurs, who they are with and whether they are able to recognise the variables that may occur in order to have a strategy to deal with the risk encountered.
Technology and media	<p>To learn about different influences on behaviour (peer, media) and how to resist unhelpful pressure and how to ask for help.</p> <ul style="list-style-type: none"> - Identify problems with social media and possible solutions. - Understand the ways in which I can protect my physical wellbeing when using social media. - The importance of not spending too much time on social media and limiting screen time. - Know a lot of social media sites have age restrictions so you shouldn't have an account until you reach a certain age. <p>Key questions:</p> <ul style="list-style-type: none"> - What problems might we experience when using social media? - How can we address these problems to protect our wellbeing? - Have a think – how much time do you think you spend on the Internet each day? - Which social media sites or apps have you heard of? 	H13/14	195	<p>Suggested Activities</p> <p>Lesson starter: Can you think of 10 problems that are associated with social media, that could be caused by social media or that could occur while using social media? (Too much time spent on social media, cyber bullying, easy to believe, everything you read and see on social media, worrying about what others think, privacy, online strangers, disrespecting others.</p> <p>Make a list of social media top tips.</p>
Keeping safe	<p>To learn how to use the recovery position and CPR.</p> <ul style="list-style-type: none"> - Demonstrate the recovery position for an unresponsive breathing casualty. - Know when to deliver CPR. - Demonstrate how to do CPR - Know when to call for emergency help (ring 999) - What to say on a 999 call. <p>Key questions:</p> <ul style="list-style-type: none"> - Can you think of any reasons why someone might collapse? (not eating or drinking enough or an underlying health condition). - If you walk into a room and some has collapsed what do you do? (ring 999, ask an adult for help, basic life support). 			https://schools.1decision.co.uk/info/videos/fa-scorm-year-5/index.html
Growing and changing Sex education	<p>To learn about human reproduction, how a baby is made and grows, role and responsibilities of parents and that pregnancy can be prevented.</p> <p><i>Recap changes in puberty covered in Y4.</i></p> <ul style="list-style-type: none"> - Name male and female body part associated with conception. - How sex parts relate to how a body is made. - What sexual intercourse is. - What is meant by consenting and consent. - What pregnancy is and how long it lasts. 	H18	199	https://schools.1decision.co.uk/info/videos/gac-scorm-puberty/index.html https://schools.1decision.co.uk/info/videos/gac-scorm-puberty/index.html https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made/zrnrf82

	<ul style="list-style-type: none"> - Explain that a baby is made when a sperm meets an egg and then fertilised egg settles into the lining of the womb. - Explain that sexual intercourse may be part of an intimate relationship between consenting adults. - Describe the different responsibilities of parents and carers and how having a baby changes their life. 			
Feelings and emotions	<p>To learn about how negative emotions can affect our mood.</p> <ul style="list-style-type: none"> - Understand the range of negative emotions that we can have - Learn what to do if we experience low moods - Describe how to build self esteem <p>Key questions: Are we happy all the time? [No - our moods change all the time - sometimes this is because something has happened. However, sometimes we might just feel happy or sad for no particular reason What is Self-esteem? [How good we feel about ourselves. How much we believe that we deserve happiness] - Why is it important? [If we believe that we deserve happiness, and believe in ourselves, it makes it easier to tackle challenges. It can help us to stay in a positive mood] - How do we improve our self-esteem? [see activity] What can we do to help ourselves when we feel sad? [Get help (talk about it); do things that make you feel good (hobbies, interests, socialising, family); stay healthy (eat well, sleep enough, physical exercise, time outdoors, sunshine), remember that sadness doesn't last forever.</p>			<p>https://mentallyhealthyschools.org.uk/resources/time-to-level-up-a-short-film-about-self-belief/</p> <p>Suggested activities</p> <p>Stimulus Video: The Blue Umbrella (Pixar Short) https://vimeo.com/300720030 Focus on how emotions can change rapidly throughout the day and just because you feel sad at one point does not mean that you will feel sad forever. - How does the blue umbrella feel when it first starts to rain? - How do you know? - How does he feel when he is blown inside out? - Have you ever felt embarrassed before? - How does the umbrella feel when he is separated from the red umbrella? - Have you ever been separated from someone that you liked spending time with? - How does the blue umbrella feel when he has been blown around? - Have you ever felt this way before? - How does he feel at the end</p> <p>Activity Children visit webpage, containing information about increasing self-esteem https://youngminds.org.uk/finding-help/looking-after-yourself/believe-in-yourself/ They write down and share the 5 most important pieces of information from this page</p>

<p>Healthy lifestyle and well-being</p>	<p>To learn about eating disorders and how to get help.</p> <ul style="list-style-type: none"> - Know what eating disorder is and how it could affect someone. - Know what to do if they suspect a classmate isn't eating. - Develop a healthy eating plan - Know what they should do if they are feeling anxious or worried. <p>Key questions: What do you think an eating disorder is? How does it could affect someone?</p>			<p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-a-bully-arianas-story/zrc6nrd</p>
<p>Vocabulary</p>	<p>balanced lifestyles, choices, health, wellbeing, media, images, reality/fantasy, true/false, conflicting, emotions, feelings, managing, feelings, change, transition, loss, separation, divorce, bereavement, risk, danger, hazard, responsibility, safety, peer pressure, managing pressure, influences, media, peer.</p> <p>Sex Education: puberty, physical, emotional changes, reproduction, sex, sexual intercourse, fertilised, sperm, ovary, fallopian tubes, pregnancy, baby, foetus, uterus, womb, contraception, vagina, penis, testicles, genitals, breasts, pubic hair, periods, sanitary, tampon</p>			

YEAR 6: AUTUMN TERM

CORE THEME: LIVING IN THE WIDER WORLD

TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Valuing differences	<p>To appreciate a range of religious and ethnic identities of people living in the UK and we are all British.</p> <ul style="list-style-type: none"> - Discuss what it means to belong to a country - Appreciate that people can have more than one nationality - Understand that our country's culture is made up of all of the different immigrants that have come here over thousands of years. - Show respect and appreciate a range of religious and ethnic identities <p>Key questions:</p> <ul style="list-style-type: none"> - Do people all come from the same culture? [No - some people's culture is based on their religion, sometimes it is based on the country that they came from (17% UK population were born outside the UK*), sometimes it is based on the personal tastes of the people in the family. Some people's family combines people from different backgrounds, so the culture of their family is a mixture of different things] - Is it a good thing or a bad thing that we are not all the same? [One of the great things about living in Britain is that there are so many different things to eat, look at, listen to and do! Our culture is rich and varied. There is so much to explore if you are interested] 	L11	287	<p>Books:</p> <p>Front Desk by Kelly Yang & Maike Plenzke</p> <p>The high-rise by Shannon Jackson.</p> <p>Class discussion: see key questions.</p> <p>Show pictures of British stereotypes, followed by images that include more diversity. Examples to include: The Queen, A variety of people from many different countries of origins and ethnic backgrounds, a Punjabi Wedding, a cricket match, fish and chips, foods that originated in other countries, historic buildings, modern buildings, churches, mosques, farms, festivals, Christmas, Diwali/Chanukah/Eid/ Chinese New Year.</p> <p>- Are some of these things more British than others? [No - Just because some traditions have been in this country for longer, it doesn't make them more British. For example, Britain is famous for Fish and Chips but a big part of living in Britain is that we love foods from all over the world, such as pizza, curry and noodles! These foods all came from somewhere else originally, but they are part of our lives now]</p> <p>What is the culture of our country? [British culture is made up of many different, smaller cultures. Some of them are old, such as religion, language and traditional music. Some of them are new, such as pop music, fashion and ideas about equality. Most of them have come from different countries (for example Christianity, Islam, American music) but they have arrived at different times (Christianity came about 1000 years ago, Islam has been a mainstream religion in Britain in the last 100 years, although Muslims have lived here for much longer than that**)]</p> <p>- Is anyone 'originally from Britain'? [If we trace our family history back far enough, we are all descended from an immigrant: Celts, Romans, Anglo Saxons, Normans, Vikings, Roma, South Asians (India, Pakistan, Bangladesh) and many more are all groups of people that arrived in Britain more than 100 years ago. Therefore there is no such thing as 'originally from Britain']</p> <p>- Are we lucky to live in Britain? [There are many wonderful places to live in the world. Our country is not perfect. However, there are some positive things about living here. Because Britain has been wealthy for a long time, we have benefitted from having no wars in our country. This wealth has also allowed us to create advanced technology. People in other countries make things cheaply that we can buy to use or</p>

				eat (for example in factories or farms in the Global South), often in poor conditions that would not be allowed for people in our own country. Our country grew rich by profiting from the slave trade and colonising other countries over the past 400 years)]
Economic understanding	<p>To consider what poverty is and how it can affect quality of life and opportunities.</p> <ul style="list-style-type: none"> - Identify the ways that money affects their lives. - Understand that not everyone has the same access to money and employment across then world. <p>Key questions:</p> <ul style="list-style-type: none"> - What is poverty? (Not having enough money to get the basic things that we expect: warm, dry houses, enough food, appropriate clothing etc.) 			<p>Suggested Activities</p> <p>Video Lifebabble: Help me out - poverty https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-poverty [Scroll down page to find video]</p> <p>Video Viewpoint of a child living in unsuitable housing https://www.bbc.co.uk/news/education-13632856 Also includes text featuring other children's stories, suitable for sharing with the class</p> <p>Class Discussion - Why is poverty a problem? [Living in poverty is very stressful and can make it harder to be happy. You might not be able to do the same things as other people] - What might reduce poverty? [Public services, education, jobs, better housing, higher wages, lower prices, technology, less debt]</p> <p>Newsround: Child poverty becoming 'new normal' in parts of Great Britain https://www.bbc.co.uk/newsrou nd/48267934</p> <p>Books:</p> <p>Front Desk by Kelly Yang & Maïke Plenzke</p> <p>Little people Big Dreams – Marcus Rashford</p> <p>The wrong shoes by Tom Percival</p>
Economic understanding	<p>To understand to the advantages and barriers in life.</p> <ul style="list-style-type: none"> - Understand we all have different starting points in life. - Give reasons for why money is deducted from earnings to provide things we all need. (taxes). - Explain how money is used in this way to meet the needs of everyone, including the vulnerable members of society. <p>Key questions:</p> <ul style="list-style-type: none"> - Do we all have the same starting points in life? 			<p>Suggested Activities</p> <p>Show image: https://pbs.twimg.com/media/ELG32AeWkAIy5bm?format=jpg&name=small</p> <p>Class Discussion</p> <ul style="list-style-type: none"> - What is the difference between the first picture and the second? [In the first picture, everyone has different needs, but they all get the same support, whereas in the second picture everyone gets the support that they need] - What point do you think the artist is trying to make? [They are suggesting that some people have a natural advantage in life, and some face barriers] - What could we do to help people who face barriers? [Give them support to overcome or remove these barriers] What is privilege? [This is a characteristic that someone has that makes their life easier or better]

				<p>- In the world, who has the most privilege? [Wealthy people, educated people and people who are not discriminated against are the most privileged] - Wealthy people, educated people and people who don't face discrimination can probably contribute more to society. Some people think that they should share their wealth with other people. Some people think they should keep it</p> <p>- What do you think?</p> <p>Paired Activity</p> <p>Opportunities and barriers children divide their page in two:</p> <ol style="list-style-type: none"> 1) Things that give people opportunity 2) Things that present a barrier <p><u>Examples Opportunities</u></p> <p>- Being motivated to work hard wealthy, educated, intelligent, Ppphysically healthy, not being discriminated against because of race, gender, religion etc, having friends, having a supportive family, having good mental health</p> <p><u>Examples Barriers</u></p> <p>poverty, poor education, learning difficulties, facing discrimination, having a disability, not feeling supported , mental and physical health problems.</p>
Economic understanding	<p>To learn how finance plays an important part in people's lives and being a critical customer.</p> <ul style="list-style-type: none"> - Explain how personal finance can affect lifestyle choices - Describe the factors that make consumers want to buy a product - Identify how shops and manufactures use 'deals' (such as three for the price of two) to entice consumers to purchase more and evaluate who benefits from this - Evaluate whether something is 'value for money'. <p>Key questions:</p> <ul style="list-style-type: none"> - How can we be critical consumers and ensure we are getting value for money? 	L13	289	
Economic understanding	<p>To understand 'invest' 'loan' 'debt' and the importance of looking after money.</p> <ul style="list-style-type: none"> - Explain the differences between credit and debt and what is meant by 'interest' - Explain the difference between a manageable and an unmanageable debt and how this can affect someone. 	L14	290	<p>The PSHE association has produced an excellent set of lesson plans and resources that tackle issues around money, taxation and debt. They are listed here with short explanations of the topics discussed in each one. For more guidance on using this resources and links to further activities about money, go to the main 'Values, Money and Me' page https://www.valuesmoneyandme.co.uk/teachers</p> <p>Unit 5 Deciding how to save money and debt https://www.valuesmoneyandme.co.uk/teachers/do-you-need-it-ks2</p> <p>Unit 2 Finding and spending money https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks2 4 lessons about what to do if you find money an additional activity about budgeting when going to the sh</p>

Technology and media	<p>To learn to be critical of what they see in the media and consider information they choose to forward to others.</p> <ul style="list-style-type: none"> - Consider how some of our views and choices are influenced by the way in which the media present information to us (e.g. advertising, reviews, reality TV, gossip etc) - Identify some potential dangers of accepting information 'at face value' - Explain steps people can take to challenge some of the ways in which information is presented - Explain the importance of not forwarding false or misleading information to others. <p>Key questions:</p> <ul style="list-style-type: none"> - Is what the media show us true? - How does the media influence people's views? - Why and how should we question media representations 	L17/18	293	https://www.bbc.co.uk/teach/young-reporter/checking-the-story/z8phqfr https://www.bbc.co.uk/teach/young-reporter/recognising-fake-news/zhmwr2p
----------------------	---	--------	-----	--

Vocabulary	Communities, difference, diversity, identity, UK, values, customs, money, spending, saving, budgeting, interest, loan, tax, debt, media, social media, information, forwarding
------------	--

YEAR 6: SPRING TERM
CORE THEME: RELATIONSHIPS

TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Healthy relationships	<p>To negotiation and compromise to resolve disputes and conflict.</p> <ul style="list-style-type: none"> - Know different ways to resolve disputes and conflict in class, playground and home - demonstrate language to use to give constructive feedback to others in negotiation/compromise situations - Know it can sometimes be hard to say sorry or forgive someone but can affect our wellbeing if we hold a grudge. <p>Key Questions: How can you fix a friendship when things have gone wrong? 1) Be honest - Admit to what you have done wrong. Let someone know respectfully why they have upset you. 2) Apologise - Say that you are sorry and mean it. 3) Forgive - When someone apologises to you, accept it gracefully and remember that we all make mistakes 4) Move on - Once a problem is fixed, don't dwell on it.</p>	R12	273	<p><u>Suggested Activities</u></p> <p>Class Discussion Is saying sorry cowardly or brave? Does forgiving someone make you stronger or weaker? Will you be happier if you move on or bear a grudge?</p>
Valuing difference	<p>To learn about the factors that make people the same and different, recognise and challenge stereotypes.</p> <ul style="list-style-type: none"> - Understand what stereotypes are - Critique media and identify stereotypes in the world around them - Learn how to challenge stereotypes <p>Key Questions</p>	R12/16/17	274	<p>https://www.bbc.co.uk/bitesize/topics/zhvbt39/articles/z6smbdm Video Gender Roles and Stereotypes https://www.youtube.com/watch?v=UlhODnFUGsk Class Discussion - What are the most common stereotypes? [Sadly, a lot of stereotypes exist about: ethnicity, gender, religion, disability, wealth, number/gender of parents, sexuality etc.]</p>

	<p>What are stereotypes?</p> <p>A stereotype is an expectation of someone based on what they look like or what lifestyle they lead, rather than what they do. - This means that people are often very judgmental about people who they don't know at all. - For example, someone might say "You can't play football, because girls are rubbish at football. This opinion is based on the stereotype that football is for boys, rather than based on that individual's level of skill]</p>			<p>Why are stereotypes so harmful? [They make discrimination easier. There is still a lot of discrimination and prejudice in the world. We need to identify and challenge stereotypes to make the world a fairer place]</p> <p>Video Frozen - A Musical feat. Disney Princesses https://youtu.be/CtyOC6ayKoU</p> <p>Class Discussion - What point do you think this video is making? [Traditionally, Disney princesses have been overly passive - waiting around for a male character to save them and fall in love with. It is suggesting that Elsa from Frozen represents an alternative role model - someone who is independent and does things for herself]</p> <p>Do you agree with this idea? - Is there anything you would change about Disney films? - Which other Disney characters are good role models? - Are all races adequately represented by Disney films?</p>
Valuing difference	<p>To learn about the factors that make people the same and different</p> <ul style="list-style-type: none"> - Know that unconscious bias exists - Understand why some people discriminate 	R12/16/17	274	<p>Suggested book:</p> <p>Mae Among the Stars by Roda Ahmed.</p> <p>About the first black woman in space - her journey to overcome prejudice and achieve her goals Preview https://www.youtube.com/watch?v=iMjOHYVg63E</p> <p>Class discussion:</p> <p>What was Mae's dream? [To see Earth from space] - Is that an easy thing to achieve? [No, it requires lots of hard work]</p> <p>What did Mae do to move towards her goal? [She read lots of books, studied hard and stayed focused on her goal]</p> <p>What happened when Mae's teacher asked the class what they wanted to be when they were adults?</p> <p>[Mae told everyone that she wanted to be an astronaut. The other children started laughing. The teacher didn't think that was the right thing for her]</p> <p>What do you think the teacher meant by "Nursing would be a good profession for someone like you"? [She was making a judgement about Mae because of her ethnicity, her gender or her family background, or all three of these things]</p> <p>What was different about the way her mum reacted to her? [She was supportive and kind and didn't judge her] What barriers do you think Mae might have faced? What caused those barriers? [Because she was black, female and grew up in the 70s, many people would have discriminated against her, making her journey to become an astronaut even harder. People may have assumed she was less good than she is. This is called prejudice]</p> <p>What are prejudice and discrimination? [Prejudice is where people judge other people based on their ethnicity, religion, gender, sexuality or disability. They may assume negative things about these people, despite having no reason for that opinion. Discrimination is the way people act because of this prejudice]</p>

				<p>What are the protected characteristics? [These are things that help form your identity and who you are: race, gender, sexuality, disability, religion/belief, age, pregnancy. They are protected by law, so someone should not discriminate against you because of these factors. For example, homophobic bullying is against the law, whether that person is gay or not. So calling someone 'gay' in a negative way, is illegal]</p> <p>Why are prejudice and discrimination so harmful? [If you are prejudiced, you are not judging someone because of their skills, actions and words. This means that no matter how hard they try, you might never realise how brilliant they are. If people in power are prejudiced, it means that they might make life worse for those people. If Mae's boss at Nasa was prejudiced, it would have taken longer for her to achieve her dream than someone who was not discriminated against - for example a white man might find it easier to do well, despite being no better qualified. Discrimination is illegal, and has improved, but still exists.</p>
Valuing difference	<p>To learn about the factors that make people the same and different, recognise and challenge prejudice.</p> <ul style="list-style-type: none"> - Explore the history of prejudice - Understand how that history impacts people who are alive today. <p>Key questions:</p> <p>What does the law say about prejudice? It is against the law to be unkind to someone because of: Gender (If they are a boy or girl) Race (Colour of your skin/hair) Religion (Christian, Atheist, Muslim etc.) Disability (Wheelchair users, deaf and blind people etc.) Sexuality (Who they fall in love with - gay, straight, bisexual) Age (How old they are) Changing gender (If they are transgender)</p>			<p>Video History Brief: Amelia Earhart https://www.youtube.com/watch?v=rYGppWw-iuw</p> <p>What did Amelia Earhart do that was amazing? [One of the first female pilots, set several records]</p> <p>What barriers did she face? [Danger, stereotypes, expectations]</p> <p>Would it be harder or easier now for Amelia to fulfil her dreams? [Technology has advanced, there are laws to protect people from discrimination, stereotypes still exist, there are still fewer female pilots, although this is improving slowly]</p> <p>Amelia lived a long time ago. Do we still have sexism in the world? [Although our country has laws to protect people from discrimination, it still exists. In some countries, they still have laws, which prevent women from having equal rights]</p> <p>Suggested book: Amelia Earhart little people big dreams</p>
Valuing difference	<p>To think about what understand that they should do if they experience prejudice.</p> <ul style="list-style-type: none"> - Understand groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying (protected characteristics) - Identify the most common types of prejudice - Identify the protected characteristics in the equality act - Know what to do if they encounter, experience or witness prejudice <p>Key questions:</p> <p>- How many types of prejudice can you name? [Racism, sexism, ableism, homophobia, transphobia, judging someone for being in poverty, classism, judging someone because of their religion]</p> <p>- What should we do to defeat discrimination?</p> <p>1) Identify it We all need to watch out for it, even if it seems like a</p>			<p>Suggested Book</p> <p>Dad David, Baba Chris and Me By Ed Merchant Explores the bullying received by a child with same-sex parents, and how that challenge was overcome and addressed by the adults around them.</p> <p>Linked activity: Class Discussion</p> <p>The two parents in this story are in a same-sex relationship</p> <p>What does that mean? ['Sex' in this context means whether someone is 'male' or 'female', therefore two males would be in a same sex relationship]</p> <p>They are gay - Have you heard this word before?</p> <p>What does it mean? [It means when two people of the same sex are in a relationship - 2 men or 2 women]</p> <p>- What is nice about this family?</p>

	<p>2) Challenge it If we let prejudice go without comment, we are silently approving it. People need to hear from their friends and family that it is not acceptable to use prejudicial language</p> <p>3) Report it If you are in school or a workplace and you hear people discriminating against others, you should tell someone in authority</p> <p>4) Fight it There are many organisations who work to stop prejudice and discrimination. You can support them, follow them and spread the word.</p>			<ul style="list-style-type: none"> - Are they kind to each other? - How is this family the same as yours? - How is it different? - What problems do they face? [Historically, gay people have been picked on for being different to straight people: - Gay people used to not be allowed to get married, but they are now - It used to be illegal to be gay, but it's now protected by law - Things are slowly getting better for gay people, but there is still a lot of bullying.
Healthy relationships	<p>To learn about, teasing, bullying, aggressive behaviour and its effect on others.</p> <ul style="list-style-type: none"> - Bullying is always wrong and no-one should have to go through verbal or physical abuse - Physical violence is always wrong - no-one should touch your body without your permission - No-one should be excluded from having friends if you witness bullying or are being bullied, tell an adult you trust or call child line on 08001111 <p>Key questions:</p> <ul style="list-style-type: none"> - What is prejudice and discrimination? 	R14/18	275	<p>Being bullied - Jake's Story https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-beingbullied/zdds382 or https://www.youtube.com/watch?v=Fi6T4H-SOog</p> <p>What was Jake excited about when he first went to his new school? [Everyone seemed nice at first and accepted him on his first day]</p> <ul style="list-style-type: none"> - What bullying did he suffer? [Verbal abuse, physical abuse, being left out] - Did Jake do anything wrong? [No - he was just being himself] - Why didn't Jake tell anyone at first? [He was embarrassed and thought that no-one would believe him] - How did the bullying affect him? [He had nightmares, he was scared even when he was at home, he spent most of his break times alone for two or three years] - What would you do if you went to school with Jake <p>Activity Bullying reflection</p> <p>Children each have a piece of paper. Confidentially, they write down an example of a time when they have felt uncomfortable, sad, picked on or bullied. Do not share them with the class, but use the activity to demonstrate how negative experiences can happen to anyone</p>

Healthy relationships	<p>To learn about teasing, bullying, aggressive behaviour and its effect on others.</p> <ul style="list-style-type: none"> - Identify the reasons why some children bully. - Develop skills to avoid conflict and reconcile differences. <p>Key Questions: What makes people unkind? There is no easy explanation, but here are some common reasons: 1) Insecurity / fear. If people are scared, unhappy or vulnerable, they might try to make other people sad to become feel more powerful 2) Anger If people have issues with anger, they might take that out on other people. They might try to blame those around them for their anger. 3) Hatred Some people are unhappy and full of hatred for other people. They might pick on someone because of their appearance, ethnicity, family situation, sexuality or gender. This is called discrimination.</p>			<p>Being a bully - Ariana's story https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-abully-arianas-story/zrc6nrd or https://www.youtube.com/watch?v=B6ro7M4mZg</p> <ul style="list-style-type: none"> - Why did Ariana behave like a bully in school? [She wanted to feel powerful, because at home she had no power and was not treated fairly and with kindness. She wanted to share her anger, so everyone else understood what it was like. She put people down so she was not the saddest person in the room anymore] - What tactics did Ariana use? [She would find out secrets and use them against her friends. She would pick on people's physical appearance to embarrass them] - What change did Ariana make that let her be happier? [She listened to the words "If you want to be happy, surround yourself with happiness". She started being kind to people and it made her happier, even though she lost some of the control she had as a bully] <p>Is Ariana a bad person?</p> <p>Optional Video Bullying and racism https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-bullying-andracism/z7tv8xs What bullying do Joe and Eli face? Class Discussion In this example, what kind of prejudice is happening? [Racism and religious prejudice] Why did Salim act in this way? Where did he get his prejudice from? [Could be friends, family or from information on social media. He might not value diversity - might not realise that all of our differences make us special, not inferior. That life is better when everyone is accepted for who they are] How might you persuade Salim that excluding someone because of their race is the wrong thing to do? [Ask him to put himself in their shoes]</p> <ul style="list-style-type: none"> - How would it feel to be picked on for no reason other than your race or family background?] <p>Suggested books: Emmy Levels up by Hellen Harvey All The Things That Could Go Wrong by Stewart Foster Staying Safe Online by Louie Stowell</p>
Healthy relationships	<p>To recognise and manage dares.</p> <ul style="list-style-type: none"> - Describe the difference between 'challenges' that can be useful and 'dares' that are dangerous to self / others - Explain or demonstrate strategies that can be used to manage risky 'dares' - Explain the shared responsibility if someone is put under pressure to do something harmful or dangerous and something goes wrong 	R15	276	

	<ul style="list-style-type: none"> - Identify people to talk to or where go to for help and advice <p>Key questions:</p> <ul style="list-style-type: none"> - Are all dares dangerous? - Do someone have to do something just because everyone else is? - What 'exit strategies' can get someone out of a risky situation without losing face? 			
Technology and media	<p>To learn about the importance of keeping personal boundaries, privacy and consent. (Sharing images).</p> <ul style="list-style-type: none"> - List reasons for sharing online. - Identify rules to follow when sharing images online. - Describe the positive and negative consequences of sharing images online. - Recognise possible influences and pressure to share images online. - Understand how consent relates to online images. <p>Key questions:</p> <ul style="list-style-type: none"> - What sort of images do people share? - Through what applications can we share pictures? - What could be the positive and negative outcomes of sharing images online? 	R21	277	https://schools.1decision.co.uk/info/videos/cs-scorm-image-sharing/index.html https://www.bbc.com/ownit/its-personal/what-is-digital-consent - consent https://www.bbc.com/ownit/its-personal/where-are-your-photos-going?collection=your-digital-footprint https://www.bbc.com/ownit/its-personal/scottie-dogs-meme https://www.bbc.com/ownit/its-personal/aj-pritchard-check-your-selfie
Vocabulary	Disputes, conflict, negotiation, compromise, stereotypes, discrimination, bullying, aggressive behaviour, dares, challenges, privacy, sharing, personal boundaries.			

YEAR 6: SUMMER TERM

CORE THEME: HEALTH AND WELLBEING

TOPIC	LEARNING OBJECTIVE	REF	PAGE	KEY TEXTS, VIDEOS & RESOURCES
Healthy lifestyle and wellbeing	<p>To understand the effects of smoking on your health.</p> <ul style="list-style-type: none"> - Know why smoking is bad for your health. (Smoking causes a wide range of physical problems, such as heart and lung disease. It can negatively affect nearly every part of your body, including your skin, internal organs and brain). <p>Key Questions Why do people smoke? [It can be relaxing, they might think it will impress their friends, it is highly addictive, so once you start, it can be hard to stop]</p>	H16	252	https://schools.1decision.co.uk/info/videos/ksh-scorm-smoking/index.html Video How smoking 30 packs of cigarettes wrecks your lungs https://www.youtube.com/watch?v=HD_r66sFjk Suggested Activities Can you list 3 reasons why smoking is bad for your health. Optional Video Smokefree 'Health Harms' 2019 TV ad – Mutations https://www.youtube.com/watch?v=SUZNqy09BCc
Healthy lifestyle	<p>To learn about some of the risk and effect of legal and illegal substances.</p> <ul style="list-style-type: none"> - Understand that some drugs help us and some do not - Understand some of the reasons why people take recreational and addictive drugs - Understand the risks of taking drugs - There are 4 types of drugs 1) Legal 2) Prescription medicine 3) Illegal 4) New psychoactive substances ('Legal Highs') - Know who they can talk to if they are worried about drugs. <p>Key questions:</p>	H17	253	https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-a-brothers-involvement-with-drugs/z6srqp3

	<ul style="list-style-type: none"> - What is a drug? [A drug is a chemical that changes our body or mind. It might be a liquid (like alcohol), a pill (like paracetamol), a powder (like cocaine) or a part of a plant (like tobacco)] - Are drugs bad? [Some help us and some are bad for our health. Some do both things at the same time] - Are drugs illegal? [Some drugs are legal, either because they make us healthier (medicine) or because people enjoy them (caffeine in coffee and some soft drinks). Some drugs are illegal because they are harmful to our bodies or minds. Some legal drugs are bad for our health (such as alcohol or tobacco)] 			
Healthy lifestyle and well-being	<p>To learn about the effect of drinking alcohol.</p> <ul style="list-style-type: none"> - Know it is legal for adults (over 18) to drink alcohol - Know common feature of British culture, particularly at the weekend and many people find that it helps them have a good time - There are some negative sides to alcohol, some people might make a bad decision, some people become aggressive when they have drunk alcohol. - Alcohol is addictive if people drink too much of it regularly. <p>Key questions:</p> <ul style="list-style-type: none"> - What happens when you drink alcohol? [People get less embarrassed, they take more risks, make poor choices, can see less well and they lose their balance] - Why do people drink it? [Mostly to have fun and help people to socialise, but also for more negative reasons, like to try and change their mood, although it doesn't often have a positive effect] 			<p>Video:</p> <p>https://schools.1decision.co.uk/info/videos/ksh-scorm-alcohol/index.html</p> <p>https://www.bbc.co.uk/bitesize/clips/zv8c87h</p> <p>https://www.bbc.co.uk/bitesize/clips/zc7d7ty</p> <p>https://www.bbc.co.uk/teach/class-clips-video/life-stories-living-with-alcoholism/z6d2hbk</p> <p>Class discussion</p> <p>Who has been affected by alcohol in this story? [Toby's whole family]</p> <p>What negative effects did the alcohol have? [Affected Toby's dad's health, made him angry, he became addicted, made him lose his balance, made him have poor judgement]</p> <p>Why did Toby's dad drink alcohol to begin with? [It may have been fun, he might have enjoyed the feeling, perhaps his friends were drinking too]</p> <p>Was Toby right to not bring his dad's alcohol to the hospital? Why was it a hard decision?</p>
Technology and media	<p>To learn how to keep safe when using a mobile phone.</p> <ul style="list-style-type: none"> - Describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep) - Identify positive mobile phone user habits to help maintain health and wellbeing (such as switching their phone off at night) - Recognise the importance of managing their own use of their mobile phone - Understand the dangers of binge watching videos <p>Key questions:</p> <ul style="list-style-type: none"> - What is meant by 'safe user habits' in relation to mobile phones? - What can people do to use their mobile safely when they are out and about? - How can mobile phones affect people's lives at home? - Why is it best for mobile phones be turned off at night time? - What are some positive things about having the use of a mobile phone? 	H24	260	<p>https://www.bbc.com/ownit/the-basics/did-you-ever-spend-too-much-time-on-your-phone</p> <p>https://www.bbc.com/ownit/the-basics/did-you-ever-spend-too-much-time-on-your-phone - screen time and sleep.</p> <p>https://www.bbc.com/ownit/take-control/down-the-rabbit-hole - binge watching videos.</p>

Technology and media	<p>To learn about been critical of what we see online and on social media.</p> <ul style="list-style-type: none"> - Appreciate that there is both positive and negative content online - Understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives - Understand that images and videos that we see online are not always a true reflection of reality. <p>Key questions:</p> <ul style="list-style-type: none"> - Should we always believe everything we see online and on social media? 			<p>Video https://www.youtube.com/watch?v=OEFHbruKEmw&t=151s</p> <p>The key message is that we should analyse the things we see on social media, understand that many successful online celebrities are motivated by money and fame, and that these things do not necessarily bring us happiness and are also not easily attainable without significant commercial backing.</p> <p>Suggested activities</p> <p>Create a 'realistic' social media feed:</p> <ul style="list-style-type: none"> ● Bad hair day, Fake exercises, Unflattering faces/poses, Having a miserable time, Messy/dirty, Ignoring your friends to look at a screen. <p>Use any of the ideas that you've seen so far and also use your imagination! You can take photos, or draw cartoons, depending on your skill set.</p>
Keeping safe	<p>To learn how to support someone with a minor serious head injury, having a seizure, sever bleed.</p> <ul style="list-style-type: none"> - Understand how to support someone with a minor or serious head injury. - Understand how to support someone who is having a seizure. - Understand how to support someone with a serve bleed. - Know when to call for medical help. <p>Key questions:</p> <ul style="list-style-type: none"> - Thinking about what we have learnt so far during this module, can you think of any other situations when somebody might need first aid assistance? 			https://schools.1decision.co.uk/info/videos/fa-scorm-year-6-part-one/index.html
Keeping safe	<p>To learn how to support someone with a minor burn or scald.</p> <ul style="list-style-type: none"> - Identify a range of situations that may require first aid. - Understand how to support someone with a minor burn or scald. - Know when to call for medical help. <p>Key questions:</p> <ul style="list-style-type: none"> - What could cause a burn or scold? (Contact with something hot or steam or hot water). - How could you spot a burn or scold? (Pain, blister, red). 			https://schools.1decision.co.uk/info/videos/fa-scorm-year-6-part-two/index.html
Keeping safe	<p>To learn how to support someone having a heart attack.</p> <ul style="list-style-type: none"> - Identify a range of situations that may require first aid. 			https://schools.1decision.co.uk/info/videos/fa-scorm-year-6-part-two/index.html

	<ul style="list-style-type: none"> - Understand how to support someone who is having a heart attack. - Know when to call for medical help. <p>Key questions:</p> <ul style="list-style-type: none"> - How would you spot a heart attack? (Collapse, pain may spread to the jaw and down one or both arms, persistent vice like central chest pain, the pain will not ease with rest). 			
Keeping safe	<p>To learn how to support someone with a fractured bone.</p> <ul style="list-style-type: none"> - Identify a range of situations that may require first aid. - Understand how to support someone with a fractured bone. - Know when to call for medical help. <p>Key questions:</p> <ul style="list-style-type: none"> - How would you spot a fractured or broken bone? (Deformity, bruising and swelling at the site of the fracture, if the fracture is open a wound will be seen, pain and tenderness in moving the area, they may be unable to move it at all). 			https://schools.1decision.co.uk/info/videos/fa-scorm-year-6-part-two/index.htm
Growing and changing Sex education	<p>To learn about human reproduction, how a baby is made and grows, role and responsibilities of parents and that pregnancy can be prevented (recap from Y5). Recap changing in puberty from Y4 and Y5.</p>	H18 H19	254 255	https://schools.1decision.co.uk/info/videos/gac-scorm-puberty/index.html https://schools.1decision.co.uk/info/videos/gac-scorm-puberty/index.html
Keeping safe	<p>To learn about the right they have to protect their body, FGM is physical abuse and the right to speak out.</p> <ul style="list-style-type: none"> - explain that everyone has a right to look after and protect their own body - Identify what the letters 'FGM' stand for and that it is also known by other words (e.g. 'cutting') - Recognise that FGM physical abuse and to do this to someone is a serious crime (is illegal) - Know what FGM physically entails and that myths can be told about it which are not true - Identify the risks that FGM can have on a person's present and future health - Explain the importance of speaking out about FGM - Identify how someone can get help or advice (for themselves or another person) - Recognise the importance of telling a trusted adult quickly if they think this might happen <p>Key questions:</p> <ul style="list-style-type: none"> - How can we help protect and look after our bodies? - What should we do if we, or someone we know, is at risk of their body being hurt or harmed? 	H20	256	At key stage 2 there is no need to provide comprehensive biological detail of all 4 different types of FGM – this is not relevant for this age range. It is far more important to focus on the myths they may be told, the facts and the importance of talking with a teacher. There is a danger that a detailed description of the procedure may create a sense of disbelief in a child and discourage rather than encourage dialogue with a teacher. It may also re-traumatise a child who has already experienced FGM. Consider team teaching with one of the national charities working in this field. Useful website and resources – FORWARD. Consider also publicising local support services/help lines. See also Core Theme: Living in the Wider World – Learning opportunity L5) To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).

Feelings and emotions	<p>To think about the transition to secondary school and share any worries.</p> <ul style="list-style-type: none"> - Identify the differences between primary and secondary school - Describe how it might feel to move to secondary school - Explain different ways of managing emotions when there is a change <p>Key questions:</p> <ul style="list-style-type: none"> - What will you miss about primary school? - What worries do you have about moving to secondary school? - What do you think will be different about secondary school? 			<p>https://mentallyhealthyschools.org.uk/resources/teacher-resources-for-students-transitioning-to-secondary-school/</p> <p>https://www.bbc.co.uk/bitesize/tags/zh4wy9q/starting-secondary-school/1</p> <p>https://www.bbc.co.uk/teach/teacher-resources-for-students-transitioning-to-secondary-school/zb68y9q</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-balancing-new-and-long-standing-relationships/zjbhgwx</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-problems-with-a-bad-reputation/z4s2f4j</p>
Vocabulary	<p>Medicines, caffeine, FGM, bodies, safety, abuse, Mobile phones, responsibility, safe use, transition.</p> <p>Sex Education: puberty, physical, emotional changes, human reproduction, babies, sexual intercourse, pregnancy, contraception, menstruation, ejaculation, reproduction, sex, sexual intercourse, fertilised, sperm, ovary, fallopian tubes, pregnancy, baby, foetus, uterus, womb, contraception, vagina, penis, testicles, genitals, breasts, pubic hair, periods, sanitary, tampon</p>			