



# Scheme of Work Planning Toolkit for key stages 1 and 2

**PSHE**  
Association

## Contents

Introduction and overview .....	4
Section 1: Guidance on long term planning .....	5
Section 2: Medium term planning grids.....	14
Guidance for using the medium term planning grids.....	15
Medium term planning grids .....	17
Core theme 1: Health and Wellbeing .....	17
Year One.....	17
Year Two .....	32
Year Three .....	48
Year Four .....	66
Year Five.....	83
Year Six.....	104
Core theme 2: Relationships.....	128
Year One.....	128
Year Two .....	143
Year Three .....	158
Year Four .....	174
Year Five.....	190
Year Six.....	206
Core theme 3: Living in the Wider World .....	224
Year One.....	224
Year Two .....	232

<b>Year Four .....</b>	<b>260</b>
<b>Year Five.....</b>	<b>281</b>
<b>Year Six.....</b>	<b>300</b>
<b>Section 3 Guidance on planning individual lessons .....</b>	<b>321</b>
<b>Section 4 Assessing learning and progression .....</b>	<b>329</b>

# Introduction and overview

This toolkit for key stages 1 and 2 has been designed to support you in planning a personalised and flexible PSHE education scheme of work over the course of a school year. It will enable you to develop your pupils' knowledge, skills and understanding based on the three core themes of the PSHE Association Programme of Study for PSHE education: *health and wellbeing*, *relationships* and *living in the wider world*.

The toolkit comprises:

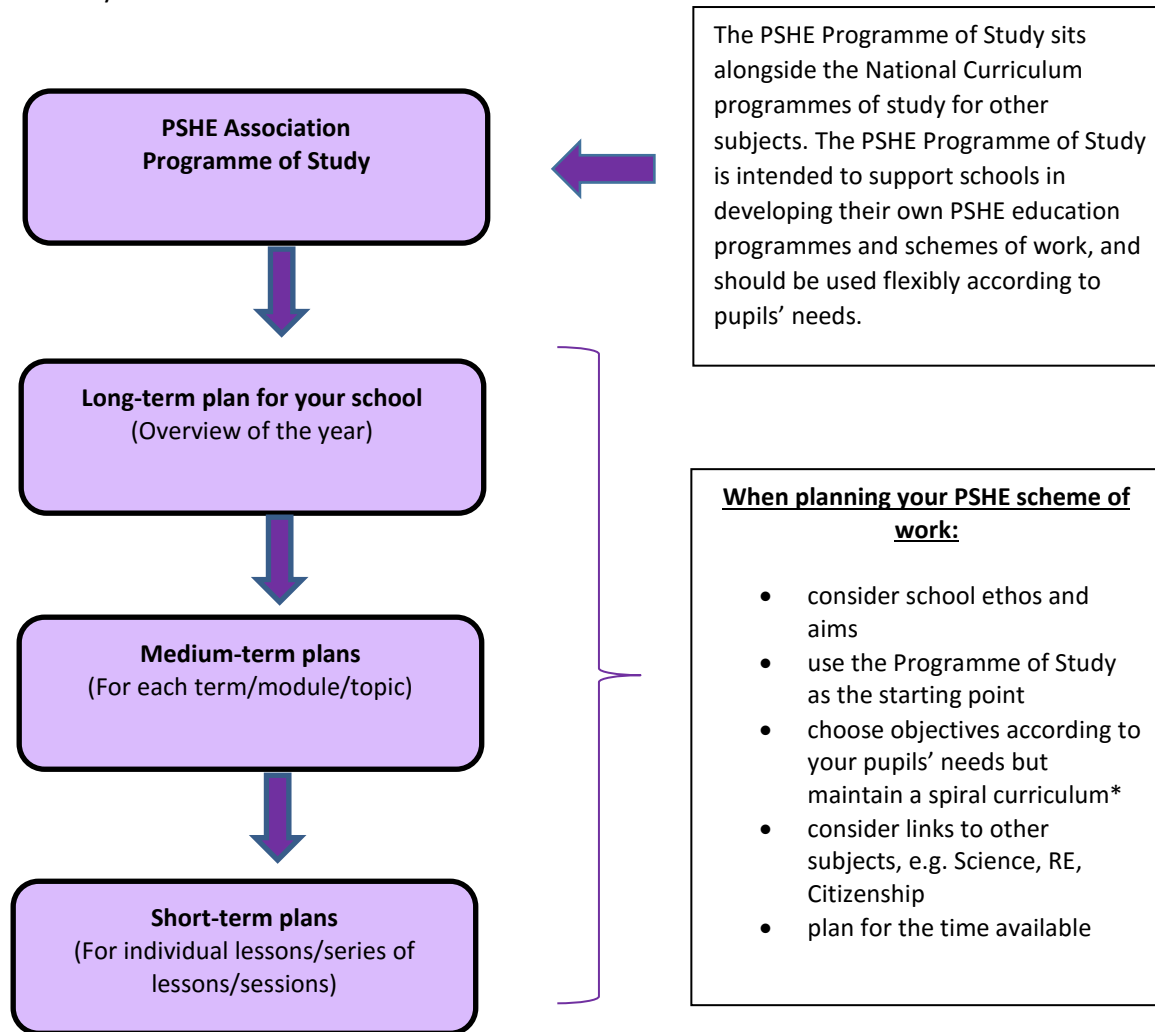
- Guidance on long term planning
- Medium term planning grids based on the learning opportunities from each core theme of the Programme of Study
- Guidance on planning individual lessons
- Guidance on incorporating assessment

The toolkit is not definitive or prescriptive, so you should adapt it to best meet your pupils' readiness and needs, including relocating learning in different year groups if necessary. To allow for maximum flexibility, the toolkit covers all learning opportunities from the Programme of Study in each year group. You can therefore decide when to provide those learning opportunities, for example in either year 1 or 2, or in either year 3 or 4, rather than in both.

# Section 1

## Guidance on long term planning

This planning overview demonstrates how you could develop pupils’ knowledge, skills and understanding over the course of a year, through schemes of work based on the PSHE Association Programme of Study.



The model below is an example of a long-term plan that covers all three core themes over three terms. It takes into account progression and development of pupils' understanding of the overarching concepts and development of essential skills. Topic areas are arranged into half-term 'chunks', which can be adapted to suit your planning requirements: there is no 'correct order' and as there is overlap between the core themes they do not necessarily need to be taught discretely, as one theme per term. You should select the content that ensures opportunities to explore the overarching concepts and to develop the essential skills and attributes set out in the Programme of Study, through a programme that is relevant and appropriate to the ethos of your school and the needs of your pupils.

**Note:** The model includes all of the learning opportunities from the PSHE Association's Programme of Study. We recommend that you should not attempt to cover *all* of the suggested content over the course of a year as grids have been included to cover all learning opportunities in all year groups to allow for flexibility. Furthermore, you would be unlikely to have time to teach everything in the depth required to ensure secure learning.

\*A spiral programme will revisit themes, gradually extending thinking, expanding knowledge and developing skills, rather than providing a series of 'one-off' topic

# Autumn Term

Developing the overarching concepts of:	Through the contexts of:	
<p><b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p><b>Relationships</b> (including different types and in different settings)</p> <p><b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</p> <p><b>Diversity and equality</b> (in all its forms)</p> <p><b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</p> <p><b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</p>	Autumn 1: Core theme 2: Relationships	Autumn 2: Core theme 1: Health and wellbeing
	<p><b>Pupils should be taught:</b></p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p><b>Pupils should be taught:</b></p> <p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>
	Essential Skills	
	<p>Active listening</p> <p>Awareness of own needs</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Making decisions and choices</p> <p>Managing risk and personal safety</p> <p>Perception of how peers show feeling</p> <p>Recognising safe sources of support</p> <p>Resilience</p> <p>Resolving conflict</p> <p>Self-management</p> <p>Self-reflection</p>	<p>Active listening</p> <p>Affirming self and others</p> <p>Analysing and evaluating situations</p> <p>Communicating ideas and views to others</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Giving constructive feedback to others</p> <p>Looking at evidence</p> <p>Making decisions and choices</p> <p>Managing pressure and stress</p> <p>Managing risk and personal safety</p> <p>Recalling and applying knowledge and skills</p> <p>Recognising need for peer approval</p> <p>Recognising distorted thinking</p> <p>Resilience</p> <p>Self-managing feelings</p> <p>Self-reflection</p> <p>Setting challenging goals for self</p> <p>Team working</p>



Section 1: Guidance on long term planning  
 Primary scheme of work planning toolkit

	Key stage 1	Lower key stage 2	Upper key stage 2
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Minimum 10 sessions to include:	Minimum 10 sessions to include:	Minimum 10 sessions to include:
<b>Core theme 2:</b> <b>Relationships</b>	<b>Feelings and emotions:</b> recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt  <b>Healthy Relationships:</b> secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying	<b>Feelings and emotions:</b> Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares  <b>Healthy relationships:</b> recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict	<b>Feeling and emotions:</b> recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares  <b>Healthy relationships:</b> understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation
<b>Core theme 1:</b> <b>Health and Wellbeing</b>	<b>Healthy lifestyles:</b> Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene	<b>Healthy lifestyles:</b> Making informed choices; balanced diet; hygiene	<b>Healthy lifestyles:</b> What influences our choices about health and wellbeing

Spring Term		
Developing the overarching concepts of:	Through the contexts of:	
<p><b>Identity</b> (their personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p><b>Relationships</b> (including different types and in different settings)</p> <p><b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</p> <p><b>Diversity and equality</b> (in all its forms)</p> <p><b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)</p> <p><b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</p>	Spring 1	Spring 2
	<p><b>Core theme 1: Health and Wellbeing</b></p>	<p><b>Core theme 2: Relationships</b></p>
	<p><b>Pupils should be taught:</b></p> <p>About managing change, including puberty, transition and loss</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>How to respond in an emergency</p> <p>To identify different influences on health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>	<p><b>Pupils should be taught:</b></p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>How to respect equality and diversity in relationships.</p>
	Essential Skills	
	<p>Active listening</p> <p>Affirming self and others</p> <p>Communicating ideas and views</p> <p>Empathy</p> <p>Resilience</p> <p>Self-reflection</p> <p>Using constructive feedback</p>	<p>Active listening</p> <p>Affirming self and others</p> <p>Analysing and evaluating situation</p> <p>Communicating ideas to others</p> <p>Communicating ideas and views to others</p> <p>Empathy</p> <p>Giving constructive feedback</p> <p>Recognising distorted thinking</p> <p>Self-management</p> <p>Self-reflection</p>

Section 1: Guidance on long term planning  
Primary scheme of work planning toolkit

	Key stage 1	Lower key stage 2	Upper key stage 2
	Year 1 and 2 Minimum 10 session to include:	Year 3 and 4 Minimum 10 session to include:	Year 5 and 6 Minimum 10 session to include:
Core Theme 1 Health & Wellbeing	<p><b>Growing and changing:</b> Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths</p> <p><b>Keeping safe:</b> What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p>	<p><b>Growing and changing:</b> aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p><b>Keeping safe:</b> Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p>	<p><b>Growing and changing:</b> aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p><b>Keeping safe:</b> keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p>
Core Theme 2: Relationships	<p><b>Valuing difference:</b> Attributes: kindness/fairness; sharing and respecting opinions;</p> <p>recognising and respecting similarities and differences</p>	<p><b>Valuing difference:</b> Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination;</p> <p>respecting others' feelings and opinions</p>	<p><b>Valuing difference:</b> Challenging stereotypes;</p> <p>different types of relationships; maintaining relationships; respecting similarities and differences;</p> <p>bullying, discrimination and prejudice</p>

Summer Term			
Developing the overarching concepts of:	Through the contexts of:		
<p><b>Diversity and equality</b> (in all its forms)</p> <p><b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</p> <p><b>Career</b> (including enterprise, employability and economic understanding)</p> <p><i>*It is important to read this section along with any guidance produced by citizenship education organisations such as the Association for Citizenship Teaching</i></p>	Summer 1 Living in the Wider World	Summer 2 Living in the Wider World	
		<p><b>Pupils should be taught:</b></p> <p>About respect for self and others</p> <p>The importance of responsible behaviours and actions</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>About different groups and communities</p> <p>To respect equality and to be a productive member of a diverse community</p>	<p><b>Pupils should be taught:</b></p> <p>About the importance of respecting and protecting the environment</p> <p>About where money comes from, keeping it safe, and the importance of managing it effectively</p> <p>How money plays an important part in people’s lives</p> <p>A basic understanding of enterprise</p>
		<p><b>Essential Skills</b></p>	
		<p>Affirming self and others</p> <p>Analysing and evaluating situations</p> <p>Communicating ideas and views</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Formulating questions</p> <p>Gathering and using data (assessing validity and reliability)</p> <p>Giving constructive feedback to others</p> <p>Looking at evidence</p> <p>Making decisions and choices</p> <p>Managing risk and personal safety</p> <p>Negotiation</p> <p>Planning</p> <p>Recalling and applying knowledge and skills</p> <p>Recognising distorted thinking</p> <p>Resilience</p> <p>Resolving conflicts</p> <p>Self-reflection</p> <p>Setting challenging goals</p> <p>Team-working</p>	

Section 1: Guidance on long term planning  
Primary scheme of work planning toolkit

	Key stage 1	Lower key stage 2	Upper key stage 2
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Minimum 10 sessions to include:	Minimum 10 sessions to include:	Minimum 10 sessions to include:
Core theme 3: Living in the Wider World	<p><b>Rights and responsibilities:</b> contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p> <p><b>Taking care of the environment:</b> improvements and harm to local environments; ways of looking after local environments</p> <p><b>Money matters:</b> sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices</p>	<p><b>Rights and responsibilities:</b> issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information</p> <p><b>Taking care of the environment:</b> taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p> <p><b>Money matters:</b> the role that money plays in their lives; borrowing, debt and interest; enterprise</p>	<p><b>Rights and responsibilities:</b> topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p> <p><b>Taking care of the environment:</b> responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences</p> <p><b>Money matters:</b> finance; earning money and deductions; enterprise</p>

## Section 2

# Medium term planning grids

## Guidance for using the medium term planning grids

This section contains medium term planning grids for each year group, based on every learning opportunity from the Programme of Study (the numbered points under each core theme). For the purposes of the planning toolkit, each of the three core themes has been divided into three general topic areas:

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
<p><b>Topic areas:</b> Healthy lifestyles Keeping safe Growing and changing</p>	<p><b>Topic areas:</b> Healthy Relationships Feelings and emotions Valuing difference</p>	<p><b>Topic areas:</b> Rights and responsibilities Taking care of the environment Money matters</p>

Each medium term grid identifies:

- suggested **learning objectives** (what we intend the learners *to learn*) and intended **learning outcomes** (what they *will be able to do* as a result of the learning) for each session or series of sessions. Where these are expressed in fairly general terms, it is because the precise nature of the outcomes will depend on the specific teaching and learning activities used by you and your colleagues.
- the **essential skills** (interpersonal, intrapersonal and skills of enquiry) that pupils can develop, use and apply through each learning opportunity. There may be additional or alternative skills on which, with knowledge of the specific needs of the class, you may choose to focus.
- a suggested **number of sessions** for each of the learning opportunities. The time available and pupil requirements for these sessions will differ from school to school, but suggestions in the toolkit are based on one-hour sessions. The number and length of sessions should be adjusted according to the needs of your pupils.
- **additional guidance** to support the learning objectives and the teacher's knowledge and understanding. Where appropriate, links across the curriculum or to different activities have been included, as have suggestions for useful websites or storybooks.

**It is important that you do not attempt to cover all of the suggested content contained in this toolkit.** Instead, we encourage you to select the learning opportunities that are most appropriate for and relevant to your pupils, and use this as a context through which to plan a developmental programme

according to their needs. Many of the session objectives and intended outcomes are similar in consecutive years; it is *not* intended that you will cover everything in these grids in *each* year group.

**Note:** You may also wish to refer to the [PSHE education character curriculum planning toolkit](#) to inform your planning. This supports the development of essential 'character' skills and attributes within the context of planned PSHE education lessons based on the core content of the Programme of Study. It is not intended as an alternative programme but rather as a means to ensure schemes of work focus as much on the skills and attributes to be developed as on the factual knowledge. Its guidance on development opportunities and learning outcomes makes links with this primary planning toolkit.

### **Teaching about female genital mutilation (FGM) and forced marriage**

The degree of emphasis that you place on explicit work on FGM will be determined by local data showing the vulnerability of the pupils in your care. It is common for girls with a cultural heritage that makes them 'at risk' of FGM to be subjected to the procedure during key stages 1 and 2, so this cannot be left to key stage 3 if there is any chance whatsoever of there being girls, or brothers of girls, who are or might be at risk, in the school. Implicit protective learning is included throughout the medium term grids' learning objectives and outcomes, while grids offering specific learning on FGM can be found in years 3 and 5. Teachers have a mandatory duty to report 'known' cases of FGM in under 18s.

The school should consider making pupils aware of the 'forced marriage protection order' that legally protects a young person from a forced marriage. For schools with any pupils who might be 'at risk' of either FGM or forced marriage, consider publicising local organisations and help lines, some of which can be found on the websites below

Further guidance, resources and support can be found at:

<http://forwarduk.org.uk/>

<https://www.freedomcharity.org.uk/>

<http://nationalfgmcentre.org.uk/>



## Medium term planning grids

### Core theme 1: Health and Wellbeing

(Topic areas: Healthy lifestyles; Growing and changing; Keeping safe)

## Year One

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid A

Topic: Healthy Lifestyles

Aim of these sessions: To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

Learning opportunity number 1

Suggested number of sessions: 2

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)	<b>Learning Outcomes:</b> The learner will be able to: <ul style="list-style-type: none"> <li>• Identify some ways of taking care of themselves</li> <li>• List favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation</li> <li>• Describe how physical activity, sleep and exercise helps their bodies to grow and helps them to feel well</li> </ul>
<b>Essential skills:</b> Active listening Self-reflection Make decisions and choices	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What do we think we need to do to keep ourselves healthy?</li> <li>• What do we do during our day that keeps us healthy?</li> <li>• What do we think healthy people do and don't do?</li> <li>• What things can we do when we feel good and healthy?</li> </ul>
<b>Additional Guidance:</b> Stories or information books on the theme. <i>Ketchup on Your Cornflakes</i> by Nick Sharratt could be used for an engaging start to the session. Be aware that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses. During key stage 1, pupils are beginning to evolve their self-image, this is an opportunity to help them feel good about themselves. It is important for pupils to know that exercise might not make you feel well at the time, but that the 'well' feeling may come later. It is best practice to talk about 'healthy.' food and 'not-so healthy' food, rather than 'good food' and 'bad food'.	

## Key Stage 1 Core Theme 1: Health and Wellbeing

## Year One: Grid B

## Topic: Healthy Lifestyles

**Aim of these sessions:** To recognise what they like and dislike (how to make real and informed choices that improve their physical and emotional health), and that choices can have good and not so good consequences

Learning opportunity number 2

Suggested number of sessions: 2

<b>Year One</b>	
<p><b>Objectives:</b> To learn:</p> <ul style="list-style-type: none"> <li>• about what they like and dislike</li> <li>• about what it means to make a choice</li> <li>• how choices can improve how they feel and look</li> </ul>	<p><b>Learning Outcomes:</b> The learner will be able to:</p> <ul style="list-style-type: none"> <li>• describe what they like and what they dislike</li> <li>• recognise what a choice is</li> <li>• identify some choices they can make</li> <li>• recognise choices have consequences</li> </ul>
<p><b>Essential skills:</b></p> <p>Active listening</p> <p>Make decisions and choices</p> <p>Drawing conclusions</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do we like to do that makes us feel good?</li> <li>• What choices do we make during our day?</li> <li>• Why do we make these choices?</li> <li>• What if we chose something else?</li> <li>• How would this make us feel?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>Stories where the young characters make choices that lead to consequences, e.g.: Goldilocks.</p> <p>This group of lessons may be taught before the healthy lifestyle lessons, learning opportunity 1, so that pupils can talk about informed choices as an important part of a healthy lifestyle.</p> <p>Ensure ground rules or a working agreement is in place so that pupils have a safe environment in which to reflect on the impact of their choices. An <i>informed choice</i> means using what the pupil already knows to inform their choice or decision.</p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid C

Topic: Healthy Lifestyles

**Aim of these sessions:** To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

Learning opportunity number 4

Suggested number of sessions: 1-2

<b>Year One</b>	
<b>Objectives:</b> To learn: <ul style="list-style-type: none"> <li>About different kinds of feelings we may have</li> <li>About the different ways we can manage feelings</li> </ul>	<b>Learning Outcomes:</b> The learner will be able to: <ul style="list-style-type: none"> <li>Name feelings they have had both good and not so good</li> <li>Explain where in their bodies they have these feelings and their faces show these feelings to others</li> <li>Describe when and where they have experienced different feelings</li> <li>Explain what makes them feel good and what makes them feel not so good</li> <li>Identify strategies they can use to help them manage their feelings</li> </ul>
<b>Essential skills:</b>  Self-managing feelings  Self-reflection	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What makes us feel good?</li> <li>What makes us feel not so good?</li> <li>When do we feel happy or sad?</li> <li>What can we do or who can we talk to when we feel good or not so good?</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters encounter good and not so good feelings or a range of different feelings. Use these to talk about alternative endings or use Fast Forward or Wind Back strategies.  Ensure ground rules or a working agreement is in place so that pupils may explore situations that indicate they are vulnerable or at risk, in which case safeguarding protocols should be actioned. This session can be linked with the session for learning opportunity 13 Core Theme 1.  <b>PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found at <a href="http://www.pshe-association.org.uk/mentalhealth">www.pshe-association.org.uk/mentalhealth</a></b>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid D

Topic: Healthy Lifestyles

**Aim of these sessions:** To learn the importance of and how to maintain personal hygiene

Learning opportunity number 6

Suggested number of sessions: 2

<b>Year One</b>	
<b>Objectives:</b> To learn: <ul style="list-style-type: none"> <li>About basic personal hygiene routines</li> </ul>	<b>Learning Outcomes:</b> The learner will be able to: <ul style="list-style-type: none"> <li>Describe how to use and dispose of tissues correctly</li> <li>Describe how to wash their hands correctly</li> <li>Describe how to take care of their teeth</li> <li>Describe routines to take care of their bodies</li> <li>Explain how to keep their bodies clean and healthy</li> </ul>
<b>Essential skills:</b> Self- organisation Make decisions and choices Managing risk	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What goes on to our bodies to help keep them clean</li> <li>Who puts it there?</li> <li>How does it make us feel?</li> <li>What do we do every day/sometimes to keep our bodies clean?</li> <li>What do other people do to our bodies to keep them clean and healthy?</li> <li>What are we responsible for?</li> </ul>
<b>Additional Guidance:</b> Suggested video clip: <a href="https://www.youtube.com/watch?v=CG8F-6dZk8k">https://www.youtube.com/watch?v=CG8F-6dZk8k</a> - The Bath Song. Storybooks on the theme such as <i>The Smelly Book</i> by Babette Cole. These lessons can be combined with the session for learning opportunity 7 on the spread of viruses and taught in either Year 1 or Year 2. <b>Science programme of study links:</b> <i>Animals, including humans - statutory requirements, pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i> <i>Notes and guidance (non-statutory) - pupils should have plenty of opportunities to learn the names of the main body parts, through games, actions, songs and rhymes.</i>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid E

Topic: Healthy Lifestyles

**Aim of these sessions:** To understand how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

Learning opportunity number 7

Suggested number of sessions: 1

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About the spread of infections</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe how some diseases are spread, i.e. coughs, colds</li> <li>Describe simple steps that they can take to stop the spread of germs (i.e. hand washing, use of tissues, covering their mouth when they cough)</li> </ul>
<b>Essential skills:</b>  Resilience Making decisions and choices	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What choices can we make that can help stop germs and diseases spreading?</li> <li>What can we do to help keep our bodies healthy?</li> </ul>
<b>Additional Guidance:</b>  Stories or information books such as <i>Germs</i> by Ross Collins, <i>Germs are not for Sharing</i> by Elizabeth Verdick.  Pupils could practice on dolls, have a discussion with school nurse or health visitors.  This session can be taught in either Year 1 or Year 2. This session can be combined with the session for learning opportunity 6.  Suggested materials: <i>Catch It, Bin It, Kill It</i> UK Government campaign materials  <b>Science programme of study links:</b> <i>Animals, including humans - statutory requirements, pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i>  <i>Notes and guidance (non-statutory) - pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i>	

Key Stage 1

Core Theme 1: Health and Wellbeing

Year One: Grid F

Topic: Growing and changing

**Aim of these sessions:** To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring

Learning opportunity number 8 &amp; 9

Suggested number of sessions: 2

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About growing from young to old</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe changes that have happened to them since they were a baby</li> <li>Explain how their needs have changed</li> <li>Explain how their needs will change as they grow older</li> <li>Describe something they can do now that they could not do before (see additional guidance)</li> </ul>
<b>Essential skills:</b> Self-reflection Affirming self and others Reviewing own progress	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we know we are growing?</li> <li>What do we think made us grow? Who helped us grow?</li> <li>What can we do on our own?</li> <li>What can we reach now?</li> <li>What do we need to do now that we can do things on our own?</li> <li>How do we feel about growing up?</li> </ul>
<b>Additional Guidance:</b> Stories about growing up and how needs have changed, such as <i>Once There Were Giants</i> by Martin Waddell or <i>Wilfred Gordon MacDonald Partridge</i> <a href="http://www.storylineonline.net/wilfrid-gordon-mcdonald-partridge/">http://www.storylineonline.net/wilfrid-gordon-mcdonald-partridge/</a> . Pupils could bring in photographs showing the changes that have occurred since their birth (adapt or omit where there are pupils who do not have photos of themselves as babies). Pupils may describe what they can do now, for example 'I can reach the front door handle'. Pupils' thinking should be extended on to thinking about what they have to do now that they can do these things, such as 'not going out without telling a grown up', or 'not leaving the front door open'. Extra sensitivity will be needed for SEND pupils who may not be able to demonstrate increased independence in explicit ways. Also to pupils that have experienced a great deal of change in their personal lives.	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid G

Topic: Growing and Changing

**Aim of these sessions:** To know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls

Learning opportunity number 10

Suggested number of sessions: 1

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>the correct names for the main parts of the body</li> <li>About similarities and differences between boys and girls</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Recognise and use the correct names for main parts of the body including external genitalia</li> <li>Describe similarities and differences between boys and girls and explain that they are of equal value</li> <li>Compare physical differences</li> </ul>
<b>Essential skills:</b>  Using and applying data  Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What parts of our bodies can we see?</li> <li>What are the names of all the different parts of our bodies?</li> <li>What sizes and shapes are people?</li> <li>How are our bodies like other people's bodies?</li> <li>How are our bodies different to other people's bodies?</li> </ul>
<b>Additional Guidance:</b>  Use stories and information books, anatomically correct dolls and photo cards.  Ensure that pupils know and use the correct names for body parts that you are referring to in the lesson.  Refer to school's SRE policy  <i><b>Science programme of study links:</b> Animals, including humans - statutory requirements, pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i>  <i>Notes and guidance (non-statutory)- pupils should have plenty of opportunities to learn the names of the main body parts , through games, actions, songs and rhymes.</i>	



Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid H

Topic: Growing and Changing

**Aim of these sessions:** To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

Learning opportunity number 3

Suggested number of sessions: 1

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>• about what makes them unique</li> <li>• how to set simple goals</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Describe what makes them special</li> <li>• Describe personal strengths and attributes</li> <li>• Set simple targets</li> </ul>
<b>Essential skills:</b> Active listening Setting challenging goals for self Recognising distorted thinking Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• How am I special?</li> <li>• What can I do for myself?</li> <li>• What am I getting better at?</li> <li>• What do I need help with?</li> </ul>
<b>Additional Guidance:</b> <p>Stories where characters achieve a goal; have their own special strength or attributes, such as <i>Ruby</i> by Maggie Glen.</p> <p>It is important to foster a growth mindset approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process.</p> <p>Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy.</p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid I

Topic: Growing and Changing

**Aim of these sessions:** To learn about change and loss and the associated feelings (including losing toys or keys)

Learning opportunity number 5

Suggested number of sessions: 1-2

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About change and loss e.g. starting school, a new baby brother/sister, moving to a new class</li> <li>About the feelings associated with change or loss</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe different kinds of loss that they or others may have experienced</li> <li>Describe how people behave when they lose things</li> <li>Identify how losing things can make people feel</li> <li>Explain what they can do to be kind to others who may be feeling unhappy about a change or loss</li> </ul>
<b>Essential skills:</b> Empathy Self-reflection Communication of ideas and views to others Resilience	<b>Key Questions</b> <ul style="list-style-type: none"> <li>What are the things that we treasure the most?</li> <li>How do we take care of them?</li> <li>How do we feel/behave if we lose them or they get ruined?</li> <li>How do people that we know behave when they lose things?</li> <li>What do we do to help someone who has lost something feel better?</li> </ul>
<b>Additional Guidance:</b> Stories where characters lose and find things, or lose and learn to live with the loss of the object; where characters share their feelings and help each other, such as <i>Elmer and the Lost Teddy</i> by David McKee Loss/change at Year 1 will focus on things that may be lost, but that may be found again such as keys or toys	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid J

Topic: Keeping Safe

**Aim of these sessions:** To understand that household products, including medicines, can be harmful if not used properly

Learning opportunity number 11

Suggested number of sessions: 1 - 2

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>• About what goes onto and into our bodies (both good and harmful)</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin)</li> <li>• Give reasons why we need medicines</li> <li>• Identify some household products that can be harmful if misused</li> <li>• Recognise which health professionals can give us medicines</li> <li>• Identify people we trust to tell us to put things onto and into our bodies</li> <li>• Describe how we know we can trust these people</li> <li>• Explain how to keep safe when taking medicines</li> </ul>
<b>Essential skills:</b>  Managing risk and personal safety  Analysing and evaluating situations	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What goes <i>onto</i> our bodies and who puts it there?</li> <li>• What goes <i>into</i> our bodies and who puts it there?</li> <li>• How does it get in and how does it make me feel?</li> <li>• Where do we think it goes?</li> <li>• Who and what helps us to get better when we are ill?</li> <li>• Where do medicines come from that make us better?</li> <li>• Why must we be careful with medicines?</li> </ul>
<b>Additional Guidance:</b> Stories where characters visit the doctor or the vet, such as <i>Six Dinner Sid</i> by Inga Moore. Examples of what goes <b>on to</b> our bodies – soap, water, shampoo, dirt, paint, cream, plasters, suntan lotion, sun, clothing, shoes. What goes <b>into</b> our bodies – food, drink, tablets/pills, medicine, air, dust, smoke, smells. Invite local health professional in to talk to the children about the role of medicines in helping to keep them well. Show pictures of medicines and household products so that pupils can recognise the difference between the two.	

## Key Stage 1 Core Theme 1: Health and Wellbeing

## Year One: Grid K

## Topic: Keeping Safe

**Aim of these sessions:** To learn about people who look after them, their family networks, whom to go to if they are worried and how to attract their attention, ways that pupils can help these people who look after them.

Learning opportunity number 13

Suggested number of sessions: 1-2

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• About people who take care of them</li> <li>• About the family networks they belong to</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Identify the people who take care of them in their immediate family and wider family networks</li> <li>• Identify whom they can go to if they are worried</li> <li>• Demonstrate ways of asking for help</li> <li>• Explain how they can be of help to people who look after them</li> </ul>
<b>Essential skills:</b>  Making decisions and choices  Empathy  Resilience	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Who are my special people?</li> <li>• What do they do to care for me and make me feel safe and happy?</li> <li>• How can people tell how we are feeling?</li> <li>• Who and what can help us when we feel worried or unsafe?</li> <li>• How can we help the people who look after us?</li> </ul>
<b>Additional Guidance:</b>  Use stories about characters being helped and looked after, and those where characters responsible for themselves. This session can also link with a topic on 'People Who Help Us'. <i>This session lays the foundations for the subsequent sessions.</i>	

## Key Stage 1 Core Theme 1: Health and Wellbeing

## Year One: Grid L

## Topic: Keeping Safe

**Aim of these sessions:** To learn rules for and ways of keeping physically and emotionally safe, including road safety and the difference between secrets and surprises and understanding not to keep adults' secrets

Learning opportunity number 12

Suggested number of sessions: 3-4

<b>Year One</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About rules we have for keeping safe</li> <li>• About different ways of keeping physically and emotionally safe</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding that they have a right to 'be safe on the outside' and 'feel safe on the inside'</li> <li>• Identify emotions for when they are feeling safe and unsafe</li> <li>• Describe ways of keeping safe in familiar situations, such as crossing the road</li> <li>• Identify the adults in school, at home and in the wider environment who can keep them safe</li> <li>• Demonstrate what they can say and do to help these people to keep them safe.</li> <li>• Identify whom to go to if they are feeling worried, how to attract their attention what they could say and the importance of keeping saying it.</li> <li>• Describe the difference between a surprise and a secret and that we should not keep adults' secrets, only surprises that everyone will find out about</li> </ul>
<p><b>Essential skills:</b></p> <p>Making decisions and choices</p> <p>Resilience</p> <p>Analysing and evaluating situations</p> <p>Recalling and applying knowledge and skills</p>	<p><b>Questions to ask/questions to identify pupils understanding:</b></p> <ul style="list-style-type: none"> <li>• What do we think we have to keep safe from and how do we do this?</li> <li>• Who are the people who keep us safe and what do they do to keep us safe?</li> <li>• How can we help them to keep us safe?</li> <li>• What do we do that can make other people feel unsafe?</li> <li>• What makes us feel not so safe? Nervous? Upset? Scared?</li> <li>• Do we always have to keep secrets?</li> <li>• Which secrets are good to keep? (See notes below)</li> <li>• Who can we ask for help and if we tell, will we get into trouble?</li> </ul>

**Additional Guidance:**

Stories where characters go out into the world and recognise and cope with dangers by their own skills. Questions raised by *Not Now Bernard* by David McKee can aid discussion, for example: who is looking after Bernard? Are his parents keeping him safe? What could Bernard do to attract his parents' attention?

Young children may feel unsafe in their 'real' world (e.g. road use, visiting unknown places) or in their 'imagined' world (e.g. ghosts, monsters). Pupils should have opportunities to talk about and explore feeling unsafe (nervous, timid, scared etc.), have an understanding that they should listen to these feelings and tell someone about them.

Pupils have a right to be 'safe on the outside' and feel safe on the inside.

The difference between fun secrets/surprises and secrets: many pupils will have had experience of keeping fun secrets or surprises at home or school, such as: 'we hid daddy's present' or 'we are having a surprise party for grandma and I'm not supposed to tell anyone' or 'We are doing a special assembly for Mother's day, but we're not allowed to tell anyone'. These types of secrets or surprises are usually fun or have an element of caring. Some pupils may have or will experience secrets accompanied by some kind of threat, such as: 'I watched a film at William's house and it scared me. He told me not to tell anyone.' Or 'Someone tried to make me do things and said they'd give me sweets if I did. They told me not to tell anyone'. Pupils should be given opportunities to distinguish between surprises and secrets and the importance of telling someone and making someone listen when secrets are causing distress or worry.

Refer to: 'protective behaviours' guidelines if staff training has taken place, school's safeguarding policy and ensure that school safeguarding/child protection guidelines are followed.

Road safety resources: [www.brake.org.uk](http://www.brake.org.uk)

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: Grid M

Topic: Keeping Safe

**Aim of these sessions:** to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

Learning opportunity number 14

Suggested number of sessions: 1-2

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the shared responsibility for keeping themselves and others safe</li> <li>About responses they can give to ensure their own safety and that of others</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe the things they do in class to keep themselves and others safe</li> <li>Demonstrate responses (language and strategies) they can give in situations (including dares) that may compromise their safety or that of others</li> <li>Explain how they might feel when they consider themselves or others to be in unsafe situations and how to manage these feelings</li> <li>Describe when it is important to listen to these feelings, and when we might want to try to overcome them (see Additional Guidance)</li> </ul>
<b>Essential skills:</b> Making decisions and choices Self-reflection Team working	<b>Key Questions</b> <ul style="list-style-type: none"> <li>How do we keep ourselves safe in school?</li> <li>How do we help keep others safe in school?</li> <li>What does unsafe feel like? In our bodies? In our minds?</li> <li>What do we need to do if we feel unsafe?</li> <li>Who can we ask for help?</li> </ul>
<b>Additional Guidance:</b> <p>This learning can be combined with the previous sessions.</p> <p>Displays and posters which remind pupils what to do and whom to go to if they are worried should be prominently visible around the school. Pupil 'versions' of these key messages around the classroom/school/assembly hall would be highly effective.</p> <p>Pupils should have the opportunity to rehearse saying 'yes' or 'no' in different situations.</p> <p>Role-play scenarios where pupils can try to overcome feeling unsafe, for example: being frightened to go into a party because of feeling shy and taking a deep breath and giving it a go. <b><i>This session can be taught in either Year 1 or Year 2.</i></b></p>	

# Core theme 1: Health and wellbeing

(Topic areas: Healthy lifestyles; Growing and changing; Keeping safe)

## Year Two

**Please note:** Grids are provided to cover most or all of the learning opportunities from *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.



## Key Stage 1 Core Theme 1: Health and Wellbeing

## Year Two: Grid A

## Topic: Healthy Lifestyles

**Aim of these sessions:** To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating, dental health and taking care of our feelings

Learning opportunity number 1

Suggested number of sessions: 2

<b>Year Two</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>• about the benefits of a healthy lifestyle</li> <li>• different ways to stay healthy</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Describe what being healthy means</li> <li>• Describe the different physical activities they do in and out of school</li> <li>• Explain how good health depends on physical activity, rest, healthy eating, taking care of their teeth</li> <li>• Describe different ways in which they can keep healthy</li> <li>• Explain what the benefits (short-term and long-term) are of being active, taking rest, eating healthily and looking after their teeth</li> <li>• Describe the impact on their health and on others if they don't look after their bodies</li> </ul>
<b>Essential skills:</b> Active listening Self-reflection Making decisions and choices	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How do we think healthy people look and feel?</li> <li>• What do healthy people do some of the time? All of the time? Never?</li> <li>• What do we do in and out of school that keeps us healthy?</li> <li>• What else do we know about keeping healthy?</li> <li>• What do we need to do more/less of to keep healthy?</li> </ul>
<b>Additional Guidance:</b> <p>Stories or information books on the theme. <i>Ketchup on Your Cornflakes</i> by Nick Sharratt could be used for an engaging start to the session. As these are very similar lessons, you may wish to teach this topic in either Year 1 or Year 2.</p> <p>Be aware that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses. During key stage 1, pupils are beginning to evolve their self-image, this is an opportunity to help them feel good about themselves.</p>	

**Science programme of study for year 2:** *Animals, including humans - statutory requirements, pupils should be taught to: notice that animals, including humans, have offspring which grow into adults.*

- *Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).*
- *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Notes and guidance (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*

*Science – key stages 1 and 2 notes and guidance (non-statutory) - the following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.*

## Key Stage 1 Core Theme 1: Health and Wellbeing

## Year Two: Grid B

## Topic: Healthy Lifestyles

**Aim of these sessions:** To recognise what they like and dislike (how to make real and informed choices that improve their physical and emotional health), and that choices can have good and not so good consequences

Learning opportunity number 2

Suggested number of sessions: 2

<b>Year Two</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>• about what it means to make a real and informed choice</li> <li>• about what can influence our choices</li> <li>• how choices influence the way we look and feel</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify recent choices they have made</li> <li>• Describe the consequences of their choices, both good and not so good</li> <li>• Identify what influenced their choices</li> <li>• Describe their feelings after they had made their choices</li> </ul>
<p><b>Essential skills:</b></p> <p>Active listening</p> <p>Making decisions and choices</p> <p>Drawing conclusions</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What does being healthy mean to us?</li> <li>• Who tells us what choices we have?</li> <li>• When can we choose for ourselves?</li> <li>• What helps us to choose?</li> <li>• What do we need to know to help us to make a choice?</li> <li>• What/who helps us to keep to our decisions or change our minds?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>Stories with morals or where the young characters make choices that lead to consequences, e.g.: Goldilocks</p> <p>This group of lessons may be taught before the healthy lifestyle lessons (learning opportunity 1), so that pupils can talk about informed choices as an important part of a healthy lifestyle. Ensure ground rules or a working agreement is in place so that pupils have a safe environment in which to reflect on the impact of their choices.</p> <p>An <i>informed choice</i> means using what the pupils already know to form their choice or decision.</p> <p>See previous session for links to <b>Science programme of study</b></p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid C

Topic: Healthy Lifestyles

**Aim of these sessions:** To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

Learning opportunity number 4

Suggested number of sessions: 1-2

<b>Year Two</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>• About different kinds of feelings that are good and not so good</li> <li>• About the vocabulary we can use to describe feelings to others</li> <li>• How we can use simple strategies to manage feelings</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Describe different feelings both good and not so good</li> <li>• Identify strategies they can use and practise to manage their feelings</li> <li>• Give reasons for managing their feelings and explain the responsibility they have toward others who may be affected</li> <li>• Demonstrate how they can help others who may have not so good feelings</li> </ul>
<b>Essential skills:</b>  Self-management of feelings  Self-reflection	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What feelings do we all share?</li> <li>• Where in our bodies do we feel these feelings?</li> <li>• How do people know how we are feeling?</li> <li>• How do these feelings affect our behaviour?</li> <li>• What can we do to cope with these feelings?</li> <li>• How can we tell people how we feel?</li> <li>• How can we help others who may have not so good feelings?</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters encounter a range of different feelings. Talk about alternative endings or use Fast Forward or Wind Back strategies.  Ensure ground rules or a working agreement are in place so that pupils have a safe environment to describe and talk about their feelings. This session can be linked with the session for learning opportunity 13 Core Theme 1.  PSHE Association <a href="https://www.pshe-association.org.uk">lesson plans on teaching about mental health and emotional wellbeing</a> .	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid D

Topic: Healthy Lifestyles

**Aim of these sessions:** To understand the importance of, and how to maintain, personal hygiene

Learning opportunity number 6

Suggested number of sessions: 1 or can be amalgamated with another session

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About basic personal hygiene routines</li> <li>About the importance of taking care of personal hygiene</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Re-cap basic personal hygiene routines</li> <li>Explain what happens if they don't take care of personal hygiene</li> <li>Describe how personal hygiene can be maintained and the benefits of taking care of their bodies</li> <li>Describe how to keep good oral health</li> </ul>
<b>Essential skills:</b>  Self- organisation  Making decisions and choices  Managing risk	<b>Key Questions</b> <ul style="list-style-type: none"> <li>What do we do to keep our bodies healthy and clean each day? Each week?</li> <li>How do healthy people feel?</li> <li>How will keeping clean and healthy help us as we grow up?</li> </ul>
<b>Additional Guidance:</b>  Video clip: <a href="https://www.youtube.com/watch?v=CG8F-6dZk8k">https://www.youtube.com/watch?v=CG8F-6dZk8k</a> of The Bath Song.  Storybooks on the theme such as <i>The Smelly Book</i> by Babette Cole.  These lessons can be combined with the session for learning opportunity 7 on the spread of viruses or taught in either Year 1 or Year 2.  See previous sessions for links to <b>Science programme of study</b> .	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid E

Topic: Healthy Lifestyles

**Aim of these sessions:** How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

Learning opportunity number 7

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the importance of taking care of their own health</li> <li>About what happens if they don't take care of their health</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe how some diseases are spread</li> <li>Explain how the spread of some diseases can be controlled by personal hygiene practices</li> <li>Identify some diseases, e.g. flu, that are controlled through vaccination and medication</li> <li>Explain how they are responsible for their own health and that of others</li> </ul>
<b>Essential skills:</b> Resilience Making decisions and choices	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we feel when we are ill?</li> <li>How do we look and sound when we are ill?</li> <li>Who and what helps us to get well?</li> <li>What kinds of drugs which are medicines help us to get well?</li> <li>Who decides whether we need to swallow or sniff medicines or have injections?</li> <li>When and why do we have injections?</li> <li>How can we help ourselves to get better?</li> <li>What should we do to keep other people healthy?</li> </ul>
<b>Additional Guidance:</b> <p>Stories or information books such as <i>Germs</i> by Ross Collins, <i>Germs are not for Sharing</i> by Elizabeth Verdick. Pupils could practice on dolls, have a discussion with school nurse or health visitors.</p> <p>This session can be taught in either Year 1 or Year 2. This session can be combined with the session for learning opportunity 6.</p> <p>Fluenz lessons written by PSHE Association (available at: <a href="http://sharegoodtimesnotflu.co.uk/toolkit/">http://sharegoodtimesnotflu.co.uk/toolkit/</a>) . <i>Catch It, Bin It, Kill It</i> UK Government campaign materials.</p> <p>See previous session for links to <b>Science programme of study</b>.</p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid F

Topic: Growing and Changing

**Aim of these sessions:** About change and loss and the associated feelings (including moving home, losing toys, pets or friends)

Learning opportunity number 5

Suggested number of sessions: 2

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About different kinds of change that have occurred since starting school</li> <li>About the kinds of loss that can make us feel sad (loss of a pet, moving house, loss of a relative)</li> <li>How we can help ourselves and others manage sad feelings</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe changes and losses that have happened to them or others since they started school</li> <li>Identify feelings they or others may have had about change or loss</li> <li>Identify strategies they can use to manage sad/unhappy feelings</li> <li>Describe what it means to lose something/someone special</li> <li>Identify ways they can comfort or be sensitive to the needs of others who have experienced change or loss</li> </ul>
<b>Essential skills:</b>  Empathy  Self-reflection  Communication of ideas and views to others  Resilience	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What are the things that we treasure most?</li> <li>How do we feel when things get broken or lost?</li> <li>How have things changed in our lives since we started school?</li> <li>How do we feel when friendships are broken?</li> <li>How do we feel if we lose something or if someone leaves our family?</li> </ul>
<b>Additional Guidance:</b>  Stories where characters lose and find things, or lose and learn to live with the loss of the object; stories where characters share their feelings and help each other.  The class teacher will need to choose the context to demonstrate the learning outcome, i.e. losing a pet, moving house.	

## Key Stage 1 Core Theme 1: Health and Wellbeing

## Year Two: Grid G

## Topic: Growing and Changing

**Aim of these sessions:** To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring

Learning opportunity number 8 & 9

Suggested number of sessions: 1-2

<b>Year Two</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About growing, changing and becoming more independent</li> <li>About the opportunities and responsibilities that independence brings</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe ways they have grown and changed (emotionally, physically and socially)</li> <li>Identify ways they are independent now from when they were younger</li> <li>Describe additional responsibilities they have in class, school and at home</li> <li>Identify new opportunities that increasing independence brings to them</li> </ul>
<b>Essential skills:</b> Self-reflection Affirming self and others Reviewing own progress	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What things can we do on our own? With help?</li> <li>Why do we grow up so slowly?</li> <li>What new responsibilities do we have in school or at home that we didn't have before?</li> <li>Why do we have to have new responsibilities?</li> </ul>
<b>Additional Guidance:</b> Stories about growing up and how needs have changed. Pupils could bring in photographs showing the changes that have occurred since their birth (being sensitive to those who may not have photos of themselves as babies – adapt as necessary). Extra sensitivity will be needed for SEND pupils who may not be able to demonstrate increased independence in explicit ways. Also to pupils that have experienced a great deal of change in their personal lives. <i>Science programme of study for year 2: Animals, including humans - statutory requirements: pupils should be taught to: notice that animals, including humans, have offspring which grow into adults. Notes and guidance (non-statutory): pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i>	



*Science – key stages 1 and 2 notes and guidance (non-statutory) - the following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.*

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid H

Topic: Growing and Changing

**Aim of these sessions:** To know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls

Learning opportunity number 10

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About biological differences between male and female animals including humans and their roles in the life cycle</li> <li>About the importance of respecting differences and similarities between boys and girls</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe some of the biological differences between male and female animals</li> <li>Name the biological terms for the main male and female external genitalia</li> <li>Recognise that male and female sex parts are related to reproduction</li> <li>Identify that boys and girls can do the same tasks and enjoy the same things</li> </ul>
<b>Essential skills:</b> Using and applying data Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What parts of our bodies can we see?</li> <li>What are the names of all the different parts of our bodies?</li> <li>What makes all of us the same? In what ways are we different?</li> </ul>
<b>Additional Guidance:</b> Ensure you are familiar with the school's SRE policy. Ensure that pupils know and use the correct names for body parts that you are referring to in the lesson: this is an important aspect of safeguarding. You can use stories and information books, anatomically correct dolls, photo cards or body part bingo. <b>Science programme of study for year 2:</b> <i>Animals, including humans - statutory requirements, pupils should be taught to: notice that animals, including humans, have offspring which grow into adults Notes and guidance (non-statutory) Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i> <i>Science – key stages 1 and 2 notes and guidance (non-statutory) - the following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</i>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid I

Topic: Growing and Changing

**Aim of these sessions:** To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

Learning opportunity number 3

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About ways to improve and learn from experience</li> <li>How to recognise and celebrate what they are good at</li> <li>How to set challenging goals</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe what they are good at and what they need help with</li> <li>Recognise that it is ok to make mistakes and that they are part of learning</li> <li>Review their own targets and set themselves realistic but challenging personal goals</li> </ul>
<b>Essential skills:</b>  Active listening  Setting challenging goals for self  Recognising distorted thinking  Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are we?</li> <li>What makes us feel good about ourselves?</li> <li>How do our special people show us that we are special?</li> <li>How does it feel when we do something new?</li> <li>How does it feel when we do something difficult?</li> <li>How does it feel when we make a mistake?</li> <li>How does it feel when we overcome a problem or achieve something?</li> </ul>
<b>Additional Guidance:</b>  Stories where characters achieve a goal; have their own special strength or attributes, learn from mistakes  It is important to foster a growth mind set approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process.  Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy.	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid J

Topic: Keeping Safe

**Aim of these sessions:** To understand that household products, including medicines, can be harmful if not used properly

Learning opportunity number 11

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About the role of medicines</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe how some medicines are taken and for what reasons</li> <li>Recognise that medicines have a specific and an individual use</li> <li>Identify the harmful aspects of some household products and medicines</li> <li>Describe ways of keeping safe when using household products (including medicines)</li> </ul>
<b>Essential skills:</b>  Managing risk and personal safety  Analysing and evaluating situations	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What goes into our bodies and for what reason?</li> <li>Who puts them there?</li> <li>How do they get in?</li> <li>What kinds of medicines help us to get well?</li> <li>How do these different things feel, smell and taste?</li> <li>Which things are safe, not so safe or dangerous?</li> <li>When should we say 'no', 'don't do that' or 'I'll tell'?</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters find medical advice or treatment (this could include in the animal world).  Invite local health professional in to talk to the children about the role of medicines in helping to keep them well. Show pictures of medicines and household products so that pupils can recognise the difference between the two.  Have a sensitivity to and an awareness of any medical issues of pupils.	

## Key Stage 1 Core Theme 1: Health and Wellbeing

## Year Two: Grid K

## Topic: Keeping Safe

**Aim of these sessions:** To learn rules for, and ways of keeping, physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)

Learning opportunity number 12

Suggested number of sessions: 2-3

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About the importance of keeping safe in different situations</li> <li>About the different rules for keeping safe (road, environment, online, in unfamiliar situations)</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe different ways of keeping safe in familiar and unfamiliar situations</li> <li>Demonstrate ways they can ask for help from people whose job it is to keep them safe</li> <li>Identify potential unsafe situations and steps they can take to avoid or remove themselves from them</li> <li>Describe how it is ok to keep fun surprises secret for a while but not adults' secrets</li> <li>Describe ways of keeping safe online</li> </ul>
<b>Essential skills:</b>  Making decisions and choices  Resilience  Analysing and evaluating situations  Recalling and applying knowledge and skills	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do we have to keep safe from?</li> <li>Are these real dangers or pretend dangers?</li> <li>Is it something we do that makes them dangerous?</li> <li>Who can we ask to help us?</li> <li>Who has the job of keeping us safe?</li> <li>Do we always have to keep secrets?</li> <li>If we tell someone will we get into trouble?</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters have fears or problems such as the dark or new places or situations and stories which widen the vocabulary of feelings.  The teacher could choose context for learning, e.g. keeping safe at home/park/swimming pool  See ROSPA and Brake websites, road safety campaigns  Refer to 'protective behaviours' guidelines if staff training has taken place. Ensure school safeguarding/child protection guidelines are followed.	

## Key Stage 1 Core Theme 1: Health and Wellbeing

## Year Two: Grid L

## Topic: Keeping Safe

**Aim of these sessions:** To learn about people who look after them, their family networks, ways that pupils can help these people who look after them, whom to go to if they are worried and how to attract their attention.

Learning opportunity number 13

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About people who take care of them and the different groups they belong to</li> <li>About ways of helping those who look after us</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify the people who look after them and how they care for them</li> <li>Explain what they can do themselves if they are worried and whom they can go to</li> <li>Demonstrate ways they can attract the attention of people who care for them if they are worried</li> <li>Describe how they can help and support those who care for them</li> </ul>
<b>Essential skills:</b>  Making decisions and choices  Empathy  Resilience	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who helps us to keep safe?</li> <li>What are they trying to teach us to do or not to do?</li> <li>How can we help them?</li> <li>How do we know whom to ask for help?</li> <li>How can we attract the attention of people that we want to help us?</li> <li>How can we keep ourselves and others safe?</li> </ul>
<b>Additional Guidance:</b>  Use stories about characters being helped and looked after, and those where characters responsible for themselves.  This session can also link with a topic on 'People Who Help Us'. The teacher should be sensitive to pupils who have experience of carers at home, or pupils who are carers themselves.  <i>This session is a natural extension of the previous sessions and can be combined with the following session. It is important to re-visit and review aspects of personal safety. It can be taught in either Year 1 or 2 and the learning frequently referred to in the year group it isn't directly taught this as a lesson.</i>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: Grid M

Topic: Keeping Safe

**Aim of these sessions:** To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

Learning opportunity number 14

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About the shared responsibility for keeping themselves and others safe</li> <li>About the steps they can take to ensure their safety in class, on the playground, around the school and at home</li> <li>About responses they can give to ensure their own safety and that of others</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe the personal responsibility they have in school and at home to keep themselves safe</li> <li>Demonstrate the ways they share the responsibility for keeping others safe in school and at home</li> <li>Explain how the rules and procedures in class help to keep them and others safe</li> <li>Demonstrate appropriate responses to give in situations that may occur in school and at home when they feel unsafe or they are worried about the safety of others</li> </ul>
<b>Essential skills:</b>  Making decisions and choices  Self-reflection  Team working	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do we enjoy doing at home, indoors, outdoors and at school?</li> <li>What are the rules and why do we need to keep to them?</li> <li>Do the rules depend on the people and places?</li> <li>How can we keep other people safe?</li> <li>What should we do if we feel worried or unsafe about ourselves or others?</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters follow/don't follow the 'rules' and have to deal with the consequences; stories where young characters do not recognise when they are being persuaded.  This session can be combined with the previous session. Displays and posters which remind pupils what to do and who to go to if they are worried should be prominently visible around the school. Pupil 'versions' of these key messages around the classroom/school/assembly hall would be highly effective. <b><i>This session can be taught in either Year 1 or 2.</i></b>	

# Core theme 1: Health and Wellbeing

(Topic areas: Healthy lifestyles; Growing and changing; Keeping safe)

## Year Three

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 3 and 4. It is not intended that teachers will cover everything in these grids in each year group.



## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Three: Grid A

## Topic: Healthy Lifestyles

**Aim of these sessions:** To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced diet')

Learning opportunity number 2

Suggested number of sessions: 1-2

<b>Year Three</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>About making informed choices in relation to their health</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe what it means to make an informed choice and give examples of the kinds of choices we have to make in daily lives</li> <li>Identify steps that support making an informed choice</li> <li>Describe choices that have positive consequences on their health</li> <li>Describe what food they think should be eaten regularly to maintain good health and identify other ways of maintaining good health</li> <li>Explain what 'consent' means (see Additional Guidance)</li> <li>Identify that if they are persuaded or threatened into agreeing to do something they don't want to do, then they have not given their consent – even if they say yes to keep other people happy.</li> </ul>
<p><b>Essential skills:</b></p> <p>Making decisions and choices</p> <p>Looking at evidence</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What do we think we do to make and keep ourselves healthy?</li> <li>Is there anything else that we need to do?</li> <li>Do we always have to believe/trust what people tell us about health choices?</li> <li>Do our friends always want the best for us?</li> <li>How do we decide what is best for us?</li> <li>How can we tell others that we have given our consent to something?</li> </ul>

**Additional Guidance:**

*Informed choice:* the pupil's decisions and thinking are informed by what they already know. However, it is important to note that people whom pupils care about and who give them advice/information may not always be the best source of information. For example: 'I care for my friends but they might not always give me the best advice'. The teacher should help pupils to clarify that you can love/care for someone but not necessarily agree with them.

Practical cooking sessions, participation in Fairtrade Fortnight, religious celebrations or customs when special food is eaten, e.g. Diwali, Chinese New Year, Easter, etc. can all contribute to raising awareness of the importance of food in their lives. Important to emphasise that food is only one component of a healthy lifestyle.

Consent means 'I willingly or happily agree to do something or for something to happen' – pupils need to have an understanding of what consent means.

Links with Learning Opportunity number 3

**Science programme of study links:** *Animals, including humans - statutory requirements, pupils should be taught to: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Notes and guidance (non-statutory): Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.*

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Three: Grid B

## Topic: Healthy Lifestyles

**Aim of these sessions:** To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.

Learning opportunity number 3

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About opportunities they have to make their own choices about food</li> <li>About what makes up a balanced diet</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explore opportunities they have to make choices about food</li> <li>Explain what they need to consider when making these choices</li> <li>Describe the benefits of a balanced diet</li> </ul>
<b>Essential skills:</b>  Making decisions and choices  Recalling and applying knowledge and skills  Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do we know about healthy eating and how it keeps our bodies healthy?</li> <li>Who makes the choices for us about what we eat?</li> <li>What choices are we able to make for ourselves?</li> <li>Are these always the right choices?</li> <li>What helps us to choose?</li> <li>What do I need to know before I make these choices?</li> <li>Is there anything we should/could change?</li> </ul>
<b>Additional Guidance:</b>  Family culture and circumstances determine how much choice pupils have about food. It is important to be sensitive to cultural values some pupils may have in relation to food. Children who have low or high body weight/or parents who have low or high body weight may be particularly sensitive to talking about food choices.  Pupils benefit from understanding that a balanced diet means eating a variety of different foods. Terms such as 'unhealthy', 'fattening', 'good' or 'bad' foods are not helpful. It is more preferable to talk about moderating intake of some food groups and that a balanced diet means eating from all the main food groups. It may be a good time to reinforce reasons why school rules dictate the eating of healthy snacks at playtimes and the importance of physical exercise. Visit the school	

kitchen to talk to food prep staff about nutrition and choices for food available.

Links with Learning Opportunity number 2

***These sessions may be combined with the previous sessions but it is important that pupils are made aware of what influences their choices about food.***

***Science programme of study links:*** *Animals, including humans - statutory requirements, pupils should be taught to: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Notes and guidance (non-statutory: Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.*

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Three: Grid C

Topic: Healthy Lifestyles

**Aim of these sessions:** To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread

Learning opportunity number 12

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About bacteria and viruses</li> <li>How to reduce the spread of bacteria and viruses</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what germs (bacteria and viruses) are and that they sometimes cause illnesses</li> <li>Describe how people feel when they are unwell and what we can do to help them feel better</li> <li>Describe simple routines that reduce their spread</li> </ul>
<b>Essential skills:</b>  Making decisions and choices Analysing and evaluating situations Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we know when someone is feeling unwell?</li> <li>What can we do help them feel better?</li> <li>What can we do to help stop viruses and bacteria from spreading to others?</li> </ul>
<b>Additional Guidance:</b> Stories such as <i>Germs</i> by Ross Collins or <i>Don't You Feel Well, Sam?</i> by Amy Hest  Invite health professionals in to run session on how to wash hands, keep clean and follow routines to reduce the spread of germs.  Pupils need an awareness that when people are feeling unwell they may act differently than usual. They may be feeling worried, grumpy etc.when they are feeling ill.  Look on local authority health promotion website for resources that promote understanding re the spread of bacteria (posters, body boards). Change 4 Life booklets, Department for Health/Public leaflets that promote hygienic practice/how to reduce the spread of bacteria may be useful to share.	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Three: Grid D

Topic: Growing and Changing

**Aim of these sessions:** For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

Learning opportunity number 5

Suggested number of sessions: 1-2

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About ways to celebrate achievements</li> <li>About personal strengths and areas for development</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Recognise their worth by identifying positive things about themselves</li> <li>Reflect on their achievements</li> <li>Identify their mistakes, make amends and set personal goals</li> <li>Describe what they admire in other people</li> <li>Describe steps they can take to improve</li> <li>Describe aspirations for the end of term/school year and be able to describe how they will know if they have achieved them?</li> </ul>
<b>Essential skills:</b> Active listening Giving constructive feedback to others Setting challenging goals for self	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What makes us feel good about ourselves?</li> <li>How do our special people show us we are special</li> <li>What have we achieved that we are most proud of?</li> <li>How does it feel when we do something difficult?</li> <li>How does it feel when we make a mistake?</li> <li>What can we do to make amends?</li> <li>What would we like to achieve by the end of year 3?</li> </ul>
<b>Additional Guidance:</b> Stories where characters accomplish or achieve something or where characters get better at something. Talk to pupils about growth mind set/fixed mind set (Growth Mind-set Pocketbook). These sessions will be particularly useful to teach at the beginning of a new term or school year. Guide pupils in how to spot negative thought patterns and suggest simple strategies to help them deal with these thoughts.	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Three: Grid E

Topic: Growing and Changing

Aim of these sessions: To deepen pupils' understanding of good and not so good feelings

Learning opportunity number 6

Suggested number of sessions: 2

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About feelings that are good and not so good</li> <li>How we can manage these feelings</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Name different feelings they have experienced, some which are good and some which are not so good</li> <li>Identify whereabouts in the body they have these feelings</li> <li>Recognise these feelings in others</li> <li>Describe situations that can cause good or not so good feelings</li> <li>Share, demonstrate and practise strategies to help manage not so good feelings</li> <li>Identify things that they can do to help others manage not so good feelings</li> </ul>
<b>Essential skills:</b> Self-management of feelings Affirming self and others Empathy Recognising distorted thinking	<b>Key questions:</b> <ul style="list-style-type: none"> <li>What good and not so good feelings have we had?</li> <li>How does it feel in our bodies?</li> <li>How do we behave or look when we feel like this?</li> <li>What can we do to feel better when we have not so good feelings?</li> <li>How do we know when other people are feeling not so good?</li> <li>What can we do to help other people?</li> </ul>
<b>Additional Guidance:</b> Stories where characters share their feelings and help each other by listening and being responsive. Pupils recognise feelings in others by looking at body language, facial expression and if someone is finding it hard to talk. You can use 'feelings bottle', emotions barometer, emotions continuums are all practical ways of talking about strong feelings. Use of dilemma scenarios provides an interactive way for pupils to use distancing techniques to talk about strong emotions. Links with Core Theme 2: Relationships – Feelings and Emotions. PSHE Association <a href="https://www.pshe-association.org.uk">lesson plans on teaching about mental health and emotional wellbeing</a>	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Three: Grid F

Topic: Growing and Changing

**Aim of these sessions:** To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

Learning opportunity number 8

Suggested number of sessions: 1-2

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the kinds of change that happen in life</li> <li>How feelings of loss and grief may be expressed</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe changes they or their family may have experienced</li> <li>Identify some of the factors that affect how they feel about change</li> <li>Reflect on how others may be feeling about change or loss</li> <li>Describe their feelings of loss and grief</li> </ul>
<b>Essential skills</b> Affirming self and others Empathy Active listening Self-reflection	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we feel when we lose things and don't find them again?</li> <li>How do we feel when we lose or are separated from people?</li> <li>Who can help us?</li> <li>How can we help ourselves?</li> </ul>
<b>Additional Guidance:</b> Stories where characters lose and find things, or lose and learn to live with the loss of the object. Stories about death need to be chosen with great care. The story should be chosen as a piece of children's literature rather than be a story specifically written for the issue, such as <i>I'll Always Love You</i> by Hans Wilhelm or <i>Badger's Parting Gifts</i> by Susan Varly. The class teacher will need to choose the context to demonstrate the learning outcome, i.e. losing a pet, moving house, loss of family member. Some pupils may not wish to share their experiences or may be content to listen to the thoughts and opinions of their peers. Resources available from Child Bereavement Network, Winston's Wish, Macmillan, cruse.org.uk, The Willow Foundation. <i>This is a re-visiting of some of the aspects in the KS1 lesson 'change and loss and the associated feelings (including moving home, losing toys, pets or friends)'. However, as each pupil progresses through school they may experience change or loss at any time in their lives. It is therefore important that this key area is discussed in each year group so that pupils have the opportunity to talk and reflect on changes they have experienced.</i>	



Key Stage 2 Core Theme 1: Health and Wellbeing

Year Three: Grid G

Topic: Keeping Safe

**Aim of these sessions:** To understand school rules about health and safety and why they are important, basic emergency aid procedures, where and how to get help

Learning opportunity number 15

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About school rules for health and safety</li> <li>About where and how to get help</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify school rules about health and safety</li> <li>Give reasons for having school rules about health and safety</li> <li>Explain what an emergency is and give examples</li> <li>Describe what could happen if health and safety rules are not followed</li> <li>Explain where and how to get help if they feel a situation is unsafe</li> <li>Demonstrate how to ask for help</li> </ul>
<b>Essential skills:</b> Managing pressure and stress Managing risk and personal safety Communicating ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who is responsible for us at school?</li> <li>What are our responsibilities for keeping safe at school?</li> <li>Why are there rules at school and why do we need to adhere to them?</li> <li>How can we reduce the risk?</li> <li>What should we do if we feel unsafe or uncertain at school?</li> <li>Where do we get help from?</li> </ul>
<b>Additional Guidance:</b> Stories where characters get lost and found or are helped to find a safe way home; stories where characters have adventures on their own or in groups; stories where less confident characters take on a leadership role or 'save the day'. Use resources to help to talk about emergency situations such as the British Red Cross website. Remind pupils that they are beginning to take more responsibility for themselves as they grow up and that keeping themselves and other people safe is an important part of being a good citizen.	

## Key Stage 2 Core Theme 1 Health and Wellbeing

## Year Three: Grid H

## Topic: Keeping Safe

**Aim of these sessions:** For pupils to learn about taking care of their body; understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.

Learning opportunity number 20

Suggested number of sessions: 2

<b>Year Three</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About who they can trust to take care of their bodies</li> <li>• That they have the right to protect their bodies from unwanted contact</li> <li>• About consent (giving permission)</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain that their body is their own – it belongs to them and is unique (see Additional Guidance )</li> <li>• Explain that their body is the most important (valuable) thing they have (see Additional Guidance )</li> <li>• Identify who they can trust to make decisions about who touches or ‘does things’ to their body (e.g. parents, hairdresser, doctor, nurse or dentist).</li> <li>• Explain how these things should never be ‘secrets’ and that they have a right to talk about them to other people, especially their teacher</li> <li>• Describe how it feels to be nervous, anxious or to be worried</li> <li>• Know that if someone does ask them to keep a secret they should tell their teacher</li> <li>• Explain what ‘consent’ means (see Additional Guidance)</li> <li>• Identify that if they are persuaded or threatened into agreeing to do something they don’t want to do, then they have not given their consent and will not be in trouble – even if they say yes to keep other people happy.</li> </ul>
<p><b>Essential skills:</b></p> <p>Self-reflection and self-management</p> <p>Making decisions and choices</p> <p>Recognising distorted thinking</p> <p>Resilience</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we feel about being <i>us</i>?</li> <li>• How can we help protect and look after our bodies?</li> <li>• Who do we trust to make decisions about our bodies?</li> <li>• What can we do when we feel nervous, anxious or worried?</li> <li>• Do we have to keep secrets?</li> <li>• How can we let others know we are giving our consent to something?</li> </ul>

Managing pressure and stress Affirming self and others Managing risk and personal safety	
<p><b>Additional Guidance:</b></p> <p>Can be taught in either year 3 or 4</p> <p>Pupils should begin to get a sense of their uniqueness/a sense of self-worth, and know that their bodies are very special – that there is no other one exactly like it, there never has been and there never will be.</p> <p>They should begin to acquire a sense of the importance of caring for their bodies, because “I will never get another one – it needs to last me all my life!”</p> <p>Consent means ‘I willingly or happily agree to do something or for something to happen’ – pupils need to have an understanding of what consent means.</p> <p>See note on teaching about FGM and forced marriage on page 16.</p>	

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Three: Grid I

## Topic: Keeping Safe

**Aim of these sessions:** To develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones). The importance of protecting personal information including passwords, addresses and images of the pupils themselves or others

Learning opportunity number 21 &amp; 22

Suggested number of sessions: 2-3

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>Strategies that keep us safe</li> <li>About physical, emotional and online safety</li> <li>About the importance of personal safety</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what keeping safe means; describe what emotional safety means and physical safety means</li> <li>Identify ways to keep physically safe (road, water, fire, environment)</li> <li>Identify ways to keep emotionally safe (especially in terms of social media, computer, mobile phones)</li> <li>Describe people who they can turn to if feeling unsafe</li> <li>Explain why it is important not to share information about where they live, or pictures of themselves to others</li> </ul>
<b>Essential skills:</b>  Managing pressure and stress  Resilience	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we think we keep safe in different situations? Physically, emotionally and online?</li> <li>What does emotionally unsafe feel like?</li> <li>How can we protect our personal safety when we are online or using our mobile phones?</li> <li>Are we sometimes under pressure to do something we feel uncertain about?</li> <li>Who can help us?</li> </ul>
<b>Additional Guidance:</b> Ensure that E-safety school guidelines are reinforced with pupils. Helpful websites for teacher reference/resources: CEOP <a href="https://www.thinkuknow.co.uk/Teachers/">https://www.thinkuknow.co.uk/Teachers/</a> ChildLine <a href="https://www.childline.org.uk/Explore/OnlineSafety/Pages/OnlineSafety.aspx">https://www.childline.org.uk/Explore/OnlineSafety/Pages/OnlineSafety.aspx</a> Childnet <a href="http://www.childnet.com/teachers-and-professionals">http://www.childnet.com/teachers-and-professionals</a> UK Safer Internet Centre <a href="http://www.saferinternet.org.uk">http://www.saferinternet.org.uk</a> NSPCC Share Aware: <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware</a> - short cartoon 'I've seen your willy' This revisits some aspects in the KS1 lesson on rules for and ways of keeping physically and emotionally safe. These sessions can be taught in either Year 3 or 4.	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Three: Grid J

Topic: Keeping Safe

**Aim of these sessions:** about people who are responsible for helping them stay healthy and safe and ways that they can help these people

Learning opportunity number 23

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About people who help them stay healthy and safe</li> <li>About ways that they can help these people</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify people who help them</li> <li>Give examples of how they are helped to stay healthy and stay safe</li> <li>Describe the responsibility they have to the people who help them</li> <li>Describe ways they can be of help to these people</li> </ul>
<b>Essential skills:</b> Self-reflection Team working Communication of ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who is responsible for keeping us safe at school, at home and outdoors?</li> <li>How do these people help us to keep safe?</li> <li>What does being responsible for ourselves mean?</li> <li>How can we help them to keep us safe?</li> </ul>
<b>Additional Guidance:</b> Invite other adults who work in the school to talk to the class about how their job entails keeping everyone safe, for example the senior midday-supervisor, teaching assistant, governor, etc. Use a 'crunch moment scenario' for distancing the learning This lesson provides a good opportunity to reinforce our interdependence on each other and the social obligations/responsibilities we have as members of a community. Also links with Core Theme 2: Relationships	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Three: Grid K

Topic: Keeping Safe

**Aim of these sessions:** To differentiate between the terms, 'risk', 'danger', and 'hazard'

Learning opportunity number 9

Suggested number of sessions: 2-3

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About risk, danger and hazard</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what a risk is and give examples</li> <li>Identify situations which may be potentially risky or dangerous</li> <li>Describe what a hazard is and how it differs from something dangerous</li> <li>Identify safe places, risky places and dangerous places</li> <li>Explain what things make a place safe or less safe</li> <li>Understand why we need different rules in different places</li> <li>Make choices about what to do based on predictions of the likely consequences</li> <li>Explain that risk, danger and hazard are part of life</li> <li>Describe consequences of their actions when managing potential risky situations</li> </ul>
<b>Essential skills:</b> Making decisions and choices Managing pressure and stress Analysing and evaluating situations	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What is it like to feel safe?</li> <li>What does unsafe or uncertain feel like?</li> <li>What do we think that we have to keep safe from?</li> <li>How do we keep safe?</li> <li>How do we say 'no'?</li> <li>When are we most at risk?</li> <li>How can we change our behaviour to prevent accidents? At home? At school? Outdoors?</li> </ul>
<b>Additional Guidance:</b> Stories about characters who have adventures alone or in groups; stories where critical moments can be found and alternative endings are developed. Pupils should be given opportunities to explore high or low risk in different situations, e.g. when they are alone, with friends or people they don't know very well.	

They should also practise different ways of saying 'no' such as 'No, I won't', 'No, I don't want to', 'No thank you'. Stress the importance of 'No' at the start.

Pupils should have a vocabulary for different levels of risk, for example: something dangerous *will* hurt you (such as a fire), while something hazardous *could* hurt you – like bleach or scissors – it depends what you do with it. 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 *will* 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 the pupils behave; some can be prevented by other people.

Refer to 'protective behaviour' guidelines if this has been introduced into school. Practise managing real life situations.

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Three: Grid L

## Topic: Keeping Safe

**Aim of these sessions:** To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Learning opportunity number 14

Suggested number of sessions: 2-3

<b>Year Three</b>	
<p><b>Objectives:</b>  <b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About asking for help</li> <li>• techniques to resist pressure</li> <li>• About different kinds of negative pressure</li> </ul>	<p><b>Learning Outcomes:</b>  <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe ways they can ask for help for themselves or others</li> <li>• Identify people they can ask for help for themselves or others</li> <li>• Explain the importance of continuing to ask for help until people listen</li> <li>• Demonstrate ways to resist pressure</li> <li>• Give examples of situations when they might be put under pressure to do something they are not happy about</li> <li>• Recognise that pressure to do something they are unsure about can come from others</li> <li>• Recognise that pressure to do something they are unsure about can come from themselves and/or the need for approval (see Additional Guidance below)</li> </ul>
<p><b>Essential skills:</b>  Recognising need for peer approval  Resilience  Affirming self and others</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Who is responsible for us?</li> <li>• What can we do to make their job easier?</li> <li>• Do we know the rules and risks?</li> <li>• Where/who might pressure to do something dangerous or frightening come from?</li> <li>• Are we sometimes under pressure to do something we feel uncertain about?</li> <li>• What would we do if something dangerous or frightening happened?</li> <li>• How do we say 'no' to something that we are not happy about doing?</li> <li>• Do we have to do something that we think may be dangerous or risky?</li> <li>• Who can help us and how do we get them to listen?</li> </ul>



**Additional Guidance:**

Stories where characters get lost and found, or are helped to find a safe way home; stories where less confident characters 'save the day'.

*Recognise that pressure to do something they are unsure about can come from themselves and/or the need for approval:* an example of this is that the pupils may think they ought to do something they may feel unsure about, as it will make others like them. Examples of this could be doing a 'dare' or joining in – 'we're going out, come with us', 'we're all doing it' or 'something has been broken and we're not going to tell'.

Use a Critical Moment and film clips to distance the learning.

Opportunities for visits from individuals or organisations in the locality who are concerned with people's safety.

Use role-play/scenarios for resisting pressure.

# Core theme 1: Health and Wellbeing

(Topic areas: Healthy lifestyles; Growing and changing; Keeping safe)

## Year Four

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 3 and 4. It is not intended that teachers will cover everything in these grids in each year group.

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Four: Grid A

## Topic: Healthy Lifestyles

**Aim of these sessions:** To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced diet')

Learning opportunity number 2

Suggested number of sessions: 1 (These sessions can be taught in either Year 3 or Year 4)

<b>Year Four</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About the consequences of choices (positive, neutral and negative)</li> <li>• About what to include to make a diet 'balanced'</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the potential short and long term consequences that their choices can have on maintaining good health</li> <li>• Identify choices that may have neutral or negative consequences on health</li> <li>• Explain what is meant by a 'balanced diet'</li> <li>• Describe the benefits of a balanced diet on health and wellbeing</li> <li>• Identify foods that we eat to make us feel good and do our bodies good</li> <li>• Identify foods that we eat that make us feel not so good and why treats are fine in moderation</li> </ul>
<p><b>Essential skills:</b></p> <p>Making decisions and choices</p> <p>Looking at evidence</p>	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• How can we eat for health?</li> <li>• Do we need to make any changes to our eating habits?</li> <li>• What happens to the food inside us?</li> <li>• What consequences do our choices have?</li> <li>• How do we feel when we've had too much of something?</li> </ul>

**Additional Guidance:**

*Informed choice:* the pupil's decisions and thinking is informed by what they already know. However, it is important to note that people whom pupils care about and who give them advice/information may not always be the best source of information. For example: 'I care for my friends but they might not always give me the best advice'. The teacher should help pupils to understand that you can love/care for someone but not necessarily agree with them.

Practical cooking sessions, participation in Fairtrade Fortnight, religious celebrations or customs when special food is eaten, i.e. Diwali, Chinese New Year, Easter, etc. can all contribute to raising awareness of the importance of food in their lives. It is important to emphasise that food is only one component of a healthy lifestyle.

Links with Learning Opportunity number 3

**Science programme of study** (building on year 3 work): *Animals, including humans -statutory requirements, pupils should be taught to:*

- *describe the simple functions of the basic parts of the digestive system in humans*
- *identify the different types of teeth in humans and their simple functions.*

*Notes and guidance (non-statutory) - pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them.*

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Four: Grid B

## Topic: Healthy Lifestyles

**Aim of these sessions:** For pupils to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.

Learning opportunity number 3

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About what influences their choices about food</li> <li>About the benefits of a eating a balanced diet</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe who or what influences their choices about food</li> <li>Explain in what ways people might be influenced in their choices about food</li> <li>Explain the benefits of a balanced diet on mental and emotional health as well as physical health and wellbeing</li> <li>Describe the long term consequences of not eating a balanced diet</li> </ul>
<b>Essential skills:</b>  Making decisions and choices  Recalling and applying knowledge and skills  Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What is persuasion, fact and opinion?</li> <li>Who/what tries to persuade or influence our choices about food?</li> <li>What do we need to know about the food that we choose?</li> <li>How do adverts try to persuade us?</li> <li>How do people try to persuade us?</li> <li>What can we say to a persuader?</li> </ul>
<b>Additional Guidance:</b>  Stories where characters learn new skills or try out different foods; stories where characters enjoy a healthy lifestyle regardless of physical ability or gender.  Family culture and circumstances determine how much choice pupils have about food. It is important to be sensitive to cultural values some pupils may have in relation to food. Children who have low or high body weight/or parents who have low or high body weight may be particularly sensitive to talking about food choices. Pupils benefit from understanding that a balanced diet means eating a variety of different foods. Terms such as 'unhealthy' or 'fattening' food are not helpful nor are terms such as 'good foods' or 'foods that are good for you' and 'bad foods' or 'foods that are bad for you'. It is more preferable to talk about moderating intake of some food groups and that a balanced diet means eating from all the main food groups. It may be a good time to reinforce reasons for why	

school rules dictate the eating of healthy snacks at playtimes and the importance of physical exercise. Visit the school kitchen to talk to food prep staff about nutrition and choices for food available.

It is important that pupils have an awareness of how the media and other people try to persuade, and that pupils have a vocabulary for what to say to a persuader. For example: 'I don't believe that', 'No thanks, I don't know enough about it', and 'No thanks, I like to make my own mind up'

Links with Learning Opportunity number 2

*These lessons may be combined with the previous lessons on a balanced diet but it is important that pupils are made aware of what influences their choices about food.*

See previous session for links to **Science programme of study**.

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Four: Grid C

Topic: Healthy Lifestyles

**Aim of these sessions:** To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread

Learning opportunity number 12

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• How simple routines reduce the spread of bacteria and viruses</li> <li>• About choices that promote health and wellbeing</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Explain how bacteria and viruses affect humans</li> <li>• Describe ways to reduce the spread of bacteria and viruses</li> <li>• Demonstrate choices that help to maintain health and wellbeing</li> <li>• Describe personal care routines</li> <li>• Describe the shared responsibility for maintaining a clean environment?</li> </ul>
<b>Essential skills:</b>  Making decisions and choices  Analysing and evaluating situations  Draw conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How do germs and viruses get into our bodies?</li> <li>• What are our bodies' natural defences against germs and viruses?</li> <li>• What can we do to try to stop germs from spreading?</li> </ul>
<b>Additional Guidance:</b>  Stories such as <i>Germs</i> by Ross Collins  Invite health professionals in to run session on how to wash hands, keep clean and follow routines to reduce the spread of germs. Look on local authority health promotion site for resources that promote understanding re the spread of bacteria (posters, body boards). Change 4 Life booklets, Department for Health/Public leaflets that promote hygienic practice/how to reduce the spread of bacteria may be useful to share.	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Four: Grid D

Topic: Growing and Changing

**Aim of these sessions:** For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

Learning opportunity number 5

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About ways to celebrate achievements</li> <li>About personal strengths and how to develop them</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe what they are proud of and what they can improve on</li> <li>Identify personal strengths that will help them achieve their goals</li> <li>Identify what personal actions they can take to improve</li> <li>Describe how others can help them to achieve their goals</li> <li>Explain aspirations for the end of term/school year</li> </ul>
<b>Essential skills:</b>  Active listening  Giving constructive feedback to others  Setting challenging goals for self	<b>Key Objectives:</b> <ul style="list-style-type: none"> <li>What makes us feel good about ourselves?</li> <li>How do others make us feel good about ourselves?</li> <li>What are our strengths?</li> <li>What have we achieved that we are most proud of?</li> <li>How does it feel when we do something difficult?</li> <li>How does it feel when we make a mistake?</li> <li>What can we do to make amends?</li> <li>What would we like to achieve by the end of year 4?</li> </ul>
<b>Additional Guidance:</b>  Stories where characters accomplish or achieve something or where characters get better at something, such as <i>Michael</i> by Tony Bradman, <i>Little by Little</i> by Amber Steward; stories where characters show confidence or self-esteem. These sessions will be particularly useful to teach at the beginning of a new term or school year. Guide pupils in how to spot negative thought patterns and suggest simple strategies to help them deal with these thoughts. SEAL themes: New Beginning, Going for Goals, Good To Be Me Years 3 and 4 Yellow set	



Key Stage 2 Core Theme 1: Health and Wellbeing

Year Four: Grid E

Topic: Growing and Changing

**Aim of these sessions:** To deepen their understanding of good and not so good feelings

Learning opportunity number 6

Suggested number of sessions: 2

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About feelings that are good and not so good</li> <li>How feelings can be managed – both their own and other peoples</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe how it feels to be overwhelmed with not so good feelings</li> <li>Describe some ways of dealing with the feelings that arise from experiencing change</li> <li>Identify times when they feel able to show feelings and times when they may wish to hide them</li> <li>Identify when feelings can overwhelm and what they can do to manage them</li> <li>Demonstrate what they can do to help their friends when they have not so good feelings</li> </ul>
<b>Essential skills:</b>  Self-management of feelings  Affirming self and others  Empathy  Recognising distorted thinking	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What makes us feel not so good? How does this feel?</li> <li>Do we feel like that because of what someone else has done?</li> <li>Do we feel like that because of something we have done?</li> <li>How does it feel when we are overwhelmed with not so good feelings?</li> <li>What can make people feel like that?</li> <li>What are good ways of coping with these feelings?</li> <li>What can we do to help other people feel better?</li> </ul>
<b>Additional Guidance:</b> Stories where characters share their feelings and help each other by listening and being responsive. Feelings' bottle, emotions barometer, emotions continuums are all practical ways of talking about strong feelings. Use of dilemma scenarios provides an interactive way for pupils to use distancing techniques to talk about strong emotions. Links with Core Theme 2: Relationships – Feelings and Emotions. PSHE Association lesson plans on teaching about mental and emotional wellbeing: <a href="https://pshe-association.org.uk/mentalhealth">https://pshe-association.org.uk/mentalhealth</a>	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Four: Grid F

Topic: Growing and Changing

**Aim of these sessions:** About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

Learning opportunity number 8

Suggested number of sessions: 1-2

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About the kinds of change they or family or friends have experienced</li> <li>How loss can come in many forms</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe changes they, their family or others have experienced</li> <li>Describe feelings of sadness, loss or grief they have had or someone might experience</li> <li>Explain the importance of sharing and expressing feelings of sadness, loss and grief</li> <li>Show empathy towards other pupils' feelings</li> </ul>
<b>Essential skills</b>  Affirming self and others  Empathy  Active listening  Self-reflection	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we feel when we lose special things?</li> <li>How do we feel when we break up with friends?</li> <li>How do we feel when we are separated from people we love because they may go away or die?</li> <li>Who can help us?</li> <li>How can we learn to cope?</li> <li>How can we help others to cope?</li> </ul>
<b>Additional Guidance:</b>  Stories where characters lose and find things, or lose and learn to live with the loss of the object. Stories about death need to be chosen with great care. Stories should be chosen as a piece of children's literature rather than be a story specifically written for the issue.  The class teacher will need to choose the context to demonstrate the learning outcome, 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. Useful websites for teacher reference/resources:  Sources of support include: <ul style="list-style-type: none"> <li>Childhood Bereavement Network <a href="http://www.childhoodbereavementnetwork.org.uk">http://www.childhoodbereavementnetwork.org.uk</a></li> </ul>	

- Winston's Wish <http://www.winstonswish.org.uk/>
- Cruse <http://www.cruse.org.uk/>

*This is a re-visiting of some of the aspects in the KS1 lesson 'change and loss and the associated feelings (including moving home, losing toys, pets or friends). However, as each pupil progresses through school they may experience change or loss at any time in their lives. It is therefore important that this key area is discussed in each year group so that pupils have the opportunity to talk and reflect on changes they have experienced*

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Four: Grid G

Topic: Keeping Safe

**Aim of these sessions:** To differentiate between the terms, 'risk', 'danger', and 'hazard'

Learning opportunity number 9

Suggested number of sessions: 2

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About risk, danger and hazard</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what a risk is in terms of personal safety</li> <li>Describe situations that may be dangerous or risky and steps that can be taken to reduce the risk or avoid danger</li> <li>Describe personal responsibility to self and others when managing risk, danger and hazard</li> <li>Describe different rules we have in different places, e.g. in the school playground, on the road, at home</li> <li>Explain why it is important to behave responsibly when pupils are on their own or with friends</li> <li>Identify where they can get help if they feel a situation is risky or dangerous</li> </ul>
<b>Essential skills:</b>  Making decisions and choices  Managing pressure and stress  Analysing and evaluating situations	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do we mean when we say something is risky? How is this different from dangerous?</li> <li>When are we most at risk?</li> <li>How do we keep safe?</li> <li>How do we say 'no'?</li> <li>How can we change our behaviour to reduce risk and help prevent accidents? At home? At school? Outdoors?</li> <li>Are we sometimes under pressure to do something we feel unsafe about?</li> <li>Who can help us?</li> </ul>
<b>Additional Guidance:</b> This lesson can be taught in Year 3 or 4. Stories about characters who have adventures alone or in groups; stories where critical moments can be found and alternative endings are developed. Pupils should be given opportunities to explore high or low risk in different situations, e.g. when they are alone, with friends or people they don't know very well. Refer to 'protective behaviour' guidelines if this has been introduced into your school. Practise managing real life situations.	

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Four: Grid H

## Topic: Keeping Safe

**Aim of these sessions:** For pupils to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Learning opportunity number 14

Suggested number of sessions: 2

<b>Year Four</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About techniques to resist pressure</li> <li>• How pressure is exerted and how it can be resisted</li> <li>• To question someone else's beliefs when pupils feel they feel they may be wrong or are making them feel uncomfortable</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise feelings that suggest something may be unhealthy, dangerous, makes them uncomfortable, anxious or maybe something they believe to be wrong</li> <li>• Recognise that people can have mixed feelings (see Additional Guidance)</li> <li>• Define the difference between a 'myth' and a 'truth'; an 'opinion' (or belief) and a 'fact'.</li> <li>• Explain why it may be dangerous to simply accept someone else's opinions or beliefs as being true.</li> <li>• Recognise that they may need to check out someone's <i>opinions</i> before they accept them as <i>facts</i>.</li> <li>• Recognise that no matter how convinced someone is that they are right, they may still be wrong.</li> <li>• Identify that no matter how strongly someone tries to persuade them of their opinion, they still may be wrong</li> <li>• Describe techniques that they can use to resist pressure</li> </ul>
<p><b>Essential skills:</b> Recognising need for peer approval  Resilience  Affirming self and others</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Are we sometimes under pressure to do something we feel uncertain about?</li> <li>• When do we need to listen to our feelings and do what they tell us?</li> <li>• What is the worst thing that can happen?</li> <li>• What is the best thing that can happen?</li> <li>• How likely is this to happen?</li> <li>• Whose opinions can we trust?</li> <li>• Who can we ask for help, opinions or advice?</li> <li>• If someone cares for us, do they always know what's best for us?</li> <li>• How can we show respect for someone even if we don't agree with them?</li> <li>• How can we recognise a threat?</li> <li>• What should we do if we feel threatened?</li> </ul>

**Additional Guidance:**

Stories where characters have courage to say 'no' or refuse to do something they are uncertain about; stories where characters have the courage to be themselves, to be different or to stand up for their beliefs. Also stories where characters overcome feelings of nervousness, uncertainty or anxiety and go on to achieve a goal.

Pupils should have opportunities to explore **mixed feelings**, such as curiosity (pushes us forward to try new things), and nervousness (holds us back from trying new things). For example: feeling nervous outside a party – pupils should explore what could happen if they try to overcome this. All feelings are good as they are our brain's way of saying 'stop – look at what is happening here'.

Use a crunch/critical moment as a discussion tool/starter activity.

Opportunity for visits from individuals or organisations in the locality who are concerned with people's safety. Role-play/rehearse techniques for resisting pressure.

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Four: Grid I

## Topic: Keeping Safe

**Aim of these sessions:** For pupils to learn about people who are responsible for helping them stay healthy and safe and ways that they can support these people, for example by always telling them if they are worried about anything.

Learning opportunity number 23

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About people who help them stay healthy and safe</li> <li>About ways that they can support these people</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain the different roles that people in school and the wider community have to help them stay healthy and safe</li> <li>Describe the different ways that they can ask for help and receive help to stay healthy and safe</li> <li>Identify the different ways that they can support people who help them</li> <li>Explain the importance of these people in their lives</li> <li>Describe how they can help others to stay healthy and safe</li> </ul>
<b>Essential skills:</b>  Self-reflection  Team working  Communication of ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Whose job is it to keep us safe when we are out and about?</li> <li>What can we do to make their job easier?</li> <li>What does being responsible mean for me?</li> <li>Who can we trust? Who can't we trust? Why would we trust them?</li> <li>What are the characteristics of trustworthy people?</li> </ul>
<b>Additional Guidance:</b> Stories where characters have difficulty in making their opinion known, especially where this would have given the situation a positive outcome, such as <i>Not Now Bernard</i> by David McKee. Invite other adults who work in the school to talk to the class about how their job entails keeping everyone safe, i.e. senior midday-supervisor, teaching assistant, governors, etc. Use a Crunch Moment for exploring a scenario and distancing the learning. This lesson provides a good opportunity to reinforce our interdependence on each other and the social obligations/responsibilities we have as members of a community. Also links with Core Theme 2: Relationships	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Four: Grid J

Topic: Keeping Safe

**Aim of these sessions:** To understand school rules about health and safety, basic emergency aid procedures, where and how to get help

Learning opportunity number 15

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• About school rules for health and safety</li> <li>• About where and how to get help</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Identify school rules about health and safety</li> <li>• Explain why we need to have different rules in different places</li> <li>• Identify sources of help in emergencies</li> <li>• Describe simple strategies that help in emergencies</li> <li>• Explain what is helpful and unhelpful in emergency situations</li> </ul>
<b>Essential skills:</b>  Managing pressure and stress  Managing risk and personal safety  Communicating ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What would we do in a risky situation?</li> <li>• What would we do in a dangerous or emergency situation?</li> <li>• Are the rules and risks different in different situations?</li> <li>• How can we keep safe in any situation?</li> <li>• Whose rules are the most important?</li> </ul>
<b>Additional Guidance:</b>  Use resources to help to talk about emergency situations , for example the British Red Cross website  Remind pupils that they are beginning to take more responsibility for themselves as they grow up and that keeping themselves and other people safe is an important part of being a good citizen.	



## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Four: Grid K

## Topic: Keeping Safe

**Aim of these sessions:** to learn strategies for keeping physically and emotionally safe in the physical world, including road safety and safety in the environment, and safety online, including social media, the responsible use of ICT and mobile phones and the importance of protecting personal information including passwords, addresses and images of themselves or others

Learning opportunity number 21 & 22

Suggested number of sessions: 2

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• About strategies that keep us safe</li> <li>• About physical, emotional and online safety</li> <li>• About the importance of personal safety</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Explain what keeping safe means in the physical world and in the online world</li> <li>• Explain how they are becoming more responsible for their own safety in the physical world and online world - what they can do now that they couldn't do before</li> <li>• Explain what they need to think about now they can do these things</li> <li>• Describe or demonstrate strategies they use to help them keep safe in both worlds</li> <li>• Explain or demonstrate how to manage their own safety in different situations</li> <li>• Describe steps to take to manage emotions when feeling unsafe</li> <li>• Identify or demonstrate strategies to use at both home and school to ensure online safety</li> </ul>
<b>Essential skills:</b>  Managing pressure and stress Resilience	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How do we keep ourselves safe online?</li> <li>• How do we keep ourselves safe in the physical world?</li> <li>• Should we listen to our feelings?</li> <li>• What should we do if we feel unsafe online?</li> </ul>
<b>Additional Guidance:</b>  Ensure that e-safety school guidelines are reinforced with pupils.  Helpful websites for teacher reference/resources: CEOP <a href="https://www.thinkuknow.co.uk/Teachers/">https://www.thinkuknow.co.uk/Teachers/</a> ChildLine <a href="https://www.childline.org.uk/Explore/OnlineSafety/Pages/OnlineSafety.aspx">https://www.childline.org.uk/Explore/OnlineSafety/Pages/OnlineSafety.aspx</a> Childnet <a href="http://www.childnet.com/teachers-and-professionals">http://www.childnet.com/teachers-and-professionals</a> UK Safer Internet Centre <a href="http://www.saferinternet.org.uk">http://www.saferinternet.org.uk</a>	

NSPCC Share Aware: <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware> - short cartoon *'I've seen your willy'*.

This is a re-visiting of some of the aspects in the KS1 lesson on rules for and ways of keeping physically and emotionally safe. These lessons can be taught in either Year 3 or Year 4 and similar versions are provided in both years.

# Core theme 1: Health and Wellbeing

(Topic areas: Healthy lifestyles; Growing and changing; Keeping safe)

## Year Five

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 5 and 6. It is not intended that teachers will cover everything in these grids in each year group.

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Five: Grid A

Topic: Healthy Lifestyles

**Aim of these sessions:** To learn about positive and negative effects on physical, mental and emotional health (including the media)

Learning opportunity number 1

Suggested number of sessions: 2

<b>Year Five</b>	
<b>Objectives:</b> To learn: <ul style="list-style-type: none"> <li>About the choices your pupils can make about their health and wellbeing and what influences their choices</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify role models of healthy lifestyles and describe what makes them healthy</li> <li>Describe positive and negative effects on their health and wellbeing</li> <li>Describe the benefits of a healthy lifestyle</li> <li>Identify the everyday choices they make about their health and wellbeing</li> <li>Explain how to take care of their body and mind</li> <li>Identify how the media portrays healthy, fit, successful people</li> <li>Explain whether the media's portrayal of people is realistic and how it might affect us</li> </ul>
<b>Essential skills:</b> Making decisions and choices Planning and deciding Recalling and applying knowledge	<b>Key questions:</b> <ul style="list-style-type: none"> <li>How might the media's portrayal of fit and healthy people affect our feelings about ourselves?</li> <li>How might it affect other's feelings about themselves?</li> <li>Is this fair?</li> </ul>
<b>Additional Guidance:</b> You could discuss the impact of celebrity culture on perceptions of how to look. Be sensitive to the possibility that some pupils may have family members who have physical/mental health problems. <i>This is a re-visiting of some of the aspects in the Year 3 and 4 sessions. This lesson can be taught in either Year 5 or 6.</i> PSHE Association lesson plans on <a href="http://www.pshe-association.org.uk/mentalhealth">teaching about mental health and emotional wellbeing (www.pshe-association.org.uk/mentalhealth)</a> and PSHE Association guidance on <a href="http://www.pshe-association.org.uk/bodyimage">teaching about body image (www.pshe-association.org.uk/bodyimage)</a>	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Five: Grid B

Topic: Growing and Changing

**Aim of these sessions:** For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

Learning opportunity number 5

Suggested number of sessions: 1-2

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About goal setting and the importance of having high aspirations</li> <li>How to help others feel valued</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify their achievements so far, in and out of school</li> <li>Identify their strengths and areas for development</li> <li>Explain steps they can take to achieve goals</li> <li>Explain or demonstrate positive ways to face new challenges</li> <li>Identify their aspirations for end of term/end of year</li> </ul>
<b>Essential skills:</b> Self-organisation Empathy Reviewing own progress against targets/priorities Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What are we good at in school?</li> <li>What are we good at out of school?</li> <li>How do other people let us know what we are good at?</li> <li>What are we most proud of?</li> <li>What do we want to achieve by the end of year 5</li> <li>What are our long-term goals?</li> <li>What do we need to do to achieve them?</li> </ul>
<b>Additional Guidance:</b> Stories where young characters achieve goals, solve problems and face challenges. Reflecting on achievements: what are your pupils good at in school and out of school? What are they most proud of in and out of school? This session would be appropriate at the beginning of year 5 or 6, or at transition to secondary school.	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Five: Grid C

Topic: Growing and Changing

**Aim of these sessions:** For pupils to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and they might need to listen to their emotions or overcome them

Learning opportunity number 6 &amp; 7

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About words that help to describe the range and intensity of their feelings to others</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Demonstrate a rich vocabulary for expressing the range and intensity of feelings</li> <li>Describe how feelings influence behaviour and thoughts</li> <li>Recognise that sometimes we have conflicting thoughts and emotions</li> <li>Explain how feelings may change over time</li> <li>Identify or demonstrate strategies that they use to manage feelings and emotions</li> </ul>
<b>Essential skills:</b> Self-reflection Empathy Recognising distorted thinking Self-management of feelings	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we feel when we lose control of our feelings?</li> <li>How might our behaviour have affected others? (Or others' behaviour affected us?)</li> <li>How can we get greater control over our feelings?</li> <li>What can we do to help ourselves when we experience strong emotions?</li> <li>What do we feel different about now than we did last year?</li> </ul>
<b>Additional Guidance:</b> Stories where young characters fall in and out of love; stories where there is tension in relationships – peer and family; stories with conflict over family traditions; stories where adjustment is required. Link with sessions on puberty. Refer to school policies: SRE, Behaviour and Anti-Bullying  PSHE Association <a href="http://www.pshe-association.org.uk/mentalhealth">lesson plans on teaching about mental health and emotional wellbeing (www.pshe-association.org.uk/mentalhealth)</a>	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Five: Grid D

Topic: Growing and Changing

**Aim of these sessions:** To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

Learning opportunity number 8

Suggested number of sessions: 1-2

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About bereavement and the process of grieving</li> <li>How change also involves loss</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe change and loss and identify ways that grief and loss may be expressed</li> <li>Describe how to support and comfort someone who is sad or bereaved</li> <li>Identify the importance of sharing memories</li> </ul>
<b>Essential skills:</b> Active listening Empathy Self-reflection	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we feel when we lose something special or there's a big change in our lives?</li> <li>How do we feel if someone important to us goes away or dies</li> <li>What memories do we have?</li> <li>Should we share these memories with our friends/family?</li> </ul>
<b>Additional Guidance:</b> <p>Stories where young characters deal with family break-ups or new families; stories that deal with love, loss and separation, for example <i>Badger's Parting Gifts</i> by Susan Varley (if not used in previous years)</p> <p>Additional time may be needed for these sessions to allow pupils to talk about their feelings and to ensure that they are able to manage their feelings after the lesson finishes. Informing parents that these themes will be covered enables them to have follow-up conversations at home and alert you to any relevant family circumstances. Whole school opportunities (including assemblies, events, liturgies, Remembrance Sunday) to remember those we have loved and who are no longer with us are particularly helpful in giving pupils the opportunity to express their feelings.</p> <p>Useful websites: Winston's Wish, The Willow Foundation, and Child Bereavement Network.</p>	

*These lessons connect with all the previous lessons dealing with change/loss. Pupils may experience loss and change at any time in their lives. It is therefore good practice to ensure that these sessions are taught in every year group, adapting them as necessary to build on pupils' starting point each year.*



## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Five: Grid E

## Topic: Growing and Changing

**Aim of these sessions:** (i) For pupils to understand how their body will change as they approach and move through puberty and (ii) To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.

Learning opportunity number 18 & 4

Suggested number of sessions: 3 - 4

<b>Year Five</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About puberty and body changes</li> <li>• How puberty leads to adolescence</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe some of the effects of puberty on male and female bodies, especially the parts that are related to having babies (the reproductive organs) and how it may affect physical appearance</li> <li>• Explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings</li> <li>• Describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them</li> <li>• Explain that the way the media portray people does not always reflect reality and how this can put pressure on us in relation to our bodies</li> <li>• Describe how to manage physical changes of puberty</li> <li>• Explain why it is important and how to keep themselves clean during puberty</li> <li>• Explain what happens during periods (menstruation) and ejaculation and how to manage both</li> <li>• Identify where to get help and support</li> </ul>
<p><b>Essential skills:</b></p> <p>Active listening</p> <p>Self-reflection</p> <p>Formulating questions</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we feel about growing up?</li> <li>• What do we need to know about the changes?</li> <li>• How do we feel about our changing bodies?</li> <li>• Do these changes happen to everyone at the same time?</li> <li>• What is happening to our bodies on the outside and on the inside?</li> </ul>

Affirming self and others	<ul style="list-style-type: none"> <li>• How should we manage these changes?</li> <li>• How might the media's portrayal of people affect our feelings about ourselves?</li> <li>• How might it affect others' feelings about themselves?</li> <li>• Is this fair?</li> <li>• Who are the people that we can ask for help from? How do we ask them?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>Class/group discussion on recognising different rates of change; awareness of pressure in media; recognising risks to mental and physical health and relationships with peers and families.</p> <p>Teaching resources: Media Smart materials, <a href="http://selfesteem.dove.co.uk">http://selfesteem.dove.co.uk</a>, Christopher Winter Project <i>Teaching SRE With Confidence</i> DVD.</p> <p>Re-cap ground rules and allow additional time for pupils to discuss their thoughts and feelings. Be familiar with school's SRE policy and agreed approaches to be taken regarding potentially sensitive issues.</p> <p>Refer to supplementary guidance <i>SRE in the 21<sup>st</sup> century</i> (2013) and DFEE SRE guidance (2000) and PSHE Association members' briefings on teaching about puberty, pornography, sensitive issues, ground rules, consent, etc.</p> <p><b>Science programme of study year 5:</b> <i>Animals, including humans - statutory requirements, pupils should be taught to: describe the changes as humans develop to old age.</i></p> <p><i>Science Notes and guidance (non-statutory) - pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i></p>	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Five: Grid F

Topic: Growing and Changing

**Aim of these sessions:** To learn about human reproduction including conception

Learning opportunity number 19

Suggested number of sessions: 2

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About human reproduction in the context of the human lifecycle</li> <li>How a baby is made and how it grows</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify the different types of relationships there are between people, including marriage</li> <li>Describe expectations within different kinds of relationships, e.g. parent, friend, best friend</li> <li>Know the differences and similarities between kinds of relationships including intimate relationships</li> <li>Listen to and respect the views of others</li> <li>Use the correct names of female and male reproductive organs</li> <li>Explain how a baby develops in the womb</li> </ul>
<b>Essential skills:</b> Active listening Self-reflection Formulating questions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What types of relationships are we in now?</li> <li>What types of relationships may we have in the future?</li> <li>How are our bodies changing to prepare for when we may become mothers or fathers? (linking this to the previous sessions on puberty)</li> <li>How do babies begin? How do they grow and develop? How are they born?</li> <li>How can we respect the views of others if they differ to our own?</li> </ul>
<b>Additional Guidance:</b> As previous lessons. Ensure that all teaching approaches are in line with the school SRE policy. Be sensitive to different faith, ethnic and cultural needs of the pupils in the class. Whole school agreed protocols should be followed regarding responding to pupils' questions. Pupils need to know that 'consent' means to give something willingly, e.g.: 'I willingly or happily agree to do something'. <b>Science programme of study year 5: Animals, including humans - statutory requirements, pupils should be taught to: describe the changes as humans develop to old age.</b> <i>Science Notes and guidance (non-statutory) - pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i>	

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Five: Grid G

## Topic: Keeping Safe

**Aim of these sessions:** That pupils learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.

Learning opportunity number 20

Suggested number of sessions: 1

Year Five	
<p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• That female genital mutilation (FGM) is physical abuse and is a crime</li> <li>• How to get support if they have fears for themselves or their peers</li> </ul>	<p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define the meaning of the word 'consent' (see Additional Guidance)</li> <li>• Explain that sometimes people may try to 'wear them down' by constantly trying to persuade or convince them until they feel that they have to give in, and that this is not 'consent'</li> <li>• Identify that if they are persuaded or threatened into agreeing to do something they don't want to do, then they have not given their consent – even if they say yes to keep other people happy.</li> <li>• know what FGM means and know what words may be used in their community to describe this (e.g. 'cutting')</li> <li>• know what FGM physically entails and know the myths that are told about it; they know these are not true</li> <li>• Identify the real risks of FGM for their present and future health. They know that to do this to someone is a very serious crime</li> <li>• Show an awareness that the person who is either going to be or has been subjected to FGM has been or is about to be hurt – they are the victim of a crime – they have done nothing wrong and will not be in any trouble for telling their teacher.</li> <li>• Identify that if they can prevent this from happening, a crime will <i>not</i> have been committed – telling their teacher can protect the people they love from carrying out a serious crime.</li> </ul>
<p><b>Essential skills:</b></p> <p>Self-reflection and Self-management            Making decisions &amp; choices            Peer approval            Recognising distorted thinking</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How can we tell others that we have given our consent to something?</li> <li>• How can we help protect and look after our bodies?</li> <li>• Who do we trust to make decisions about our bodies?</li> <li>• What can we do when we feel nervous, anxious or worried?</li> <li>• How can we protect ourselves without upsetting the people that love and care for us?</li> </ul>

Resilience Empathy Managing pressure & stress Negotiation Affirming self & others Managing risk & personal safety	<ul style="list-style-type: none"> <li>• What should we do if we, or someone we know, is at risk?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>Pupils need to know that ‘consent’ means to give something willingly, e.g.: I willingly or happily agree to do something.</p> <p>See note on teaching about FGM and forced marriage on page 16.</p> <p>Consider including this topic in lessons on puberty (see Core Theme 1 Healthy and Wellbeing, learning opportunity number 18). Consider team teaching with school nurse or member of one of the national charities working in this field. 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 also publicising local support services/help lines.</p> <p>Consider publicising local organisations and help lines.</p>	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Five: Grid H

Topic: Keeping Safe

**Aim of these sessions:** To understand school rules about health and safety and why they are important, to learn basic emergency aid procedures, where and how to get help

Learning opportunity number 15

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>• About school rules for health and safety</li> <li>• About what to do in an emergency</li> <li>• About where to get help</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Explain school rules for health and safety</li> <li>• Explain what an emergency is</li> <li>• Identify or demonstrate steps in how to summon the emergency services and give accurate answers to information that may be requested</li> <li>• Identify potential sources of help</li> <li>• Demonstrate strategies to use for keeping calm</li> </ul>
<b>Essential skills:</b> Making decisions and choices Managing pressure and stress Self-management of feelings Resilience	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What would we do in a dangerous situation/an emergency situation?</li> <li>• Are the rules and risks different in different situations?</li> <li>• How can we keep safe in any situation?</li> <li>• Whose rules are the most important?</li> <li>• Can we see an alternative outcome?</li> </ul>
<b>Additional Guidance:</b> Use film clips, role-play, scenarios etc. Promote skills for coping in an emergency. Discuss safety skills within various relevant contexts, e.g. near water, on the road. Refer to the school's safeguarding procedures  Consider visits and/or resources from British Red Cross and St John Ambulance	

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Five: Grid I

## Topic: Keeping Safe

**Aim of these sessions:** To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

Learning opportunity numbers 9 & 10

Suggested number of sessions: 2

<b>Year Five</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About risk in different familiar situations</li> <li>About strategies for managing risk</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify risks that people take and possible outcomes</li> <li>Recognise that risk is part of everyday living</li> <li>Recognise that there are positive and negative risks</li> <li>Explain why taking a risk is sometimes a good thing to do</li> <li>Explain how to weigh up risk factors when taking a decision</li> <li>Make judgements about recognising, predicting possible consequences and their likelihood and assessing risks</li> <li>Recognise that people have different attitudes to risk taking</li> <li>Identify people who can help them</li> </ul>
<b>Essential skills:</b>  Making decisions and choices  Self-management of feelings  Managing risk and personal safety  Recognising need for peer approval  Negotiation	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What are the risks?</li> <li>What could happen?</li> <li>What might happen to us and other people?</li> <li>How likely is it?</li> <li>How do we feel about it?</li> <li>Are we being pressured into doing something we feel uncertain about?</li> <li>What choices should we make?</li> <li>What strategies do we have for saying 'no'</li> </ul>

**Additional Guidance:**

Stories where young characters encounter risk and danger where they either cope or fail to cope; stories with characters who are aware of risk and fail to take account of it.

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.

Useful agencies: ROSPA, Bike-Ability and Scoot-Ability programmes, railway safety guidance etc.

Links with session on 'informed choice'.



## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Five: Grid J

## Topic: Keeping safe

**Aim of these sessions:** To develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones). To learn the importance of protecting personal information, including passwords, addresses and images

Learning opportunity number 21 & 22

Suggested number of sessions: 2

<b>Year Five</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>About personal safety</li> <li>About the importance of protecting personal information online</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain the rules for keeping safe in a variety of situations</li> <li>Identify when and how to tell someone if feeling unsafe</li> <li>Identify or demonstrate strategies to manage feelings when in unsafe situations</li> <li>Describe or demonstrate steps to take to protect personal information online</li> <li>Describe protocols for using social media safely</li> <li>Explain how to protect personal information in school and at home</li> <li>Identify or demonstrate language, strategies and skills needed to deal with challenging situations and to recognise when to get support</li> <li>Describe the impact of misuse of personal information</li> </ul>
<p><b>Essential skills:</b></p> <p>Affirming self and others</p> <p>Drawing conclusions</p> <p>Managing risk and personal safety</p>	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>How does feeling unsafe or uncertain feel?</li> <li>What should we do if we feel unsafe or uncertain?</li> <li>Who has access to our online profile?</li> <li>Are our online 'friends' and others we meet online always who they say they are?</li> <li>Do we know who we can trust online?</li> <li>Are we being pressured to do something we feel uncertain about?</li> <li>Who can help us?</li> <li>What would we do if we had seen or heard something online that worried us or made us feel unsafe?</li> </ul>

**Additional Guidance:**

Stories where characters deal with different situations and demonstrate skills they were not aware they had.

Pupils should practise skills of deciding when, and how to say 'no'.

- CEOP <https://www.thinkuknow.co.uk/Teachers/>
- ChildLine <https://www.childline.org.uk/Explore/OnlineSafety/Pages/OnlineSafety.aspx>
- Childnet <http://www.childnet.com/teachers-and-professionals>
- UK Safer Internet Centre <http://www.saferinternet.org.uk>
- NSPCC Share Aware: <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware>

Reference should be made to the school's safeguarding procedures and policy

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Five: Grid K

Topic: Keeping Safe

**Aim of these sessions:** For pupils to recognise that their increasing independence brings increased responsibility to keep themselves and others safe

Learning opportunity number 11

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About independence and increased responsibility</li> </ul>	<b>Learning Outcomes:</b> The learner will be able to: <ul style="list-style-type: none"> <li>Describe ways they have become more independent as they are growing up</li> <li>Identify the responsibilities that they now have</li> <li>Describe their responsibilities, rights and duties at home, school and in the community</li> <li>Explain how responsibilities and rights can sometimes be in conflict</li> <li>Identify occasions where they are responsible for the safety of others</li> </ul>
<b>Essential skills:</b> Managing risk and personal safety Communicating ideas Self-organisation	<b>Key questions:</b> <ul style="list-style-type: none"> <li>What does it mean to be grown up?</li> <li>What is involved in growing up?</li> <li>Why do some young people want to grow up quickly?</li> <li>Does growing up mean taking on more responsibility?</li> <li>What do we need to keep ourselves safe from?</li> <li>Who is responsible for keeping us safe?</li> <li>How can we help keep others safe?</li> </ul>
<b>Additional Guidance:</b> Stories where young characters 'respond' to something happening; stories where characters are responsible for themselves or others; stories where there may be conflict within characters' responsibilities. This session would also be appropriate at transition time to secondary school or at the beginning of Year 6 and links with the previous session – learning opportunity 5. These could be taught separately or amalgamated into one session.	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Five: Grid L

Topic: Keeping Safe

**Aim of these sessions:** To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media

Learning opportunity numbers 13 &amp; 14

Suggested number of sessions: 2

<b>Year Five</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About unhelpful pressure</li> <li>• About influences on behaviour</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify pressures on their behaviour and where these pressures come from</li> <li>• Recognise how the need for peer approval can put pressure on us to do what others say or do</li> <li>• Identify positive and negative influences on behaviour and attitudes</li> <li>• Identify attitudes and influences that have come through the media (celebrity, fashion)</li> <li>• Explain how the media presents topical issues and how this can differ from reality</li> <li>• Identify who they can talk to if feeling under pressure</li> </ul>
<p><b>Essential skills:</b></p> <p>Self-management of feelings</p> <p>Recognise how the need for peer approval can make us put pressure on ourselves to do what others say or do</p> <p>Recognising distorted thinking</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What can we do when we feel under pressure to do something we feel uncertain about?</li> <li>• How can we say 'no' assertively?</li> <li>• Will saying 'yes' make people like us more?</li> <li>• Do we have to be like everyone else?</li> <li>• How might the media's portrayal of celebrities affect our feelings about ourselves or our behaviour?</li> <li>• How might it affect other's feelings about themselves?</li> <li>• Is this fair?</li> </ul>

**Additional Guidance:**

Stories where young characters are put under pressure to do something; stories where pressure comes from different sources – peers, family, media, advertising, popular culture; stories where characters pressurise themselves to do something.

Cross-curricular links with National Curriculum English: see programme of study for use of persuasive language, bias and propaganda

Links with Learning Opportunity number 20

Link with Core Theme 2: Relationships – How to manage dares.

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Five: Grid M

Topic: Keeping Safe

**Aim of these sessions:** To learn what is meant by the term 'habit' and why habits can be hard to change

Learning opportunity number 16

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• About what is meant by a habit</li> <li>• How habits are hard to change</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Explain what a habit is</li> <li>• Describe habits that we have in common</li> <li>• Identify habits that help us and habits that do not</li> <li>• Explain strategies for developing helpful habits</li> </ul>
<b>Essential skills:</b>  Managing pressure and stress g  Communication of ideas and views  Making decisions and choices	<b>Key questions:</b> <ul style="list-style-type: none"> <li>• Can habits be good or not so good for us?</li> <li>• How can habits make us feel?</li> <li>• How do we recognise not so good habits?</li> <li>• Can we develop good habits?</li> <li>• What helps people to 'break' a habit?</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters may be addicted in many ways, for example to a particular sport, hobby, pop group, friendship or place.  This session could be taught as part of a focus on drug and alcohol education or in a wider context.  Suggested teaching resource: The Christopher Winter Project Drug Education DVD (quality Assured by the PSHE Association).  Pupils should have a vocabulary for describing 'habit', including words such as <i>hooked</i> , <i>addicted</i> , <i>dependent</i> .	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Five: Grid N

Topic: Keeping Safe

**Aim of these sessions:** To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others

Learning opportunity number 17

Suggested number of sessions: 2

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About commonly available substances and drugs (including alcohol and tobacco)</li> <li>About some of the risks and effects of commonly available substances and drugs</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify commonly available substances and drugs</li> <li>Describe legal substances and drugs used in everyday life</li> <li>Give reasons for taking legal substances and drugs</li> <li>Describe some of the risks associated with use both now and in the future</li> <li>Explain or demonstrate how to manage risks in different familiar situations including managing pressure from others assertively</li> <li>Identify some illegal substances and drugs and talk about potential risks</li> </ul>
<b>Essential skills:</b> Active listening Looking at evidence Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who chooses what goes into our bodies?</li> <li>Is it dangerous? What are the risks?</li> <li>How will it make us feel?</li> <li>Will we get into trouble? Why will we get told off?</li> </ul>
<b>Additional Guidance:</b> Stories where characters move into a new group which has new or different norms of behaviour which have to be dealt with; stories where the behaviour of characters has an impact on family relationships; stories where the characters overcome setbacks. Pupils are at significant risk in the early stages of drug use from: accidental overdose, poisoning, accidents, problems with parents and the law. Often the focus of substance abuse is on dependence but it can be harmful long before that. Pupils should have opportunities for practising saying 'no'. Help pupils to understand that their bodies are still developing, therefore alcohol will affect their bodies differently to how it affects adults. Suggested teaching resource: Christopher Winter Project Drug Education DVD. Useful websites: FRANK, Alcohol Education Trust, Drink aware, 'Time to change', NHS, ASH.	

# Core theme 1: Health and Wellbeing

(Topic areas: Healthy lifestyles; Growing and changing; Keeping safe)

## Year Six

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 5 and 6. It is not intended that teachers will cover everything in these grids in each year group.



Key Stage 2 Core Theme 1: Health and Wellbeing

Year Six: Grid A

Topic: Healthy Lifestyles

**Aim of these sessions:** To learn about positive and negative effects on physical, mental and emotional health (including the media)

Learning opportunity number 1

Suggested number of sessions: 2

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• About the positive and negative influences on health and wellbeing</li> <li>• How media influences can affect choices</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Analyse the positive and negative influences on choices related to health</li> <li>• Identify choices that they can make about their health that they couldn't have made before</li> <li>• Recognise that responsibility for their choices lies with them</li> <li>• Identify positive role models of healthy lifestyles in the media and explain why they think they are positive</li> <li>• Describe the influence of media advertising/celebrity culture on health and lifestyle choices</li> <li>• Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing</li> <li>• Describe the long term consequences of informed choices on their body and mind</li> </ul>
<b>Essential skills:</b>  Making decisions and choices  Planning and deciding  Recalling and applying knowledge	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What/who influences our choices related to our health?</li> <li>• Do these influences always have our best interests in mind?</li> <li>• How do we describe and judge lifestyles?</li> <li>• What is the difference between 'real', 'reality' and 'fantasy' lifestyles presented by the media?</li> <li>• How might the media's portrayal of lifestyles affect our feelings about ourselves?</li> <li>• How might it affect others' feelings about themselves?</li> <li>• Is this fair?</li> <li>• Does image really matter?</li> <li>• What image do we want to present?</li> </ul>
<b>Additional Guidance:</b>	

This re-visits some aspects in the equivalent Year 3 and 4 sessions. Gauge pupils' starting point and build on existing learning. Include in discussion body image, impact of celebrity culture on perceptions of how to look, use of energy drinks

Be sensitive to the possibility that some pupils may have family members who have ill-health related to their physical/mental wellbeing.

This session can be taught in either Year 5 or Year 6.

PSHE Association lesson plans on teaching about mental health and emotional wellbeing: [www.pshe-association.org.uk/mentalhealth](http://www.pshe-association.org.uk/mentalhealth)

PSHE Association Teacher Guidance: *Key Standards About Teaching About Body Image*: [www.pshe-association.org.uk/bodyimage](http://www.pshe-association.org.uk/bodyimage)

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Six: Grid B

## Topic: Growing and Changing

**Aim of these sessions:** To extend pupils' vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and they might need to listen to their emotions or overcome them

Learning opportunity number 6 & 7

Suggested number of sessions: 1-2

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About how emotions may be conflicting</li> <li>About the need to listen to their emotions or overcome them</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify situations where they may experience strong, challenging or conflicting emotions</li> <li>Identify or demonstrate ways to manage strong, challenging or conflicting emotions</li> <li>Use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions</li> <li>Recognise that conflicting emotions need to be listened to carefully</li> <li>Describe how feelings may be influenced by life changes</li> <li>Explain how changing relationships can cause strong emotions</li> </ul>
<b>Essential skills:</b>  Self-reflection  Empathy  Recognising distorted thinking  Self-management of feelings	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we react to day to day demands?</li> <li>Does it depend on what mood we are in?</li> <li>How do we behave when we are in a good mood? Bad mood?</li> <li>Have there been times when we have experienced conflicting emotions?</li> <li>How did it feel?</li> <li>Have we ever felt overwhelmed with feelings towards someone?</li> <li>Did we show those feelings or hide them?</li> <li>What do we mean by falling in love, out of love or fancying someone?</li> <li>How can we cope with other people's strong feelings?</li> </ul>

**Additional Guidance:**

Stories where young characters fall in and out of love; stories where there is tension in relationships – peer and family; stories that portray conflict over family traditions; stories where adjustment is required.

You can link this with sessions on puberty

Refer to school policies: SRE, behaviour and anti-bullying

PSHE Association lesson plans on teaching about mental health and emotional wellbeing: <https://pshe-association.org.uk/mentalhealth>

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Six: Grid C

Topic: Growing and Changing

**Aim of these sessions:** About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

Learning opportunity number 8

Suggested number of sessions: 2-3

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>• About coping with change and how this relates to bereavement and the process of grieving</li> <li>• About particular losses that may occur in family settings</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Identify what they are looking forward to about going to secondary school</li> <li>• Identify what they are nervous/anxious about in relation to starting secondary school</li> <li>• Describe how transition to secondary school may affect feelings</li> <li>• Explain why going to a new school may cause feelings of loss and how to manage these</li> <li>• Identify a range of changes in people's lives that can cause feelings of grief and loss</li> <li>• Explain the process of grieving and how grief is expressed</li> <li>• Identify how others may be supported</li> <li>• Describe or demonstrate strategies that can help them manage feelings of loss</li> </ul>
<b>Essential skills:</b>  Active listening Empathy Self-reflection	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How do we feel if someone important to us stops being our friend, being close to us, goes away or dies?</li> <li>• How have our networks of relationships changed?</li> <li>• Who can help us?</li> <li>• How can we learn to cope and support others to cope with the same feelings?</li> </ul>
<b>Additional Guidance:</b> Stories where young characters deal with family break-ups or new families; stories that deal with love, loss and separation. Additional time may be needed for these sessions to allow pupils to talk about their feelings and to ensure that they are able to manage their feelings after the lesson finishes. Informing parents that these themes will be covered enables them to have follow-up conversations at home and alert you to any family circumstances you may not be aware of. Whole school opportunities (such as assemblies, events, liturgies, Remembrance Sunday) to remember those we have loved and who are no longer with us are particularly helpful in giving pupils the opportunity to express their feelings. Useful websites: Winston's Wish, The Willow Foundation, and Child Bereavement Network. <i>These lessons connect with all the previous lessons dealing with change/loss. Pupils may experience loss and change at any time in their lives. It is therefore good practice to ensure that these sessions are taught in every year group, building on the previous learning.</i>	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Six: Grid D

Topic: Growing and Changing

**Aim of these sessions:** For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

Learning opportunity number 5

Suggested number of sessions: 1

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About different ways of achieving personal goals</li> <li>How having high aspirations can support personal achievements</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify their personal goals</li> <li>Describe or demonstrate ways they can support others to recognise their own worth</li> <li>Identify ways to face new challenges</li> <li>Describe aspirations for secondary school</li> </ul>
<b>Essential skills:</b>  Self-organisation  Empathy  Reviewing own progress against targets/priorities  Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What are we good at in school?</li> <li>What are we good at out of school?</li> <li>What are we most proud of?</li> <li>What are our long-term goals?</li> <li>What do we need to do to achieve them?</li> <li>How can our actions support others in achieving their goals?</li> <li>What are our goals for secondary school and how will we achieve them?</li> <li>Who/what will help us?</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters achieve goals, solve problems and face challenges; stories where characters move schools or start secondary school  This session would be appropriate at the beginning of year 5 or 6, or at transition to secondary school	

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Six: Grid E

## Topic: Growing and Changing

**Aim of these sessions:** (i) for pupils to learn how their body will change as they approach and move through puberty. (ii) To recognise how images in the media do not always reflect reality and can affect how people feel about themselves

Learning opportunity number 18 & 4

Suggested number of sessions: 2 -3

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About puberty and body changes</li> <li>How body image is reflected in the media</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Re-cap their learning from Year 5 on changes that occur during puberty, identifying physical, emotional and behavioural changes that occur for both males and females and how to manage them</li> <li>Give examples of how the media portrays males and females</li> <li>Discuss how media messages can promote gender stereotyping</li> <li>Describe how images may be manipulated and why?</li> <li>Explain the effect of media images on how people feel about themselves and their bodies</li> </ul>
<b>Essential skills:</b>  Active listening  Self-reflection  Formulating questions  Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What does it mean to be grown up?</li> <li>What is involved in growing up?</li> <li>What changes are happening to our bodies as we change from children to young adults?</li> <li>How do we feel about the changes in our bodies?</li> <li>Why do we look different from our friends and images presented by the media?</li> <li>How do we feel about other people's bodies?</li> <li>How does this make us feel?</li> <li>Do we feel under pressure to grow up quickly?</li> </ul>
<b>Additional Guidance:</b>  It is important that pupils are prepared for the physical and emotional changes of puberty through their science and PSHE education lessons, by Year 5 at the latest. See PSHE Association and Science Association <a href="#">joint guidance on teaching about puberty</a> . These sessions build on this previous learning.  Class/group discussion could include: recognising different rates of change; awareness of pressure in media; recognising risks to mental and physical health and	

relationships with peers and families.

Suggested resources: Media Smart materials, <http://selfesteem.dove.co.uk>, Christopher Winter Project SRE DVD.

Re-cap ground rules and allow additional time for pupils to discuss their thoughts and feelings.

Be familiar with school's SRE policy and agreed approaches to be taken regarding potentially sensitive issues. Refer to National Curriculum Science, year 5. Refer to supplementary guidance *SRE in the 21<sup>st</sup> Century* (2013) and DFEE SRE guidance (2000). Also PSHE Association guidance on consent, pornography, sensitive issues.

**Science programme of study year 5:** *Animals, including humans - statutory requirements, pupils should be taught to: describe the changes as humans develop to old age.*

*Science Notes and guidance (non-statutory) - pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*



Key Stage 2 Core Theme 1: Health and Wellbeing

Year Six: Grid F

Topic: Growing and Changing

**Aim of these sessions:** To learn about human reproduction including conception

Learning opportunity number 19

Suggested number of sessions: 2-3

<b>Year Six</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>About human reproduction and that pregnancy can be prevented</li> <li>About roles and responsibilities of parents and carers</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Use the correct names of female and male reproductive organs</li> <li>Understand that masturbation is a private activity that is completely normal and completely safe</li> <li>Identify how human sexuality can be expressed in a variety of ways between consenting adults</li> <li>Explain in simple terms what is meant by 'consenting'/'consent'</li> <li>Understand that making love or having sex is one part of an intimate relationship between consenting adults</li> <li>Describe the links between love, marriage, conception and stable, loving relationships</li> <li>Explain how babies are made, what sexual intercourse is and what conception means</li> <li>Explain what pregnancy means, how long it lasts and where it occurs</li> <li>Understand that pregnancy is a choice and can be prevented with contraception</li> <li>Explain how a condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections</li> <li>Understand that women can take a pill to stop an egg from being released and that this is another form of contraception</li> <li>Identify the different ways that parents and carers take care of and are responsible for their children</li> </ul>
<p><b>Essential skills:</b></p> <p>Active listening</p> <p>Self-reflection</p> <p>Formulating questions</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What does a stable loving relationship look like?</li> <li>Is pregnancy a choice? (Clarify that whilst for most people it is, some people are not able to have children)</li> <li>What is consent?</li> <li>How is consent obtained?</li> <li>How do we prevent fertilisation and sexually transmitted infections?</li> </ul>

**Additional Guidance:**

As previous lessons. Also ensure that all teaching approaches are in line with the school's SRE policy. Be sensitive to the different faith, ethnic and cultural needs of the pupils in the class. Whole school agreed protocols should be followed regarding responding to pupils' questions.

See PSHE Association guidance on teaching about consent, supplementary guidance *SRE in the 21<sup>st</sup> Century* (2013) and DFEE SRE guidance (2000).

Clarify that consenting adults may be a man and a woman, two men or two women. Avoid heteronormative teaching (i.e. entirely through the context of heterosexual couples), using phrases such as 'two people who love each other/fancy each other' rather than 'a man and a woman who...')

See PSHE Association quality assured SRE programmes such as the *Christopher Winter Project's SRE resources*

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Six: Grid G

## Topic: Keeping safe

**Aim of these sessions:** strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones), the importance of protecting personal information, including passwords, addresses and images

Learning opportunity number 21 & 22

Suggested number of sessions: 2-3

<b>Year Six</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About personal safety</li> <li>• About the importance of protecting personal information online</li> <li>• About the importance of protecting images of the pupils themselves and others</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the rules for keeping safe in a wide variety of situations</li> <li>• Give reasons for having certain rules and procedures in place</li> <li>• Identify rules and procedures for keeping safe online and explain why they are important</li> <li>• Describe protocols for using social media and explain why these are necessary</li> <li>• Identify occasions when it is especially important to protect personal information</li> <li>• Describe potential outcomes of misuse of personal information</li> <li>• Explain or demonstrate how to protect personal information online and report anything that makes them feel worried or uncomfortable</li> <li>• Explain how they will protect their personal information at secondary school</li> <li>• Explain their responsibility to never ask for personal information or images from others</li> <li>• Explain their responsibility to protect other people's information or images if they receive them</li> <li>• Explain what to do and who to speak to if they receive images or communication online that makes them worried or upset</li> </ul>
<p><b>Essential skills:</b></p> <p>Affirming self and others</p> <p>Drawing conclusions</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we feel when we see something upsetting online?</li> <li>• Who/what can help us?</li> <li>• Are we ever under pressure to do something we feel uncertain about?</li> <li>• Does it feel right?</li> </ul>

Managing risk and personal safety	<ul style="list-style-type: none"> <li>• How can we protect our and other people’s personal information?</li> <li>• What are we willing to share with the ‘online world’?</li> <li>• What are the consequences of not protecting our own or other people’s images?</li> <li>• How might this affect us?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>Stories where characters deal with different situations and demonstrate skills they were not aware they had.</p> <p>Pupils should practice skills of deciding when, and how to say ‘no’, ‘I’ll ask....’ or ‘I’ll tell...’.</p> <ul style="list-style-type: none"> <li>• CEOP <a href="https://www.thinkuknow.co.uk/teachers/">https://www.thinkuknow.co.uk/teachers/</a></li> <li>• ChildLine <a href="https://www.childline.org.uk/Explore/OnlineSafety/Pages/OnlineSafety.aspx">https://www.childline.org.uk/Explore/OnlineSafety/Pages/OnlineSafety.aspx</a></li> <li>• Childnet <a href="http://www.childnet.com/teachers-and-professionals">http://www.childnet.com/teachers-and-professionals</a></li> <li>• UK Safer Internet Centre <a href="http://www.saferinternet.org.uk">http://www.saferinternet.org.uk</a></li> <li>• NSPCC Share Aware: <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware</a></li> </ul> <p>Reference should be made to school’s safeguarding procedures and policy</p>	

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Six: Grid H

Topic: Keeping Safe

**Aim of these sessions:** for pupils to recognise that their increasing independence brings increased responsibility to keep themselves and others safe

Learning opportunity number 11

Suggested number of sessions: 1

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About independence and increased responsibility</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Analyse how responsibility will increase as they grow in independence</li> <li>Give examples of how independence will increase at secondary school and beyond (such as travelling to school on their own)</li> <li>Describe how increased independence includes keeping themselves and others safe (including whilst travelling: road, rail and water safety)</li> <li>Identify new situations where they will be responsible for their personal safety</li> <li>Describe or demonstrate strategies they can use to increase their personal safety</li> </ul>
<b>Essential skills:</b>  Managing risk and personal safety  Communicating ideas  Self-organisation	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we feel about having more independence?</li> <li>How will our independence change in the near future?</li> <li>What does it mean to be 'in charge'?</li> <li>What does it mean to be 'responsible'?</li> <li>Are we responsible for others as well as ourselves?</li> <li>What parts of our bodies does personal safety apply to?</li> </ul>
<b>Additional Guidance:</b> Stories where young characters 'respond' to something happening; stories where characters are responsible for themselves or others; stories where there may be conflict within characters' responsibilities. Personal safety can apply to the body, feelings and mind. Road safety is of particular importance to Y6 pupils in preparing them for more independence and responsibility. Teacher information and resources can be found at: <a href="http://think.direct.gov.uk/education/early-years-and-primary/">http://think.direct.gov.uk/education/early-years-and-primary/</a> This session would be appropriate at transition time to secondary school or at the beginning of Year 6 and links with the session – learning opportunity 5. These could be taught separately or amalgamated into one session.	

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Six: Grid I

## Topic: Keeping Safe

**Aim of these sessions:** To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

Learning opportunity numbers 9 & 10

Suggested number of sessions: 2

<b>Year Six</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About risk in different unfamiliar situations</li> <li>• About strategies for managing risk and how this can build resilience</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify risks and risky behaviour that someone in Year 6 might encounter</li> <li>• Describe how increased freedom as they get older means having more risks to negotiate</li> <li>• Describe or demonstrate a range of strategies for resisting negative peer influence</li> <li>• Describe their feelings when predicting and assessing risks</li> <li>• Predict potential consequences of risk taking for self and others</li> <li>• Describe or demonstrate how to assess risk and then make an informed choice</li> <li>• Demonstrate ways of being assertive in risky situations</li> <li>• Identify people who can help them in a range of risky situations</li> <li>• Identify how risks are different for different people</li> </ul>
<p><b>Essential skills:</b></p> <p>Making decisions and choices</p> <p>Self-management of feelings</p> <p>Negotiation</p> <p>Managing risk and personal safety</p> <p>Recognising need for peer approval</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Are we at risk?</li> <li>• What are we at risk from?</li> <li>• Is there an alternative?</li> <li>• Are we under pressure to do something we feel uncertain about? Who and what can persuade us?</li> <li>• How can we learn to manage influences and risks and make our own decisions?</li> </ul>

**Additional Guidance:**

Stories where young characters encounter risk and danger where they either cope or fail to cope; stories where characters are aware of risk and fail to take account of these.

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.

Useful agencies: ROSPA, Bike-Ability and Scoot-Ability programmes, railway safety information etc.

Links with session on 'informed choice.

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Six: Grid J

## Topic: Keeping Safe

**Aim of these sessions:** That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media

Learning opportunity numbers 13 & 14

Suggested number of sessions: 2

<b>Year Six</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About different influences on behaviour</li> <li>• About peer pressure and media influence</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify different influences on the behaviour of children their age</li> <li>• Identify how peers' behaviour can influence their own behaviour</li> <li>• Explain that they may feel a pressure from the 'inside' to copy their peers to gain acceptance or approval</li> <li>• Recognise that peers' acceptance or approval rarely depends on this</li> <li>• Identify and demonstrate strategies that can help to resist peer influence</li> <li>• Give examples of how the media influences opinions and attitudes</li> <li>• Give views on how to resist media influences</li> <li>• Identify who can support them if they are feeling under pressure to behave in a certain way</li> </ul>
<p><b>Essential skills:</b></p> <p>Self-management of feelings</p> <p>Recognising need for peer approval</p> <p>Recognising distorted thinking</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Who do we admire?</li> <li>• Who are the people we trust?</li> <li>• How do people try to persuade others to do things?</li> <li>• Are we ever under pressure to do something we feel uncertain about?</li> <li>• What should we do if someone makes us feel unsafe?</li> <li>• Will doing something risky or dangerous make others like us?</li> <li>• Who/what can help us when we feel under pressure to do something risky?</li> <li>• How do we get someone to listen to us?</li> <li>• Should we set an example to younger children?</li> </ul>



**Additional Guidance:**

Stories where young characters are put under pressure to do something; stories where pressure comes from different sources – peers, family, media, advertising, popular culture; stories where characters pressurise themselves to do something.

Cross-curricular links with National Curriculum English see programme of study for use of persuasive language, bias and propaganda

Links with Learning Opportunity number 20

Link with Core Theme 2: Relationships – How to manage dares.

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Six: Grid K

Topic: Keeping Safe

**Aim of these sessions:** To understand school rules about health and safety, why these are important, basic emergency aid procedures, where and how to get help

Learning opportunity number 15

Suggested number of sessions: 1

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About school rules for health and safety</li> <li>About what to do in an emergency</li> <li>About skills needed in an emergency</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain school rules for health and safety</li> <li>Give reasons for school rules and why they are important to follow</li> <li>Describe or demonstrate basic emergency aid procedures such as phoning 999 and giving accurate information, putting someone in the recovery position, applying pressure to and elevating cuts</li> <li>Explain the rights and responsibilities of people involved in emergency situations</li> <li>Describe different perspectives of people involved in challenging situations</li> <li>Describe helpful language and strategies to use to help self and others maintain calm</li> </ul>
<b>Essential skills:</b>  Making decisions and choices  Managing pressure and stress  Self-managing feelings  Resilience	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How can we help in an emergency situation?</li> <li>What skills do we have?</li> <li>How will other people react in an emergency situation?</li> </ul>
<b>Additional Guidance:</b>  Use film clips, role-play, scenarios etc. to help promote skills for coping in an emergency. Discuss safety skills within various relevant contexts e.g. near water, on the road.  Refer to the school's safeguarding procedures.  Useful agencies for advice to provide visitors to the classroom and resources: British Red Cross and St John Ambulance	

## Key Stage 2 Core Theme 1: Health and Wellbeing

## Year Six: Grid L

## Topic: Keeping Safe

**Aim of these sessions:** For pupils to understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others

Learning opportunity number 17

Suggested number of sessions: 2

<b>Year Six</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>About the effects of legal and illegal substances and drugs (including alcohol and tobacco)</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe how some substances change the way people feel, either more relaxed or more energised</li> <li>Explain how the misuse of any substance can lead to difficulties and describe what these might be (see Additional Guidance below)</li> <li>Explain how society protects us by making some substances available to anyone, some can only be purchased and should only be used by adults, some only doctors can supply and some are illegal for anyone to own or give to someone else.</li> <li>Give some examples of each of the above</li> <li>Identify reliable, trustworthy sources of information about substances</li> <li>Describe the wider impact of misuse on families and communities (see Additional Guidance below)</li> </ul>
<p><b>Essential skills:</b></p> <p>Active listening</p> <p>Looking at evidence</p> <p>Drawing conclusions</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Do we know what it is?</li> <li>Is it legal/ illegal?</li> <li>What affect will it have on us?</li> <li>How much should we have??</li> <li>What are the short term effects on our health and wellbeing?</li> <li>What are the possible long term effects on our health and wellbeing?</li> <li>Are friends and peers a reliable source of information about substances?</li> <li>Where/from whom can we find accurate, reliable information on substances?</li> </ul>

**Additional Guidance:**

Stories where characters move into a new group which has new or different norms of behaviour which have to be dealt with; stories where the behaviour of characters has an impact on family relationships; stories where the characters overcome setbacks.

Pupils should have opportunities for practising saying 'no' in a variety of ways.

Commonly misused substances could include: energy drinks, tobacco, cannabis, e-cigarettes, e-shisha, or new psychoactive substances (NPS - formerly called legal highs)

*Explain how the misuse of any substance can lead to difficulties and describe what these might be - some examples for discussion/points to raise:*

- People don't know what it really is; only what someone else says it is
- People don't know what it will do to them, only what someone else says it did for them
- People don't know the dose, it could be very strong,
- People might have an accident or make a poor choice when influenced by a particular substance

*Talk about wider impact of misuse on families and communities - it is important that teachers emphasise the wider impact of misuses, such as:*

- Accidental poisoning
- Unpredictable effect on the person
- Overdose
- Having an accident
- Making a poor choice
- Worrying parents or people who care for them
- Getting into trouble with the police
- Meeting older children or people who may take advantage of them, ask them to do things they may not want to or could get them into trouble.

Useful websites: FRANK, Alcohol Education Trust, Drink aware, 'Time to change' NHS campaign, ASH, Christopher Winter Project Drug Education DVD.

**Science programme of study, year 6:** *Animals including humans - statutory requirements, pupils should be taught to: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.*

*Notes and guidance (non-statutory) - pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.*

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Six: Grid M

Topic: Keeping Safe

**Aim of these sessions:** To learn what is meant by the term 'habit' and why habits can be hard to change?

Learning opportunity number 16

Suggested number of sessions: 1

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About habits in relation to tobacco, alcohol and drug misuse</li> </ul>	<b>Learning Outcomes: The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify how choices can create and maintain a habit</li> <li>Explain how a habit is sometimes the reason why people smoke, drink alcohol, take drugs to excess</li> <li>Give reasons why habits can be hard to change</li> <li>Explain how habits help us to maintain healthy lifestyles</li> <li>Explain that whilst difficult, habits can be changed or stopped</li> <li>Recognise when we may need help to 'break a habit'</li> <li>Identify help available</li> </ul>
<b>Essential skills:</b>  Managing pressure and stress  Communication of ideas and views  Making decisions and choices	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are our role models?</li> <li>What is our self-image?</li> <li>Can habits be good or not so good for us?</li> <li>How can habits make us feel?</li> <li>How do we recognise not so good habits?</li> <li>Can we develop not so good habits?</li> <li>What helps people to 'break' a habit?</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters may be addicted in many ways, for example to a particular sport, hobby, pop group, friendship or place.  This session could be taught as part of a focus on drug and alcohol education.  Suggested resource: Christopher Winter Project Drug Education DVD, quality assured by the PSHE Association.  <i>Science programme of study, year 6: Animals including humans - statutory requirements, pupils should be taught to: recognise the impact of diet, exercise, drugs and</i>	

*lifestyle on the way their bodies function.*

*Notes and guidance (non-statutory) - pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.*

# PSHE Association Scheme of Work Planning Toolkit For Key Stage 1 and Key Stage 2: Relationships

## YEAR BY YEAR MEDIUM TERM PLANS

## Core theme 2: Relationships

(Topic areas: Feelings and emotions; Healthy relationships; Valuing difference)

### Year One

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.



Key Stage 1 Core Theme 2: Relationships

Year One: Grid A

Topic: Feelings and Emotions

**Aim of these sessions:** For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond

Learning opportunity number 1

Suggested number of sessions: 2

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About a wide range of feelings</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Name a range of feelings</li> <li>Give examples of feelings experienced in school and outside</li> <li>Describe what happens inside and outside of our body when we are happy/angry/sad/worried</li> <li>Suggest ways to recognise the feelings of others</li> <li>Explain in simple terms how we can affect how others feel</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we feel today?</li> <li>How many words do we know to describe how we're feeling?</li> <li>Does what we look like/sound like change depending on how we feel?</li> <li>How do we know how others are feeling?</li> </ul>
<b>Additional Guidance:</b>  Stories and poems about other children's lives; stories about the world around them. Use of story books/traditional tales such as <i>Nothing</i> by Mick Inkpen, <i>Three Little Pigs</i> Key words: happy, sad, scared, excited, proud – we often use many words to talk about the same feelings Use of puppets, role-play, film clips It is best to talk about feelings in terms of being comfortable or uncomfortable, not 'good' or 'bad'. Pupils should know that it is okay to have any feeling (although it is not okay to act in any way we like because of them). These sessions can be taught through: <a href="https://pshe-association.org.uk/mentalhealth">PSHE Association lesson plans for teaching about mental health and emotional wellbeing. (https://pshe-association.org.uk/mentalhealth)</a>	

Key Stage 1 Core Theme 2: Relationships

Year One: Grid B

Topic: Feelings and Emotions

**Aim of these sessions:** To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another

Learning opportunity number 9

Suggested number of sessions:1

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About special people in their lives</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify special people in their lives</li> <li>Describe what makes them special</li> <li>Discuss and describe ways to care for special people</li> <li>Suggest some ways they can help special people to care for them</li> </ul>
<b>Essential skills:</b> Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How are we special?</li> <li>Who are our special people?</li> <li>What do our special people do to make us happy or angry?</li> <li>What do we do to make our special people happy or angry?</li> </ul>
<b>Additional Guidance:</b> ‘Special people’ refers to people important in the pupil’s life, for example, at school, home, clubs, church, mosque etc. Stories: see reference to Learning opportunity 3: Secrets and surprises Pupils could bring photographs or mementos from their special people (an awareness and sensitivity to pupils’ family circumstances is needed)	

Key Stage 1 Core Theme 2: Relationships

Year One: Grid C

Topic: Feelings and Emotions

**Aim of these sessions:** For pupils to recognise how their behaviour affects other people

Learning opportunity number 2

Suggested number of sessions:1

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About different types of behaviour</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what we mean by 'behaviour'</li> <li>Describe or demonstrate behaviour that can be helpful/unhelpful, kind/unkind</li> <li>Give examples of how their behaviour can affect others in different situations, e.g. at home or at school</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy  Self-management	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are our special people?</li> <li>What do we do to make our special people happy/sad/worried/upset/angry?</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters learn from others; stories where characters' behaviour affects others, such as <i>Bob Robber</i> and <i>Dancing Jane</i> by Andrew Matthews  This is a theme that pupils need reminding about on a regular basis. These sessions do not have to be taught consecutively or as a stand-alone lesson. They are better taught as part of the sessions on hurtful/teasing behaviour in Core Theme 2. They can also be used as the basis for a year group assembly.  'Special people' refers to people important in the pupil's life, for example, at school, home, clubs, church, mosque etc.  PSHE Association lesson plans for teaching about mental health and emotional wellbeing: <a href="https://pshe-association.org.uk/mentalhealth">https://pshe-association.org.uk/mentalhealth</a>	

Key Stage 1 Core Theme 2: Relationships

Year One: Grid D

Topic: Valuing Difference

**Aim of these sessions:** To recognise what is fair and unfair, kind and unkind, what is right and wrong

Learning opportunity number 2

Suggested number of sessions:1

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• About what fair and unfair means</li> <li>• About what kind and unkind means</li> <li>• About right and wrong</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Describe what fair and unfair means to them</li> <li>• Give examples of kindness and unkindness in both actions and words.</li> <li>• Explain what is meant by right and wrong (in terms of their own behaviour)</li> <li>• Describe acts of kindness they have performed or seen and the impact it has had on self and others</li> <li>• Reflect on the impact of kind/unkind actions</li> </ul>
<b>Essential skills:</b>  Affirming self and others  Active listening  Self-reflection  Resilience	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How does it feel when we do the right thing?</li> <li>• How does it feel when we do the wrong thing?</li> <li>• When have we been kind to someone and how did it make them/us feel?</li> </ul>
<b>Additional Guidance:</b>  Stories where characters carry out acts of kindness or have been treated unfairly and deal with the consequences  This session can be part of a previous session on how your pupils' behaviour affects others or as part of the sessions on teasing and bullying.  This should be part of a whole school focus and could be the theme of an assembly. It could also be used as the context for noticing and celebrating achievement	

Key Stage 1 Core Theme 2: Relationships

Year One: Grid E

Topic: Feelings and Emotions

**Aim of these sessions:** To learn that people's bodies and feelings can be hurt (including what makes your pupils feel comfortable and uncomfortable)

Learning opportunity number 11

Suggested number of sessions:1

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• How people's bodies and feelings can be hurt</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Describe occasions when they have hurt themselves physically (falling in the playground/spraining an ankle etc.) and how they felt at the time</li> <li>• Describe occasions when their feelings have been hurt and how this felt at the time</li> <li>• Recognise that both bodies and feelings can be hurt</li> <li>• Identify people they can go to if they are feeling uncomfortable or hurt – physically or emotionally</li> <li>• Explain how they can let these people know they are feeling uncomfortable or hurt</li> <li>• Suggest ways they can make themselves and others feel better</li> </ul>
<b>Essential skills:</b>  Self-reflection  Resilience  Resolve conflict  Managing risk and personal safety	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How does it feel when our feelings get hurt?</li> <li>• What did it make us feel like doing?</li> <li>• Who can we go to if we are feeling like this?</li> <li>• How do we get them to listen to us?</li> </ul>
<b>Additional Guidance:</b>  Stories where characters share their worries and feelings with adults who listen and help them.  It is important that pupils know who they can go to for help, and how to keep telling them until they listen.  Use story books, role play, film clips etc. to distance the learning	

Key Stage 1 Core Theme 2: Relationships

Year One: Grid F

Topic: Healthy Relationships

**Aim of these sessions:** To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.

Learning opportunity number 3

Suggested number of sessions: 2 (in Year 1 or Year 2)

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>about the difference between a secret and a surprise</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what a secret is and what it means to keep a secret</li> <li>Explain what a surprise is and what it means to surprise someone</li> <li>Discuss when we should not keep secrets*</li> <li>Identify who they can go to in school if they are worried about a surprise or a secret</li> </ul>
<b>Essential skills:</b>  Active listening  Drawing conclusions  Managing risk and personal safety	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Do we have to keep promises and secrets if someone says so?</li> <li>When should we tell and what should we say?</li> <li>Will we get into trouble if we tell?</li> <li>How can I say 'no' to people?</li> </ul>
<b>Additional Guidance:</b>  *The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time. For example, it's fine not to tell if Granny says 'Don't tell Mummy we've bought her some perfume for her birthday' but it's not fine, and we <i>should</i> tell, if a grown-up says 'you must keep this secret and never tell anyone'. Stories where characters grow up and go out into the world; stories about surprises. Pupils should have opportunities for practising saying 'no' assertively in various ways. Ensure that ground rules have been established/re-visited at the beginning of the session. Liaise with DSP where appropriate. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of disclosures Use storybooks, role-play etc. to distance the learning	

Key Stage 1 Core Theme 2: Relationships

Year One: Grid G

Topic: Healthy Relationships

**Aim of these sessions:** To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

Learning opportunity number 6

Suggested number of sessions: 1 (in either Year 1 or Year 2)

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>about listening to others and playing cooperatively</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe or demonstrate how to listen to other people</li> <li>Describe or demonstrate the signs that show we are being listened to</li> <li>Give reasons for listening to others</li> <li>Describe what it feels like to be listened to/not listened to</li> <li>Suggest things we can do to help get on with other people in class and on the playground</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy  Awareness of own needs  Perception of how peers show feelings	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are our friends?</li> <li>What do they do to make us happy?</li> <li>What do they do to make us angry/sad?</li> <li>What do we do to make our friends happy/angry/sad?</li> <li>How does it feel to be ignored?</li> </ul>
<b>Additional Guidance:</b>  Stories where there is some form of conflict between two characters which is resolved to a happy conclusion.  This session could be taught at the beginning of Autumn term in Year One or Year 2. It makes links with classroom charter, playground rules, behaviour and conduct.	

Key Stage 1 Core Theme 2: Relationships

Year One: Grid H

Topic: Healthy Relationships

**Aim of these sessions:** To offer constructive support and feedback to others

Learning opportunity number 7

Suggested number of sessions: 1

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About what it means to give support and feedback to others</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what it means to offer support and feedback to others in lessons</li> <li>Give examples of how they might offer this kind of support</li> <li>Describe how it feels when others offer constructive support</li> <li>Give examples of constructive support they have given or seen in class time and on the playground</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy  Awareness of own needs  Perception of how peers show feelings	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who gives us support and encouragement at home or at school</li> <li>How does it make us feel when others encourage or support us?</li> <li>When have we given others encouragement or support?</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters help and support each other.  This session can be taught in either Year 1 or Year 2 and could be set in the context of team-building games or through the school's outdoor learning. It supports cooperative whole class and small group work.	



## Key Stage 1 Core Theme 2: Relationships

## Year One: Grid I

## Topic: Healthy Relationships

**Aim of these sessions:** To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

Learning opportunity number 10

Suggested number of sessions: 1

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About appropriate and inappropriate touch</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe or demonstrate what is appropriate touch between friends/family/people we don't know</li> <li>Explain what is inappropriate touch between friends/family/people we don't know</li> <li>Explore how it feels when people we are not sure about come close to us</li> <li>Describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable</li> <li>Identify who they can go to if they are worried in school/home</li> <li>Demonstrate what they can say if they are worried and need to tell someone</li> </ul>
<b>Essential skills:</b>  Managing risk and personal safety  Making decisions and choices  Resilience  Self-management	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How does it feel in our bodies when someone who makes us feel safe and happy touches or cuddles us?</li> <li>How do we feel in our bodies if someone we are not sure about comes close or tries to touch us?</li> <li>Who should we tell if we feel uncomfortable, worried or confused?</li> </ul>
<b>Additional Guidance:</b>  See NSPCC: <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a> . The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS: <u>P</u> rivates are private; <u>A</u> lways remember your body belongs to you; <u>N</u> o means no; <u>T</u> alk about secrets that upset you; <u>S</u> peak up, someone can help.	

It is important that pupils begin to understand that no one has the right to make them feel uncomfortable. If they feel uncomfortable about something or confused about something they should tell their teacher or a trusted adult.

Stories where characters recognise and cope with dangers (such as a fear of dogs); stories where characters need help and are able to find it.

Ensure that ground rules have been established/re-visited at the beginning of the session.

Liaise with DSP where appropriate.

Be familiar with school's safeguarding and child protection policies, especially protocols in the event of a disclosure.

Use storybooks, role-play etc. to distance the learning.

Questions box or Ask-It Basket to be available.

Key Stage 1 Core Theme 2: Relationships

Year One: Grid J

Topic: Healthy Relationships

**Aim of these sessions:** To learn that there are different types of teasing and bullying, that these are wrong and unacceptable

Learning opportunity number 13 &amp; 14

Suggested number of sessions: 2-3\*

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About when things don't go well with friends and other children</li> <li>About types of teasing and bullying and why they are wrong and unacceptable</li> <li>How to deal with teasing and bullying</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain in simple terms what it means to be unkind, to tease and what it means to bully</li> <li>Recognise the difference between teasing and bullying</li> <li>Describe feelings that people may have when they are being teased/bullied</li> <li>Understand that it is never acceptable to bully or behave hurtfully</li> <li>Explain whom to go to, what to say/how to tell if they are being teased or bullied</li> <li>Explain whom to go to, what to say/how to tell if someone they know is being teased or bullied or they witness any hurtful behaviour</li> <li>Discuss the rules in school if they experience or see teasing, bullying or any hurtful behaviour</li> </ul>
<b>Essential skills:</b>  Empathy  Affirming self and others  Managing risk and personal safety  Managing decisions and choices	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Which ways we are different/the same as our friends?</li> <li>What does being a good friend look like?</li> <li>What is teasing? Bullying?</li> <li>How might our feelings affect how we behave towards other people?</li> <li>How might bullying or teasing affect our feelings and behaviour?</li> <li>What should we do if someone tries to make us bully or tease someone else?</li> <li>What should we do if we are being teased or bullied, or see someone else being teased or bullied?</li> <li>Who can help us in and out of school?</li> <li>How can we get their attention?</li> </ul>
<b>Additional Guidance:</b>  *Should be taught as part of a whole school approach in line with school's Anti-Bullying Policy, reinforced frequently through assemblies, circle time and consistent modelling. Many schools will choose to teach these sessions as part of National Anti-Bullying Week. It is important the pupils re-visit how to manage hurtful	

behaviour and to know how to keep themselves and others safe.

Also links with topic: Valuing Difference, Learning opportunity 2 session on recognising what is fair and unfair, kind and unkind, as well as Valuing Difference, Learning opportunity 13 on recognising different types of teasing and bullying.

Stories where characters need help and are able to find it.

## Key Stage 1 Core Theme 2: Relationships

## Year One: Grid K

## Topic: Valuing Difference

**Aim of these sessions:** For 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

Learning opportunity number 5

Suggested number of sessions: see additional guidance

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About sharing opinions and views through peer and class discussion</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Take turns when giving opinions and views</li> <li>Discuss things that matter to them</li> <li>Listen attentively to the opinions and views of others</li> <li></li> </ul>
<b>Essential skills:</b>  Active listening  Using constructive feedback  Communication of ideas and views  Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Why should we let others know of our views and opinions?</li> <li>Why is it important to listen to the views of others?</li> <li>What if those views are different to ours?</li> </ul>
<b>Additional Guidance:</b>  This can be but does not have to be separately taught as a lesson, as these objectives and outcomes can be achieved by ensuring PSHE sessions are interactive and matched to the needs of the pupils. Evidence of sharing opinions and views can be gathered as part of any of the sessions in the Programme of Study.  Stories where young characters take advice from each other/work as a team/help someone to achieve something/agree to differ.	

Key Stage 1 Core Theme 2: Relationships

Year One: Grid L

Topic: Valuing difference

**Aim of these sessions:** To identify and respect the differences and similarities between people

Learning opportunity number 8

Suggested number of sessions: 1\*

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About differences and similarities between people</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what is meant by difference and similarity/ being different and being similar</li> <li>Describe basic differences and similarities between class members (physical appearance, family)</li> <li>Discuss how everyone is equal but different</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy  Communication of ideas and views  Affirming self and others	<b>Key Objectives:</b> <ul style="list-style-type: none"> <li>How are we similar to others?</li> <li>How are we different to others?</li> <li>What are our gifts and talents?</li> <li>In which ways are we all equal?</li> </ul>
<b>Additional Guidance:</b>  *This session links with a previous session (learning opportunity 9 in Feelings and Emotions) on identifying special people, therefore it can be amalgamated with that or taught as a standalone lesson.  Storybooks such as <i>Elmer</i> series by David McGee, <i>This is Our House</i> by Michael Rosen	

## Core theme 2: Relationships

(Topic areas: Healthy relationships; Feelings and emotions; Valuing difference)

### Year Two

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

Key Stage 1 Core Theme 2: Relationships

Year Two: Grid A

Topic: Feelings and Emotions

**Aim of these sessions:** For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond

Grid A: Learning opportunity number 1

Suggested number of sessions: 2

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• about a wide range of feelings and how to manage them</li> <li>• about how to be sensitive to the feelings of others</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Identify and name a wider range of feelings</li> <li>• Explain how we can manage feelings in a positive way</li> <li>• Give examples of ways to communicate feelings (helpful/not helpful)</li> <li>• recognise and describe different ways that others show feelings</li> <li>• Identify different good and not so good ways to respond to others' feelings</li> <li>• Discuss the importance of seeing things from the viewpoint of others</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How can we describe the intensity of our feelings, for example feeling scared could mean we're feeling slightly nervous or we're terrified?</li> <li>• How do we show/tell people how we are feeling?</li> <li>• How do others show their feelings?</li> <li>• How can we try to see things from someone else's point of view?</li> </ul>
<b>Additional Guidance:</b> Use of story books/traditional tales such as <i>Great Big Book of Feelings</i> by Mary Hoffman, <i>Three Little Pigs</i> Use of puppets, role-play, film clips Feelings should be described as comfortable or uncomfortable, helpful or unhelpful, not 'good' or 'bad'. It's ok to have any feeling (although it is not ok to act in any way we like). This session can be taught through PSHE Association lesson plans on teaching about mental health and emotional wellbeing: <a href="https://pshe-association.org.uk/mentalhealth">https://pshe-association.org.uk/mentalhealth</a>	



Key Stage 1 Core Theme 2: Relationships

Year Two: Grid B

Topic: Feelings and Emotions

**Aim of these sessions:** For pupils to recognise how their behaviour affects other people

Learning opportunity number 2

Suggested number of sessions: 1\*

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About how different types of behaviour affects others</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify things that affect their behaviour in a positive way (mum coming to watch me in assembly)</li> <li>Identify things that affect their behaviour in not so good ways (tiredness, sadness)</li> <li>Give examples of ways they have been affected by the behaviour of others (helpful/not helpful)</li> <li>Describe or demonstrate simple strategies we can use to help us manage our own behaviour</li> <li>Describe or demonstrate ways to be sensitive to the needs of others</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy  Self-management	<b>Key Questions</b> <ul style="list-style-type: none"> <li>What makes us feel good about ourselves?</li> <li>How do we behave when we feel good?</li> <li>What makes us feel not so good about ourselves?</li> <li>How do we behave when we feel not so good?</li> <li>How does other people's behaviour affect us?</li> <li>How does our behaviour affect other people?</li> </ul>
<b>Additional Guidance:</b>  <p>*This is a theme that pupils need reminding about on a regular basis. This session does not have to be taught as a stand-alone lesson. It may be better taught as part of the sessions for learning opportunity 13 and 14, on hurtful/teasing behaviour. It can also be used as the basis for a year group assembly. Stories about characters who encountered problems and solved them and where characters found someone to tell and help. It is worth reinforcing here the importance of pupils understanding that we can be affected by others' behaviour on the 'outside' (<i>"I got punched on the arm and got a bruise"</i>) and affected on the 'inside' (<i>"I am now scared to go out onto the playground"</i>).</p>	

Key Stage 1 Core Theme 2: Relationships

Year Two: Grid C

Topic: Feelings and Emotions

**Aim of these sessions:** For pupils to identify their special people (family, friends and carers), what makes them special and how special people should care for one another

Learning opportunity number 9

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About how special people make a difference to our lives</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what we mean by our 'special people'</li> <li>Describe how special people can help us</li> <li>Describe the various groups and communities that their special people belong to</li> <li>Discuss the importance of special people in their lives</li> <li>Explain the different kinds of ways people care for each other</li> </ul>
<b>Essential skills:</b>  Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What things do our special people help us with?</li> <li>What do we help them with?</li> <li>What do we say and do to let our special people know that they are special to us?</li> </ul>
<b>Additional Guidance:</b>  'Special people' refers to people important in the pupil's life, for example, at school, home, clubs, church, mosque etc.  Stories about young characters growing up within a family or amongst special people, such as <i>Grace and Family</i> by Mary Hoffman.  Reference to Learning opportunity 3: Secrets and surprises  Pupils could bring photographs or mementos from their special people (An awareness and sensitivity to pupils' family circumstances is needed)	

Key Stage 1 Core Theme 2: Relationships

Year Two: Grid D

Topic: Feelings and Emotions

**Aim of these sessions:** To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Learning opportunity number 11

Suggested number of sessions: 1-2 (in Year 1 or Year 2)

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• How people's bodies and feelings can be hurt</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Describe occasions when they have hurt themselves physically (falling in the playground/spraining an ankle etc.) and how they felt at the time</li> <li>• Describe occasions when their feelings have been hurt and how this felt at the time</li> <li>• Describe the differences and similarities between being hurt physically and emotionally</li> <li>• Describe how their bodies feel/what their bodies do when they feel uncomfortable or hurt, physically or emotionally</li> <li>• Identify people they can go to if they are feeling uncomfortable or hurt – physically or emotionally</li> <li>• Explain how they can let these people know they are feeling uncomfortable or hurt</li> <li>• Suggest ways they can make themselves and others feel better</li> </ul>
<b>Essential skills:</b> Self-reflection Resilience Resolve conflict Managing risk and personal safety	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What do our bodies do when we feel uncomfortable? (see Additional Guidance)</li> <li>• How do we feel inside when we feel uncomfortable? (see Additional Guidance)</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters explore their relationships at home and at school. Use story books, role play, film clips etc. to distance the learning Describe what our bodies do when we feel uncomfortable - our shoulders may go up, we may look away or down, we might turn away or even hide, On the <i>inside</i> we might feel a bit 'funny in our tummies' or not want to speak to someone - help pupils understand that these are our brain's way of telling us something is 'wrong' and that we should be wary if anyone tells us we are being silly. These sessions can be combined with the sessions on hurtful behaviour/teasing/bullying (learning opportunities 12, 13, 14)	

Key Stage 1 Core Theme 2: Relationships

Year Two: Grid E

Topic: Healthy Relationships

**Aim of these sessions:** To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.

Learning opportunity number 3

Suggested number of sessions: 1-2 (in Year 1 or Year 2)

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>about the importance of not keeping adults' secrets, only surprises</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain the difference between a surprise and a secret</li> <li>Give reasons for keeping surprises</li> <li>Explain that we should not keep adults' secrets*</li> <li>Identify whom they can go to in school if they are worried about a surprise or a secret</li> <li>Understand that no one should ask us to keep a secret or surprise that makes us feel worried or uncomfortable</li> <li>Understand that we have a right to tell our teacher about any secret or surprise that makes us feel uncertain, uncomfortable or worried</li> </ul>
<b>Essential skills:</b>  Active listening  Drawing conclusions  Managing risk and personal safety  Recognise safe sources of support	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are our special people and friends?</li> <li>What do we do together?</li> <li>What do we share or keep secret?</li> <li>What can sometimes make us feel uncertain, uncomfortable or worried?</li> <li>Who can we tell if we feel uncertain, uncomfortable or worried</li> <li>What could we say and do to attract the attention of an adult when we want to tell them something?</li> </ul>
<b>Additional Guidance:</b>  *The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time. For example, it's fine not to tell, if Granny says 'Don't tell Mummy we've bought her some perfume for her birthday' but it's not fine, and we <i>should</i> tell, if a grown-up says 'you must keep this secret and never tell anyone'.  Stories about characters with fears or problems and how they overcome/solve them; stories with characters who found someone to tell and help.	

It is important that pupils have strategies for attracting the attention of their safe sources of support, and of communicating their concerns. They should have the ability to keep asking for help until they get listened to, for example, they should practise how to respond when someone says *'Well...never mind, you go on and play and try not to worry about it.'*

Ensure that ground rules have been established/re-visited at the beginning of the session.

Liaise with Child Protection officer where appropriate.

Be familiar with school's safeguarding and child protection policies, especially protocols in the event of a disclosure.

Use storybooks, role-play etc. to distance the learning

Key Stage 1 Core Theme 2: Relationships

Year Two: Grid F

Topic: Healthy Relationships

**Aim of these sessions:** To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

Learning opportunity number 6

Suggested number of sessions: 1 (in Year 1 or Year 2)

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>about the importance of listening to other people and find ways to resolve disagreements</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe or demonstrate how to listen to others and give reasons for why is it important to listen</li> <li>Give examples of, or demonstrate, how to play cooperatively</li> <li>Give examples of, or demonstrate, how to work cooperatively</li> <li>Describe or demonstrate strategies they can use to resolve simple arguments at playtimes</li> <li>Describe or demonstrate strategies they can use to resolve disagreements with others on their table</li> <li>Identify links with classroom rules/playground rules</li> </ul>
<b>Essential skills:</b>  Active listening Empathy Awareness of own needs Perception of how peers show feelings	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How can people tell that we are listening to them?</li> <li>Do people always see things the same way?</li> <li>What helps a group to work cooperatively?</li> <li>How can we stop our feelings overwhelming us and affecting our behaviour?</li> </ul>
<b>Additional Guidance:</b> Stories where relationships with friends or siblings encounter arguments or problems; where characters solve problems.  This session could be taught at the beginning of Autumn term in Year One or Year 2. It makes links with classroom charter, playground rules, behaviour and conduct.	

Key Stage 1 Core Theme 2: Relationships

Year Two: Grid G

Topic: Healthy Relationships

**Aim of these sessions:** To be able to offer and receive constructive support and feedback to and from others

Learning opportunity number 7

Suggested number of sessions: 1 (in Year 1 or Year 2)

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>about ways in which constructive support and feedback can help others and themselves</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what is meant by offering support and feedback that is helpful to others</li> <li>Demonstrate different ways to offer support in class time and on the playground</li> <li>Describe occasions when they have been offered/given support and feedback in class time and what effect it had</li> <li>Suggest good and not so good ways to let others know when we don't want support or feedback</li> <li>Describe or demonstrate ways we can be sensitive to the feelings of others</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy  Awareness of own needs  Perception of how peers show feelings	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>When we receive support or feedback in class, how does it make us feel?</li> <li>How has support or feedback helped us?</li> <li>When or why might we not want feedback or support?</li> </ul>
<b>Additional Guidance:</b> Stories where characters have supported each other or worked together to achieve a goal or overcome a problems  This lesson could be set in the context of team-building games or through outdoor learning. It supports cooperative whole class and small group work.	

Key Stage 1 Core Theme 2: Relationships

Year Two: Grid H

Topic: Healthy Relationships

**Aim of these sessions:** To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond

Learning opportunity number 10

Suggested number of sessions: 1-2 (in Year 1 or Year 2)

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About appropriate and inappropriate touch</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Recognise how our bodies behave when different people come close to us</li> <li>Discuss what is appropriate /inappropriate touch between friends/family members/ people we don't know</li> <li>Explain that they have a choice about being touched and the right to say 'no' if they don't feel comfortable</li> <li>Identify whom to tell if they are worried about inappropriate touch and demonstrate how to tell them</li> <li>Explain and demonstrate ways of saying no assertively to inappropriate touch</li> </ul>
<b>Essential skills:</b> Managing risk and personal safety Making decisions and choices Resilience Self-management	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do our bodies react when our special people touch us?</li> <li>How do our bodies react when we don't want to be touched?</li> <li>How else can we say 'no' to being touched?</li> </ul>
<b>Additional Guidance:</b> See NSPCC: <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a> . The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS: <u>P</u> rivates are private; <u>A</u> lways remember your body belongs to you; <u>N</u> o means no; secrets that upset you; <u>S</u> peak up, someone can help. Stories where young characters have asked for and received help with a fear or problem. It is important for pupils to practice and rehearse saying 'no' along with alternative to 'no' such as, 'I'll tell'. Ensure that ground rules have been established/re-visited at the beginning of the session. Questions box or Ask-It Basket to be available. Liaise with Child Protection office where appropriate. Be familiar with school's safeguarding and child protection policies and disclosure protocols Use storybooks, role-play etc. to distance the learning.	



Key Stage 1 Core Theme 2: Relationships

Year Two: Grid I

Topic: Healthy Relationships

**Aim of these sessions:** To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help

Learning opportunity number 13 and 14

Suggested number of sessions: 2-3 (in Year 1 or Year 2)

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• about ways to resist teasing and bullying</li> <li>• how coping strategies can be used</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Explain what teasing and bullying are and give examples of each</li> <li>• Explain how joking and teasing differ from bullying</li> <li>• Explain why bullying is wrong and unacceptable</li> <li>• Identify feelings that people have if they are being teased or bullied</li> <li>• Explain reasons why children might bully</li> <li>• Describe their responsibility and demonstrate some simple strategies they can use if they experience or witness teasing, hurtful behaviour or bullying</li> <li>• Explain how they can be supportive of children who have been or feel they have been teased/bullied</li> <li>• Suggest ways that individuals or the whole class can stand up for people who are being teased/bullied</li> <li>• Explain what the class/school procedures are if someone is being teased/bullied</li> <li>• Identify people in school/at home whom they can talk to if they are worried about teasing/bullying</li> </ul>
<b>Essential skills:</b>  Empathy  Affirming self and others  Managing risk and personal safety  Managing decisions and choices	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Who are we?</li> <li>• What makes us special?</li> <li>• What are we proud of about ourselves/ community to which we belong?</li> <li>• What are joking, teasing and bullying?</li> <li>• How might each of these make people feel?</li> <li>• How might people's feelings affect their behaviour?</li> <li>• How can we support someone who might have been bullied?</li> <li>• What can we do if we see someone being bullied?</li> </ul>

	<ul style="list-style-type: none"><li>• Should we help someone if they say they don't want our help?</li><li>• Why do some people do things that they know are wrong?</li></ul>
<p><b>Additional Guidance:</b> Many schools choose to teach these sessions as part of National Anti-Bullying Week. It is important the pupils re-visit how to manage hurtful behaviour and to know how to keep themselves and others safe.</p> <p>Pupils should begin to know that joking, teasing or bullying about appearance, gender, race, religion, sexual identify or orientation is unacceptable</p> <p>Should be taught as part of a whole school approach in line with school's Anti-Bullying Policy Also links with topic: Valuing Difference, Learning opportunities 2 and 13, Feelings and Emotions Learning opportunities 2 and 11.</p>	

Key Stage 1 Core Theme 2: Relationships

Year Two: Grid J

Topic: Valuing Difference

**Aim of these sessions:** To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong

Learning opportunity number 2

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• About what fair and unfair means</li> <li>• About the impact of kindness and unkindness on self and others</li> <li>• About right and wrong</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Describe what fair and unfair means in the context of decisions they/others have made</li> <li>• Describe acts of kindness they have performed or witnessed</li> <li>• Describe the impact of kind/unkind actions (see Additional Guidance)</li> <li>• Give examples of what is right and wrong (in the context of situations they have seen)</li> <li>• Explain that we have choices when we make decisions, based on what we think is right or wrong</li> </ul>
<b>Essential skills:</b> Affirming self and others Active listening Self-reflection Resilience	<b>Key Questions</b> <ul style="list-style-type: none"> <li>• How do our bodies react when we feel that we have been treated unfairly?</li> <li>• How do we feel when someone does or says something kind/unkind to us?</li> </ul>
<b>Additional Guidance:</b> Stories where characters have been treated fairly or unfairly; stories where characters display acts of kindness.  Impact of kind/unkind actions: it is important to include both the physical (I helped them look for their lost front door key) and the emotional (they stopped feeling panicky and were relieved that they could get indoors) impact of kind and unkind actions.  This session can be used in conjunction with Feelings and Emotions learning opportunities 2 and 11, and with Healthy Relationships learning opportunity 14.  This should also be part of a whole school focus and could be the theme of an assembly. It could also be used as the context for noticing and celebrating achievement	

Key Stage 1 Core Theme 2: Relationships

Year Two: Grid K

Topic: Valuing Difference

**Aim of these sessions:** To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

Learning opportunity number 5

Suggested number of sessions: 1\*

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• About sharing opinions and explaining personal viewpoints</li> <li>• How to take part in a simple class debate</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Take part in a simple debate about topical issues</li> <li>• Share opinions and views with a partner</li> <li>• Give reasons for their opinions and views</li> <li>• Listen attentively to the opinions and views of a partner</li> <li>• Contribute ideas to class discussions</li> </ul>
<b>Essential skills:</b>  Active listening  Using constructive feedback  Communication of ideas and views  Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Why should we let others know of our views and opinions?</li> <li>• Why is it important to listen to the views of others?</li> <li>• What if those views are different to ours?</li> </ul>
<b>Additional Guidance:</b> This can be a separate lesson but the objectives and outcomes can also be achieved by ensuring PSHE sessions are interactive and matched to the needs of the pupils. Evidence of sharing opinions and views can be gathered as part of any of the lessons in the Programme of Study.	

Key Stage 1 Core Theme 2: Relationships

Year Two: Grid L

Topic: Healthy Relationships

**Aim of these sessions:** To learn to identify and respect the differences and similarities between people

Learning opportunity number 8

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About the importance of respect for differences and similarities between people</li> </ul> Communication of ideas and views <ul style="list-style-type: none"> <li>Affirming self and others</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe with confidence some of the ways in which they are similar/different to other class members</li> <li>Identify the groups they belong to and understand their purpose</li> <li>Identify different things that contribute to their identity including membership of different groups</li> <li>Describe ways of showing respect to people who are different/similar to them</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are we?</li> <li>What makes us who we are?</li> <li>How are we all the same?</li> <li>In what ways are we different?</li> </ul>
<b>Additional Guidance:</b>  Storybooks: <i>Elmer</i> series by David McGee, <i>This is Our House</i> by Michael Rosen  This session links with a previous session (learning opportunity 9 in Feelings and Emotions) on identifying special people, therefore it can be amalgamated with that or taught as a standalone lesson.	

## Core theme 2: Relationships

(Topic areas: Feelings and emotions; Healthy relationships; Valuing difference)

### Year Three

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 3 and 4. It is not intended that teachers will cover everything in these grids in each year group.

Key Stage 2 Core Theme 2: Relationships

Year Three: Grid A

Topic: Feelings and Emotions

**Aim of these sessions:** To be able to recognise and respond appropriately to a wider range of feelings in others

Learning opportunity number 1

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About different kinds of feelings</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of a wider range of feelings and emotions (building on learning in years 1 and 2)</li> <li>Describe how feelings may influence our thoughts and actions and those of other people</li> <li>Describe how to recognise a wider range of feelings in others</li> <li>Suggest signs to look for that indicate the feelings of others</li> </ul>
<b>Essential skills:</b> Self-reflection Self-management Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do other people show their feelings?</li> <li>Can we tell what they are feeling even if they don't say anything?</li> <li>What can we do to help other people?</li> </ul>
<b>Additional Guidance:</b> Stories where characters share their feelings and help each other by listening and responding. Use story books or film clips etc. to distance the learning This session could be taught through: PSHE Association lesson plan on teaching about mental health and emotional wellbeing: <a href="https://pshe-association.org.uk/mentalhealth">https://pshe-association.org.uk/mentalhealth</a>	

## Key Stage 2 Core Theme 2: Relationships

## Year Three: Grid B

## Topic: Feelings and Emotions

**Aim of these sessions:** To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’

Learning opportunity number 9

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the concept of keeping something confidential or secret</li> <li>About when they should or should not agree to keeping a secret</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify the difference between a <i>surprise</i> and a <i>secret</i> (see Additional Guidance <sup>1</sup>)</li> <li>Explain that no one should ask them to keep this type of secret and that even if they have agreed, they can still tell a teacher</li> <li>Explain that these should never be ‘secrets’ and that they have a right to talk about them to other people especially their teacher.</li> <li>Know that if someone does ask them to keep a secret that they should tell their teacher.</li> </ul>
<b>Essential skills:</b> Self-reflection and self-management Making decisions & choices Recognising distorted thinking: Resilience Managing pressure & stress Affirming self & others Managing risk & personal safety	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What is the difference between a secret and a surprise?</li> <li>Should we ever keep a secret?</li> <li>Will we get into trouble if we tell?</li> </ul>
<b>Additional Guidance:</b> Can be taught in either year 3 or 4  <sup>1</sup> <b>Definitions:</b> a <i>surprise</i> is something everyone will know and will make someone feel good or happy; a <i>secret</i> is something that someone is told not to share with anyone, and that makes someone feel uncomfortable, anxious or worried  Similar sessions are provided in all year groups. This is an important piece of learning that should be revisited in each key stage, building on the current	



starting point of the pupils.

The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time. For example, it's fine not to tell, if Granny says 'Don't tell Mummy we've bought her some perfume for her birthday' but it's not fine, and we *should* tell, if a grown-up says 'you must keep this secret and never tell anyone'.

Stories where characters have the courage to be themselves or stand up for what they believe in; where they say 'No' or do not say no and have to deal with the consequences.

It is important that pupils have opportunities to practise/rehearse situations where they may break a confidence – this can be done through role-play/drama/ puppets activities.

Ensure that ground rules have been established/re-visited at the beginning of the session.

Liaise with Child Protection officer where necessary.

Refer to school's safeguarding and child protection policies and be aware of protocols in the event of disclosures.

Key Stage 2 Core Theme 2: Relationships

Year Three: Grid C

Topic: Feelings and Emotions

Aim of these sessions: To learn to recognise and manage 'dares'

Learning opportunity number 15

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• How to recognise and manage dares</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Explain what a 'dare' is</li> <li>• Describe feelings they may have about being given a 'dare' or daring someone else</li> <li>• Suggest 'dares' that are ok</li> <li>• Explain when 'dares' may not be ok</li> <li>• Identify persuasive language</li> <li>• Identify who they can go to /talk to if they are worried</li> </ul>
<b>Essential skills:</b> Self-management Self-reflection Making decisions and choices Resilience Empathy Managing risk and personal safety	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How do our bodies react when we feel uncertain, unsafe or worried?</li> <li>• Who might try to persuade us to do something we feel uncertain about?</li> <li>• What can we do when we feel under pressure to do something we feel uncertain about?</li> <li>• Who can help us?</li> <li>• What are we or others at risk from?</li> </ul>
<b>Additional Guidance:</b> Stories where characters have the courage to be themselves or stand up for what they believe in; where they say 'No' or do not say no and have to deal with the consequences. It is important that pupils have opportunities to practise/rehearse situations where they say 'No' in different ways and other 'exit' strategies – this can be done through role-play/drama activities. Use storybooks, role-play, puppets/ drama activities Explore ways that people try to persuade. Explore ways of answering persuasive people.	

Key Stage 2 Core Theme 2: Relationships

Year Three: Grid D

Topic: Healthy Relationships

**Aim of these sessions:** To recognise what constitutes a positive, healthy relationship

Learning opportunity number 2

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About how to develop and maintain healthy relationships</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of all the relationships they have in their lives</li> <li>Describe one or two relationships in detail</li> <li>Identify what makes a relationship healthy and positive</li> <li>Describe and demonstrate how to be a good friend</li> <li>Identify peaceful ways to solve problems</li> </ul>
<b>Essential skills:</b>  Making decisions  Drawing conclusions  Peer approval  Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are our networks of special people?</li> <li>What is it about these relationships with our special people that make us feel good?</li> <li>How do we feel when we fall out with our special people?</li> <li>What strategies do we use to solve problems in our relationships? Win-win? Giving in?</li> </ul>
<b>Additional Guidance:</b> Stories about characters who show love and care for others; have strong friendships or loving relationships, especially those that are unexpected, such as <i>Grace and Family</i> by Mary Hoffman  Possible focus for the session: for the pupils to think about what makes their relationships happy, what they like about their friends, and what their friends like about them	

Key Stage 2 Core Theme 2: Relationships

Year Three: Grid E

Topic: Healthy Relationships

**Aim of these sessions:** To judge what kind of physical contact is acceptable or unacceptable and how to respond

Learning opportunity number 8

Suggested number of sessions: 1-2

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>• About personal space and how this can make them feel comfortable or uncomfortable</li> <li>• To respect other people's personal space and begin to recognise when they feel comfortable or uncomfortable</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Explain what 'body space' is.</li> <li>• Identify who they feel comfortable holding and touching them, who they feel comfortable standing close to them and who they feel comfortable with when they are further away</li> <li>• Talk about having a right to have their 'body space' respected and that they should respect others body space</li> <li>• Describe how it feels to be nervous, anxious or to be worried</li> <li>• Identify where they feel these in their body and how they make us look and behave.</li> <li>• Demonstrate that they are getting good at noticing when they suspect other people are having these feelings, and are willing and able to ask them '<i>Are you feeling alright?</i>'</li> <li>• Explain what it means when something '<i>plays on our minds</i>'</li> <li>• Know that they can always talk to their teacher if they have these feelings or if they think someone else may be having them.</li> </ul>
<b>Essential skills:</b> Self-reflection and self-management Making decisions & choices Recognising distorted thinking Resilience Empathy Managing pressure & stress Affirming self & others Managing risk & personal safety	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How do we feel when someone is in our body space?</li> <li>• Does it depend on <i>who</i> is in our body space?</li> <li>• How can we tell when others are feeling comfortable or uncomfortable about their body space?</li> <li>• What happens in our bodies and minds when we are feeling nervous, anxious or worried?</li> </ul>
<b>Additional Guidance:</b> Can be taught in either year 3 or 4.	

Ensure that ground rules have been established/re-visited at the beginning of the session.  
Liaise with Child Protection officer where necessary.  
Refer to school's safeguarding and child protection policies and be aware of protocols in the event of disclosures.

Key Stage 2 Core Theme 2: Relationships

Year Three: Grid F

Topic: Healthy Relationships

**Aim of these sessions:** To work collaboratively towards shared goals

Learning opportunity number 11

Suggested number of sessions: 1 (in Year 3 or Year 4)

<b>Year Three</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About working collaboratively</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of co-operation when working with others in groups</li> <li>Describe what a shared goal means in terms of group and class shared goals</li> <li>Identify and demonstrate essential attributes that are needed to work collaboratively</li> </ul>
<b>Essential skills:</b> Active listening Team working Empathy Awareness of own needs Perception of how peers show feelings	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What will allow our group to work well together?</li> <li>What roles within a group do we like to take on?</li> <li>What peaceful solutions can we use if our group encounters conflict?</li> </ul>
<b>Additional Guidance:</b>  Stories where characters work together, in partnerships or groups, to achieve a goal.  This session could be taught at the beginning of Autumn term. This learning opportunity may be taught as a discrete lesson but could also be taught with sessions on creating a classroom charter, playground rules, behaviour and conduct.  This learning opportunity could be delivered through the use of team building games.  These are skills that the pupils will need to practise.	

Key Stage 2 Core Theme 2: Relationships

Year Three: Grid G

Topic: Healthy Relationships

**Aim of these sessions:** To learn that their actions affect themselves and others

Learning opportunity number 7

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b>  <b>To learn:</b>  How our actions can affect ourselves and others	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Describe what it is like to feel safe</li> <li>• Recognise where in their bodies they might experience feeling unsafe or uncertain</li> <li>• Explain the difference between risk and danger</li> <li>• Identify risky behaviour in the home, outside and in school</li> <li>• Describe how risky behaviour might affect themselves and others, both on the outside and on the inside (e.g. making someone worried)</li> <li>• Explain and demonstrate the steps they should take when deciding what to do in a risky situation (see Additional Guidance)</li> </ul>
<b>Essential skills:</b> Self-reflection Making decisions and choices Resilience Self-management Managing risk and personal safety	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What are we at risk of/from?</li> <li>• Is there anyone else that this risky behaviour might affect?</li> <li>• How might it affect them?</li> <li>• What might happen if we ‘think before we act’?</li> </ul>
<b>Additional Guidance:</b> Stories: where characters get lost/found; find a safe way home or those that contain a critical moment – pupils can develop alternative endings. It is important for pupils to understand the importance of stopping, taking a deep breath, weighing up the consequences, thinking, thinking a bit more then deciding what to do in a risky situation. They should have opportunities to rehearse/practise doing this. Links with Core Theme 1: Health and Wellbeing – Keeping Safe	

## Key Stage 2 Core Theme 2: Relationships

## Year Three: Grid H

## Topic: Healthy Relationships

**Aim of these sessions:** To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

Learning opportunity number 12

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About solving disputes and conflict through negotiation and appropriate compromise</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of causes of disputes and conflicts in class/playground/other</li> <li>Describe feelings when disputes/conflicts occur</li> <li>Identify what can help/not help when trying to solve disputes/conflict</li> <li>Describe or demonstrate strategies to use for negotiation and appropriate compromise</li> <li>Demonstrate strategies for solving a dispute in real life situations</li> </ul>
<b>Essential skills:</b> Self-reflection Empathy Resolve conflicts Team working Negotiation Using constructive feedback	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Does it matter if not everyone agrees?</li> <li>Does the subject of the dispute always matter?</li> <li>What if someone feels very strongly about something – does this affect their behaviour?</li> <li>Would it help if we try to see thing from someone else’s point of view?</li> <li>What strategies can we use to help solve a conflict?</li> </ul>
<b>Additional Guidance:</b> Stories where characters encounter conflict or disagreements which are or are not resolved. Strategies for solving conflict may include: walking away and calming down, finding a compromise, seeing or accepting another point of view or finding a win-win situation etc. Pupils should have the opportunities to practise these skills regularly and aim to find a happy outcome or a win-win situation. Give the pupils the opportunity to explore resolution when two people have a dispute and when groups of people have a dispute. Use storybooks to look at things from different character’s points of view, e.g.: <i>Three Little Pigs</i> – does the wolf just want to be friends but doesn’t know how to be a good friend? <i>The Real Story of the Three Little Pigs</i> by Jon Scieszka and Lane Smith	



Key Stage 2 Core Theme 2: Relationships

Year Three: Grid I

Topic: Healthy Relationships

Aim of these sessions: To recognise and challenge stereotypes

Learning opportunity number 16

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About stereotypes</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what is meant by stereotyping</li> <li>Give examples of some different kinds of stereotypes</li> <li>Explain why stereotyping can lead to problems</li> </ul>
<b>Essential skills:</b>  Analysing and evaluating situations  Recognising distorted thinking  Empathy  Communication of ideas to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do people say girls like to play with?</li> <li>Do all girls like to do that?</li> <li>Just girls?</li> <li>What do people say boys like to play with?</li> <li>Do all boys like to do that?</li> <li>Just boys?</li> <li>What jobs would we like to do when we are older?</li> <li>Why do we need to challenge stereotypes?</li> </ul>
<b>Additional Guidance:</b> Stories that challenge traditional stereotypes such as <i>The Story of Ferdinand</i> by Munro Leaf, <i>The Paper Bag Princess</i> by Robert Munsch or <i>Prince Cinders</i> by Babette Cole. Work on challenging stereotypes needs to take place across the school and not just in specific lessons, for it to be effective. Take into account the images and resources that are used and whether they are reinforcing any stereotypes. For further guidance on challenging stereotypical choices and behaviours see: <a href="https://www.teachers.org.uk/files/boys-things-revise-8875.pdf">https://www.teachers.org.uk/files/boys-things-revise-8875.pdf</a>	

Key Stage 2 Core Theme 2: Relationships

Year Three: Grid J

Topic: Valuing Difference

**Aim of these sessions:** To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage

Learning opportunity number 4

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About different types of relationships</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of different types of friendships</li> <li>Give examples of different types of families (step/blended, adopted, same sex parents)</li> <li>Describe family members and their relationship to the rest of the family (brother, uncle, step-sister, half-brother, etc.)</li> <li>Explain who is important to them and why</li> <li>Explain why these people are important to them</li> <li>Describe ways in which relationships are made particularly special and important – marriage/civil partnerships</li> </ul>
<b>Essential skills:</b> Recognising distorted thinking Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What are our different friendship/family networks and who is in them?</li> <li>Who are our special people and have these changed over time?</li> <li>Are everyone's networks the same?</li> <li>How do people in my networks show they are important to each other?</li> <li>How do we know we are valued?</li> </ul>
<b>Additional Guidance:</b> Stories where characters demonstrate love and care for each other; where characters encounter loving relationships. Teacher to have an awareness/sensitivity of pupil's family circumstances. Links could be made with RE or other faiths curriculum. Discussion aid/hook: Ad Council Love Has No Labels: <a href="https://www.youtube.com/watch?v=PnDgZuGIhHs">https://www.youtube.com/watch?v=PnDgZuGIhHs</a> This session can be taught in either Year 3 or Year 4	

Key Stage 2 Core Theme 2: Relationships

Year Three: Grid K

Topic: Valuing Difference

**Aim of these sessions:** To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)

Learning opportunity number 13

Suggested number of sessions: 1

<p><b>Year Three</b></p>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>About differences and similarities between people</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Give examples of differences and similarities between peers</li> <li>Describe some of the factors in which peers can be the same/different (in the context of: music, TV programmes, stories, food, sports)</li> <li>Describe some of the factors in which peers can be the same/different (in the context of family, culture, ethnicity, race, etc.)</li> <li>Describe ways in which we are all similar/part of a human family</li> </ul>
<p><b>Essential skills:</b></p> <p>Empathy</p> <p>Active listening</p> <p>Affirming self and others</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What choices can we make about how we are different or similar to our peers?</li> <li>What makes us similar or different to our peers that we have no control over?</li> <li>What makes us the same?</li> <li>Is everyone worth the same?</li> <li>Do we feel valued?</li> <li>How do we show that we value people?</li> </ul>
<p><b>Additional Guidance:</b> Stories with characters from different types of backgrounds or which evidence different types of lifestyles.                  Books such as <i>Great Big Book of Families</i> by Mary Hoffman or <i>I’m Special, I’m Me</i> by Ann Meek                  Equality Act 2010 – Protected Characteristics                  Work on valuing difference needs to take place across the school and not just in specific lessons, for it to be effective.</p>	

## Key Stage 2 Core Theme 2: Relationships

## Year Three: Grid L

## Topic: Valuing Difference

**Aim of these sessions:** To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all protected characteristic groups, including gay, lesbian, bisexual and transgender people and those suffering from disabilities and poor mental health, and how to respond to them and ask for help)

Learning opportunity number 14

Suggested number of sessions: 2-3

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the nature and consequences of hurtful behaviour and bullying</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Differentiate between teasing, hurtful behaviour and bullying</li> <li>Explain the consequences of these behaviours on the person being bullied, the perpetrator and others</li> <li>Give a simple explanation of what we mean by discrimination</li> <li>Identify derogatory or discriminatory language</li> <li>Describe its impact on the person being bullied, family and others</li> <li>Identify what they can do if they witness discrimination/bullying/hurtful behaviour/discriminatory language</li> </ul>
<b>Essential skills:</b> Self-reflection Self-management Empathy Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Is being angry with someone or not liking someone the same as bullying?</li> <li>How do we recognise bullying?</li> <li>How could being bullied affect someone and their special people?</li> <li>How could being a bully affect someone and their special people?</li> <li>How might the words we use make someone feel bullied?</li> <li>What could we do if we think bullying is happening, even if we are not sure?</li> </ul>
<b>Additional Guidance:</b> Stories with the implicit theme of bullying, such as <i>This Book Belongs to Aye-Aye</i> by Richard Byrne, or explicit theme of bullying, such as <i>Is It Because</i> by Tony Ross. Work on anti-bullying needs to take place across the school and not just in specific lessons, for it to be effective. The learning in this session should be referred to whenever and wherever necessary. Links with Anti-Bullying Week	

## Key Stage 2 Core Theme 2: Relationships

## Year Three: Grid M

## Topic: Valuing Difference

**Aim of these sessions:** To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view

Learning opportunity number 10

Suggested number of sessions: 2

<b>Year Three</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• How to listen and respond respectfully to a wide range of people</li> <li>• About recognising and caring about other people's feelings</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Give examples of people they know and how they should be treated</li> <li>• Explain the importance of protecting other people's feelings (see Additional Guidance)</li> <li>• Identify ways in which they recognise how other people may be feeling</li> <li>• Explain what it means to treat people with respect</li> <li>• Describe how people might feel when they are excluded/not treated respectfully</li> <li>• Identify ways that they can raise concerns to others if unhappy/upset/worried about themselves or someone else they are worried about.</li> </ul>
<b>Essential skills:</b> Active listening Giving constructive feedback Recognising distorted thinking Empathy Communication of ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How can we show that we value and respect people?</li> <li>• How do people's feelings get hurt?</li> <li>• How might they 'show' that their feelings are hurt?</li> <li>• What might it feel like to be left out?</li> <li>• What can we do if we or someone else feels left out?</li> </ul>
<b>Additional Guidance:</b> Protecting other people's feelings: this is not just about how pupils behave but also about their responsibility if they witness others hurting someone else's feelings. Stories where characters have the courage to be themselves or to be different. Role play, storybooks, class or school debates, link with local or national elections, selection of players for teams. Ensure regular opportunities for pupils to rehearse/practice these skills.	

## Core theme 2: Relationships

(Topic areas: Feelings and emotions; Healthy relationships; Valuing difference)

### Year Four

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 3 and 4. It is not intended that teachers will cover everything in these grids in each year group.

Key Stage 2 Core Theme 2: Relationships

Year Four: Grid A

Topic: Feelings and Emotions

**Aim of these sessions:** To recognise and respond appropriately to a wider range of feelings in others

Learning opportunity number 1

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About appropriate responses to a wider range of feelings in others</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe a wider range of feelings they have experienced (see Additional Guidance)</li> <li>Explain what makes feelings better or worse/what helps/doesn't help</li> <li>Give examples of how to recognise feelings in others</li> <li>Discuss or demonstrate different responses they can give to range of feelings in others (individually, collectively)</li> <li>Describe how feelings can affect thoughts and behaviour</li> </ul>
<b>Essential skills:</b>  Self-reflection  Self-management  Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Where in our bodies do we have these feelings?</li> <li>Do we ever experience lots of different feelings at the same time?</li> <li>How can we tell how other people are feeling?</li> <li>How can we respond to other people's feelings?</li> </ul>
<b>Additional Guidance:</b> Stories where characters share their feelings and help each other by listening and responding to the feelings of others  <i>Describe a wider range of feelings:</i> pupils should be able to name and describe in their bodies where they have these feelings, and how they show others they have these feelings. They should be encouraged to use a wider range of words to express the intensity of feelings.  Use story books or film clips etc. to distance the learning.  This learning opportunity can be taught through the PSHE Association's lesson plans on <a href="#">teaching about mental health and emotional wellbeing</a> .	

## Key Stage 2 Core Theme 2: Relationships

## Year Four: Grid B

## Topic: Feelings and Emotions

**Aim of these sessions:** To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’

Learning opportunity number 9

Suggested number of sessions: 1-2

<b>Year Four</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>About the concept of keeping something confidential or secret</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Re-cap what it means to keep something confidential or secret</li> <li>Give reasons for when we should/should not agree to keeping something confidential/secret</li> <li>Explain the difference between a surprise and a secret*</li> <li>Describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about</li> <li>Explain why no one should ask us to keep a secret we feel uncomfortable about keeping</li> <li>Describe or demonstrate strategies we can use when we feel we are being pressurised to do something we don’t want to do</li> <li>Give examples of when it is right to change our minds, and when it is OK, or even really important, to break a confidence</li> </ul>
<p><b>Essential skills:</b></p> <p>Managing risk and personal safety</p> <p>Making decisions</p> <p>Recognising distorted thinking</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How does it feel to be asked to keep a secret that we are unsure or feel uncomfortable about?</li> <li>Do we have to keep other people’s secrets?</li> <li>Will someone be at risk if we tell?</li> <li>Will someone be at risk if we don’t tell?</li> <li>Will we get into trouble if we tell?</li> <li>What should we do if we feel pressurised or uncertain and unsure about keeping a secret?</li> </ul>



**Additional Guidance:**

\*The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time. For example, it's fine not to tell if Granny says 'Don't tell Mummy we've bought her some perfume for her birthday' but it's not fine, and we *should* tell, if a grown-up says 'you must keep this secret and never tell anyone'.

Stories where characters have the courage to be themselves or stand up for what they believe in; where they say no or do not say no and have to deal with the consequences.

It is important that pupils have opportunities to practise/rehearse situations where they may break a confidence – this can be done through role-play/drama activities.

Ensure that ground rules have been established/re-visited at the beginning of the session.

Liaise with Child Protection officer where necessary.

Refer to school's safeguarding and child protection policies and ensure you are familiar with protocols in the event of a disclosure.

Key Stage 2 Core Theme 2: Relationships

Year Four: Grid C

Topic: Feelings and Emotions

Aim of these sessions: To recognise and manage 'dares'

Learning opportunity number 15

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How to recognise and manage dares</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give reasons why people might dare others to do things</li> <li>Explain whether dares always put someone under pressure</li> <li>Describe or demonstrate steps they can take to manage dares given to them</li> <li>Explain what they can do if they have witnessed someone else being given a dare</li> <li>Identify people they can talk to/go to if they are worried</li> <li>Identify the difference between a dare and a 'positive challenge'</li> </ul>
<b>Essential skills:</b> Self-management Self-reflection Making decisions and choices Resilience Empathy Managing risk and personal safety	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How does it feel to be dared by another person or a group of people?</li> <li>Is it ok to make someone feel like this?</li> <li>Is it fair to give someone a dare?</li> <li>How does it feel to be put under pressure to do something you may feel uncertain about?</li> <li>Is it ever ok to give someone a dare?</li> </ul>
<b>Additional Guidance:</b> Stories where characters have the courage to be themselves or stand up for what they believe in; where they say no or do not say no and have to deal with the consequences. <i>Explain the difference between a dare</i> - something we want them to do because we think it will be funny for us, or to test the other person - and a positive challenge – something we might suggest to encourage someone. It is important that pupils have opportunities to practise/rehearse situations where they say 'No' in different ways and other 'exit' strategies – this can be done through role-play/drama activities. Explore ways that people try to persuade and explore ways of answering persuasive people	

Key Stage 2 Core Theme 2: Relationships

Year Four: Grid D

Topic: Healthy Relationships

**Aim of these sessions:** To recognise what constitutes a positive, healthy relationship. To develop the skills to maintain positive and healthy relationships

Learning opportunity number 2

Suggested number of sessions: 1-2

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>How to develop and maintain positive, healthy relationships</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what we mean by a 'positive, healthy relationship'</li> <li>Explain the responsibilities we share in maintaining positive relationships</li> <li>Describe some of the qualities that they admire in others</li> <li>Discuss what it can feel like to be excluded</li> <li>Explain how to include and involve others and how to recognise when someone may be feeling unhappy</li> <li>Demonstrate the difference between being assertive and being aggressive</li> </ul>
<b>Essential skills:</b>  Making decisions  Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we choose our friends?</li> <li>What's meant by 'negotiation'?</li> <li>How do we cope with feelings of anger or frustration?</li> <li>What does being 'left out' feel like?</li> <li>How can we help someone who is feeling like this?</li> </ul>
<b>Additional Guidance:</b> Stories about characters who show love and care for others; have strong friendships or loving relationships, especially those that are unexpected, such as <i>Grace and Family</i> by Mary Hoffman  Possible focus for the session for the pupils to think about what makes their relationships happy, what they like about their friends, and what their friends like about them.	

## Key Stage 2 Core Theme 2: Relationships

## Year Four: Grid E

## Topic: Healthy Relationships

**Aim of these sessions:** To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond

Learning opportunity number 8

Suggested number of sessions: 1-2

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About acceptable and unacceptable physical contact</li> <li>How to respond to unacceptable physical contact</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain how it feels when people we are not so sure about get too close to us</li> <li>Discuss when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us</li> <li>Explain how it might feel if we don't like someone doing these to us</li> <li>Understand that it is the other person's fault if they make us feel like that – not ours</li> <li>Explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like.</li> <li>Explain why it is okay and important to talk to someone they trust if anyone makes them feel uncomfortable or confused.</li> </ul>
<b>Essential skills:</b> Making decisions Setting challenging goals Negotiation Managing risk and personal safety Resilience	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How does our body/mind warn us when someone gets too close?</li> <li>How do other people react when someone gets too close?</li> <li>What should we do if someone is touching us in ways we don't like, or making us feel uncomfortable in any way?</li> </ul>
<b>Additional Guidance:</b> See NSPCC: <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a> . The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS: <u>P</u> rivates are private; <u>A</u> lways remember your body belongs to you; <u>N</u> o means no; <u>T</u> alk about secrets that upset you; <u>S</u> peak up, someone can help. Pupils should be taught about the concept of 'body space' and feeling uncomfortable when people get too close. The uncomfortable feeling is the brain's way of warning us. Pupils should practise/rehearse asking someone to move away and asking others for help. It is also important for pupils to have an awareness of when someone else's body language is saying that they are too close, such as when they move away or back off.	

Ensure that ground rules have been established/re-visited at the beginning of the session. Liaise with DSP where appropriate. Be familiar with school's safeguarding and child protection policies.

Use storybooks, role-play etc. to distance the learning.

Questions box or Ask-It Basket to be available.

Stories where characters demonstrate love for each other and care for one another; where characters have the courage to say 'no' or fail to say 'no' and have to deal with the consequences.

Key Stage 2 Core Theme 2: Relationships

Year Four: Grid F

Topic: Healthy Relationships

**Aim of these sessions:** To work collaboratively towards shared goals

Learning opportunity number 11

Suggested number of sessions: 1 (Year 3 or Year 4)

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>How to work collaboratively towards shared goals</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what a 'goal' is and why having a clear goal can be helpful</li> <li>Demonstrate negotiating a shared goal</li> <li>Demonstrate being able to work with a partner and in a team listening, cooperating, contributing and encouraging.</li> <li>Demonstrate being able to support and lead a team</li> </ul>
<b>Essential skills:</b>  Active listening Team working Empathy Awareness of own needs Perception of how peers show feelings	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What are our short term goals?</li> <li>What/who can help us to achieve these goals?</li> <li>Do we have any long term goals?</li> <li>Are there any obstacles that may stop us achieving our goals?</li> <li>How could we overcome these obstacles?</li> </ul>
<b>Additional Guidance:</b> Stories where characters work towards individual or shared goals; where they support each other or support a wider group.  This session could be taught at the beginning of Autumn term in Year 3 or Year 4.  It makes links with classroom charter, playground rules, behaviour and conduct.  This learning opportunity could be delivered through the use of team building games, or during outdoor learning. These are skills that the pupils will need to continue to practise.	

Key Stage 2 Core Theme 2: Relationships

Year Four: Grid G

Topic: Healthy Relationships

**Aim of these sessions:** To recognise that their actions affect themselves and others

Learning opportunity number 7

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>How our actions can affect ourselves and others</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain how their actions or choices can hurt others on the outside and on the inside</li> <li>Explain steps that can be taken to restoratively solve problems where actions have impacted on others</li> <li>Discuss our shared responsibility for our own and others' wellbeing</li> <li>Identify and demonstrate behaviours that show respect for self and others</li> </ul>
<b>Essential skills:</b>  Self-reflection Making decisions and choices Resilience Self-management Managing risk and personal safety	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who is responsible for our behaviour?</li> <li>Can we try to see things from another's point of view?</li> <li>How might our actions and choices affect other people on the outside? On the inside?</li> <li>How can we show that we respect ourselves and other people?</li> <li>What steps can we take to solve problems that our actions may have caused?</li> </ul>
<b>Additional Guidance:</b> Stories where character's behaviour is the result of strong emotions; where character's actions affect others; where characters make amends for something they have done.  Pupils should have opportunities to see things from someone else's perspective. They should have opportunities to practise/rehearse making amends for something they have done.  Links with Core Theme 1: Health and Wellbeing – Keeping Safe	

## Key Stage 2 Core Theme 2: Relationships

## Year Four: Grid H

## Topic: Healthy Relationships

**Aim of these sessions:** To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

Learning opportunity number 12

Suggested number of sessions: 1-2

<b>Year Four</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>About solving disputes and conflict through negotiation and appropriate compromise</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain what we mean by ‘negotiation’ and ‘compromise’</li> <li>Explain what a ‘win-win’ solution is</li> <li>Demonstrate negotiating a ‘win-win’ outcome</li> <li>Give examples of when they should never compromise</li> <li>Give examples of where strategies have worked well/not worked in class/the playground</li> <li>Suggest ways for adapting strategies that haven’t worked well/further developing strategies that have worked well</li> <li>Describe how feedback can benefit others/self</li> <li>Describe or demonstrate how to give someone feedback and support</li> </ul>
<p><b>Essential skills:</b></p> <p>Self-reflection Empathy Resolving conflicts Team working Negotiation</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What can we do to calm down when we feel angry, sad or frustrated?</li> <li>How do we negotiate?</li> <li>Are there times when we shouldn’t compromise?</li> <li>What could we do differently next time?</li> <li>Would it help to try and see things from someone else’s point of view?</li> </ul>
<p><b>Additional Guidance:</b> Stories where characters encounter conflict situations or quarrel with others; where these situations are solved or unresolved; storybooks from looking at things from different character’s points of view, e.g.: <i>Four Little Pigs</i> – does the wolf just want to be friends but doesn’t know how to be a good friend? <i>The Real Story of the Four Little Pigs</i> by Jon Scieszka and Lane Smith. Pupils should have the opportunities to practice these skills regularly and aim to find a happy outcome or a win-win situation. Give the pupils the opportunity to explore resolution when two people have a dispute and when groups of people have a dispute.</p>	



## Key Stage 2 Core Theme 2: Relationships

## Year Four: Grid I

## Topic: Healthy relationships

**Aim of these sessions:** To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage

Learning opportunity number 4

Suggested number of sessions: 2 (in Year 3 or Year 4)

<b>Year Four</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>About different types of relationships</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe different types of relationships they have and know about</li> <li>Explain what makes friends and other people they care about (family or 'special people') important to them</li> <li>Understand that people have many different kinds of relationships but that they all have the same value and worth</li> <li>Identify some ways in which relationships can be recognised, celebrated or 'marked' by people and society (for example through marriage/civil partnership, anniversaries, special days such as Mothers' Day)</li> <li>Discuss what can happen when things go wrong in relationships including friendships and families</li> <li>Explain that sometimes relationships may change or end, that this is natural and often no one is to blame</li> </ul>
<p><b>Essential skills:</b></p> <p>Recognising distorted thinking</p> <p>Looking at evidence</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How do we choose our friends?</li> <li>What are the rules about being friends?</li> <li>What if other people's relationships are different to ours?</li> <li>How does society show that it values different relationships?</li> <li>How can friendships or family relationships change?</li> </ul>
<p><b>Additional Guidance:</b> Discussion aid/hook: Ad Council Love Has No Labels: <a href="https://www.youtube.com/watch?v=PnDgZuGihHs">https://www.youtube.com/watch?v=PnDgZuGihHs</a>. Stories where characters demonstrate love and care for each other; where characters encounter loving relationships. Help pupils to understand that if families break up it may be no one's fault and certainly not theirs; relationships often come to a natural end and often no one is to blame. You should have an awareness/sensitivity of pupils' family circumstances. Links could be made with RE or other faiths curriculum.</p>	

## Key Stage 2 Core Theme 2: Relationships

## Year Four: Grid J

## Topic: Valuing Difference

**Aim of these sessions:** To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

Learning opportunity number 13

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About differences and similarities between people</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain ways in which we are all unique</li> <li>Describe some of the ways in which people are similar</li> <li>Describe some of the ways in which people are different</li> <li>Identify or demonstrate ways in which we can value and appreciate what we have in common</li> <li>Identify or demonstrate ways in which we can value and appreciate what makes us different</li> <li>Discuss the special consideration we should give to those with disability</li> </ul>
<b>Essential skills:</b> Empathy Active listening Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What is so special about being unique?</li> <li>How do people let us know that we are valued?</li> <li>How might we feel if we were not valued?</li> <li>Why do people live different lifestyles?</li> <li>Why do we need to value who people are and what they do?</li> </ul>
<b>Additional Guidance:</b> Stories with characters from different types of backgrounds or which evidence different types of lifestyles. Books such as <i>Great Big Book of Families</i> by Mary Hoffman or <i>I'm Special, I'm Me</i> by Ann Meek Equality Act 2010 – Protected Characteristics. Work on valuing difference needs to take place across the school and not just in specific lessons, for it to be effective. Film clips from <i>Toy Story</i> or <i>The Incredibles</i> can show pupils differences between people.	

## Key Stage 2 Core Theme 2: Relationships

## Year Four: Grid K

## Topic: Valuing difference

**Aim of these sessions:** To recognise and challenge stereotypes

Learning opportunity number 16

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About how to challenge stereotyping</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe what is meant by stereotyping and give some examples</li> <li>Identify reasons why people stereotype others</li> <li>Explain why stereotyping may be harmful or dangerous (see Additional Guidance)</li> <li>Discuss ways in which stereotyping has been/can be challenged</li> </ul>
<b>Essential skills:</b>  Analysing and evaluating situations Recognising distorted thinking Empathy Communication of ideas to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What stereotypes do we regularly encounter in the media?</li> <li>Do we use any stereotypes?</li> <li>What should we do if we hear people say 'they...', 'us...', or 'them...'?</li> <li>In which ways can we challenge stereotypes?</li> </ul>
<b>Additional Guidance:</b> Stories that challenge traditional stereotypes such as <i>The Story of Ferdinand</i> by Munro Leaf, <i>The Paper Bag Princess</i> by Robert Munsch or <i>Prince Cinders</i> by Babette Cole.  <i>Explain why stereotyping may be harmful or dangerous:</i> It can become dangerous when an individual or a group becomes a scapegoat (a person or group who is blamed for the wrongdoings, mistakes, or faults of others. For example: 'It was the teenagers who vandalised the bus shelter – teenagers are all the same').  Work on challenging stereotypes needs to take place across the school and not just in specific lessons, for it to be effective.  Take into account the images and resources that are used and whether they are reinforcing any stereotypes.  For further guidance on challenging stereotypical choices and behaviours see: <a href="https://www.teachers.org.uk/files/boys-things-revise-8875.pdf">https://www.teachers.org.uk/files/boys-things-revise-8875.pdf</a>	

## Key Stage 2 Core Theme 2: Relationships

## Year Four: Grid L

## Topic: Valuing Difference

**Aim of these sessions:** To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all minority groups (including gay, lesbian, bisexual and transgender people and those suffering from poor mental health), and how to respond to them and ask for help)

Learning opportunity number 14

Suggested number of sessions: 2

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the nature and consequences of hurtful behaviour and bullying</li> <li>About ways in which people may be discriminated against</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify kinds of teasing, hurtful and bullying behaviour</li> <li>Describe what this behaviour looks like in offline life and on digital media</li> <li>Evaluate the impact on the target, perpetrator, family and others</li> <li>Explain why, where and how to get advice and help if they are/know someone who feels they are being bullied</li> <li>Describe the different kinds of discrimination that exist and the use of name calling or discriminatory language</li> <li>Explain their responsibility to do something if they think someone feels they are being bullied</li> <li>Identify what they should say, do or whom they should tell if they witness discrimination/bullying/hurtful behaviour/name calling</li> </ul>
<b>Essential skills:</b> Self-reflection Self-management Empathy Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What can we do if we witness bullying online or in person?</li> <li>Why might it sometimes be difficult to tell someone if we are being bullied or if someone else is being bullied?</li> <li>How might the words/names that people use make someone feel bullied?</li> </ul>
<b>Additional Guidance:</b> Stories with the implicit theme of bullying, such as <i>This Book Belongs to Aye-Aye</i> by Richard Byrne, or explicit theme of bullying, such as <i>Is It Because</i> by Tony Ross. Work on anti-bullying needs to take place across the school and not just in specific lessons, for it to be effective. The learning in this session should be referred to whenever and wherever necessary. Links with Anti-Bullying Week	

## Key Stage 2 Core Theme 2: Relationships

## Year Four: Grid M

## Topic: Valuing Difference

**Aim of these sessions:** To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view

Learning opportunity number 10

Suggested number of sessions: 2

<b>Year Four</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>About recognising and caring about other peoples' feelings</li> <li>About respecting the views of others' and knowing when/how to challenge points of view when appropriate</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Give reasons why it is important to care about other people's feelings</li> <li>Identify how our actions may have consequences for others</li> <li>Describe how they have felt when their feelings have/have not been taken into consideration</li> <li>Explain why it is important to consider other people's point of view and how they are feeling</li> <li>Explain or demonstrate skills that help us to consider the point of view of others</li> <li>Explain practical steps that can be taken to include others in our groups/work co-operatively</li> <li>Demonstrate strategies to constructively challenge other peoples' points of view</li> </ul>
<p><b>Essential skills:</b></p> <p>Active listening Giving constructive feedback Recognising distorted thinking Empathy Communication of ideas and views to others</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How do we show other people that we value their feelings?</li> <li>How have we felt when our feelings have been ignored?</li> <li>What is the benefit of trying to see things from someone else's point of view?</li> <li>What if we don't agree with other people's points of view?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>Stories where characters are unafraid to stand up for themselves or for others and their beliefs Role play, storybooks, class or school debates, link with local or national elections, selection of players for teams, Ensure regular opportunities for pupils to practice these skills.</p>	

## Core theme 2: Relationships

(Topic areas: Feelings and emotions; Healthy relationships; Valuing difference)

### Year Five

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 5 and 6. It is not intended that teachers will cover everything in these grids in each year group.

## Key Stage 2 Core Theme 2: Relationships

## Year Five: Grid A

## Topic: Feelings and Emotions

**Aim of these sessions:** To recognise and respond appropriately to a wider range of feelings in others

Learning opportunity number 1

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How to respond appropriately to a wider range of feelings in others</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain or demonstrate how to recognise a wide range of feelings in others</li> <li>Demonstrate language and strategies to use if not sure how others may be feeling</li> <li>Demonstrate strategies we can use to help others recognise how we are feeling</li> <li>Explain how it feels when others have responded appropriately/not appropriately to our feelings</li> <li>Give examples of how we may feel if our feelings/emotions have been misunderstood by others</li> </ul>
<b>Essential skills:</b> Self-management Resilience Communication of ideas and views Affirming self and others Negotiation	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How can we become sensitive to other people's moods and feelings?</li> <li>How can we make other people feel good about themselves?</li> <li>What can we do to let other people know how we are feeling?</li> </ul>
<b>Additional Guidance:</b> Stories where characters share their feelings and help each other by listening and responding to the feelings of others. Pupils should have opportunities to practice putting their feelings into words and to listen to and respect other people's feelings. Use extracts from books promoting discussion of how characters are feeling, role-play, drama activities etc. <i>Describe wider range of feelings:</i> pupils should be able to name and describe in their bodies where they have these feelings, and how they show other they have these feelings.  This learning opportunity can be taught through the PSHE Association's lesson plans on <a href="#">teaching about mental health and emotional wellbeing</a>	

## Key Stage 2 Core Theme 2: Relationships

## Year Five: Grid B

## Topic: Feelings and Emotions

**Aim of these sessions:** To understand the 'concept of keeping of keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

Learning opportunity number 9

Suggested number of sessions: 1-2

<b>Year Five</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About keeping things confidential or secret</li> <li>• About when they should or should not agree to keeping a secret</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify when they should accept and when they should refuse to accept a confidence or keep a secret.</li> <li>• Explain that no one should ask them to keep a secret that makes them feel uncomfortable, worried, anxious or afraid for themselves or someone else.</li> <li>• Talk about how they should always share any secret that worries them with their teacher who will help them decide what to do.</li> <li>• Explain that if someone either begs them or tries to scare or threatens them to keep a secret these are warning signs and that they must quickly tell their teacher.</li> <li>• Talk about how they are learning that there may be no easy or 'good' answer to some situations. They may need to choose the better of two difficult choices. They are learning to 'weigh up' what to do for the best by predicting what could happen from each of their different choices. (E.g. <i>I may lose this person as a friend but I know I will have kept them safe.</i>)</li> </ul>
<p><b>Essential skills:</b> Self-reflection and self-management Making decisions &amp; choices Recognising distorted thinking: Resilience Managing pressure &amp; stress Affirming self &amp; others Managing risk &amp; personal safety</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• If we agree to keep a secret, will someone end up getting hurt?</li> <li>• What might/could happen if we told someone?</li> <li>• If we do tell, what will happen next?</li> <li>• How do we know that we are making the right decision/doing the right thing?</li> <li>• What is the best/worst that could happen if we didn't tell?</li> </ul>



**Additional Guidance:**

<sup>1</sup>**Definitions:** a *surprise* is something everyone will know and will make someone feel good or happy; a *secret* is something that someone is told not to share with anyone, and that makes someone feel uncomfortable, anxious or worried. The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time. For example, it's fine not to tell if Gran says 'Don't tell Mum we've bought her some perfume for her birthday' but it's not fine, and we *should* tell, if a grown-up or older young person says 'you must keep this secret and never tell anyone'.

Session outlines with similar outcomes are provided in each year group. It is not necessary to teach the same thing each year but this learning is of such importance that it should be revisited frequently, building on the pupils' starting point at that time.

There are opportunities here for pupils to reveal a range of personal feelings and concerns. Teachers should be prepared to deal with any issues or questions which arise. Have the anonymous questions box available for pupils to use and be familiar with the school's safeguarding/child protection policy and protocols in the event of a disclosure.

It is important to explore why breaking a confidence can protect us or protect someone else. Why sometimes people ask us to keep a secret because they know what they are doing or have done is wrong and they could get into trouble if others found out; sometimes people may be at risk themselves and ask us to keep a secret because they are afraid of other people's actions - perhaps their family – for example a child who shares with a friend their fear of a forced marriage or pending FGM and fears conflict with their family or getting family members into trouble.

It is essential that pupils understand that no one has the right to demand they keep any secret that makes them feel confused, uncomfortable or afraid for their own or someone else's safety. That even if they agreed when they were asked, they have a right to change their minds if they feel they should and that there is a difference between 'telling everyone' and sharing the secret with a trusted adult.

For further guidance on FGM: <https://www.pshe-association.org.uk/fgm>

See <https://www.freedomcharity.org.uk/> for lesson plans

## Key Stage 2 Core Theme 2: Relationships

## Year Five: Grid C

## Topic: Feelings and Emotions

**Aim of these sessions:** To recognise and manage 'dares'

Learning opportunity number 15

Suggested number of sessions: 1

<b>Year Five</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>About managing 'dares'</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain how to recognise a 'dare'</li> <li>Suggest possible reasons for giving 'dares'</li> <li>Describe different situations when someone might be given a 'dare'</li> <li>Identify feelings when giving or receiving a 'dare'</li> <li>Explain why daring someone to do something is wrong – explain why if we put someone under pressure, we share the responsibility if something goes wrong</li> <li>Explain why no one should ever feel the need to agree to do a dare</li> <li>Identify people to talk to/go to for help and advice and demonstrate how to ask for help</li> </ul>
<p><b>Essential skills:</b></p> <p>Making decisions and choices Recognising need for peer approval Communication of ideas and views to others Managing pressure and stress Affirming self Managing risk and personal safety</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Why do people give dares?</li> <li>Does what we are being asked to do have a positive benefit to us?</li> <li>Are we at risk?</li> <li>Are we responsible for ourselves as well as other people?</li> <li>How does it feel when we do something risky?</li> <li>How can we cope when people try to persuade us to do something risky?</li> <li>Do we have to do dares?</li> </ul>
<p><b>Additional Guidance:</b> Stories about risk taking; where characters have to deal with their own and other people's feelings; where characters are aware of risks but choose to ignore them. Pupils should:</p> <ul style="list-style-type: none"> <li>be given opportunities to evaluate risk, recognise critical moments and evaluate possible outcomes/consequences for themselves and others.</li> <li>understand that dares are for someone else's amusement – they have no need to ever agree to a dare – a positive challenge is usually for their benefit</li> <li>begin to recognise how pressure from others could persuade them to behave carelessly, dangerously or anti-socially</li> <li>begin to have strategies to resist pressure and persuasion</li> </ul>	

## Key Stage 2 Core Theme 2: Relationships

## Year Five: Grid D

## Topic: Healthy Relationships

**Aim of these sessions:** To recognise what constitutes a positive, healthy relationship and to develop the skills to form and maintain positive healthy relationships

Learning opportunity number 2

Suggested number of sessions: 2

<b>Year Five</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>About what constitutes a positive, healthy relationship</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the essential constituents of a positive, healthy relationship</li> <li>Explain what this means in an emotional and physical sense</li> <li>Describe the skills that are needed to ensure that relationships stay positive and healthy</li> <li>Identify some signs that a relationship is not healthy</li> <li>Understand that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends</li> <li>Explain or demonstrate strategies to use if they feel they are being put under pressure/want to resolve difficulties</li> <li>Discuss when and how to end a relationship amicably</li> <li>Discuss whom they can go to if they are unable to resolve problems and how to ask for help</li> </ul>
<p><b>Essential skills:</b></p> <p>Making decisions Recognising distorted thinking Resolving conflict Affirming self and others Manage personal safety</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How have our special relationships changed over time?</li> <li>How do people in our special relationships treat us that makes us feel good?</li> <li>How do we treat people in our special relationships that makes them feel good?</li> <li>How can we break friends with someone without hurting their feelings?</li> <li>Do we feel under pressure to do something?</li> <li>Where can we get help?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>Use stories where young characters deal with family/friendship tensions and conflict. Pupils should begin to recognise the role of good relationships with family/friends. They should practice keeping their relationships with friends/family as good as possible</p> <p>Read in conjunction with Additional Guidance from learning opportunity 9.</p>	

Key Stage 2 Core Theme 2: Relationships

Year Five: Grid E

Topic: Healthy Relationships

**Aim of these sessions:** To recognise that their actions affect themselves and others

Learning opportunity number 7

Suggested number of sessions: 2

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About how our actions can affect ourselves and others</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify the consequences of positive behaviour on themselves and others</li> <li>Explain how to set personal goals and identify some of their goals</li> <li>Give examples of how individual/group actions have impacted on others in a positive and negative way</li> <li>Identify risks and risky behaviour in school and the wider community</li> <li>Describe or demonstrate ways of resisting negative peer influence when in an unsafe/risky situation</li> <li>Explain our shared responsibility when alone and in groups to maintain safety/wellbeing of others</li> <li>Discuss how being part of a group can make us feel we have to join in with what everyone else wants to do and demonstrate assertive ways of saying we don't want to/won't join in</li> </ul>
<b>Essential skills:</b> Affirming self and others Managing risk and personal safety Setting challenging goals Communication of views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who is responsible for our behaviour?</li> <li>Once we set ourselves a goal, how can we achieve it?</li> <li>How do we cope with the pressures of being in a group?</li> <li>Why might it not be a good idea to do what the rest of the group wants to do?</li> <li>How can I say 'no' without 'losing face'? (exit strategies)</li> </ul>
<b>Additional Guidance:</b> Stories where characters behave in a way that has an impact on relationships with family/friends; where characters overcome setbacks. Use of critical/crunch moments. Pupils should have opportunities to practise/rehearse exit strategies, for removing themselves from a situation they are not comfortable in.	

Key Stage 2 Core Theme 2: Relationships

Year Five: Grid F

Topic: Healthy relationships

**Aim of these sessions:** To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage

Learning opportunity number 4

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About different types of relationships (friends, families, couples, marriage, civil partnership)</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of different kinds of relationships</li> <li>Describe different kinds of friendships and families and what makes them special/unique</li> <li>Explain how their relationships are changing</li> <li>Suggest ways of managing our feelings when relationships change</li> </ul>
<b>Essential skills:</b>  Empathy  Affirming self and others  Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do other people's relationships differ to ours?</li> <li>How can we respect each other better?</li> <li>What are we allowed to do on our own that we couldn't do before</li> <li>How are we becoming more independent</li> <li>What responsibilities do we have for maintaining our relationships</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters deal with changes in their own relationships or deal with new relationships within their network between themselves or between others.  Links to RE curriculum  Use related news/current affairs articles for discussion; stories which challenge stereotypical attitudes to race, gender, sexuality  Ad Council film: <i>Love Has No Labels</i> <a href="https://www.youtube.com/watch?v=PnDgZuGhHs">https://www.youtube.com/watch?v=PnDgZuGhHs</a>	

## Key Stage 2 Core Theme 2: Relationships

## Year Five: Grid G

## Topic: Healthy Relationships

**Aim of these sessions:** To judge what kind of physical contact is acceptable or unacceptable and how to respond

Learning opportunity number 8

Suggested number of sessions: 1-2

<b>Year Five</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>About acceptable/unacceptable physical contact and how to respond</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify situations where physical touch is acceptable/appropriate/wanted</li> <li>Explain what constitutes unacceptable/inappropriate/unwanted touch or attention</li> <li>Recognise when their mind or body is telling them that they are not comfortable/happy about someone else's behaviour?</li> <li>Assertively say 'stop...', 'please don't...', 'go away...' or 'I'll tell...'</li> <li>Explain what they can do/who they can go to if they are worried</li> <li>Describe strategies to use to prevent/stop unacceptable physical contact</li> <li>Understand that it is never their fault if someone else behaves inappropriately towards them/makes them feel uncomfortable or worried</li> </ul>
<p><b>Essential skills:</b></p> <p>Making decisions Resilience Recognising distorted thinking Managing risk and personal safety</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Who are the people we trust?</li> <li>What should we do if someone makes us feel unsafe (even if it is someone we trust)?</li> <li>Whose responsibility/fault is it if we feel unhappy or uncomfortable about someone else's behaviour towards us?</li> <li>How can we stop unwanted touch or attention?</li> <li>What can we do if no-one will listen?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>It is worth reinforcing the 'underwear rule' even if covered in previous years: <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a>. The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS: <u>P</u>rivates are private; <u>A</u>lways remember your body belongs to you; <u>N</u>o means no; <u>T</u>alk about secrets that upset you; <u>S</u>peak up, someone can help.</p> <p>Stories where characters positively demonstrate love for each other and care for one another; where characters have the courage to say 'no' or fail to say 'no' and</p>	

have to deal with the consequences; where characters deal with different situations and demonstrate skills they didn't now they had.

Pupils should have opportunities to think about whom they trust and what they should do if someone makes them feel unsafe or does not respect their personal/body space.

They should practise/rehearse strategies for saying 'no' in different ways.

They should know who to turn to for help and what to do if no-one will listen to them.

Key Stage 2 Core Theme 2: Relationships

Year Five: Grid H

Topic: Healthy Relationships

**Aim of these sessions:** To be able to work collaboratively towards shared goals

Learning opportunity number 11

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About different ways to work collaboratively</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what collaboration means</li> <li>Give examples of how they have worked collaboratively</li> <li>Describe the attributes needed to work collaboratively</li> <li>Suggest what can be done to encourage collaboration if it is lacking</li> </ul>
<b>Essential skills:</b>  Setting challenging goals Communication Negotiation Planning and deciding	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What skills will help us to work collaboratively?</li> <li>Do we all need to have the same goal?</li> <li>What should a good leader be able to do?</li> <li>How do we react when people don't agree with us?</li> </ul>
<b>Additional Guidance:</b>  Stories where characters work towards individual or shared goals; where they support each other or support a wider group. Link with Fair Trade Fortnight, Red Nose Day Activities Can be taught as part of school's team building games Look at examples of collaboration through stories and film clips Pupils should be given opportunities to observe good practice in collaboration and also have the opportunity to practise these skills for themselves	



## Key Stage 2 Core Theme 2: Relationships

## Year Five: Grid I

## Topic: Healthy Relationships

**Aim of these sessions:** To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

Learning opportunity number 12

Suggested number of sessions: 2

<b>Year Five</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>• How to negotiate and compromise</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain what negotiation means</li> <li>• Give examples of the attributes and skills that are needed for resolving disputes/conflict</li> <li>• Identify or demonstrate strategies they have seen/used to help resolve disputes between friends, in class and on the playground</li> <li>• Discuss appropriate compromise and what it means to them</li> <li>• Give examples of compromise that occur in school/home</li> <li>• Explain how negotiation and compromise benefit others as well as themselves</li> </ul>
<p><b>Essential skills:</b></p> <p>Negotiation Active listening Empathy Resolving conflicts Giving constructive feedback to others</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Do we have different ways of behaving in different relationships?</li> <li>• Should we compromise? Always?</li> <li>• What might make a conflict situation worse?</li> <li>• What things could we say or do that are likely to make a difficult situation better?</li> </ul>
<p><b>Additional Guidance:</b> Stories where young characters deal with family and friendship tensions and conflict; where characters are looking for more independence or are treated in more adult ways.</p> <p>Pupils should begin to understand the changes in relationships in their networks at home and in and out of school, and begin to manage/identify the tensions and conflicts that may arise. These could be due to wanting more independence or freedom.</p> <p>Use team building activities where pupils can recognise and practise managing the tensions and conflicts which may arise.</p>	

## Key Stage 2 Core Theme 2: Relationships

## Year Five: Grid J

## Topic: Valuing Difference

**Aim of these sessions:** To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view

Learning opportunity number 10

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About managing and maintaining relationships</li> <li>How to communicate respectfully</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Respond respectfully to other people's points of view in class/that they read about</li> <li>Describe or demonstrate ways to make other people feel valued</li> <li>Describe or demonstrate different ways to raise their own concerns with others</li> <li>Explain why it is important to raise concerns and how this helps a relationship to be healthy and positive</li> <li>Describe ways to recognise and care about other people's feelings</li> </ul>
<b>Essential skills:</b>  Active listening Giving constructive feedback Recognising distorted thinking Empathy Communication of ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How can we disagree with someone without falling out?</li> <li>How do we make people feel valued?</li> <li>Why should we raise our own concerns or speak up for ourselves?</li> </ul>
<b>Additional Guidance:</b> Stories where characters are unafraid to stand up for themselves or for others and their beliefs. Role play, storybooks, class or school debates, link with local or national elections, selection of players for teams. Ensure regular opportunities for pupils to practice these skills.	

## Key Stage 2 Core Theme 2: Relationships

## Year Five: Grid K

## Topic: Valuing Difference

**Aim of these sessions:** To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)

Learning opportunity number 13

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About differences and similarities between people</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe what makes people the same and what makes them different</li> <li>Describe some of the differences and similarities that exist between members of their school community</li> <li>Give reasons for valuing difference in people</li> </ul>
<b>Essential skills:</b>  Empathy Communication Analysing and evaluating Independent thinking	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do other people’s lifestyles differ from ours?</li> <li>In what ways is growing up different for them?</li> <li>How can we get to know and respect each other better?</li> <li>How can we show that we value and respect other people’s lifestyles, places, culture, beliefs and feelings?</li> </ul>
<b>Additional Guidance:</b> Stories which value difference such as: <i>Great Big Book of Families</i> by Mary Hoffman, <i>I’m Special, I’m Me</i> by Ann Meek  Equality Act 2010 – Protected Characteristics  Work on valuing difference needs to take place across the school and not just in specific lessons, for it to be effective.  Focus on widening the pupils understanding of what is involved in learning to respect and value themselves and other people, along with respecting different healthy lifestyles.	

Key Stage 2 Core Theme 2: Relationships

Year Five: Grid L

Topic: Valuing difference

Aim of these sessions: To recognise and challenge stereotypes

Learning opportunity number 16

Suggested number of sessions: 1 - 2

<b>Year Five</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About challenging stereotypes</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify and give examples of different types of stereotyping in the media/advertising</li> <li>Explain how stereotyping, such as gender stereotyping can influence aspirations and hopes</li> <li>Explain why stereotyping can lead to prejudice and how this can be dangerous</li> <li>Give examples of people who have challenged stereotyping (female sportswomen, sportspeople with disabilities, people with learning disabilities, etc.)</li> </ul>
<b>Essential skills:</b>  Affirming self and others Formulating questions Recognising distorted thinking	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who do we admire or look up to?</li> <li>How can we recognise stereotypes?</li> <li>Why should we try to challenge stereotypes?</li> </ul>
<b>Additional Guidance:</b>  Stories where characters challenge stereotypical attitudes towards race, gender, aspirations and ambitions.  This learning opportunity can be taught using lesson plans written by the PSHE Association on challenging gender stereotypes and raising aspirations: <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/raising-aspirations-inspiring-futures">https://www.pshe-association.org.uk/curriculum-and-resources/resources/raising-aspirations-inspiring-futures</a>  Link with careers guidance.  Identification of stereotypical attitudes in friendships can lead to an understanding of the impact of stereotypical attitudes on pupil's relationships.  Pupils could make 'contracts' with themselves to work against stereotypical attitudes.	

## Key Stage 2 Core Theme 2: Relationships

## Year Five: Grid M

## Topic: Valuing Difference

**Aim of these sessions:** To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, towards all protected characteristic groups (including gay, lesbian, bisexual and transgender people and those suffering from poor mental health), and how to respond to them and ask for help)

Learning opportunity number 14

Suggested number of sessions: 2-3

<b>Year Five</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About discrimination, teasing, bullying and aggressive behaviour and its effect on others</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what is meant by inclusion, prejudice and discrimination</li> <li>Explain how discrimination is sometimes shown through teasing, bullying, hurtful behaviours and prejudice-based language</li> <li>Explain why it is wrong to use words like 'gay' to mean that something is bad or rubbish</li> <li>Give examples of communities who are discriminated against</li> <li>Discuss the potential consequences of discrimination including how this might make people feel and act; is this fair, is this right?</li> <li>Suggest ways we can be more inclusive and why we should work towards this</li> </ul>
<b>Essential skills:</b>  Affirming self and others Making decisions Resilience Recognising distorted thinking	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What is discrimination?</li> <li>Do we see examples of this in our everyday lives?</li> <li>How might prejudice make someone act?</li> <li>Is this fair? Is it right?</li> </ul>
<b>Additional Guidance:</b> Stories where characters improve someone's life; where characters stand up for their beliefs. Links with Anti-Bullying Week Work on the nature and consequences of discrimination needs to take place across the school and not just in specific lessons, for it to be effective. The learning in this session should be referred to whenever and wherever necessary.	

## Core theme 2: Relationships

(Topic areas: Feelings and emotions; Healthy relationships; Valuing difference)

### Year Six

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 5 and 6. It is not intended that teachers will cover everything in these grids in each year group.

Key Stage 2 Core Theme 2: Relationships

Year Six: Grid A

Topic: Feelings and Emotions

**Aim of these sessions:** To recognise and respond appropriately to a wider range of feelings in others

Learning opportunity number 1

Suggested number of sessions: 1-2

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How to respond appropriately to a wider range of feelings in others</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Discuss the range of feelings we may experience and how our feelings might be changing as we get older</li> <li>Discuss how feelings often change over time and are not fixed</li> <li>Explain the benefits (to self and others) of recognising/responding appropriately to our own and others' feelings</li> <li>Empathise with others who are experiencing difficult or challenging feelings</li> <li>Describe or demonstrate ways of managing difficult or challenging feelings</li> </ul>
<b>Essential skills:</b> Self-management Resilience Communication of ideas and views Affirming self and others Negotiation	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we react to the everyday demands placed on us?</li> <li>Does it depend on what mood we are in?</li> <li>How do we know how other people are feeling or what mood they are in?</li> <li>How can we learn to cope with our moods and feelings?</li> <li>How can we be sensitive to other people's moods and feelings? Can we 'put ourselves in their shoes'?</li> <li>What do we feel differently about now?</li> </ul>
<b>Additional Guidance:</b> Stories where characters share their feelings and help each other by listening and responding to the feelings of others; where they deal with adolescent love and loss. Pupils should have opportunities to practise putting their feelings into words and to listen to and respect other people's feelings. Use extracts from books promoting discussion of how characters are feeling, role-play, drama activities etc.  This session can be taught through the PSHE Association's lesson plans on teaching about <a href="#">mental health and emotional wellbeing</a>	

Key Stage 2 Core Theme 2: Relationships  
Emotions

Year Six: Grid B

Topic: Feelings and

**Aim of these sessions:** To develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

Learning opportunity number 9

Suggested number of sessions: 1\*

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About keeping things confidential or secret</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Evaluate all the reasons they can identify for keeping something confidential or secret</li> <li>Explain why keeping a secret might compromise personal safety/safety of others</li> <li>Explain our right to share a secret or break a confidence we feel confused or uncomfortable keeping**</li> <li>Suggest ways to identify whether we should or should not agree to break a confidence or share a secret</li> <li>Identify whom to talk to for support and guidance, in school, outside school, online or by phone</li> <li>Discuss sharing something with someone who says they will keep it a secret and why we need to be careful – for example being asked for an image of ourselves</li> </ul>
<b>Essential skills:</b> Communication of ideas and views Active listening Manage risk and personal safety Analyse and evaluate situations	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What is a secret?</li> <li>What would stop us from wanting to tell a secret?</li> <li>Is telling a secret the same as telling tales?</li> <li>If we did keep the secret, could it put someone at risk?</li> <li>What types of secrets would we encourage other pupils to tell?</li> </ul>
<b>Additional Guidance:</b> * Session outlines with similar outcomes are provided in each year group. It is not necessary to teach the same thing each year but this learning is of such importance that it should be revisited frequently, building on the pupils' starting point at that time.  **The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time. For example, it's fine not to tell if Granny says 'Don't tell Mum we've bought her some perfume for her birthday' but it's not fine, and we <i>should</i> tell, if a grown-up or older young person says 'you	



must keep this secret and never tell anyone’.

There are opportunities here for pupils to reveal a range of personal feelings and concerns. Teachers should be prepared to deal with any issues or questions which arise. Have the anonymous questions box available for pupils to use. Be familiar with the school’s safeguarding/child protection policy and protocols in the event of a disclosure.

It is important to explore why breaking a confidence can protect us or protect someone else. Why sometimes people ask us to keep a secret because they know what they are or have done is wrong and they could get into trouble if others found out; sometime people may be at risk themselves and ask us to keep a secret because they are afraid of other people’s actions perhaps their family – for example a child who shares with a friend their fear of a forced marriage or pending FGM and fears conflict with their family.

It is essential that pupils understand that no one has the right to demand they keep any secret that makes them feel confused; uncomfortable or afraid for their own or someone else’s safety. That even if they agreed when they were asked they have a right to change their minds if they feel they should and that there is a difference between ‘telling everyone’ and sharing the secret with a trusted adult.

Stories where characters are compromised by being told a secret which may result in someone/something being at risk. Use extracts from books or scenarios to promote discussion on when it is best to tell secrets.

For further guidance on FGM: <https://www.pshe-association.org.uk/content.aspx?CategoryID=1193>

Key Stage 2 Core Theme 2: Relationships

Year Six: Grid C

Topic: Feelings and Emotions

Aim of these sessions: To recognise and manage 'dares'

Learning opportunity number 15

Suggested number of sessions: 1

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About managing 'dares'</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain or demonstrate strategies that can be used to manage 'dares'</li> <li>Describe 'challenges' that can be useful and 'dares' that are dangerous to self/others</li> <li>Identify 'dares' that are sometimes made to look/sound like something else</li> <li>Identify people to talk to/go to for help and advice</li> <li>Discuss potential 'dares' they may encounter at secondary school and how they might manage these</li> </ul>
<b>Essential skills:</b> Making decisions and choices Recognising need for peer approval Communication of ideas and views to others Managing pressure and stress Affirming self Managing risk and personal safety	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are the people we trust?</li> <li>What should we do if someone makes us feel unsafe?</li> <li>What strategies can we use to help us think before we act?</li> <li>Will doing something risky make us popular?</li> <li>Do we have to do it just because everyone else is?</li> <li>What 'exit strategies' do we have to get us out of a risky situation without losing face?</li> </ul>
<b>Additional Guidance:</b> Stories about risk taking; where characters have to deal with their own and other people's feelings; where characters are aware of risks but choose to ignore them. Pupils should be given opportunities to: <ul style="list-style-type: none"> <li>evaluate risk, recognise critical moments and evaluate possible outcomes/consequences for themselves and others</li> <li>understand that dares are for someone else's amusement or to 'test' someone – they have no need to ever agree to a dare – a positive challenge is usually for their benefit</li> <li>begin to recognise how pressure from others could persuade them to behave carelessly, dangerously or anti-socially</li> <li>begin to have strategies to resist pressure and persuasion.</li> </ul>	

## Key Stage 2 Core Theme 2: Relationships

## Year Six: Grid D

## Topic: Healthy Relationships

**Aim of these sessions:** To recognise what constitutes a positive, healthy relationship and to develop the skills to form and maintain positive healthy relationships

Learning opportunity number 2

Suggested number of sessions: 2

<b>Year Six</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>About how to develop and maintain healthy relationships</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Give examples of positive, healthy relationships in their lives and other people's</li> <li>Explain the expectations and responsibilities of being in a healthy relationship</li> <li>Identify the crucial skills they can use to maintain a positive, healthy relationship</li> <li>Identify what can make relationships unhappy, unhealthy or unsafe</li> <li>Identify the signs of a risky/negative/unhealthy relationship</li> <li>Describe strategies for ending an unhealthy relationship</li> <li>Give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else</li> </ul>
<p><b>Essential skills:</b></p> <p>Making decisions Recognising distorted thinking Resolve conflict Affirming self and others Manage personal safety</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How do people make us feel good about ourselves?</li> <li>How do we make people feel good about themselves?</li> <li>What do we expect from a healthy relationship?</li> <li>When might ending an unhealthy relationship be the best thing to do?</li> <li>How can we end relationships without hurting someone's feelings?</li> <li>Who can help us when we are worried about relationships?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>Use stories where young characters deal with family/friendship tensions and conflict; where characters stand up for themselves and demonstrate ways of maintaining healthy relationships such as sharing feelings, being able to apologise and forgive. Pupils should begin to recognise the role of good relationships with family/friends. They should practice keeping their relationships with friends/family as good as possible and identify what makes a relationship mutually beneficial.</p>	

Key Stage 2 Core Theme 2: Relationships

Year Six: Grid E

Topic: Healthy Relationships

**Aim of these sessions:** To understand that their actions affect themselves and others

Learning opportunity number 7

Suggested number of sessions: 2-3

<p><b>Year Six</b></p>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>About the consequences of our actions on ourselves and others</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Predict the consequences of doing something risky/unsafe</li> <li>Describe feelings when thinking about the impact of their actions on others</li> <li>Explain how someone’s actions might have consequences for themselves, family, friends, wider community</li> <li>Explain the importance of ‘stopping’, ‘taking a step back’ and asking ‘What if...’</li> <li>Explain what an ‘informed choice’ means; what we mean by a ‘trusted source of information’ and how this is reflected in their behaviour towards others</li> <li>Give examples of the wider impact of both positive and risky actions on others</li> <li>Identify what can help them in ‘moments’ when they have to make decisions about what action they will take</li> </ul>
<p><b>Essential skills:</b></p> <p>Affirming self and others          Managing risk and personal safety          Setting challenging goals          Communication of views to others</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What could the consequences be if we do something risky or unsafe?</li> <li>How might this affect people who love us?</li> <li>How might seeing things from someone else’s perspective help?</li> <li>How might someone who is worried about us react?</li> <li>When should we stop and think, before we act?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>Stories where characters behave in a way that has an impact on relationships with family/friends; where parents/carers see risks differently from the young characters.</p> <p>Use of critical/crunch moments.</p>	

## Key Stage 2 Core Theme 2: Relationships

## Year Six: Grid F

## Topic: Healthy Relationships

**Aim of these sessions:** To judge what kind of physical contact is acceptable or unacceptable and how to respond

Learning opportunity number 8

Suggested number of sessions: 1

<b>Year Six</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>About the difference between acceptable/unacceptable physical contact</li> </ul>	<p><b>Learning Outcomes:</b> <b>the learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Discuss the way physical contact is represented on TV, social media, in music, songs, paintings, pictures, etc.</li> <li>Explain how images of physical contact are portrayed to show friendship/love</li> <li>Discuss the use of these images in advertising</li> <li>Explain how personal safety can be compromised by unacceptable or unwanted attention or physical contact</li> <li>Describe or demonstrate strategies to use if someone's behaviour makes us worried or uncomfortable, including assertively saying 'I don't want you to do that', 'No, I'll tell' and if necessary shouting it very loudly</li> <li>Explain in simple terms the concept of consent in relation to physical contact: that the responsibility lies with the person trying to touch someone else to make certain that they are actively consenting; that 'not saying no' isn't the same as saying yes; and that it is never our fault if someone else makes us feel uncomfortable or worried by their behaviour</li> <li>Identify sources of help/advice in school, outside school, locally, nationally by phone and online</li> </ul>
<p><b>Essential skills:</b></p> <p>Making decisions Resilience Recognising distorted thinking Managing risk and personal safety</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Are we influenced by what we see?</li> <li>To which part of us does personal safety apply?</li> <li>What physical contact is acceptable for us in different situations?</li> <li>What skills/strategies do we need to cope with unwanted attention?</li> </ul>
<p><b>Additional Guidance:</b> It is worth reinforcing the 'underwear rule' even if covered in previous years: <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a>. The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS: <u>P</u>rivates are private; <u>A</u>lways remember your body</p>	

belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.

Stories where characters positively demonstrate love for each other and care for one another; where characters have the courage to say 'no' or fail to say 'no' and have to deal with the consequences; where characters deal with different situations and demonstrate skills they didn't now they had.

Pupils should have opportunities to think about whom they trust and what they should do if someone makes them feel unsafe or does not respect their personal/body space. They should practise/rehearse strategies for saying 'no' in different ways. They should know who to turn to for help and what to do if no-one will listen to them.

[PSHE Association Guidance on teaching about consent](#) (use for Teacher guidance/subject knowledge)

Key Stage 2 Core Theme 2: Relationships

Year Six: Grid G

Topic: Healthy Relationships

**Aim of these sessions:** To work collaboratively towards shared goals

Learning opportunity number 11

Suggested number of sessions: 1

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the importance of shared goals and how this can mean reliance on others</li> </ul>	<b>Learning Outcomes:</b> <b>the learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of collaboration in the school and wider community, i.e. school fêtes, school council work, adults who help in school, local festivals and events, community projects</li> <li>Describe shared goals that have been achieved by collaboration (class, community, country)</li> <li>Identify ways in which collaboration could be enhanced in class/school /the community</li> <li>Describe or demonstrate strategies that can be used to ensure collaboration is inclusive</li> </ul>
<b>Essential skills:</b> Setting challenging goals Communication Negotiation Planning and deciding	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How have we contributed towards a shared goal?</li> <li>How did it make us feel before, during and after?</li> <li>How can we ensure that everyone is involved?</li> <li>What would happen if no-one worked towards shared goals?</li> </ul>
<b>Additional Guidance:</b> Stories where characters work towards individual or shared goals; where they support each other or support a wider group. Link with Fair Trade Fortnight, Red Nose Day Activities. Look at examples of collaboration through stories and film clips. Pupils should be given opportunities observe good practice in collaboration and also have the opportunity to practice these skills for themselves. Identify examples where social media has been used for collaboration with positive results.	

## Key Stage 2 Core Theme 2: Relationships

## Year Six: Grid H

## Topic: Healthy Relationships

**Aim of these sessions:** To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

Learning opportunity number 12

Suggested number of sessions: 2 (in Year 5 or Year 6)

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>Better communication and negotiation skills</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Evaluate the different ways to resolve disputes and conflict in class, playground and home</li> <li>Demonstrate language to use to give constructive feedback to others in negotiation/compromise situations</li> <li>Describe how it feels to receive constructive feedback/support</li> <li>Identify the ways in which feedback and support can benefit self and others</li> <li>Demonstrate giving constructive feedback to others</li> </ul>
<b>Essential skills:</b>  Negotiation Active listening Empathy Resolving conflicts Giving constructive feedback to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What strategies do we use for solving disputes in different settings?</li> <li>Why are the strategies different?</li> <li>How can we give feedback or negotiate without making the situation worse?</li> <li>How does it feel when we receive constructive feedback?</li> <li>Has this feedback had any effect?</li> </ul>
<b>Additional Guidance:</b>  Stories where young characters deal with family and friendship tensions and conflict.  Team building activities where pupils can recognise and practice managing the tensions and conflicts which may arise within a group.	



Key Stage 2 Core Theme 2: Relationships

Year Six: Grid I

Topic: Valuing difference

**Aim of these sessions:** To recognise and challenge stereotypes

Learning opportunity number 16

Suggested number of sessions: 1-2

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>How to challenge stereotypes</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe ways in which stereotyping can be challenged by individuals and by the wider community</li> <li>Give examples of ways stereotypes have been challenged</li> <li>Describe how images can be used to either perpetuate stereotypes or challenge stereotypes</li> <li>Explain why some people may wish to promote stereotypes for their own purposes</li> <li>Explain why we should be careful when we hear people say 'us' 'them' 'those types of people' or label groups of people usually using a term that is demeaning or abusive</li> <li>Discuss action they can take so that they are not accepting or reinforcing stereotypes in their own lives</li> </ul>
<b>Essential skills:</b>  Affirming self and others Formulating questions Recognising distorted thinking	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we challenge stereotypes, at school or at home?</li> <li>How do the media, advertisements and popular culture reinforce stereotypes?</li> <li>Why might some people wish to promote stereotypes?</li> <li>How might stereotypical attitudes impact on our relationships?</li> </ul>
<b>Additional Guidance:</b>  Stories where characters challenge stereotypical attitudes towards race, gender, aspirations and ambitions. This learning opportunity can be enhanced using lesson plans written by the PSHE Association on challenging gender stereotypes and raising aspirations: <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/raising-aspirations-inspiring-futures">https://www.pshe-association.org.uk/curriculum-and-resources/resources/raising-aspirations-inspiring-futures</a> Link with careers guidance Identification of stereotypical attitudes in friendships can lead to an understanding of the impact of stereotypical attitudes on pupil's relationships. Pupils could make 'contracts' with themselves to work against stereotypical attitudes.	

## Key Stage 2 Core Theme 2: Relationships

## Year Six: Grid J

## Topic: Valuing Difference

**Aim of these sessions:** To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage

Learning opportunity number 4

Suggested number of sessions: 1

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About different types of relationships including marriage between two people of the same or opposite sex, civil partnerships</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe different kinds of stable, loving relationships</li> <li>Explain what makes these kinds of relationships special and unique</li> <li>Identify the qualities that enable relationships to flourish</li> <li>Discuss the responsibilities of being in a loving relationship and afterwards should it end.</li> <li>Identify sources of support with relationships and related concerns, in school, locally, by phone and online and explain how to access that support</li> </ul>
<b>Essential skills:</b>  Empathy Affirming self and others Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do people in different relationships show their love for each other?</li> <li>How can we continue to show our respect for one another, even when a relationship has ended? (see Additional Guidance)</li> </ul>
<b>Additional Guidance:</b> Stories where young characters deal with changes in their own relationships or deal with new relationships within their network between themselves or between others; where characters deal with family break-up or adolescent love, separation and loss.  <i>How can we continue to show our respect for one another, even when a relationship has ended?</i> It is important that pupils have a sense of respecting relationships, even once they are over. Being respectful of the relationship and of having 'closure' may stop someone being tempted to share, or actually sharing images or stories from past relationships.  Use related news/current affairs articles for discussion; stories which challenge stereotypical attitudes to race, gender, sexuality  Ad Council film: <i>Love Has No Labels</i> <a href="https://www.youtube.com/watch?v=PnDgZuGIhHs">https://www.youtube.com/watch?v=PnDgZuGIhHs</a>	

## Key Stage 2 Core Theme 2: Relationships

## Year Six: Grid K

## Topic: Valuing Difference

**Aim of these sessions:** That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment **(5)** and to be aware that marriage is a commitment freely entered into by both people that no one should enter into a marriage if they don't absolutely want to do so **(6)**

Learning opportunity number 5 and 6

Suggested number of sessions:

2

<b>Year Six</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• That they have the right to choose the person that they marry</li> <li>• That marriage, arranged marriage and civil partnership is between two people who <i>willingly</i> agree</li> <li>• That forced marriage is against the law Who can help if they or someone they know is under threat of forced marriage</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify that there are national and international laws to protect their right to be safe and to decide for themselves the life they want to live.</li> <li>• Explain the concept of marriage as a legally binding commitment freely entered into by two people who love one another and want to spend their lives together.</li> <li>• Explain that they have the right to choose the person they may marry and with whom they may have children - even if their family has already 'promised them' to someone (has agreed with someone - or their family - that they will marry them).</li> <li>• Define arranged marriage and forced marriage</li> <li>• Describe the difference between an arranged marriage and forced marriage</li> <li>• Identify that no one has the right to tell them who they must marry or force them to marry someone they do not want to. This includes their parents and their family.</li> <li>• Identify that forced marriage is illegal and that they and anyone else involved would be committing a very serious crime if they forced someone to marry against their will.</li> <li>• Know that this can be stopped – there are people who are in this country and abroad who will protect them.</li> </ul>
<p><b>Essential skills:</b></p> <p>Self-reflection and self-management</p> <p>Making decisions &amp; choices</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why must we be responsible for helping someone who is forced to marry?</li> <li>• How do we help ourselves or someone else?</li> <li>• Why are the people who love and care for us or someone else doing this?</li> <li>• What might happen if we tell someone?</li> </ul>

<p>Peer approval</p> <p>Recognising distorted thinking</p> <p>Resilience</p> <p>Empathy</p> <p>Managing pressure and stress</p> <p>Negotiation</p> <p>Affirming self and others</p> <p>Managing risk and personal safety</p>	<ul style="list-style-type: none"> <li>• What might happen if we don't tell someone?</li> <li>• Why might someone who cares for us, do something that could harm us or is against our human rights?</li> <li>• Should we <i>always</i> agree to what our family or community wants us or expects us to do?</li> <li>• When <i>should</i> we follow the wishes of our parent's family or community?</li> <li>• When do we have the right to make up our own minds even if this goes against the wishes of our family?</li> <li>• Does exercising our right mean we no longer respect our parents, family or community?</li> <li>• How might someone feel who wants to do something (or refuse to do something) their family or community expects them to do (or not do)?</li> <li>• How might their families react – what might they say or do?</li> <li>• What responsibilities do we have if we recognise someone is worried about being put under pressure by their families – what could we say and do – who could we tell – why might we need to do this quickly</li> </ul>
<p><b>Additional Guidance:</b></p> <p>Learning opportunities 5 and 6 have been amalgamated. These sessions should be taught with due regard to the needs of the pupils.</p> <p>Although pupils of primary age may be at lower risk of forced marriage, they may be aware of older siblings who are at immediate risk. Some primary age pupils may have been 'promised' to other families for marriage – a child who refuses can bring embarrassment and shame to their family.</p> <p>Learning opportunities on forced marriage have been put in year 6 although schools will want to adjust the prominence they give this issue depending on the vulnerability of their pupils.</p> <p><sup>1</sup><i>Arranged</i> marriage is where both people willingly agree, want to marry each other and either person is free to refuse to marry; <i>forced</i> marriage is where one person or both people do not want to marry and cannot refuse</p> <p><sup>2</sup> Threats may include being told something bad will happen to them, someone they love or their family. Someone who is being forced to marry may confide in someone else and ask them not to tell anyone. Regardless of what they say, if the pupils are aware of someone being forced against their will to marry, they need to tell their teacher about their concerns and do so quickly. The pupils need to be aware that even if the person who is being forced to marry has left the country, that it is not too late, they must still tell their teacher.</p> <p>For schools serving 'at risk pupils', consider publicising local organisations and help lines.</p> <p>Links with learning opportunities 3,4,5,6 in Core Theme 3 for year 6.</p>	

## Key Stage 2 Core Theme 2: Relationships

## Year Six: Grid L

## Topic: Valuing Difference

**Aim of these sessions:** To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view

Learning opportunity number 10

Suggested number of sessions: 1

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About managing and maintaining relationships and improving communication and negotiation</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe feelings we experience when we feel cared about and listened to</li> <li>Demonstrate strategies that can be used to raise concerns in a positive and non-threatening manner</li> <li>Explain why we have a responsibility to care about and protect other people's feelings in order for a relationship to be healthy and positive</li> <li>Describe or demonstrate different ways of constructively challenging other people's points of view</li> <li>Give reasons for how this skill can help to develop mutual respect in a relationship</li> </ul>
<b>Essential skills:</b>  Active listening Giving constructive feedback Recognising distorted thinking Empathy Communication of ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do people show us that they care for or love us?</li> <li>What body language and tone of voice should we use when wanting our concerns and opinions listened to without causing conflict?</li> <li>How can we disagree with someone without falling out?</li> <li>What helps us to cope when someone disagrees with us?</li> </ul>
<b>Additional Guidance:</b> Stories where characters are unafraid to stand up for themselves or for others and their beliefs  Role play, storybooks, class or school debates, link with local or national elections, selection of players for teams.  Ensure regular opportunities for pupils to practice these skills.	

## Key Stage 2 Core Theme 2: Relationships

## Year Six: Grid M

## Topic: Valuing Difference

**Aim of these sessions:** To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)

Learning opportunity number 13

Suggested number of sessions: 1

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About differences and similarities between people</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe common traits that all people share</li> <li>Identify a wide range of ways in which people can be different, including religious belief, ethnicity, cultural values, sexual orientation, sex, age, disability</li> <li>Identify the key elements of their own ‘personal identity’: what makes them who they are</li> <li>Explain what is important to them, what shapes their beliefs and feelings</li> <li>Explain or demonstrate ways we can value others who are different from us</li> </ul>
<b>Essential skills:</b>  Empathy Communication Analysing and evaluating Independent thinking	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What common traits does our school community share?</li> <li>What about the wider community?</li> <li>What influences the different lifestyles within our communities?</li> <li>Is it different growing up in other communities?</li> <li>What influences our identity, beliefs, feelings and emotions?</li> <li>How can we show that we value and respect different lifestyles?</li> </ul>
<b>Additional Guidance:</b> Stories which value difference such as: <i>Great Big Book of Families</i> by Mary Hoffman, <i>I’m Special, I’m Me</i> by Ann Meek, <i>The Boy in the Dress</i> David Walliams Equality Act 2010 – Protected Characteristics Work on valuing difference needs to take place across the school and not just in specific lessons, for it to be effective. Focus on widening the pupils understanding of what is involved in learning to respect and value themselves and other people, along with respecting different healthy lifestyles.	

## Key Stage 2 Core Theme 2: Relationships

## Year Six: Grid N

## Topic: Valuing Difference

**Aim of these sessions:** To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, towards all protected characteristic groups (including gay, lesbian, bisexual and transgender people and those suffering from poor mental health), and how to respond to them and ask for help)

Learning opportunity number 14

Suggested number of sessions: 3

<b>Year Six</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About discrimination and how we can respond to it</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what we mean by 'inclusion'</li> <li>Discuss behaviours that are inclusive and how we all benefit from this</li> <li>Describe how the school community tries to ensure everyone is included and nobody is excluded or discriminated against (including rules to ensure equality, preventing the use of prejudice-based language, learning about bullying, assemblies, accessible buildings etc.)</li> <li>Describe ways they can help the school community to be inclusive and avoid discrimination</li> <li>Share ideas for positive steps that can be taken to support people who have suffered discrimination, bullying or aggressive behaviours</li> <li>Identify sources of support and how to access it in school, locally, by phone or online</li> </ul>
<b>Essential skills:</b>  Affirming self and others Making decisions Resilience Recognising distorted thinking	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What is prejudice? discrimination? bullying? aggressive behaviour?</li> <li>How does a school or community benefit from being inclusive?</li> <li>How does our school make sure everyone is included and nobody is discriminated against?</li> <li>What are our individual responsibilities in this?</li> <li>How can we support people or groups of people who have suffered from these types of behaviour?</li> <li>How can the words that we use show that we are inclusive?</li> </ul>
<b>Additional Guidance:</b> Stories where characters improve someone's life; where characters stand up for their beliefs, such as The Boy in the Dress or Mr Stink by David Walliams Links with Anti-Bullying Week Work on the nature and consequences of discrimination, bullying and aggressive behaviour needs to take place across the school and not just in specific lessons, for it to be effective. The learning in this session should be referred to whenever and wherever necessary	

## Core theme 3: Living in the Wider World

(Topic areas: Rights and responsibilities; Taking care of the environment; Money matters)

### Year One

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.



Key Stage 1 Core Theme 3: Living in the Wider World

Year One: Grid A

Topic: Rights and Responsibilities

**Aim of these sessions:** To learn how to contribute to the life of the classroom

Learning opportunity number 1

Suggested number of sessions: 1

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How to contribute to the life of the classroom</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain who or what they may be responsible for in the classroom and why this is important</li> <li>Describe or demonstrate different ways of taking responsibility for themselves</li> <li>Identify the qualities that pupils need to have to make a difference to their classroom</li> </ul>
<b>Essential skills:</b> Active listening Team working collaboration & co-operation Giving constructive feedback to others Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What jobs/responsibilities does our teacher have in the classroom?</li> <li>How can we help our teacher?</li> <li>What are our jobs/responsibilities in the classroom?</li> <li>How can we help each other?</li> <li>Does our behaviour help people in the classroom?</li> </ul>
<b>Additional Guidance:</b> Stories where characters have some responsibility, either in a role/task or with their behaviour; stories where characters carry out their responsibility and where they neglect their responsibility and have to deal with the consequences. This session would link well with compiling class rules, giving monitor jobs to pupils and establishing classroom routines. It can develop pupils' contribution to the classroom further by focussing on how they can contribute to a positive classroom ethos. This session can be combined with the session for learning opportunity 2.	

Key Stage 1 Core Theme 3: Living in the Wider World

Year One: Grid B

Topic: Rights and Responsibilities

**Aim of these sessions:** To help construct, and agree to follow, group and class rules and to understand how these rules help them

Learning opportunity number 2

Suggested number of sessions: 1

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about group and class rules</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what 'rules' mean and how they help all of us</li> <li>Give examples of rules that they have at home and in school and why they are important</li> <li>Give suggestions for what could be included in class rules and explain why they are important</li> </ul>
<b>Essential skills:</b> Active listening Team working collaboration & co-operation Giving constructive feedback to others Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What are rules and why do we have them?</li> <li>What rules do we have in school?</li> <li>Are these 'good' rules?</li> <li>Do these rules change in different areas of the school?</li> </ul>
<b>Additional Guidance:</b> Stories where characters follow or do not follow the rules and have to deal with the consequences. This session could be taught during transition times, or used as an opportunity to review class charter to include sharing, turn taking and manners. It can be combined with the previous session, learning opportunity 1.	

Key Stage 1 Core Theme 3: Living in the Wider World

Year One: Grid C

Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)

Learning opportunity number 3

Suggested number of sessions: 1

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about the needs of people and other living things</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify the needs that others may have (on their table group/in their class)</li> <li>Identify some of the needs of other living things – pets, animals, adults at home and in school</li> <li>Explain what we mean by responsibility to others</li> <li>Give examples of how they can support the needs of others (taking turns, sharing belongings, working co-operatively)</li> </ul>
<b>Essential skills:</b> Active listening Empathy Self-reflection	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What needs do we all share?</li> <li>Who is responsible for meeting our needs?</li> <li>Does everyone in our class/on our table have the same needs?</li> <li>Would rules help us to be responsible for other people's needs?</li> <li>Do we help with anyone's needs at home?</li> </ul>
<b>Additional Guidance:</b> Stories where young characters look after others/pets/animals; stories where characters help out around the home or community. Physical and emotional needs could be explored through the context of pets, i.e. pets need food, water and shelter, but they also need to be played with. Pupils should have the opportunity to practice these skills and learning opportunities in the class role-play area, e.g. setting up a veterinary surgery or a home.	

Key Stage 1 Core Theme 3: Living in the Wider World

Year One: Grid D

Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to learn that they belong to various groups and communities such as family and school

Learning opportunity number 4

Suggested number of sessions: 1

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About groups and communities that they belong to</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify their special people</li> <li>Describe ways that special people can be from different groups (family, carers, place of worship etc.)</li> <li>Discuss the other different groups they belong to and the different roles they have in them (friends, class, year group, faith)</li> </ul>
<b>Essential skills:</b> Active listening Self-reflection Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are our special people?</li> <li>What do our special people do to make us feel special?</li> <li>Are our special people always part of our family?</li> <li>What groups do we belong to (friendship groups, place of worship etc.)</li> </ul>
<b>Additional Guidance:</b> Stories about families such as <i>The Great Big Book of Families</i> by Mary Hoffman. Pupil can bring in resources/evidence of their special people or of the groups/communities that they belong to. Whole school approach – assemblies/displays: family/group/community trees.	

Key Stage 1 Core Theme 3: Living in the Wider World **Year One: Grid E**

Topic: Taking Care of the Environment

**Aim of these sessions:** To learn what improves and harms pupils' local, natural and built environments and about some of the ways people look after them

Learning opportunity number 5

Suggested number of sessions: 1

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about what improves and harms their local, natural and built environments</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify and describe their local, natural and built environments</li> <li>Identify what is in these environments – living things and inanimate things</li> <li>Describe what they particularly like/enjoy about their different environments</li> <li>Suggest some ways of how to care for these environments</li> </ul>
<b>Essential skills:</b> Team working Planning and deciding Communication of ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do we like/dislike about our classroom and school environment?</li> <li>What could be done to improve our class and school environment?</li> <li>What can we do to improve our class and school environment?</li> </ul>
<b>Additional Guidance:</b> Teacher to use the context, such as school environment Liaise with school eco-council. Present class ideas to them/at parent's assembly. Use: local council resources, community gardening projects such as <i>Neighbourhoods Green</i> , or the school's natural environment.	

Key Stage 1 Core Theme 3: Living in the Wider World

Year One: Grid F

Topic: Money Matters

**Aim of these sessions:** To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving

Learning opportunity number 6

Suggested number of sessions: 1

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about where money comes from and what it is used for</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain how money is obtained (see additional guidance)</li> <li>Recognise what money looks like</li> <li>Give some examples of some of the ways that money can be used</li> </ul>
<b>Essential skills:</b> Analysing and applying data Drawing conclusions Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Have we ever received money and where did it come from?</li> <li>What did we do with our money?</li> <li>Where do other people get money from? What can money be used for?</li> </ul>
<b>Additional Guidance:</b> Young Enterprise, pfeg or My Money Week resources – available online. Introduce the concept that money is given in exchange for something such as work, help, goods (it may help the pupils to think of this as a bit like a ‘swap’), or can be given freely, such as in gifts or charity. Be sensitive to pupils who have parents/carers who may not be in employment. Reinforce the concept that although money is a help to us and others, it is only one of many ways that we can show people that we care about them (buying things for them). role-play area or home corner could be set up as a bank or a shop.	

Key Stage 1 Core Theme 3: Living in the Wider World

Year One: Grid G

Topic: Money Matters

**Aim of these sessions:** For pupils to learn about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

Learning opportunity number 7

Suggested number of sessions: as required

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about the role of money in their lives</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what money may be used for at home and in school</li> <li>Identify the different sources that they have received money from</li> <li>Give example of how they or family members have used money to do things or obtain things</li> </ul>
<b>Essential skills:</b> Formulating questions Drawing conclusions Communicating ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Where can we safely keep our money when we are at home/out and about?</li> <li>Why do people save money?</li> <li>What makes us want to spend our money?</li> </ul>
<b>Additional Guidance:</b> This plan can be combined with the learning objectives from the previous plan. Young Enterprise, pfege or My Money Week Resources – available online. role-play area/home corner could be set up as a bank or a shop. Pupils could visit the school office to explore how money is used in the school, i.e. dinner money, buying resources etc.	

## Core theme 3: Living in the Wider World

(Topic areas: Rights and responsibilities; Taking care of the environment; Money matters)

### Year Two

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.



Key Stage 1 Core Theme 3: Living in the Wider World

Year Two: Grid A

Topic: Rights and Responsibilities

**Aim of these sessions:** To learn how to contribute to the life of the classroom

Learning opportunity number 1

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about the skills necessary to contribute to the life of the classroom</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain why it is important to contribute to the life of the classroom</li> <li>Identify the different contributions that pupils make in their classroom and how this helps the classroom to run smoothly</li> <li>Describe the effect that this has on pupils and the adults/teacher in the classroom</li> <li>Give reasons for why it is a shared responsibility to contribute to classroom life</li> </ul>
<b>Essential skills:</b> Active listening Team working collaboration & co-operation Giving constructive feedback to others Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we contribute in the classroom?</li> <li>Do our actions always have a positive effect?</li> <li>What can we do to help our class room be a happy place?</li> </ul>
<b>Additional Guidance:</b> Stories where characters have some responsibility, either in a role/task or with their behaviour; stories where characters carry out their responsibility and where they neglect their responsibility and have to deal with the consequences. This session would link well with compiling class rules, giving monitor jobs to pupils and establishing classroom routines. It can develop pupil's contribution to the classroom further by focussing on how they can contribute to a positive classroom ethos. This session can be combined with the session for learning opportunity 2.	

Key Stage 1 Core Theme 3: Living in the Wider World

Year Two: Grid B

Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to help construct, and agree to follow, group and class rules and to understand how these rules help them

Learning opportunity number 2

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>• how group and class rules help us</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Describe how rules have been constructed and agreed in their class</li> <li>• Give reasons for the rules that have been agreed</li> <li>• Identify what can happen if class/group rules aren't followed</li> <li>• Explain how class/group rules help them to learn and make the classroom a safe place</li> </ul>
<b>Essential skills:</b> Active listening Team working collaboration & co-operation Giving constructive feedback to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Why is it important that they make up their own rules?</li> <li>• What could happen if the rules are not followed?</li> <li>• Why do we need rules in the classroom and in school?</li> </ul>
<b>Additional Guidance:</b> Stories where characters follow or do not follow the rules and have to deal with the consequences. This session could be taught during transition times, or used as an opportunity to review class charter. It can be combined with the previous session, learning opportunity 1. Teachers should think of class rules as being a 'living part of the class', to be revisited, edited and adapted as the year goes on and behaviour and needs of the pupils change.	

Key Stage 1 Core Theme 3: Living in the Wider World

Year Two: Grid C

Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)

Learning opportunity number 3

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about the responsibilities they have for others</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain the different responsibilities they have to support the needs of other people in school/home</li> <li>Describe or demonstrate the different ways that they can demonstrate their responsibilities (working co-operatively, asking for permission to borrow things)</li> <li>Describe how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others) and the importance of saying thank you.</li> <li>Describe how it feels when your needs/others needs have not been met and what this can lead to</li> <li>Explain some positive actions that can be taken to redress unmet needs</li> </ul>
<b>Essential skills:</b> Active listening Empathy Self-reflection	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do we do at home to help or support our grown-ups or others who live with us?</li> <li>What do we do at school that shows that we can be responsible and meet the needs of our class mates?</li> <li>How do we feel when others are not meeting our needs?</li> </ul>
<b>Additional Guidance:</b> Stories where young characters look after others/pets/animals; stories where characters help out around the home or community. Pupils should have the opportunity to practice these skills and learning opportunities in the class role-play area, set up as a veterinary surgery, a home or similar. Recognise examples of where pupils demonstrate their learning, in whole school or class rewards/celebrations.	

Key Stage 1 Core Theme 3: Living in the Wider World

Year Two: Grid D

Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to learn that they belong to various groups and communities such as family and school

Learning opportunity number 4

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About groups and communities that they belong to</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain the importance of working together/co-operation</li> <li>Describe how it feels to be a member of a group</li> <li>Describe the different rights and responsibilities they have in the groups they belong to</li> <li>Identify the reasons why some children might feel excluded and the actions that can be taken to avoid this happening</li> <li>Describe how it feels to not want to do something the rest of the group does and what you can say or do?</li> <li>Describe or demonstrate how you should behave towards someone who doesn't want to do something the rest of the group does.</li> </ul>
<b>Essential skills:</b> Active listening Self-reflection Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Why do we need to cooperate when we work in a group?</li> <li>What could we do if someone disagrees with us, or if we disagree with them?</li> <li>How can we make sure that everyone feels included?</li> </ul>
<b>Additional Guidance:</b> Stories about families such as <i>The Great Big Book of Families</i> by Mary Hoffman. The teacher should choose the context, for example family (taking care that no 'ideal' model of family is used), groups at school or groups outside of school. Pupils can bring in resources/evidence of their families, groups or of the communities that they belong to. Whole school approach – assemblies/displays.	

Key Stage 1 Core Theme 3: Living in the Wider World

Year Two: Grid E

Topic: Taking Care of the Environment

**Aim of these sessions:** For pupils to learn what improves and harms their local, natural and built environments and about some of the ways people look after them

Learning opportunity number 5

Suggested number of sessions: 1-2

<b>Year Two</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about what improves and harms their local, natural and built environments</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify the different aspects that make up each of these environments</li> <li>Give examples of some of the problems that occur in these environments (litter, anti-social behaviour, neglect, etc.)</li> <li>Give examples of different ways to improve their local, natural and built environments (signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas)</li> <li>Explain the shared responsibility we have to take care of our environments for others</li> <li>Suggest some steps they could take as an individual and as a class to improve their local community</li> </ul>
<b>Essential skills:</b> Team working Planning and deciding Communicating ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do we like about where we live or go to school?</li> <li>What makes these places not so good?</li> <li>What could we do to improve our local environment?</li> <li>Will this make a difference? Who for?</li> </ul>
<b>Additional Guidance:</b> Teacher to use the context, such as school environment or local environment if appropriate. Liaise with school eco-council. Invite Greenpeace, WWF, Woodland Trust, etc. to talk to pupils. Involve parents and local community groups/eco businesses. Use: local council resources, community gardening projects such as <i>Neighbourhoods Green</i> , or the school's natural environment.	

Key Stage 1 Core Theme 3: Living in the Wider World

Year Two: Grid F

Topic: Money Matters

**Aim of these sessions:** To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving

Learning opportunity number 6

Suggested number of sessions: 1

<b>Year Two</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about what money can be used for</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe how money is used to buy things that we need and things that we want?</li> <li>Understand that not everyone has money through work and that some people receive money from the government to help them (people who are ill, don't have a job, have a disability, old-age pension, etc.)</li> <li>Describe how money can affect how we feel</li> <li>Give examples of what it means to spend money and save money</li> </ul>
<b>Essential skills:</b> Analysing and applying data Drawing conclusions Empathy Making choices	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we get money?</li> <li>How do other people get money?</li> <li>What is the difference between something that we need and something that we want?</li> <li>How can having or not having money make us feel?</li> </ul>
<b>Additional Guidance:</b> Young Enterprise, pfeg or My Money Week resources – available online. Be sensitive to pupils who have parents/carers who may not be in employment. Reinforce the concept that although money is a help to us and others, it is not the only way that we can show people that we care about them (buying things for them). Role-play area or home corner could be set up as a bank or a shop.	

Key Stage 1 Core Theme 3: Living in the Wider World

Year Two: Grid G

Topic: Money Matters

**Aim of these sessions:** For pupils to learn about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

Learning opportunity number 7

Suggested number of sessions: as required

<b>Year Two</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about the role of money in their lives</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain where money can be stored to keep it safe</li> <li>Describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online)</li> <li>Give examples of some of the choices they or family members have about spending money and what influences these choices</li> <li>Give some examples of how governments may use money</li> </ul>
<b>Essential skills:</b> Formulating questions Drawing conclusions Communicating ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What can we do to keep our money safe?</li> <li>Why do some people save money?</li> <li>Who decides what we can spend our money on?</li> </ul>
<b>Additional Guidance:</b> This plan can be combined with the learning objectives from the previous plan. Young Enterprise, pfeg or My Money Week Resources – available online. role-play area/Home Corner could be set up as a bank or a shop.	

## Core theme 3: Living in the Wider World

(Topic areas: Rights and responsibilities; Taking care of the environment; Money matters)

### Year Three

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.



## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Three: Grid A

## Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people

## Learning opportunity number 1

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How to discuss and debate issues concerning health and wellbeing</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of topical issues concerning health and wellbeing</li> <li>Take part in discussions and debates on health and wellbeing issues that affect themselves and others (healthy eating, sleep, being active, etc.)</li> <li>Predict a range of possible consequences that might happen of inappropriate behaviour by self and others</li> <li>Give their opinions and views about how to take care of own and others' health and wellbeing</li> </ul>
<b>Essential skills:</b> Making decisions Setting challenging goals Analysing and evaluating situations Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What choices do we make about our everyday health and wellbeing?</li> <li>Do we always make the right choices?</li> <li>Will our choices have physical consequences – will someone get hurt?</li> <li>Will someone be held responsible for our actions – will someone get told off?</li> </ul>
<b>Additional Guidance:</b> Could be linked with learning opportunity 3 in Rights and Responsibilities. These learning opportunities could form part of a 'Healthy Living' whole school focus week. Liaise with local council/Health Improvement regarding Healthy Schools programme. Use local or national current affairs on health and wellbeing issues as a context for session delivery. Can be taught in this topic or in Taking Care of the Environment.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Three: Grid B

## Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules

Learning opportunity number 2

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the ways in which rules and laws keep us safe</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give reasons for why rules and laws are made, why they are important and examples of how they are enforced</li> <li>Identify class/school rules that protect their social, emotional and physical safety</li> <li>Give reasons and practical examples for why different rules are needed in different situations</li> </ul>
<b>Essential skills:</b> Making decisions and choices Team working Negotiation – thinking ‘win-win’	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What are the rules?</li> <li>What could happen if we don’t follow the rules?</li> <li>Why do the rules change in different situations?</li> </ul>
<b>Additional Guidance:</b> Teacher to choose rules and laws that have a context for the pupils, such as rules and laws relating to school life. Links with learning opportunity 3, 4 and 5 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. See note on teaching about FGM and forced marriage on page 16. These objectives would work well during school/house/eco council elections.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Three: Grid C

## Topic: Rights and Responsibilities

**Aim of these sessions:** To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

Learning opportunity number 3

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>That everyone has human rights</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain why rules and laws that protect themselves and others are important</li> <li>Identify that the United Nations is made up of virtually all the countries in the world</li> <li>Identify some human rights that are important to them</li> </ul>
<b>Essential skills:</b> Self-reflection Making decisions and choices Empathy Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Why do we have human rights?</li> <li>Why are they the same for everyone?</li> <li>Why do children have special human rights?</li> </ul>
<b>Additional Guidance:</b> A child friendly version of the Declaration of the Rights of the Child can be found at: <a href="http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf">http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</a> Links with learning opportunity 2, 4 and 5 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. See note on teaching about FGM and forced marriage on page 16.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid D

Topic: Rights and Responsibilities

**Aim of these sessions:** That universal human rights are there to protect everyone and have primacy both over national law and family and community practices

Learning opportunity number: 4

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>That human rights take precedence over other national laws, family and community practices</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain why rules and laws that protect themselves and others are important</li> <li>Explain that human rights take precedence over other laws and practices</li> <li>Identify that sometimes people do not recognise the human rights of others</li> <li>Identify who can help and support them with their human rights in and out of school</li> </ul>
<b>Essential skills:</b> Self-reflection Making decisions and choices Empathy Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Why do we have human rights?</li> <li>How can we ensure that our human rights are respected</li> <li>Who/what can help us when we need it, or when we think others need it?</li> <li>How can we seek this help?</li> </ul>
<b>Additional Guidance:</b> A child friendly version of the Declaration of the Rights of the Child can be found at: <a href="http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf">http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</a> . Further information on Human Rights can be found at: <a href="http://www.humanrightseducation.info/">http://www.humanrightseducation.info/</a> . Can be taught in either year 3 or year 4. Can be amalgamated with learning opportunity 3 in Rights and Responsibilities. Links with learning opportunity 2, 3 and 5 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. See note on teaching about FGM and forced marriage on page 16. Curriculum link with RE and Geography.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid E

Topic: Rights and Responsibilities

**Aim of these sessions:** To know that there are some cultural practices which are against British law and universal human rights,<sup>1</sup>

Learning opportunity number: 5

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>that different cultures can have different practices and traditions</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain that different cultures may have different practices</li> <li>Identify that the practices may be against the law and against human rights and that these always overrule those practices.</li> <li>Explain why no one should make us feel confused, anxious, frightened or scared</li> <li>Explain why we should always talk to our teacher especially if someone has told us we must not or that something bad or scary will happen if we do.</li> </ul>
<b>Essential skills:</b> Self-reflection Making decisions and choices Empathy Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>When should we tell someone about activities/practices that make us feel uncomfortable/unsafe?</li> <li>What should we do if we feel worried by something that we are told or that we see?</li> <li>Where and whom can we seek help from?</li> </ul>
<b>Additional Guidance:</b> See note on teaching about FGM and forced marriage on page 16. Links with learning opportunity 2, 3 and 4 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. <sup>1</sup> Includes: female genital mutilation (FGM), honour based violence, forced marriage, domestic violence. A child friendly version of the Declaration of the Rights of the Child can be found at: <a href="http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf">http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</a> . Further information on Human Rights can be found at: <a href="http://www.humanrightseducation.info">http://www.humanrightseducation.info</a> . Can be taught in either year 3 or year 4. Can be amalgamated with learning opportunity 4 in Rights and Responsibilities.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid F

Topic: Rights and Responsibilities

**Aim of these sessions:** To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities

Learning opportunity number 6

Suggested number of sessions: 2-3

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the consequences of anti-social behaviours</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what is meant by anti-social and aggressive behaviours (see additional guidance<sup>1</sup>)</li> <li>Give examples of what these different behaviours might be</li> <li>Describe how they can respond if they experience or witness anti-social behaviours</li> <li>Identify situations where they need to take responsibility for their behaviour and actions</li> <li>Identify situations where they have a responsibility to protect others' feelings and safety, and how they should act (see additional guidance<sup>2</sup>)</li> <li>Explain the potential consequences of anti-social behaviour for self and others</li> <li>Identify how they can respond to, or challenge, anti-social/aggressive behaviours</li> <li>Give examples of who they can go to for support/help if they feel worried/unsafe or if they think someone else is feeling worried or unsafe</li> </ul>
<b>Essential skills:</b> Resilience Resolving conflicts Managing risk and personal safety Self-reflection	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What behaviours could be called anti-social or aggressive?</li> <li>What does it mean to be a witness to this type of behaviour?</li> <li>When could a witness make a situation better, or worse?</li> <li>What could we do if we think this type of behaviour is happening?</li> </ul>
<b>Additional Guidance:</b> Stories where critical moments can be found and alternative endings developed; stories where characters have the courage to say 'No' or if they fail to say 'No' have to deal with the consequence; stories where characters have the courage to be themselves. The teacher may choose to set this learning within a context of anti-social/aggressive behaviour such as bullying. <sup>1</sup> Anti-social behaviours may include: teasing, name calling, spiteful unkind or cruel behaviour including 'leaving people out'. <sup>2</sup> Often, the fastest way to stop bullying is for the class to make it clear to the person bullying that the rest of the class do not approve and want it to stop – basically isolate the 'bully' Use role-play, scenarios, book extracts, film clips and rewind and fast-forward techniques to examine why someone might behave in this way, and to examine the consequences of this behaviour.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid G

Topic: Rights and Responsibilities

**Aim of these sessions:** That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

Learning opportunity number 7

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About different kinds of responsibilities and rights</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe the difference between a right and a responsibility</li> <li>Explain what these are in the context of home and school</li> <li>Identify rights/duties/responsibilities that different members of the school community have (pupils, staff, parents)</li> <li>Identify the rights/duties/responsibilities we have in terms of taking care of our environment</li> <li>Give suggestions for how we can make a difference to our environment</li> </ul>
<b>Essential skills:</b> Analysing and evaluating situations Negotiation Planning and deciding	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How, at home or school, are we increasingly responsible for ourselves?</li> <li>How do we feel about our responsibilities?</li> <li>What could happen if we don't carry out our responsibilities?</li> </ul>
<b>Additional Guidance:</b> Stories where characters make a difference to others by carrying out their responsibilities/duties, and the effects of when they don't fulfil their responsibilities/duties. Invite some of the school staff to talk to the pupils about their rights/responsibilities/duties in the context of the school. Can be taught in this topic or in Taking Care of the Environment.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid H

Topic: Rights and Responsibilities

**Aim of these sessions:** To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Learning opportunity number 8

Suggested number of sessions: 1-2

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About resolving differences</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify situations where they think &amp; feel the same as their friends</li> <li>Identify situations where they think or feel differently from their friends</li> <li>Explain how disagreeing with your friends doesn't mean you don't like them or care for them.</li> <li>Describe alternatives they could take to resolve a difference – what skills would they need?</li> <li>Explain the importance of seeing and respecting others' points of view and how we show we are doing this</li> <li>Identify essential attributes that are needed to respect other' points of view</li> <li>Explain that sometimes you may not be able to reach an agreement – it is okay to disagree.</li> </ul>
<b>Essential skills:</b> Making decisions and choices Negotiation – thinking 'win- win' Planning and deciding	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we feel about people who are like us?</li> <li>How do we feel about people who are different to us?</li> <li>Do other people have the same or different feelings to us?</li> <li>How does it feel when someone disagrees with us?</li> </ul>
<b>Additional Guidance:</b> Stories where characters resolve conflict, see things from another point of view and respect others' opinions. Use role-play, scenarios, film and TV clips. Whole school theme – assemblies, displays, rewards.	



Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid I

Topic: Rights and Responsibilities

**Aim of these sessions:** To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

Learning opportunity number 11

Suggested number of sessions: 1-2

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the range of national, regional, religious and ethnic identities in the UK</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain that people living in the UK come from different origins</li> <li>Identify the different groups that they, pupils and adults in the school, friends and family members belong to</li> <li>Identify some of the different customs, foods, dress, language of people from different ethnic groups – what do they like about them?</li> <li>Describe events in school where they have celebrated the different identities and cultures in the UK, i.e. Black History Month, Diwali, Eid, Jewish New Year, Easter etc.</li> </ul>
<b>Essential skills:</b> Communication of ideas and views to others Using and applying data Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How can we tell that there are many kinds of people in our community?</li> <li>What customs do we share?</li> <li>What customs are different?</li> <li>How can we show that we value different kinds of people?</li> </ul>
<b>Additional Guidance:</b> Stories from other cultures. Cross-curricular links with RE. Links with learning opportunity 12, topic area: Taking Care of the Environment. Invite parents or members of faith/ethnic groups to talk to the pupils about their traditions and customs.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid J

Topic: Rights and Responsibilities

**Aim of these sessions:** To explore and critique how the media present information

Learning opportunity number 17

Suggested number of sessions: 1

<b>Year Three</b>	
<p><b>Objectives:</b>  <b>To learn:</b></p> <ul style="list-style-type: none"> <li>About how the media present information</li> </ul>	<p><b>Learning Outcomes:</b>  <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify some influences on our choices and decisions about lifestyle (food, clothes, games, etc.)</li> <li>Give examples of the different ways in which we receive information</li> <li>Explain how the media presents things and how this affects our choices</li> <li>Explain why we need to be cautious about things we read or hear in the media</li> <li>Identify the questions we should ask ourselves</li> </ul>
<p><b>Essential skills:</b>                  Making decisions and choices                  Recognising distorted thinking                  Drawing conclusions                  Looking at evidence</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Do adverts or things we watch on TV or online influence our choices?</li> <li>How do they do this?</li> <li>Why do they do this?</li> </ul>
<p><b>Additional Guidance:</b>                  Use advertisements from television and in print.                  Use fictional television or film characters to profile.</p>	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid K

Topic: Taking Care of the Environment

**Aim of these sessions:** For pupils to research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations to appropriate people

Learning opportunity number 1

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About topical issues, problems and events concerning health and wellbeing</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Research some ideas for simple ways we can care for the environment</li> <li>Present these and explain why we think these are good ideas</li> <li>Identify who should hear people's ideas and could make use of them</li> </ul>
<b>Essential skills:</b> Communicating ideas and views to others Formulating questions Planning and deciding Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What can we do to change things?</li> <li>Who might it affect?</li> <li>Who can help to change these things and how can we get them to listen to us?</li> </ul>
<b>Additional Guidance:</b> Stories which have an environmental theme such as <i>The Dinosaurs and all that Rubbish</i> by Michael Foreman or <i>The Whale and the Snail</i> by Julia Donaldson. Can be taught in year 3 or year 4. Can be taught as a single session or amalgamated with the session for learning opportunity 7 in this topic. Can be taught in this topic or in Rights and Responsibilities.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid L

Topic: Taking Care of the Environment

**Aim of these sessions:** To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

Learning opportunity number 7

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About rights, responsibilities and duties we have to take care of the environment</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe simple ways we can take care of the environment</li> <li>Give reasons for why it is important to take care of the local environment</li> <li>Discuss the difference we can make to the environment by our actions</li> </ul>
<b>Essential skills:</b> Communicating ideas and views to others Analysing and evaluating situations Planning and deciding Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Why should we take responsibilities towards our communities or environment?</li> <li>What could happen if no one took responsibility?</li> <li>What can we do?</li> </ul>
<b>Additional Guidance:</b> Can be taught as a single session or amalgamated with the session for learning opportunity 1 from this topic. Cross-curricular links with Geography. Opportunities for outside speakers to visit school. See PSHE Association guidance on choosing visitors to the classroom: <a href="http://bit.ly/2a6vfCQ">http://bit.ly/2a6vfCQ</a> . Can be taught in this topic or in Rights and Responsibilities. .	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid M

Topic: Taking Care of the Environment

**Aim of these sessions:** To learn what being part of a community means, and about the varied institutions that support communities locally and nationally

Learning opportunity number 9

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About being part of a community</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what 'community' means</li> <li>Give examples of different communities they belong to</li> <li>Describe similarities and differences between some communities</li> <li>Identify organisations that support school communities, i.e. governors, local government, national government</li> </ul>
<b>Essential skills:</b> Recalling and applying knowledge and skills Communicating ideas and views Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What are the good things about being part of a community?</li> <li>Can people who live different lifestyles be part of a community?</li> <li>Who are the people who make our community a good place to be?</li> </ul>
<b>Additional Guidance:</b> Focus on school community – school fete or coffee mornings open to members of school community.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid N

Topic: Taking Care of the Environment

**Aim of these sessions:** To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Learning opportunity number 10

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About different groups that support health and wellbeing</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify other people in our community who can help us (parent/friends of the school committees, voluntary helpers)</li> <li>Explain why people may volunteer to do things for their community?</li> <li>Describe how their help makes a difference to members of the school community</li> </ul>
<b>Essential skills:</b> Using and applying data Analysing and evaluating situations Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are the people in our school/community who help make it a good place for everyone?</li> <li>What do they do?</li> <li>What can we do to make their jobs easier?</li> </ul>
<b>Additional Guidance:</b> The teacher should set the context for the lesson, such as within the school setting, or local community. Recognise and celebrate the help that members of the community offer the setting. Opportunities for whole school focus/celebration assembly. Opportunities for outside speakers to visit school. See PSHE Association guidance on choosing visitors to the classroom: <a href="http://bit.ly/2a6vfCQ">http://bit.ly/2a6vfCQ</a>	

Key Stage 2 Core Theme 3: Living in the Wider World    **Year Three: Grid O**

## Topic: Taking Care of the Environment

**Aim of these sessions:** To think about the lives of people living in other places, and people with different values and customs

Learning opportunity number 12

Suggested number of sessions: 2-3

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How other people live in different parts of the world</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what is meant by the terms customs and traditions</li> <li>Describe their own family customs</li> <li>Explain why these are important to them</li> <li>Give examples of different customs/traditions in their own local community and in the UK</li> <li>Identify a few different traditions that relate to birth, growing up and food</li> <li>Describe what makes other people unique and different</li> <li>Explain how we show respect for the views and beliefs of others</li> </ul>
<b>Essential skills:</b> Affirming self and others Communicating ideas and views to others Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>In what ways are people all the same?</li> <li>In what ways are people unique/how are we unique?</li> <li>How can we show respect for other's customs and traditions?</li> </ul>
<b>Additional Guidance:</b> Stories from other cultures which evidence customs and traditions. Traditions could be looked at through the context of: entry into a faith (christenings etc.), rites of passage in to adulthood (Bar Mitzvah etc.), weddings or funerals. Pupils can bring in evidence of their own family customs and traditions. Can be taught in either year 3 or 4. Links with learning opportunity 11 Topic Area: Rights and Responsibilities.	

Key Stage 2 Core Theme 3: Living in the Wider World **Year Three: Grid P**

## Topic: Taking Care of the Environment

**Aim of these sessions:** To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

Learning opportunity number 15

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About how resources are allocated and the effect this has on individuals and their communities</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify and explain their environmental responsibilities</li> <li>Describe what could happen/does happen if we don't take care of our environment</li> <li>Explain how these choices are affected by money</li> <li>Describe or demonstrate what we can do in school to be more responsible for resources, e.g. paper recycling, saving water, composting, saving energy</li> </ul>
<b>Essential skills:</b> Making decisions and choices Negotiating Looking at evidence Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What choices can we make that positively affect the environment?</li> <li>How can we encourage others to do the same?</li> <li>How might others' lack of care for the environment affect us?</li> </ul>
<b>Additional Guidance:</b> Stories where lack of care for the environment has negative affects; stories where negative choices are redeemed. Whole school focus for care of the school environment and the resources that the school uses. Access local council schemes such as 'Waste Week'. Fairtrade resources.	



Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid Q

Topic: Money Matters

**Aim of these sessions:** For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

Learning opportunity number 13

Suggested number of sessions: as required

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the role of money in their own and others' lives</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what money does for us and why we need it</li> <li>Describe the different uses we have for money</li> <li>Explain how people can pay for things in a range of ways (cash, credit/debit cards, cheques, electronically, online)</li> <li>Describe different ways of keeping track of money (spending and saving, budgeting)</li> <li>Describe what influences our choices for spending and saving money (wants and needs)</li> </ul>
<b>Essential skills:</b> Looking at evidence Communicating ideas and views to others Planning and deciding Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Why might individuals or families need or choose to spend their money in different ways?</li> <li>What are the good things about budgeting?</li> <li>What influences us to buy or want things?</li> </ul>
<b>Additional Guidance:</b> Young Enterprise, pfeg or My Money Week resources – available online. Be sensitive to pupils who have parents/carers who may not be in employment.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Three: Grid R

## Topic: Money Matters

**Aim of these sessions:** To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. contribution to society through the payment of VAT)

Learning opportunity number 14

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About concepts related to money</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Discuss how money can be borrowed to help purchase big items (car, house)</li> <li>Explain how money that is borrowed is called a ‘loan’</li> <li>Explain that borrowed money is charged ‘interest’ (payment for borrowing)</li> <li>Explain how interest can mean that we have to pay back a lot more than we borrow</li> <li>Explain that money that is owed is called a ‘debt’</li> </ul>
<b>Essential skills:</b> Formulating questions Using and applying data Looking at evidence Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Other than earning, how can people get money?</li> <li>Is borrowing money risky?</li> <li>What should we consider before we borrow money?</li> </ul>
<b>Additional Guidance:</b> This session lends itself to roleplaying scenarios about borrowing and lending. Advertisements for borrowing could also be looked at and critiqued. Young Enterprise, pfeg or My Money Week resources – available online. Be sensitive to pupils who have parents/carers who may not be in employment.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Three: Grid 5

Topic: Money Matters

**Aim of these sessions:** To learn about enterprise and the skills that make someone 'enterprising'

Learning opportunity number 16

Suggested number of sessions: 1

<b>Year Three</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>• How what it means to be 'enterprising'</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Identify events in school that have helped to raise money</li> <li>• Describe or demonstrate some of the skills that are needed to help to raise/make money in these events (planning, working out finances, co-operating with others, managing money)</li> <li>• Give other examples of being enterprising (eco council growing and selling produce, toy sales, cake sales)</li> <li>• Explain why it is important to have people who are 'enterprising' in our society (job creation, inventors, different ways of doing things)</li> </ul>
<b>Essential skills:</b> Communicating ideas and views to others Recalling and applying knowledge and skills Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What are we good at?</li> <li>• How could we use our skills?</li> <li>• What events are coming up in school?</li> <li>• Who could help us?</li> </ul>
<b>Additional Guidance:</b> Young Enterprise/pfeg 'My money week' resources. Hold an whole school enterprise sale or challenge the pupils to raise money for the school or the local community. Link with session 10 in this section.	

## Core theme 3: Living in the Wider World

(Topic areas: Rights and responsibilities; Taking care of the environment; Money matters)

### Year Four

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Four: Grid A

## Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people

Learning opportunity number 1

Suggested number of sessions: 1-2

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How to discuss and debate issues concerning health and wellbeing</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe what influences their decisions about health and wellbeing</li> <li>Describe how the media tries to influence people's decisions about health and wellbeing</li> <li>Give examples of informed decisions that protect health and wellbeing</li> <li>Describe potential problems that arise through peer pressure/media influence</li> <li>Give advice on taking care of health and wellbeing</li> </ul>
<b>Essential skills:</b> Making decisions Setting challenging goals Analysing and evaluating situations Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What decisions about our health and wellbeing are we able to make?</li> <li>What influences us to make these decisions?</li> <li>Why might the media try to influence our decisions about health and wellbeing?</li> <li>What advice would we give someone about their health and wellbeing?</li> </ul>
<b>Additional Guidance:</b> These learning opportunities could form part of a 'healthy living' whole school focus week. Liaise with local authority /Health Improvement regarding Healthy Schools programme. Use local or national current affairs on health and wellbeing issues as a context for session delivery. Can be taught in this topic or in Taking Care of the Environment.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Four: Grid B

## Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

Learning opportunity number 2

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How to take part in making and changing rules</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe the mechanisms for taking part in decision-making in school</li> <li>Identify issues that concern them in school and what they can do about them</li> <li>Explain what is needed to make rules and how they can be involved</li> <li>Identify the steps they can take to help to change rules</li> <li>Give examples of ways in which everyone has a say in making the rules</li> </ul>
<b>Essential skills:</b> Making decisions and choices Team working Negotiation – thinking ‘win-win’	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How are laws made in a democracy?</li> <li>How can we ensure that we are all involved in making and changing school rules?</li> <li>What if others don’t agree with our ideas?</li> </ul>
<b>Additional Guidance:</b> Teacher to choose rules and laws that have a context for the pupils, such as rules and laws relating to school life, laws to protect the local community and environment and how these laws are made in a democracy. These objectives would work well during school/house/eco council elections. Links with learning opportunity 3, 4 and 5 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. See note on teaching about FGM and forced marriage on page 16.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid C

Topic: Rights and Responsibilities

**Aim of these sessions:** To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

Learning opportunity number 3

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>That everyone has human rights and that some are specifically for children</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain why rules and laws are made specifically to protect children</li> <li>Describe how some of the Rights of the Child relate to their daily lives (see Additional Guidance <sup>1</sup>)</li> <li>Identify who they can talk to if their own or someone's rights aren't being met and explain why they think these are the right people to talk to</li> </ul>
<b>Essential skills:</b> Self-reflection Making decisions and choices Empathy Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Why do children need their own human rights?</li> <li>Whose responsibility is it to meet a child's human rights?</li> <li>Who/where can we go to for help?</li> <li>Why would we choose these people? How can they help us?</li> </ul>
<b>Additional Guidance:</b> A child friendly version of the Declaration of the Rights of the Child can be found at: <a href="http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf">http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</a> . <sup>1</sup> The teacher should choose the context for this, such as right to education or health care etc. Links with learning opportunity 2, 4 and 5 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. See note on teaching about FGM and forced marriage on page 16.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid D

Topic: Rights and Responsibilities

**Aim of these sessions:** To understand that universal human rights are there to protect everyone and have primacy both over national law and family and community practices

Learning opportunity number 4

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>That human rights take precedence over other national laws, family and community practices</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain why rules and laws that protect themselves and others are important</li> <li>Understand that human rights take precedence over other laws and practices</li> <li>Identify ways in which they can promote human rights values</li> </ul>
<b>Essential skills:</b> Self-reflection Making decisions and choices Empathy Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How can we help promote the values of human rights, in our classroom, in the playground, in the school and in our community?</li> <li>What can we do to show that we respect the human rights of others</li> <li>Do those who care for us always know what is best for us?</li> <li>Does disagreeing with those we care about mean we no longer care for them?</li> <li>Can we agree to disagree and still be friends?</li> </ul>
<b>Additional Guidance:</b> A child friendly version of the Declaration of the Rights of the Child can be found at: <a href="http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf">http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</a> . Further information on human rights can be found at: <a href="http://www.humanrightseducation.info/">http://www.humanrightseducation.info/</a> . Can be amalgamated with learning opportunity 3 in Rights and Responsibilities. Links with learning opportunity 2, 3 and 5 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. See note on teaching about FGM and forced marriage on page 16. Can be taught in either year 3 or year 4	



Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid E

Topic: Rights and Responsibilities

**Aim of these sessions:** To know that there are some cultural practices which are against British law and universal human rights<sup>1</sup>

Learning opportunity number: 5

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>that different cultures can have different practices and traditions and that these may sometimes be illegal</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify some practices which are illegal and against human rights</li> <li>Explain that they have the right to say 'no' to something that could harm their health or wellbeing</li> <li>Understand that sometimes the people who love and care for us might not always make the best decisions for our welfare</li> <li>Explain why it is okay to disagree with someone we love and who loves us and explain that this doesn't mean we no longer love them or respect them.</li> </ul>
<b>Essential skills:</b> Self-reflection Making decisions and choices Empathy Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>When should we tell someone about activities/practices that make us feel uncomfortable/unsafe?</li> <li>What should we do if we feel worried by something that we are told or that we see?</li> <li>How can we help someone who may be at risk?</li> <li>How might we know someone is at risk?</li> <li>How do people show us they are anxious, worried or frightened?</li> <li>Where and who can we seek help from?</li> <li>Why have we chosen these people?</li> <li>When should we break a confidence or share a secret with our teacher (especially if someone has begged us not to or told us something bad will happen to us or someone else if we do)?<sup>2</sup></li> <li>Why might telling our teacher be really important?</li> <li>Why might we need to tell our teacher really quickly?</li> </ul>
<b>Additional Guidance:</b> See note on teaching about FGM and forced marriage on page 16. Links with learning opportunity 2, 3, and 4 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. <sup>1</sup> Includes: Female Genital Mutilation, honour based violence, forced marriage, domestic violence. A child friendly version of the Declaration of the Rights of the Child can be found at:	

[http://www.unicef.org.uk/Documents/Publications/Child\\_friendly\\_CRC\\_summary\\_final.pdf](http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf) .

Further information on human rights can be found at: <http://www.humanrightseducation.info/>.

Can be taught in either year 3 or year 4.

Can be amalgamated with learning opportunity 4 in Rights and Responsibilities.

<sup>2</sup>It may be necessary to explain to pupils that if we have experienced something that hurt us in the past, something that still upsets us or worries us that it is not our fault, we are not to blame, and we have a right to talk to our teacher about it – no matter who may tell us not to or what threats are made.

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid F

Topic: Rights and Responsibilities

**Aim of these sessions:** To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities

Learning opportunity number 6

Suggested number of sessions: 1-2

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the consequences of anti-social behaviours</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify the impact anti-social and aggressive behaviour has in school and in the wider community</li> <li>Give examples of or demonstrate strategies that can be used to defuse aggressive situations</li> <li>Explain steps to take if they or someone they know is experiencing aggressive behaviour</li> <li>Describe the potential effect that these kind of behaviours have on emotional health and wellbeing and the consequences to everyone if they continue.</li> </ul>
<b>Essential skills:</b> Resilience Resolving conflicts Managing risk and personal safety Self-reflection	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How might it feel to be a witness or be a target of bullying?</li> <li>Why might a witness sometimes join in or not tell?</li> <li>How could we make someone targeted feel better?</li> <li>Do we have a responsibility to tell, if we witness anti-social or aggressive behaviour, or bullying?</li> </ul>
<b>Additional Guidance:</b> Stories where critical moments can be found and alternative endings developed; stories where characters have the courage to say 'No' or if they fail to say 'No' have to deal with the consequence; stories where characters have the courage to be themselves. Use role-play, scenarios, book extracts, film clips and rewind and fast-forward techniques to examine why someone might behave in this way, and to examine the consequences of this behaviour.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid G

Topic: Rights and Responsibilities

**Aim of these sessions:** To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

Learning opportunity number 7

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About different kinds of responsibilities and rights</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify how our responsibilities may be changing as we grow older</li> <li>Identify rights/duties/responsibilities we have that are challenging for us</li> <li>Identify steps we can take to help us fulfil our duties/responsibilities (what helps/doesn't help us?)</li> <li>Describe rights we have at home, at school, in our community and environment</li> <li>Explain ways to make the school a safe and fair place so that rights are protected</li> <li>Recognise the relationship between rights and responsibilities</li> </ul>
<b>Essential skills:</b> Analysing and evaluating situations Negotiation Planning and deciding	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do grown-ups have to be responsible for?</li> <li>What are we responsible for?</li> <li>Are other people's expectations of us changing?</li> <li>How do we feel about the increasing responsibilities that growing-up brings?</li> </ul>
<b>Additional Guidance:</b> Stories where characters make a difference to others by carrying out their responsibilities/duties, and the effects of when they don't fulfil their responsibilities/duties. Invite some of the school staff to talk to the pupils about their rights/responsibilities/duties in the context of the school. Can be taught in this topic or in Taking Care of the Environment.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid H

Topic: Rights and Responsibilities

**Aim of these sessions:** To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Learning opportunity number 8

Suggested number of sessions: 2

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About resolving differences</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give reasons for the importance of solving differences</li> <li>Suggest different ways to demonstrate that we value the others' points of view</li> <li>Explain how sometimes resolving differences means 'agreeing to disagree'</li> <li>Explain the concept of compromise and how both parties may need to 'give a little' to get a win-win.</li> <li>Explain or demonstrate what is meant by 'negotiation'</li> <li>Identify ways to resolve conflict and how this involves making decisions and explaining choices</li> <li>Describe the skills we need to practise to resolve differences</li> </ul>
<b>Essential skills:</b> Making decisions and choices Negotiation – thinking 'win- win' Giving constructive feedback to others Self-reflection	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>If we disagree with someone, does it mean that we don't like them?</li> <li>How does it feel when we quarrel with other people?</li> <li>How could 'seeing things from someone else's point of view' help to resolve disputes?</li> </ul>
<b>Additional Guidance:</b> Stories where characters resolve conflict, see things from another point of view and respect others' opinions. Use role-play, scenarios, film and TV clips. Whole school theme – assemblies, displays, rewards.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid I

Topic: Rights and Responsibilities

**Aim of these sessions:** To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

Learning opportunity number 11

Suggested number of sessions: 1 or as required

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the range of national, regional, religious and ethnic identities in the UK</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain how we show respect for different cultures and identities</li> <li>Recognise that we all belong to different communities as well as our school community</li> <li>Describe the different relationships that are entailed in belonging to different groups</li> <li>Describe some of the different traditions and beliefs in British society</li> </ul>
<b>Essential skills:</b> Communication of ideas and views to others Using and applying data Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What are the benefits of belonging to a group or community?</li> <li>How do we all benefit from living in a diverse community?</li> <li>What if other people's beliefs or traditions differ to ours?</li> </ul>
<b>Additional Guidance:</b> Stories from other cultures. Cross-curricular links with RE. Also links with learning opportunity 12 in Topic Area: Taking Care of the Environment. Invite parents or members of faith/ethnic groups to talk to the pupils about their traditions and customs.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid J

Topic: Rights and Responsibilities

**Aim of these sessions:** To explore and critique how the media present information

Learning opportunity number 17

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About how the media present information</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain how advertising can influence our lifestyle choices – fashion labels, sports clothing, etc.</li> <li>Identify ways in which the media can manipulate images (digital enhancement, airbrushing, etc.)</li> <li>Give reasons for why the media tries to influence our choices and decisions</li> <li>Suggest some important questions we should ask when we see images, programmes or articles in the media and explain why it is important to ask these questions</li> <li>Explain the difference between opinion and fact and how we can tell them apart</li> </ul>
<b>Essential skills:</b> Making decisions and choices Recognising distorted thinking Drawing conclusions Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Is what the media show us really true?</li> <li>How can we tell real life from fantasy?</li> <li>Whose opinions do we listen to?</li> </ul>
<b>Additional Guidance:</b> Use advertisements from television and in print. Use fictional television or film characters to profile. Links with Computing curriculum. Links with learning opportunity 1 in core theme 3.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid K

Topic: Taking Care of the Environment

**Aim of these sessions:** For pupils to research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations to appropriate people

Learning opportunity number 1

Suggested number of sessions: 2-3

<b>Year Four</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>About topical issues, problems and events concerning health and wellbeing</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe some of the problems that affect the environment</li> <li>Explain what the term 'Think globally – act locally' means (see Additional Guidance <sup>1</sup>)</li> <li>Identify a few things they can personally do to protect the environment</li> <li>Research some ideas for simple ways we can care for the environment</li> <li>Present their ideas, explaining why they think these are good ideas.</li> <li>Discuss who they think should hear about their ideas and could make use of them.</li> </ul>
<p><b>Essential skills:</b> Communicating ideas and views to others Formulating questions Planning and deciding Looking at evidence</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Whose responsibility is it to look after the environment?</li> <li>How can we think globally – act locally?</li> <li>Who should hear our ideas?</li> </ul>
<p><b>Additional Guidance:</b> Stories which have an environmental theme such as <i>The Dinosaurs and all that Rubbish</i> by Michael Foreman or <i>The Whale and the Snail</i> by Julia Donaldson. <sup>1</sup><b>Think globally, act locally</b>" urges people to consider the health of the entire planet and to take action in their own communities and cities. Can be taught in year 3 or year 4. Can be taught as a single session or amalgamated with the session for learning opportunity 7 in this topic. Can be taught in this topic or in Rights and Responsibilities. Links with learning opportunity 17 in core theme 3.</p>	



Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid L

Topic: Taking Care of the Environment

**Aim of these sessions:** To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

Learning opportunity number 7

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About taking care of the environment</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify people/organisations that can help us take care of the environment</li> <li>Suggest what we can do at school and at home to take care of the environment</li> <li>Identify specific areas of school and home life where they can support the environment</li> </ul>
<b>Essential skills:</b> Communicating ideas and views to others Analysing and evaluating situations Planning and deciding Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How can national and international organisations support us to be responsible for the environment</li> <li>What can we do to support them?</li> <li>Will it make a difference?</li> </ul>
<b>Additional Guidance:</b> Can be taught as a single session or amalgamated with the session for learning opportunity 1 from this topic. Cross-curricular links with Geography. Opportunities for outside speakers to visit school. See PSHE Association guidance on choosing visitors to the classroom: <a href="http://bit.ly/2a6vfCQ">http://bit.ly/2a6vfCQ</a> . Can be taught in this topic or in Rights and Responsibilities.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid M

Topic: Taking Care of the Environment

**Aim of these sessions:** To learn what being part of a community means, and about the varied institutions that support communities locally and nationally

Learning opportunity number 9

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About being part of a community</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe the skills and attributes that help to support communities</li> <li>Explain where they see these skills and attributes in action (school/local community)</li> <li>Explain the kind of support that a community might need, e.g. a new school classroom, repairs to the underpass</li> <li>Identify the benefits of being a member of a community</li> </ul>
<b>Essential skills:</b> Recalling and applying knowledge and skills Communicating ideas and views Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who/what supports our community, locally and nationally?</li> <li>What support does our community need at present?</li> <li>What can we offer that will benefit our communities?</li> </ul>
<b>Additional Guidance:</b> Focus on school community – school fete or coffee mornings open to members of school community.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid N

Topic: Taking Care of the Environment

**Aim of these sessions:** To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Learning opportunity number 10

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About different groups that support communities</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give reasons why the school community needs voluntary helpers and support from community groups</li> <li>Explain how people can come together if they want to help their community</li> <li>Identify groups that have helped their local community – community police, local councillors, charities, Big Lottery funding, etc.</li> </ul>
<b>Essential skills:</b> Using and applying data Analysing and evaluating situations Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What is a volunteer?</li> <li>Why do they volunteer?</li> <li>How do volunteers help our community?</li> <li>How can we support our volunteers?</li> <li>Can we be volunteers?</li> </ul>
<b>Additional Guidance:</b> The teacher should set the context for the lesson, such as within the school setting, or local community. Recognise and celebrate the help that members of the community offer the setting. Opportunities for whole school focus/celebration assembly. Opportunities for outside speakers to visit school. See PSHE Association guidance on choosing visitors to the classroom: <a href="http://bit.ly/2a6vfCQ">http://bit.ly/2a6vfCQ</a> .	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid O

Topic: Taking Care of the Environment

**Aim of these sessions:** To think about the lives of people living in other places, and people with different values and customs

Learning opportunity number 12

Suggested number of sessions: 2

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How other people live in different parts of the world</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe different traditions from other cultures – how are they similar or different to the ones they follow? (see Additional Guidance)</li> <li>Re-tell one or two stories that are from different traditions</li> <li>Identify different traditions that relate to entry into adulthood/adolescence, celebrations, clothes, death</li> <li>Explain how we value and appreciate the traditions of other cultures by showing respect and tolerance</li> <li>Describe customs they have celebrated in their own families over the past year</li> </ul>
<b>Essential skills:</b> Affirming self and others Communicating ideas and views to others Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Why are some traditions and culture different from our own?</li> <li>Does being different make them wrong?</li> <li>What do we like about these different traditions?</li> <li>How do we show tolerance of things that are different?</li> </ul>
<b>Additional Guidance:</b> Stories from other cultures which evidence customs and traditions. Traditions could be looked at through the context of: entry into a faith (christenings etc.), rites of passage in to adulthood (Bar Mitzvah etc.), weddings or funerals. Can be taught in either year 3 or 4. Pupils can bring in evidence of their own family customs and traditions. Links with learning opportunity 11 in core theme 3.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid P

Topic: Taking Care of the Environment

**Aim of these sessions:** To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

Learning opportunity number 15

Suggested number of sessions: 1

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About how resources are allocated and the effect this has on individuals and their communities</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Re-cap what is meant by the environment and the shared responsibilities we have for it in school and at home</li> <li>Describe the actions that help to sustain the environment</li> <li>Explain the difference these actions can make to the wellbeing of individuals and communities</li> <li>Identify issues that affect individuals in school and in the wider community</li> </ul>
<b>Essential skills:</b> Making decisions and choices Negotiating Looking at evidence Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What impact do our actions towards sustaining our environment have on us now?</li> <li>What about future impact?</li> </ul>
<b>Additional Guidance:</b> Stories where lack of care for the environment has negative affects; stories where negative choices are redeemed. Whole school focus for care of the school environment and the resources that the school uses. Access local council schemes such as 'Waste Week'. Fairtrade resources.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid Q

Topic: Money Matters

**Aim of these sessions:** To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

Learning opportunity number 13

Suggested number of sessions: 2

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the role of money in their own and others' lives</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify what influences how we spend and save money</li> <li>Give reasons for planning spending and saving and keeping records</li> <li>Identify the reasons for using other forms of payment</li> <li>Describe ways in which we can manage money (saving, being careful about spending money (wants and needs)</li> <li>Discuss other people's ideas and opinions when making decisions about spending and saving money</li> <li>Give reasons for why it is not possible to have everything you want straight away, if at all</li> </ul>
<b>Essential skills:</b> Looking at evidence Communicating ideas and views to others Planning and deciding Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we manage any money that we may get?</li> <li>Does our money sometimes have to be spent on a certain item, such as a present for someone else?</li> <li>What might happen if we spent this on something different?</li> <li>What do we have to think about before we decide to spend or save it?</li> <li>How can grown-ups manage their money?</li> </ul>
<b>Additional Guidance:</b> Young Enterprise, pfeg or My Money Week resources – available online. Be sensitive to pupils who have parents/carers who may not be in employment. Reinforce the concept that although money is a help to us and others, it is one of many ways that we can show people that we care about them (buying things for them). Also see: <a href="https://schoolsonline.britishcouncil.org/accreditation-and-awards/international-school-award%20">https://schoolsonline.britishcouncil.org/accreditation-and-awards/international-school-award%20</a> .	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Four: Grid R

## Topic: Money Matters

**Aim of these sessions:** For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

Learning opportunity number 14

Suggested number of sessions: 1-2

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About concepts related to money</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of situations when we might incur a debt, need a loan or have to pay interest</li> <li>Identify financial institutions that might help us to look after our money (banks, building societies, credit unions)</li> <li>Discuss why the government takes a certain amount of money from what we earn (tax)</li> <li>Give examples of how the government might use tax (pay for hospitals, schools, take care of the environment, roads)</li> <li>Discuss ways they are 'tax payers' (e.g. VAT on some things they purchase).</li> </ul>
<b>Essential skills:</b> Formulating questions Using and applying data Looking at evidence Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do banks do for us?</li> <li>Do grown-ups get to keep all of the money they earn?</li> <li>How do governments get money for things?</li> <li>Where does the money we spend go?</li> </ul>
<b>Additional Guidance:</b> Young Enterprise, pfeg or My Money Week resources – available online. Be sensitive to pupils who have parents/carers who may not be in employment. Analyse receipts for evidence of how VAT charged and paid. What would the pupils spend the amount of VAT on to improve their community or environment?	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Four: Grid S

Topic: Money Matters

**Aim of these sessions:** To learn about enterprise and the skills that make someone 'enterprising'

Learning opportunity number 16

Suggested number of sessions: 1-2

<b>Year Four</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>What it means to be 'enterprising'</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain how being 'enterprising' involves making personal choices about money (making things to sell, negotiating a fair price, helping to solve a 'need')</li> <li>Explain or demonstrate that to be 'enterprising' means to have an idea and thinking about how it could work in reality</li> <li>Explain how being enterprising may mean taking a risk and how good research can help minimise this</li> <li>Describe or demonstrate 'real life' examples of enterprise in school (PTA, friends of the school, governors)e.g. car boot sales, Christmas Fair stalls, auctions, school discos, non-uniform days)</li> </ul>
<b>Essential skills:</b> Communicating ideas and views to others Recalling and applying knowledge and skills Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What evidence of 'enterprise' do we see in our school or local community?</li> <li>Who benefits from this enterprise?</li> <li>How can we investigate if our ideas will really work?</li> <li>How can we support others with their ideas?</li> </ul>
<b>Additional Guidance:</b> Young Enterprise/pfeg 'My Money Week' resources. Hold a whole school enterprise sale or challenge the pupils to raise money for the school or the local community. Link with session 10 in this section.	



## Core theme 3: Living in the Wider World

(Topic areas: Rights and responsibilities; Taking care of the environment; Money matters)

### Year Five

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Five: Grid A

## Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

## Learning opportunity number 1

Suggested number of sessions: 2-3

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About topical issues, problems and events concerning health and wellbeing</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify, write and discuss issues currently in the media concerning health and wellbeing</li> <li>Explain their views and listen to the views of others on issues concerning health and wellbeing</li> <li>Explain steps they can take on their own to look after their own health and wellbeing</li> <li>Explain steps they can take with help from others to look after their own health and wellbeing</li> <li>Recognise that health and wellbeing includes mental and emotional health</li> </ul>
<b>Essential skills:</b> Making decisions Setting challenging goals Negotiation Formulating questions Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What have we heard about in the news or on television that relates to keeping healthy and well?</li> <li>Do we always believe everything we hear about keeping healthy and well?</li> <li>How can we decide what to believe?</li> <li>What are we responsible for in terms of our own health and wellbeing?</li> <li>How might others help us?</li> <li>Will this be the same for our mental and emotional health?</li> </ul>
<b>Additional Guidance:</b> Use local and national current affairs relating to health and wellbeing. Use local NHS Health Profile Data or local authority Joint Strategic Needs Assessment (JSNA) available online. Link with learning opportunity 17 from core theme 3.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Five: Grid B

## Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules

Learning opportunity number 2

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About rules and laws</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain why we have rules and laws to keep us safe and healthy</li> <li>Describe how we make and change rules in class and in school</li> <li>Explain why we need different rules in different situations</li> <li>Give example of how rules are made and enforced</li> <li>Describe or demonstrate steps we can take to make and change rules (class/school council, writing to ward councillor, local MP)</li> </ul>
<b>Essential skills:</b> Planning and deciding Active listening	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Why are there different rules for different situations?</li> <li>What could happen if we don't follow the rules?</li> <li>How can we influence the rules that are made?</li> </ul>
<b>Additional Guidance:</b> Use local and national current affairs. This session would benefit from being taught around local/national/school elections. Discuss the role/work of the Youth Parliament <a href="http://www.ukyouthparliament.org.uk/">http://www.ukyouthparliament.org.uk/</a> . Opportunities for outside speakers to visit school – local MP or Community Police Officer. See guidance on choosing visitors <a href="http://bit.ly/2a6vfCQ">http://bit.ly/2a6vfCQ</a> . Links with learning opportunity 3, 4 and 5 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. See note on teaching about FGM and forced marriage on page 16.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Five: Grid C

## Topic: Rights and Responsibilities

Aim of these sessions: To understand that everyone has human rights - all peoples and all societies, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

Learning opportunity number 3

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>That everyone has human rights and that children have their own set of human rights</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Talk about the UN Conventions on the Rights of the Child.</li> <li>Explain what '<i>human rights</i>' mean to them and how they can demonstrate these rights in the classroom, school and wider community.</li> <li>Identify that virtually the whole world (<i>except Somalia and the USA</i>) has agreed to this convention.</li> <li>Describe their responsibilities to protect others' human rights – their responsibility to intervene or get help if they see these rights being ignored.</li> </ul>
<b>Essential skills:</b>  Self-reflection Making decisions and choices Empathy Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Why do children need to have a convention on human rights?</li> <li>How do schools, families, communities or governments ensure that a child's human rights are met?</li> <li>What reasons might a country have for not agreeing to this convention?</li> <li>What role do we have in ensuring our own and others' human rights are met?</li> <li>What could happen if a child's human rights aren't met?</li> </ul>
<b>Additional Guidance:</b>  A child friendly version of the Declaration of the Rights of the Child can be found at: <a href="http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf">http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</a> . Teachers should be aware of individual pupil's circumstances, for example refugee or looked after children.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Five: Grid D

## Topic: Rights and Responsibilities

**Aim of these sessions:** To understand that universal human rights are there to protect everyone and have primacy both over national law and family and community practices

Learning opportunity number 4

Suggested number of sessions: 1-2

<b>Year Five</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>That human rights take precedence over other national laws, family and community practices</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify language and behaviours that conflict with our human rights, for example: sexist homophobic or racist jokes, stereotyping, labelling (name calling), being 'exclusive'</li> <li>Describe ways we can respect others' human rights in the context of our classroom and school</li> <li>Suggest or demonstrate ways in which they can promote human rights values</li> <li>Explain how some human rights values may be in conflict with family or community practices</li> <li>Explore ways to deal with ideas or beliefs that conflict with human rights</li> </ul>
<p><b>Essential skills:</b> Self-reflection Making decisions and choices Empathy Looking at evidence</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How can we help promote the values of human rights in our classroom, in our school and in our community?</li> <li>Do those who care for us always know what is best for us?</li> <li>Are the people who care for us always able to give us the best advice?</li> <li>Whose help can we seek if we feel unsure or worried about ours or someone else's human rights?</li> </ul>
<p><b>Additional Guidance:</b> A child friendly version of the Declaration of the Rights of the Child can be found at: <a href="http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf">http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</a> . Further information on Human Rights can be found at: <a href="http://www.humanrightseducation.info">http://www.humanrightseducation.info</a> . This session can be amalgamated with learning opportunities 3 or 5 in Rights and Responsibilities. Links with learning opportunity 2, 3, and 5 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. Can be taught in either year 4 or year 5.</p>	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Five: Grid E

## Topic: Rights and Responsibilities

**Aim of these sessions:** To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. To know that there are some cultural practices which are against British law and universal human rights<sup>1</sup>

**Learning opportunity number:** 5

**Suggested number of sessions:** 1

<b>Year Five</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• That human rights take precedence over other national laws, family and community practices</li> <li>• That some cultural practices are against British law</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Identify that some communities', cultures' or families' practices may differ from national and international law.</li> <li>• Identify that these laws exist to protect people, and always over-rule any other practice (examples of this are FGM and forced marriage).</li> <li>• Talk about how these laws apply to everyone – anyone who says 'they don't apply to me or to us' is wrong.</li> <li>• Identify that if they have any worries or fears about their own or someone else's safety, or if they think they or someone else may be about to get hurt, they should talk to their teacher.</li> </ul>
<b>Essential skills:</b>  Self-reflection  Making decisions and choices  Empathy  Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Why might someone who cares for us do something that could harm us or be against our human rights?</li> <li>• How can we make our feelings and opinions be heard?</li> <li>• How can we help someone who may be at risk?</li> <li>• Where and who can we seek help from?</li> </ul>
<b>Additional Guidance:</b> A child friendly version of the Declaration of the Rights of the Child can be found at: <a href="http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf">http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</a> . Further information on Human Rights can be found at: <a href="http://www.humanrightseducation.info/">http://www.humanrightseducation.info/</a> .	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Five: Grid F

Topic: Rights and Responsibilities

**Aim of these sessions:** To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities

Learning opportunity number 6

Suggested number of sessions: 1-2

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the consequences of anti-social and aggressive behaviours</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what anti-social and aggressive behaviours are</li> <li>Describe the potential social and emotional consequences of anti-social and aggressive behaviours on others</li> <li>Justify why bullying, hurtful behaviour, including when prejudice-based, (e.g. racism, homophobia, and disablist language) is always wrong</li> <li>Identify people who can offer help and support to individuals, families and groups</li> <li>Demonstrate how to ask for help for self or someone else</li> </ul>
<b>Essential skills:</b> Resolving conflicts Affirming self and others Planning and deciding	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Why is it wrong to use discriminatory language?</li> <li>How can we help prevent all kinds of bullying and discrimination?</li> <li>Where or who can we go to, to get help or support?</li> </ul>
<b>Additional Guidance:</b> Ensure that the learning is distanced by using film/TV clips etc. Whole school ethos – assemblies, displays, parental support. Anti-Bullying week resources – available online. Contact support groups such as ChildLine, NSPCC etc. for resources/guidance.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Five: Grid G

Topic: Rights and Responsibilities

**Aim of these sessions:** To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community

Learning opportunity number 7

Suggested number of sessions: 2

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About different kinds of responsibilities, rights and duties</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain the difference between a responsibility, a right and a duty</li> <li>Identify the different responsibilities, rights and duties they have in their own lives and how they uphold them</li> <li>Describe what responsibilities, rights and duties look like in local community and environment and identify who we are responsible to (older people, people with learning needs/disabilities, etc. everyone?)</li> <li>Explain how rights and responsibilities can sometimes conflict with one another</li> <li>Describe how 'doing the right thing' may put us in conflict with our friends, family or community)</li> </ul>
<b>Essential skills:</b> Making decisions and choices Formulating questions Drawing conclusions Recalling and applying knowledge and skills	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Does growing up mean taking on more responsibility?</li> <li>Are we responsible for others as well as ourselves? Why?</li> <li>What if our responsibilities are in conflict with our beliefs?</li> <li>Who can we go to for help or support?</li> </ul>
<b>Additional Guidance:</b> This session links with learning opportunity 7 in Taking Care of the Environment Year 5 and 6. The focus in this topic area is on home, school and the local community. Access local groups/support, such as: local authority Safer Communities partnerships, Age Concern – use these where appropriate. Can be taught in this topic of Taking Care of the Environment.	



Key Stage 2 Core Theme 3: Living in the Wider World

Year Five: Grid H

Topic: Rights and Responsibilities

**Aim of these sessions:** To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Learning opportunity number 8

Suggested number of sessions: 1-2

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How to resolve differences, make decisions and explain choices</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give reasons for differences/conflict/falling out between friends, best friends and peers</li> <li>Describe feelings they experience when they have differences/conflict with others</li> <li>Explain how these feelings might encourage them to behave</li> <li>Suggest alternatives they can use to resolve differences (strategies, managing their own state, restorative language)</li> <li>Suggest or demonstrate steps to help see and respect others' points of view</li> <li>Identify people who can help them to resolve differences</li> </ul>
<b>Essential skills:</b> Negotiating Resolving conflicts Self-reflection Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Do we ever have differences with our friends?</li> <li>What strategies can we use to resolve our differences?</li> <li>Do we have to agree with others' points of view?</li> <li>How can we build lasting friendships?</li> </ul>
<b>Additional Guidance:</b> Stories where characters resolve conflict, see things from another point of view and respect others' opinions. Use role-play, scenarios, film and TV clips.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Five: Grid I

Topic: Rights and Responsibilities

**Aim of these sessions:** To appreciate the range of national, regional, religious and ethnic identities in the UK

Learning opportunity number 11

Suggested number of sessions: as required

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the range of national, regional, religious and ethnic identities in the UK</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify and describe the different groups that make up their school/wider community/other parts of the UK/wider global community</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</li> <li>Describe the benefits of living in a diverse society</li> </ul>
<b>Essential skills:</b> Self-reflection Analysing and evaluating situations Using and applying data Drawing conclusions Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>In what ways do other people's faiths and beliefs differ to mine?</li> <li>How can we show that we value and respect other people's faith, culture and beliefs?</li> <li>How can we get to know and respect each other better?</li> </ul>
<b>Additional Guidance:</b> Stories from other cultures. Local community groups. Musical genres/entertainment/food could be used as possible contexts for this learning opportunity.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Five Grid J

Topic: Rights and Responsibilities

**Aim of these sessions:** To explore and critique how the media present information

Learning opportunity number 17

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• How the media present information</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Describe the different ways in which information can be presented by the media</li> <li>• Give reasons for why information is presented in different formats</li> <li>• Identify the way in which the media can appear to reinforce stereotypes in society – about gender, disability, young people, older people, etc.</li> <li>• Suggest some of the questions we should ask and skills we can use to detect bias or misrepresentation</li> </ul>
<b>Essential skills:</b> Using and applying data Formulating questions Drawing conclusions Self-reflection Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Is what the media show us always true?</li> <li>• How do the media reinforce stereotypes?</li> <li>• How can we recognise and challenge bias?</li> <li>• Why should we question media representations?</li> </ul>
<b>Additional Guidance:</b> Compare/analyse news stories – look at articles written about the same news story and compare how and why different media sources present them in different ways and for different audiences. Analyse articles which promote stereotypes. Link with learning opportunity 1 from core theme 3.	

Key Stage 2 Core Theme 3: Living in the Wider World    **Year Five: Grid K**

## Topic: Taking Care of the Environment

**Aim of these sessions:** To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

Learning opportunity number 7

Suggested number of sessions: 1-2

Year Five	
<p><b>Objectives:</b>  <b>To learn:</b></p> <ul style="list-style-type: none"> <li>About different kinds of responsibilities, rights and duties</li> </ul>	<p><b>Learning Outcomes:</b>  <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Define the differences between responsibilities, rights and duties</li> <li>Give examples of responsibilities, rights and duties they have to the environment at home, at school and in the community</li> <li>Discuss what can make them difficult to follow</li> <li>Identify the impact on individuals and the wider community if responsibilities are not carried out</li> <li>Explain how what we do to the environment impacts on other people around the world</li> </ul>
<p><b>Essential skills:</b>            Formulating questions            Using and applying data            Drawing conclusions            Looking at evidence</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What do we understand by the terms: rights, responsibilities and duties?</li> <li>What are our rights, responsibilities and duties towards the environment?</li> <li>Are these changing as we grow up?</li> </ul>
<p><b>Additional Guidance:</b>            Links with learning opportunity 7 in Rights and Responsibilities Year 5 and 6. The focus in this topic is responsibilities to the environment.            Cross-curricular links with Geography and Citizenship.            Classes may wish to join campaigns such as 'The Bee Cause' – see Friends of the Earth or The RHS campaign for school gardens  <a href="https://schoolgardening.rhs.org.uk/home">https://schoolgardening.rhs.org.uk/home</a>.            Access local groups such as: Neighbourhood Greens groups (green spaces for Social Housing), local Wildlife Trust, Greenpeace or Friends of the Earth.            Can be taught in the topic or in Rights and Responsibilities.</p>	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Five: Grid L

Topic: Taking Care of the Environment

**Aim of these sessions:** To learn what being part of a community means, and about the varied institutions that support communities locally and nationally

Learning opportunity number 9

Suggested number of sessions: 1-2

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the varied institutions that support communities locally</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what being part of a school community means to them</li> <li>Research and find out about institutions that support communities locally</li> <li>Explain the role of institutions in helping communities to thrive and grow</li> <li>Identify how they can help support the wider community</li> </ul>
<b>Essential skills:</b> Formulating questions Drawing conclusions Recalling and applying knowledge and skills Planning and deciding	<b>Key questions:</b> <ul style="list-style-type: none"> <li>Who and what makes our community the way it is?</li> <li>What do we like/dislike about our community?</li> <li>What part do we play in our community?</li> <li>Can we help to change it for the better?</li> </ul>
<b>Additional Guidance:</b> Access support groups such as Age Concern, Citizens Advice Bureau, church and youth groups. Can be taught as a standalone lesson or amalgamated with learning opportunity number 10. Opportunities for whole school focus/celebration assembly. Opportunities for outside speakers to visit school. See PSHE Association guidance on choosing visitors to the classroom: <a href="http://bit.ly/2a6vfCQ">http://bit.ly/2a6vfCQ</a> .	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Five: Grid M

Topic: Taking Care of the Environment

**Aim of these sessions:** To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Learning opportunity number 10

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the role of voluntary, community and pressure groups</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what we mean by the terms voluntary, community and pressure group</li> <li>Give examples of voluntary groups and the kind of work they do</li> <li>Give examples of the difference that this kind of work makes to individuals, communities and the local environment</li> </ul>
<b>Essential skills:</b> Using and applying data Drawing conclusions Analysing and evaluating situations	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do voluntary, community and pressure groups do?</li> <li>How do they support?</li> <li>How can we help these groups?</li> <li>Does this help us become active citizens?</li> </ul>
<b>Additional Guidance:</b> Use examples from media of where a voluntary, community or pressure group have made positive changes for health and wellbeing outcomes. Can be taught as a standalone lesson or amalgamated with learning opportunity number 9. Opportunities for whole school focus/celebration assembly. Opportunities for outside speakers to visit school. See PSHE Association guidance on choosing visitors to the classroom: <a href="http://bit.ly/2a6vfCQ">http://bit.ly/2a6vfCQ</a> .	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Five: Grid N

Topic: Taking Care of the Environment

**Aim of these sessions:** To think about the lives of people living in other places, and people with different values and customs

Learning opportunity number 12

Suggested number of sessions: 1-2

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About lives of people living in other places</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of differences and similarities between their life and the lives of people living in other places</li> <li>Describe what the lives of people living in other places may be like</li> <li>Explain the difference between values and customs and give some examples of each in a number of different communities/societies</li> </ul>
<b>Essential skills:</b> Formulating questions Drawing conclusions Recalling and applying knowledge and skills	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do other people's lifestyles differ to ours?</li> <li>In what ways is growing up different for them?</li> <li>How can we get to know and respect them better?</li> </ul>
<b>Additional Guidance:</b> Stories from other cultures which evidence customs and traditions. Newspaper articles or reports on third and first world countries. Cross-curricular links: Geography. Make links with International Schools <a href="https://schoolsonline.britishcouncil.org/accreditation-and-awards/international-school-award%20">https://schoolsonline.britishcouncil.org/accreditation-and-awards/international-school-award%20</a> .	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Five: Grid O

Topic: Taking Care of the Environment

**Aim of these sessions:** To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

Learning opportunity number 15

Suggested number of sessions: 1-2

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the allocation of Earth's resources</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe different environmental resources that people and societies need and use</li> <li>Explain how resources can be allocated</li> <li>Discuss the sustainability of resources and the shared responsibility to take care of them</li> <li>Identify topical issues which are affecting the way that resources may be allocated</li> </ul>
<b>Essential skills:</b> Drawing conclusions Recalling and applying knowledge and skills Looking at evidence Analysing and evaluating situations	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who decides how resources are allocated?</li> <li>Is this always fair?</li> <li>What are our responsibilities in taking care of our environment?</li> </ul>
<b>Additional Guidance:</b> Teaching ideas: use Fairtrade resources, environmental current affairs, local regeneration programmes. Link with Geography programme of study. Possible context: deforestation of the Amazon Rainforest.	



Key Stage 2 Core Theme 3: Living in the Wider World

Year Five: Grid P

Topic: Money Matters

**Aim of these sessions:** For pupils to learn about the role money plays in their own and others' lives

Learning opportunity number 13

Suggested number of sessions: 1

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How finance plays an important part in people's lives</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what we mean by 'personal finance'</li> <li>Identify the role finance plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy)</li> <li>Explain how the right qualifications can provide opportunities to do a more fulfilling and/or better-paid job</li> <li>Evaluate how people judge success in their working lives and the extent to which a person's salary is more or less important than fulfilment/job satisfaction</li> </ul>
<b>Essential skills:</b> Looking at evidence Using and applying data Planning and deciding	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do we mean by 'personal finance'?</li> <li>How can gaining qualifications at school be of benefit to us in the future?</li> <li>Is earning a high salary the most important thing to think about when someone is choosing a job or career?</li> </ul>
<b>Additional Guidance:</b> Young Enterprise, pfeg or My Money Week resources – available online. Be sensitive to pupils who have parents/carers who may not be in employment. Reinforce the concept that although money is a help to us and others, it is not the only way that we can show people that we care about them (buying things for them). Link this concept with learning opportunity number 10. Arrange visits to local bank/building society.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Five: Grid Q

Topic: Money Matters

**Aim of these sessions:** For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) and to increase understanding of how to manage their money and become a critical consumer

Learning opportunity number 13 &amp; 14

Suggested number of sessions: 3

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>• About 'interest', 'loan' and 'debt'</li> <li>• About money management</li> <li>• To become a critical consumer</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Identify the differences between credit, debt, borrowing and saving</li> <li>• Describe the difference between a manageable and an unmanageable debt</li> <li>• Describe how people might feel if they had unmanageable debt and what they might be tempted to do.</li> <li>• Explain some ways of keeping money and identity safe</li> <li>• Explain how manufacturers and shops try to persuade us to spend our money</li> <li>• Explain why we should be wary of claims made in advertisements</li> <li>• Describe what is meant by 'value for money'</li> </ul>
<b>Essential skills:</b> Looking at evidence Using and applying data Planning and deciding Drawing conclusion	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How do we know if we are getting value for money on our investments or borrowing?</li> <li>• Before making decisions about debt or borrowing, what questions should we be asking</li> <li>• Before making decisions about debit or borrowing, what information do we need?</li> <li>• Are we aware of the risks?</li> <li>• How can we differentiate between things that we need and things that we want?</li> <li>• How can we be critical consumers and ensure we are getting value for money?</li> </ul>
<b>Additional Guidance:</b> Young Enterprise, pfg or My Money Week resources – available online. Possible context for learning: investigate credit card, borrowing and saving rates – compare from different providers including Credit Unions (identify how these benefit the local communities), Islamic Banking etc. Awareness of high interest rates charged by 'pay-day' loan companies.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Five: Grid R

Topic: Money Matters

**Aim of these sessions:** To learn about enterprise and the skills that make someone 'enterprising'

Learning opportunity number 16

Suggested number of sessions: as required

<b>Year Five</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the skills that make someone 'enterprising'</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what enterprise means and the skills and qualities that make someone 'enterprising'</li> <li>Identify some examples of enterprise in their school community (fund raising, selling of second-hand school uniform, fair-trade activities, school fetes/fairs, work of PTA/Friends of the school, School Council work, Eco Council work)</li> <li>Give reasons for why enterprise is important to schools and the wider community</li> <li>Plan and carry out an enterprise activity in school</li> </ul>
<b>Essential skills:</b> Planning and deciding Analysing and evaluating situations Team working Communicating ideas and views	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What evidence of 'enterprise' do we see in our school or local community?</li> <li>Who benefits from this enterprise?</li> <li>How can we support others to develop their enterprising skills?</li> <li>How could we show our enterprise skills through an enterprise activity in school?</li> </ul>
<b>Additional Guidance:</b> pfeg/My Money Week resources available online. Arrange a business enterprise visit via local authority. Hold a whole school enterprise sale or challenge the pupils to raise money for the school or the local community.	

## Core theme 3: Living in the Wider World

(Topic areas: Rights and responsibilities; Taking care of the environment; Money matters)

### Year Six

**Please note:** Grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Six: Grid A

## Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

## Learning opportunity number 1

Suggested number of sessions: as required

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About topical issues concerning health and wellbeing</li> <li>How to research and make recommendations on topical issues</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Research topical issues that concern health and wellbeing, e.g. stress*</li> <li>Summarise their findings, including identifying the problems arising from the issue</li> <li>Generate ideas for how this issue and the related problems may be addressed</li> <li>Prepare presentations for relevant professionals (e.g. health professionals, head teacher) on how their recommendations could be carried out to improve health and wellbeing</li> </ul>
<b>Essential skills:</b> Making decisions Setting challenging goals Negotiation Formulating questions Drawing conclusions	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What topical issues are impacting on young people's health and wellbeing?</li> <li>What strategies do we know that may be of benefit?</li> <li>Who/what could help us in our research?</li> <li>Where can we find information we can trust about this topic</li> <li>How can we decide which sources to trust?</li> <li>Who may be able to use our suggestions to improve health and wellbeing?</li> </ul>
<b>Additional Guidance:</b> *It is important not to ask pupils to research topics such as body image, eating disorders or self-harm as they may come across websites that promote unhealthy behaviours. Links with learning opportunity 3 in Rights and Responsibilities. Use local and national current affairs relating to health and wellbeing. Use local NHS Health Profile Data or Local Authority Joint Strategic Needs Assessment (JSNA) available online. Links with learning opportunity 17 in core theme 3.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Six: Grid B

## Topic: Rights and Responsibilities

**Aim of these sessions:** For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules

Learning opportunity number 2

Suggested number of sessions: 4-5

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>• About rules and laws</li> <li>• About democracy and the British parliament</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Give examples of rules and laws that protect us and keep us safe</li> <li>• Identify who helps to uphold rules and laws in our local community/wider community</li> <li>• Explain how the democratic process works in Britain (voting system, political parties, Parliament)</li> <li>• Explain the role of the Prime Minister and the cabinet in policy and decision making</li> <li>• Explain how things can be changed democratically at a national level</li> </ul>
<b>Essential skills:</b> Planning and deciding Active listening	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Why do we need rules in society?</li> <li>• What if we don't agree with the rules, do we have to follow them?</li> <li>• Who makes the rules for society?</li> <li>• What can we do to influence or change this rules?</li> </ul>
<b>Additional Guidance:</b> Use local and national current affairs This session would benefit from being taught around local/national/school elections Discuss the role/work of the Youth Parliament <a href="http://www.ukyouthparliament.org.uk/">http://www.ukyouthparliament.org.uk/</a> Opportunities for outside speakers to visit school – local MP or Community Police Officer. See guidance on choosing visitors: <a href="http://bit.ly/2a6vfCQ">http://bit.ly/2a6vfCQ</a> Links with learning opportunity 3, 4 and 5 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. See note on teaching about FGM and forced marriage on page 16.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Six: Grid C

## Topic: Rights and Responsibilities

**Aim of these sessions:** To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

Learning opportunity number 3

Suggested number of sessions: 1-2

<b>Year six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>• That everyone has human rights</li> <li>• About what happens when human rights are not respected</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Identify that not all people have their human rights met</li> <li>• Describe how life can be for children living and growing up in places where their human rights are not recognised</li> <li>• Identify some organisations that work to help people whose human rights aren't being met and explain how they work to meet those needs</li> </ul>
<b>Essential skills:</b> Self-reflection Making decisions and choices Empathy Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What could happen if a person's human rights are not being met?</li> <li>• How different is it for children growing up in countries that don't support human rights?</li> <li>• What can we do to support human rights?</li> </ul>
<b>Additional Guidance:</b> A child friendly version of the Declaration of the Rights of the Child can be found at: <a href="http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf">http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</a> Teachers should be aware of individual pupil's circumstances, for example refugees or looked after children. Links with learning opportunity 2, 4 and 5 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. See note on teaching about FGM and forced marriage on page 16.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Six: Grid D

## Topic: Rights and Responsibilities

**Aim of these sessions:** To understand that universal human rights are there to protect everyone and have primacy both over national law and family and community practices

Learning opportunity number 4

Suggested number of sessions: 1-2

<b>Year six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>That human rights take precedence over other national laws, family and community practices</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Evaluate ways in which they can promote human rights</li> <li>Explain why we share a responsibility to protect others' human rights</li> <li>Recognise ideas, beliefs, language or behaviours that conflict with human rights</li> <li>Suggest constructive and safe ways to challenge these</li> <li>Identify whom they could speak to if they were concerned about their own or someone else's human rights</li> <li>Demonstrate what they could say to ask for help if they were concerned about their own or someone else's human rights</li> </ul>
<b>Essential skills:</b> Self-reflection Making decisions and choices Empathy Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How can we help promote human rights?</li> <li>Do those who care for us always know what is best for us?</li> <li>Are the people who care for us always able to give us the best advice?</li> <li>Whose help can we seek if we feel unsure or worried about our/others' human rights?</li> </ul>
<b>Additional Guidance:</b> A child friendly version of the Declaration of the Rights of the Child can be found at: <a href="http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf">http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</a> . Further information on Human Rights can be found at: <a href="http://www.humanrightseducation.info">http://www.humanrightseducation.info</a> . This session can be amalgamated with learning opportunity 3 in Rights and Responsibilities. Can be taught in either year 5 or year 6. Links with learning opportunity 2, 3 and 5 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2. See note on teaching about FGM and forced marriage on page 16.	



Key Stage 2 Core Theme 3: Living in the Wider World

Year Six: Grid E

Topic: Rights and Responsibilities

**Aim of these sessions:** To know that there are some cultural practices which are against British law and universal human rights <sup>1</sup>

Learning opportunity number: 5

Suggested number of sessions: 1

<b>Year six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>that different cultures can have different practices and traditions and that these may be illegal and against a person's human rights</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Understand that people who care for them may not always know what is best for them</li> <li>Explain that rejecting people's opinions or advice does not mean they no longer care for or value them as people and the care they offer</li> <li>Demonstrate that they know how and when to say 'yes', 'no' or 'don't' in relation to what happens to their bodies</li> <li>Identify and seek help and support from safe sources</li> </ul>
<b>Essential skills:</b> Self-reflection Making decisions and choices Empathy Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Why might someone who cares for us, do something that could harm us or is against our human rights?</li> <li>Should we <i>always</i> agree to what our family or community wants us or expects us to do?</li> <li>When <i>should</i> we follow the wishes of our parents, family or community?</li> <li>When do we have the right to make up our own minds even if this goes against the wishes of our family?</li> <li>Does exercising our right mean we no longer respect our parents, family or community?</li> <li>How might someone feel who wants to do something (or refuse to do something) their family or community expects them to do (or not do)?</li> <li>How might their families react – what might they say or do?</li> <li>What responsibilities do we have if we recognise someone is worried about being put under pressure by their family? What could we say and do? Who could we tell? Why might we need to do this quickly?</li> <li>How can we make our feelings and opinions heard?</li> <li>How can we help someone who may be at risk?</li> <li>Where and who can we seek help from?</li> </ul>

**Additional Guidance:**

See note on teaching about FGM and forced marriage on page 16.

Links with learning opportunity 2, 3 and 4 in core theme 3; 14 and 20 in core theme 1; 8 and 9 in core theme 2.

<sup>1</sup>**Includes:** Female Genital Mutilation, Honour based violence, forced marriage, domestic violence

A child friendly version of the Declaration of the Rights of the Child can be found at:

[http://www.unicef.org.uk/Documents/Publications/Child\\_friendly\\_CRC\\_summary\\_final.pdf](http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf)

Further information on Human Rights can be found at: <http://www.humanrightseducation.info/>

Can be taught in either year 5 or year 6

Key Stage 2 Core Theme 3: Living in the Wider World

Year Six: Grid F

Topic: Rights and Responsibilities

**Aim of these sessions:** To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities

Learning opportunity number 6

Suggested number of sessions: 2-3

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the consequences of anti-social and aggressive behaviours</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Discuss the social and emotional impact of anti-social behaviours within school community/local community</li> <li>Explain or demonstrate steps they can take to be an active citizen in their school/local community</li> <li>Identify the impact on emotional health of aggressive behaviours in class/groups/wider community</li> <li>Identify people who can offer help and support to individuals and families</li> <li>Describe or demonstrate steps that can help to defuse other people's aggressive behaviour /manage their own anger and other strong emotions</li> <li>Identify when managing other people's behaviour is beyond their ability and where and who to go to for help.</li> </ul>
<b>Essential skills:</b> Resolving conflicts Affirming self and others Planning and deciding	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What anti-social behaviours negatively impact on our school and local communities?</li> <li>How could we encourage someone who is using bullying, anti-social or discriminatory behaviour to make other choices?</li> <li>If a situation is beyond our control, to whom or where can we go for help?</li> <li>How do we feel about being active citizens?</li> </ul>
<b>Additional Guidance:</b> Use film/TV clips. Whole school ethos – assemblies, displays, parental support. Anti-Bullying week resources – available online. Contact support groups such as Child Line, NSPCC etc. for resources/guidance.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Six: Grid G

Topic: Rights and Responsibilities

**Aim of these sessions:** To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community

Learning opportunity number 7

Suggested number of sessions: 2

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About different kinds of responsibilities, rights and duties</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain how responsibilities, rights and duties are part of our lives now and how they will change in the future</li> <li>Identify causes of environmental problems</li> <li>Explain how environmental problems impact on different communities</li> <li>Suggest ways that children and adults can contribute to solutions</li> <li>Identify organisations that help and support communities to take care of their environments (urban and rural) and evaluate how they do this</li> </ul>
<b>Essential skills:</b> Making decisions and choices Formulating questions Drawing conclusions Recalling and applying knowledge and skills	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>As we grow up, are we becoming more responsible for our feelings and what happens to us?</li> <li>Do we have a duty to be responsible, active citizens?</li> <li>If so, who will this benefit and when?</li> <li>Is there any more we could/should do?</li> </ul>
<b>Additional Guidance:</b> Can be taught in this topic or in learning opportunity 7 in Taking Care of the Environment Year 5 and 6. In this topic area the focus is on home school and the local community. Access local groups/support, such as: Local Authority Safer Communities partnerships, Age Concern – use these where appropriate.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Six: Grid H

## Topic: Rights and Responsibilities

Aim of these sessions: To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Learning opportunity number 8

Suggested number of sessions: As required

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How to resolve differences, make decisions and explain choices</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Discuss why resolution of conflict is a skill that needs to be practised</li> <li>Explain steps they can take to help them see others' points of view (hot seating, stepping into someone else's shoes)</li> <li>Explain when they need to make decisions and explain choices in order to resolve differences</li> <li>Identify or demonstrate ways of maintaining positive relationships (forgiveness, mutual respect, listening, accepting differences)</li> </ul>
<b>Essential skills:</b> Negotiating Resolving conflicts Self-reflection Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What can we say or do to make a potential conflict situation better?</li> <li>Can we recognise things that may make a conflict situation worse?</li> <li>Can we use our skills to peacefully help others to solve conflict?</li> </ul>
<b>Additional Guidance:</b> Stories where characters resolve conflict, see things from another point of view and respect others' opinions. Use role-play, scenarios, film and TV clips. Also see learning opportunity 8 in Taking Care of the Environment.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Six: Grid I

Topic: Rights and Responsibilities

**Aim of these sessions:** To appreciate the range of national, regional, religious and ethnic identities in the UK

Learning opportunity number 11

Suggested number of sessions: 2

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the range of national, regional, religious and ethnic identities in the UK</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Discuss common values that different religious and ethnic groups share</li> <li>Evaluate the wide range of influences that have shaped their own heritage and that of others</li> <li>Give examples of contributions that different groups have made to British society</li> <li>Reflect on their own identity, values and beliefs (religious or otherwise) that inform their perspective on life</li> </ul>
<b>Essential skills:</b> Self-reflection Analysing and evaluating situations Using and applying data Drawing conclusions Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What might it be like to go and live in a new or strange place?</li> <li>What makes us who we are?</li> <li>What do we mean by values and beliefs?</li> <li>How can we get to know and respect each other better?</li> <li>How can we work together to make our communities better?</li> </ul>
<b>Additional Guidance:</b> Stories from other cultures. Local community groups. Music/entertainment/food could be used as possible contexts for this learning opportunity.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Six: Grid J

Topic: Rights and Responsibilities

**Aim of these sessions:** To explore and critique how the media present information

Learning opportunity number 17

Suggested number of sessions: 1

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How the media present information</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Evaluate some of the ways in which the media influences our views, choices and opinions</li> <li>Explain steps they can take to challenge some of the ways in which information is presented</li> <li>Identify some potential dangers of accepting information 'at face value'</li> <li>Consider how some of our choices about lifestyle are influenced by the way in which the media present information to us (food adverts, fashion adverts, reality TV etc.)</li> </ul>
<b>Essential skills:</b> Using and applying data Formulating questions Drawing conclusions Self-reflection Affirming self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Is what the media show us true?</li> <li>How does the media influence us in what we eat or how we should look?</li> <li>Why and how should we question media representations?</li> </ul>
<b>Additional Guidance:</b> Compare/analyse news stories – look at articles written about the same news story and compare how and why different media sources present them in different ways and for different audiences; also analyse of articles which promote stereotypes. Explore use of Photoshop in the presentation of images of celebrities. Links with learning opportunity 1 in core theme 3.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Six: Grid K

Topic: Taking Care of the Environment

**Aim of these sessions:** To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

Learning opportunity number 7

Suggested number of sessions: 2

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About different kinds of responsibilities, rights and duties</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain why we need to be responsible in our care for the environment</li> <li>Give examples of what can happen to the local and wider world environment if we do not treat it with care</li> <li>Explain or demonstrate steps they can take at home, in school and in the community to ensure that responsible use is made of the earth's resources</li> <li>Evaluate the work of national and international organisations that promote care of the environment</li> <li>Describe or demonstrate how the message to care for the environment can be promoted within and outside school</li> </ul>
<b>Essential skills:</b> Formulating questions Using and applying data Drawing conclusions Looking at evidence	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>As we grow up, are we becoming more responsible for our behaviour and actions, at home, in school and towards the environment?</li> <li>How do we feel about these increased responsibilities?</li> <li>Do we have a duty to be responsible, active citizens?</li> </ul>
<b>Additional Guidance:</b> Can be taught in this topic or in learning opportunity 7 in Rights and Responsibilities. In this topic area, the focus is on the environment. Cross-curricular links with Geography and Citizenship. Classes may wish to join campaigns such as 'The Bee Cause' – see Friends of the Earth or The RHS campaign for School gardens <a href="https://schoolgardening.rhs.org.uk/home">https://schoolgardening.rhs.org.uk/home</a> . Access local groups such as: Neighbourhood Greens groups (green spaces for Social Housing), local Wildlife Trust, Greenpeace or Friends of the Earth.	



Key Stage 2 Core Theme 3: Living in the Wider World

Year Six: Grid L

Topic: Taking Care of the Environment

**Aim of these sessions:** To learn what being part of a community means, and about the varied institutions that support communities locally and nationally

Learning opportunity number 9

Suggested number of sessions: 1

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the varied institutions that support communities locally</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what being part of a school or other community means to them</li> <li>Research the institutions that support communities locally</li> <li>Evaluate the role of institutions in helping communities to thrive and grow</li> <li>Identify how they can help support the wider community</li> </ul>
<b>Essential skills:</b> Formulating questions Drawing conclusions Recalling and applying knowledge and skills Planning and deciding	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What communities are we part of?</li> <li>Do we feel valued by these communities?</li> <li>How do others show that they value and support us?</li> <li>How do we show that we value other?</li> </ul>
<b>Additional Guidance:</b> Access support groups such as Age Concern, Citizens Advice Bureau, church and youth groups. Can be taught as a standalone lesson or amalgamated with learning opportunity number 10. Opportunities for whole school focus/celebration assembly. Opportunities for outside speakers to visit school. See PSHE Association guidance on choosing visitors to the classroom: <a href="http://bit.ly/2a6vfCQ">http://bit.ly/2a6vfCQ</a> .	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Six: Grid M

Topic: Taking Care of the Environment

**Aim of these sessions:** To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Learning opportunity number 10

Suggested number of sessions: 1-2

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the role of voluntary, community and pressure groups</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of community groups that support health and wellbeing including in relation to the environment</li> <li>Identify reasons people form or join pressure groups and why they are needed</li> <li>Evaluate ways in which pressure groups help to support the needs of the community and the environment</li> <li>Identify what they can do to support the work of voluntary and community groups</li> </ul>
<b>Essential skills:</b> Using and applying data Drawing conclusions Analysing and evaluating situations	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Which groups support the health and wellbeing of our community?</li> <li>How can we work together to support these groups?</li> <li>How can we help to encourage positive change for ourselves and our community?</li> </ul>
<b>Additional Guidance:</b> Use examples from media of where a voluntary, community or pressure group have made positive changes for health and wellbeing outcomes. Can be taught as a standalone lesson or amalgamated with learning opportunity number 9. Opportunities for whole school focus/celebration assembly. Opportunities for outside speakers to visit school. See PSHE Association guidance on choosing visitors to the classroom: <a href="http://bit.ly/2a6vfCQ">http://bit.ly/2a6vfCQ</a> .	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Six: Grid N

Topic: Taking Care of the Environment

**Aim of these sessions:** To think about the lives of people living in other places, and people with different values and customs

Learning opportunity number 12

Suggested number of sessions: 2-3

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the lives of people living in other places</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Research the origins and meaning of different traditions and customs in the local community and around the world</li> <li>Explain how these might be linked to values</li> <li>Explain why a difference in traditions and customs can sometimes lead to tension or prejudice between members of different communities</li> <li>Suggest ways of challenging prejudice between people with different traditions and values</li> </ul>
<b>Essential skills:</b> Formulating questions Drawing conclusions Recalling and applying knowledge and skills	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>In what ways is growing up different for other people?</li> <li>Are rules and responsibilities different in different places and in different communities?</li> </ul>
<b>Additional Guidance:</b> Stories from different cultures which evidence customs and traditions. Newspaper articles or reports on more or less economically developed countries. Cross-curricular links: Geography and Citizenship programmes of study. Make links with International Schools <a href="https://schoolsonline.britishcouncil.org/accreditation-and-awards/international-school-award%20">https://schoolsonline.britishcouncil.org/accreditation-and-awards/international-school-award%20</a> .	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Six: Grid O

Topic: Taking Care of the Environment

**Aim of these sessions:** To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

Learning opportunity number 15

Suggested number of sessions: as required

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About the allocation of the earth's resources</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe the different ways that economic decisions about the allocation of resources affect individuals</li> <li>Outline how these decisions also impact on communities and the sustainability of the environment</li> <li>Explain steps that can be taken as an individual and by a community to support the sustainability of the environment</li> <li>Identify topical issues relating to the allocation of resources and propose potential solutions to support environmental sustainability</li> </ul>
<b>Essential skills:</b> Drawing conclusions Recalling and applying knowledge and skills Looking at evidence Analysing and evaluating situations	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who decides how and which resources are allocated?</li> <li>Is this always fair?</li> <li>What can we do if we don't agree?</li> <li>What are our responsibilities in taking care of our environment?</li> </ul>
<b>Additional Guidance:</b> Teaching ideas: use Fairtrade resources, environmental current affairs. Link with Geography programme of study. Possible context: deforestation of the Amazon Rainforest.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Six: Grid P

Topic: Taking Care of the Environment

**Aim of these sessions:** To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Learning opportunity number 8

Suggested number of sessions: 1-2

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How to resolve difference</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of different decisions people make every day at home and at school that impact on other people</li> <li>Describe how to explain personal decisions and choices in a kind and assertive way</li> <li>Explain how it is not always possible to agree but that it is possible to come to a resolution</li> <li>Explain or demonstrate steps they can take restoratively to resolve differences</li> <li>Describe or demonstrate how this can work at school, on the playground and in relationships at school and at home</li> </ul>
<b>Essential skills:</b> Negotiation Resolving conflicts Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What can we say or do to make a difficult situation better?</li> <li>How can we explain ourselves without getting angry?</li> <li>Can we consider the long and short term consequences of our behaviour?</li> </ul>
<b>Additional Guidance:</b> Stories where characters deal with family or friendship tension and conflict; stories where they are looking for more independence. Use role-play and scenarios, film and television clips. In literature and film clips, use extracts where alternative endings can be found. Whole school focus. Can be taught in this topic or through Rights and Responsibilities.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Six: Grid Q

## Topic: Money Matters

**Aim of these sessions:** For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

Learning opportunity number 13

Suggested number of sessions: 1-2

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How finance plays an important part in people's lives</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain how having a job will allow them to achieve certain goals in their lives</li> <li>Decide what is 'value for money' by comparing prices of different items and taking into account other factors such as usefulness, desirability/fashion, durability</li> <li>Identify where to access reliable information on spending and saving money and how this will help make the most of their money</li> <li>Give reasons for the importance of being a critical consumer both for their benefit and for the wider world</li> <li>Describe how choices about spending and saving can affect others</li> </ul>
<b>Essential skills:</b> Looking at evidence Use and apply data Planning and deciding	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How much could we earn and what do different people earn?</li> <li>Is it best to buy brand names or a cheaper option?</li> <li>What benefit is there of us being critical consumers? and who will benefit? (see Additional Guidance <sup>1</sup>)</li> </ul>
<b>Additional Guidance:</b> Young Enterprise, pfeg or My Money Week resources – available online. Look at job adverts and investigate the salaries on offer. <sup>1</sup> Even young people can be critical consumers. They may wish to buy Fairtrade products or products that are locally produced. They may wish to buy 'ethically produced' products or products manufactured by those who receive a fair wage etc. Be sensitive to pupils who have parents/carers who may not be in employment.	

## Key Stage 2 Core Theme 3: Living in the Wider World

## Year Six: Grid R

## Topic: Money Matters

**Aim of these sessions:** For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

Learning opportunity number 14

Suggested number of sessions: 1-2

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About how money is deducted from earnings to provide things that we all need</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give reasons for why money is deducted from earnings to provide things we all need</li> <li>Describe some of the ways in which the government uses money raised by taxes and National Insurance contributions</li> <li>Explain how money is used in this way to meet the needs of everyone, including the vulnerable members of society</li> </ul>
<b>Essential skills:</b> Looking at evidence Using and applying data Planning and deciding Drawing conclusion	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What is deducted from earnings?</li> <li>What are these deductions used for?</li> <li>What would our communities be like if we didn't have the services that deductions from earning pay for?</li> <li>What might happen if people could choose whether to pay the deductions or not?</li> </ul>
<b>Additional Guidance:</b> Young Enterprise, pfeg or My Money Week resources – available online. Pupils should think about the local and national service that taxation pays for.	

Key Stage 2 Core Theme 3: Living in the Wider World

Year Six: Grid S

Topic: Money Matters

**Aim of these sessions:** To learn about enterprise and the skills that make someone 'enterprising'

Learning opportunity number 16

Suggested number of sessions: as required

<b>Year Six</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About enterprise and its importance for work and society</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Give examples of people who are famous entrepreneurs (Dragon's Den entrepreneurs, Junior Apprentice series, Victoria Beckham, Richard Branson etc.)</li> <li>Analyse and evaluate the skills and attributes that make the people they have identified enterprising (personal and in business)</li> <li>Describe or demonstrate different ways to develop enterprise skills and attributes by taking on different roles in an enterprise activity (car boot sales, cake sales, Ebay, offering a 'service', making things, etc.)</li> </ul>
<b>Essential skills:</b> Planning and deciding Analysing and evaluating situations Team working Communicating ideas and views	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What examples of enterprise do we see in our communities? Nationally? In the media?</li> <li>What skills and personal attributes do entrepreneurs have?</li> <li>How can we build our own skills and attributes for enterprise?</li> </ul>
<b>Additional Guidance:</b> pfeg/My Money Week resources available online. Arrange a business enterprise visit via local authority. Hold an whole school enterprise sale or challenge the pupils to raise money for the school or the local community.	



# Section 3

## Guidance on planning individual lessons

## Planning individual PSHE education lessons

Individual lesson plans should always be the final stage of the planning process, never the first. Your medium term scheme of work will set out the learning objectives and intended learning outcomes for each short series of lessons and these provide the starting point for your lesson plans. Starting with this clear picture of what you want the children to learn and then finding activities and resources that help you achieve your intended outcomes, rather than taking an activity or particular resource that appeals to you, will ensure you have a developmental, coherent programme, as well as ensuring that appropriate assessment *for* and *of* learning is incorporated and not a 'bolt-on'.

Lesson plans will look different in every school, however the features of an effective PSHE education lesson plan remain the same, whatever the format in which it is written.

An effective PSHE education lesson plan . . .

- **has clear and precise 'Learning Objectives':**  
We can see the point of the lesson and what pupils are going to learn. Often worded: *Pupils will learn about. / will learn how to...*
- **has clear, precise and measurable 'Intended Learning Outcomes':** It is clear what the pupils will be able to do as a result of the learning. Often worded: *Pupils will be able to demonstrate / describe / explain / evaluate..., etc.*
- **shows how the teacher will gauge the pupils' starting point:** The lesson plan should begin with an activity that gives the teacher an insight into pupils' existing knowledge, understanding, skills, beliefs and attitudes in relation to the topic. There is flexibility within the plan to adapt it as necessary once this starting point has been established. [See the section on assessment on page 330-342]
- **creates a safe learning environment from the outset:**  
The lesson starts with the agreement or re-visiting of 'ground rules' for the group. The learning is 'distanced' when necessary so that pupils can explore sensitive issues in an objective, depersonalised way. Questions are encouraged and there is the opportunity for pupils to submit questions anonymously if they prefer.
- **has activities and resources that are appropriate to achieving the learning outcomes:**  
Activities and resources should be carefully matched to the objectives and intended learning outcomes, should be engaging and ensure interactive learning.
- **has activities and resources that are differentiated for pupils' differing needs:**

The lesson includes differentiation which goes beyond just enabling pupils to access the lesson content via modification of materials and matches the learning outcomes to their social and emotional needs. It also provides sufficient challenge so that all pupils remain engaged and can demonstrate that they have extended their learning where appropriate.

- **has explicit opportunities for self-, peer- and/or teacher-assessment:** This will include assessment *for* learning and assessment *of* learning, including the opportunity for pupils to critically reflect on what the learning means to them in their own lives. Pupils and/or teacher are able to evidence the progress made from the starting point. [See the section on assessment on pages 330-342]

The following flow chart, based on these principles, can be used to guide your lesson planning to ensure best practice:

## PSHE education lesson planning flow chart

### Identify the learning objectives and intended learning outcomes

*Learning objectives: What do you intend the pupils to learn about, or learn how to do?*

*Learning outcomes: What will the pupils be able to do as a result of the learning? Identify...? Demonstrate...? List...? Describe...? Manage...? Analyse...? Evaluate..?*



### Plan an activity to establish the pupils' baseline

***Wherever possible carry this out before planning the lesson. Use it to help identify the learning outcomes***

***If this is not possible, start the lesson with this and adjust the teaching accordingly***

*What knowledge, understanding, experience, skills, beliefs and attitudes do the pupils already have?*

*Do they have any special needs? What implications are there for planning?*



### Plan activities that will allow pupils to achieve the intended outcomes

*Consider how the activities might need to be differentiated for individual pupils.*

*Identify any resources required.*



### Incorporate assessment for learning and opportunities for pupils to reflect on what the learning means for their own lives

*This might include planning key questions, mini-plenaries between activities, questions for private reflection, opportunities for feedback and identifying next steps. [See the section on assessment on pages 330-342]*



### Plan an activity that allows pupils to demonstrate progress

*How will you know that the objectives have been achieved?*

*How can pupils demonstrate progress? Consider revisiting the baseline activity.*

*Do you need or want to measure attainment? If so, what will 'good' look like? Define the success criteria. You could use 'I can...' statements; criteria for working towards, achieving or working beyond the intended outcome, or 'all, most, some...' statements.*

*Is self-, peer- or teacher assessment the most appropriate and useful in this case?*

*[See the section on assessment on pages 330-342]*

## Lesson plan examples

Examples of lesson plans on a range of topic areas can be found in the following resources:

[PSHE Association guidance on preparing to teach about mental health and emotional wellbeing](#): Supplement to guidance document: *Lesson plans for key stages 1 and 2*

PSHE Association [PSHE education character curriculum planning toolkit](#): Section 4: *Practical guidance for delivery*

## Useful activities for PSHE education lessons

### Sides

Pupils have to decide to agree/disagree with a statement. They then discuss their opinion with someone on the same/opposite side.

### Agony aunt/uncle

Small groups of 3 or 4. Each group takes on the role of an agony aunt/uncle. The group is asked to respond to an imaginary problem/letter/email/blog post. Groups can share their solutions.

### Consequences

Each group considers the possible options/consequences of a situation. It is important to consider realistic consequences, both positive and negative.

### Snowballing

Pupils work alone for a few minutes, listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their ideas.

### Data Search

Pupils search through a selection of resources to find out information and answers to questions. Pupils could devise their own questions, or set questions for another group to answer.

### Plus, Minus, Interesting

Pupils read an item of information and then decide individually/in groups what aspects of the information they consider to be a plus, a minus or just interesting!

### Thinkers Keys

Pupils are given a series of situations to discuss, e.g. what if you could only be a friend for a week, or what if you could see the feelings of everyone in the school as if you were looking through a glass container?

### Fish bowl

One group performs an activity while the others sit around them and observe. The audience

may be asked to observe generally or look for specific things. They could have a check list of things to look out for.

**Peer education**

Groups of pupils of the same or similar ages act as educators or mentors, they then share their “expertise” with other groups using ICT resources, etc.

**Role play**

Pupils take on the role of another person and act out a scenario. The audience can rewind the action, fast-forward, and explore different consequences and decisions. They can also “spotlight” certain characters & question them “in role”.

**Diamond 9 (or diamond 4)**

Small groups are given prepared cards (9 or more/ 4 or more), each with a statement relating to an issue for discussion, e.g. the qualities of a good friend. Each group arranges the cards in the shape of a diamond to represent their views on the relative importance of each statement. This activity would work well using a sorting App for tablet computers.

**Card sort**

Groups or pairs are asked to sort cards into columns or sets such as ‘true/false/not sure’, ‘positive factors/negative factors’ etc.

**Tour**

Groups of pupils prepare visual material in the form of posters to display on the wall. Pupils then go on a “gallery” tour and discuss the materials presented.

**Matching**

Cards are made up to which can then be matched together by pupils, e.g. anti-social behaviour cards may be matched to the risks and consequences

**Carousel**

Half the group forms a circle facing outwards. The other half forms another circle around them, facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed by one of the circles moving round one place.

**Word storm**

Pupils give spontaneous suggestions regarding any issue. This is a short, quick activity where suggestions are recorded, but not discussed or challenges. Recorded material can be used later.

**Mind mapping**

Ideas for a topic/what everyone knows about a certain topic are mapped out in visual map, individually or in groups. Can be used at the beginning and/or end of a topic as a review/consolidation of knowledge and understanding.

**'You choose' (Visual/Auditory/ Kinaesthetic)**

Pupils are asked to draw/write/act out in response to a specific activity, e.g. Why shouldn't we share personal information online?

**Continuum**

An imaginary line is drawn across the room. Pupils are told that one end of the line represents one extreme viewpoint and the other end represents the opposite view. Statements relating to a particular issue are read out, and pupils stand along the continuum according to what they think. Pupils may discuss their view with someone else nearby, and/or with someone who has a different view. If the possibility of polarized views is undesirable, or if pupils are less confident, "islands" rather than a line can be used.

**Envoys**

Various groups of pupils are formed, each with a different task or issue to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.

**Buzz Group**

Small groups of 3 to 4. Groups are asked to discuss a dilemma or situation for a short, specified time, then return to the larger group to discuss ideas.

**Dilemma groups**

In groups, pupils read an account of a situation which poses a dilemma/leaves the person/people involved in a quandary. Using a web format, pupils consider the dilemma from the view of the individual/s, community, wider community involved and discuss the impact it will have on them all depending on the decision that is made.

**Triad**

A pupil engages in an activity with another pupil while a third observes, maybe writes notes, and gives feedback. Roles can be reversed/changed.

**Debate**

A motion is decided on for discussion. Two opposing views are then prepared & presented to the pupils with relevant information supporting evidence. After a question and answer sessions and discussion, the group votes for/against the motion.

**Syndicate**

A type of role play where pupils are formed into groups to represent a view, opinion or organisation. The group has to enter negotiations with another group representing a different view.

**Rounds**

All pupils are given the opportunity to express a view or opinion about a particular situation. This works well at the beginning/end of sessions.

### **Circle Time**

A mechanism for structured discussion where all participants sit in a circle representing a non-divisive and safe environment within which to discuss an issue.

### **What happened next/before?**

Pictures/images/video clips are shown of a given situation. Pupils then have to predict what happened next or before and give reasons for their answers. Can be extended to consider what alternative choices could/should characters have made before, or make next.

### **Quizzes**

Teacher/pupils make up questions for the rest of the class to answer as a quiz game. Popular formats such as University Challenge/ Mastermind popular can be used, as can quiz apps for tablets.

### **Silent Debate**

Using a big sheet of paper with challenging question in the centre. Pupils not allowed to talk and they write their response to the question and each other's comments in silence in groups around the table. Everyone takes part. Use a key at the side of the page to indicate which child used which coloured pen. Walk around and add to other groups ideas/thoughts.

### **Yes, No, Maybe**

Challenging questions on slips of paper. Pupils work in groups/pairs. Decide whether the answer is yes/no/maybe. Feed back to main group.

**For further ideas for activities that are especially useful for gauging learning at the beginning or end of a lesson or lessons, see section on assessment on pages 330 – 342.**



## Section 4

# Assessing learning and progression

Assessment in PSHE education needs to be an integral part of teaching and learning, therefore it is important to understand the process of and reasons for assessing learning in PSHE. Assessment is used to promote learning, to identify pupils' progress and ongoing learning needs, to allow them to reflect on their own learning and to demonstrate the impact the programme is having on them. It is therefore as central to effective teaching and learning in PSHE education as it is in any other subject.

Assessment refers to gauging what has been learned and what still needs to be learned. It therefore differs from evaluation, which is about the process: how well activities worked (*e.g.: the activity that helped the pupils learn most was...*); how useful resources were (*e.g.: the text helped me to decide...*); how interesting pupils found the lesson (*e.g.: I liked it because...*) and so on. Teachers have tended to find evaluation easier in PSHE education than assessment but both are central to an effective programme.

Learning in PSHE education should be assessed for several reasons. It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences. Assessment increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, behaviour and welfare, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing your PSHE education all you can do is describe provision; you cannot show its impact.

Personal attributes and skills, so central to PSHE education, are arguably the hardest aspect of learning to assess. It may well be that teachers cannot accurately assess a pupil's resilience, empathy or risk management with any real meaningfulness or confidence. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own ability to identify and assess risk than they did before.

While it might not be written down and handed in for marking, such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space to reflect on this – either privately or through discussion – is a vital part of the assessment process. Assessing learning in PSHE education works best with and should include a combination of teacher assessment and pupil self- and peer-assessment.

Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is **ipsative assessment**. Ipsative assessment compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education, including the learning identified in this toolkit.

## A model for assessment in a series of lessons



### 1 Baseline assessment

*Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').*

### 2 Assessment for Learning (AfL)

*Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning.*

*Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.*

### 3 Assessment of Learning (AoL)

*At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.*

## Baseline assessment activities

The nature of PSHE education is such that we cannot make any assumptions based on a pupil's age or year group or about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is vital that we carry out a baseline assessment before we teach anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had *before* any new teaching took place.

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health).

Pupils' existing knowledge and understanding is arguably the easiest learning to assess but whilst gauging pupils' existing skills, strategies, attitudes, beliefs and attributes can never be an exact science, there are activities that will allow teachers an insight into their pupils' starting point.

Some examples of activities that lend themselves well to baseline assessment in PSHE education are outlined below. **The elements of learning for which they are more or less useful will of course depend upon the exact nature of the activity and its context, so these are given for guidance only and are not definitive.**

Baseline assessment activity	More useful for assessing ...	Less useful for assessing ...
<b>Questioning</b>	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
<b>Discussion</b>	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
<b>Brainstorming</b>	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
<b>Role-play, hot-seating, freeze-frame and other drama techniques</b>	Skills, strategies, attributes, attitudes	Knowledge, understanding
<b>Storyboards/cartoon strip/scenario script writing</b>	Skills, strategies, attitudes	Knowledge, understanding, attributes
<b>Responding to a scenario, picture or video clip</b>	Knowledge, understanding, attitudes, beliefs, strategies	Skills, attributes
<b>Mind map or spider diagram</b>	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
<b>'Graffiti wall'/'working wall'</b>	Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils' questions relating to the topic	Starting point of individuals, skills, strategies, attributes
<b>Quiz</b>	Knowledge, understanding	Skills, strategies, attributes

<b>Questionnaire</b>	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
<b>Continuum/‘washing line’</b>	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
<b>Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)</b>	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
<b>‘Draw and write’ (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)</b>	Knowledge, understanding, attitudes, beliefs, complex concepts	Skills, strategies, attributes
<b>Explain to an alien</b>	Knowledge, understanding, attitudes, beliefs, strategies, complex concepts	Skills, attributes
<b>Card sort, e.g. ‘diamond 9’</b>	Attitudes, beliefs, understanding	Skills, knowledge, attributes

### Assessing progress over the course of a lesson or series of lessons

At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, ‘draw and write’, ‘explain to an alien’), lend themselves very well to a simple revisit where each pupil uses a different colour to add to their baseline activity and make any changes they now want to make, allowing the pupil and teacher to clearly see how far they have come in their learning. In other cases pupils might repeat the activity or carry out a completely different activity. Taking the examples of baseline activities above, the table below indicates possible ways of revisiting or using those activities to demonstrate progress at the end of the lesson or series of lessons. Again this is not a definitive list and activities should always be used flexibly to meet the needs of pupils and the learning objectives.

### Using baseline activities as the basis for the end point activity

Baseline assessment activity	End point activity to demonstrate progress
<b>Questioning</b>	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
<b>Discussion</b>	Revisit main arguments from baseline discussion; formal debate; presentations.
<b>Brainstorming</b>	If written down, revisit in a different colour – add, amend, expand.
<b>Role-play, hot-seating, freeze-frame and other drama techniques</b>	Repeat role-play showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
<b>Storyboards/cartoon strip/scenario script writing</b>	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
<b>Responding to a scenario, picture or video clip</b>	If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
<b>Mind map or spider diagram</b>	Revisit in a different colour – add, amend, expand.
<b>'Graffiti wall'/'working wall'</b>	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
<b>Quiz</b>	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
<b>Questionnaire</b>	Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
<b>Continuum/'washing line'</b>	Repeat the activity asking pupils to discuss whether, and if so how far, they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
<b>Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)</b>	Pupils rate themselves on the same scale in the light of the new learning.
<b>'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw</b>	Revisit in a different colour – add, amend, expand.

<b>a healthy person)</b>	
<b>Explain to an alien</b>	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other’s questions.
<b>Card sort e.g. ‘diamond 9’</b>	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.

### **Additional ideas for end point activities to demonstrate learning at the end of a series of lessons:**


- Presentations
- Producing resources and materials to teach younger pupils
- Leading a discussion or other learning activity with younger pupils
- Producing a blog or podcast
- Keeping a journal, diary or log of times when they have demonstrated a particular skill or attribute during the week

All the activities above provide assessment evidence in their own right and where a baseline activity has been revisited it is usually very easy to demonstrate progress. However, you might also want to measure and record attainment more formally. If this is the case, you will need success criteria to measure the pupils’ work against. These might take the form of ‘I can..’ statements, or a set of descriptors for ‘working towards..’, ‘working at.. /attaining...’ or ‘working beyond.../exceeding’ the intended learning outcome. The terminology is less important than the process and will differ from school to school. The learning outcomes included in the medium term planning grids will be useful for measuring and recording attainment.

## Examples of pupils' assessment activities

1. A simple sorting activity which can be used for baseline and end point assessment. These Year 2 pupils were thinking and writing about what their faces and bodies 'looked like' when they experienced strong feelings.

Wednesday 13<sup>th</sup> January  
Kai can't describe my positive and negative feelings -

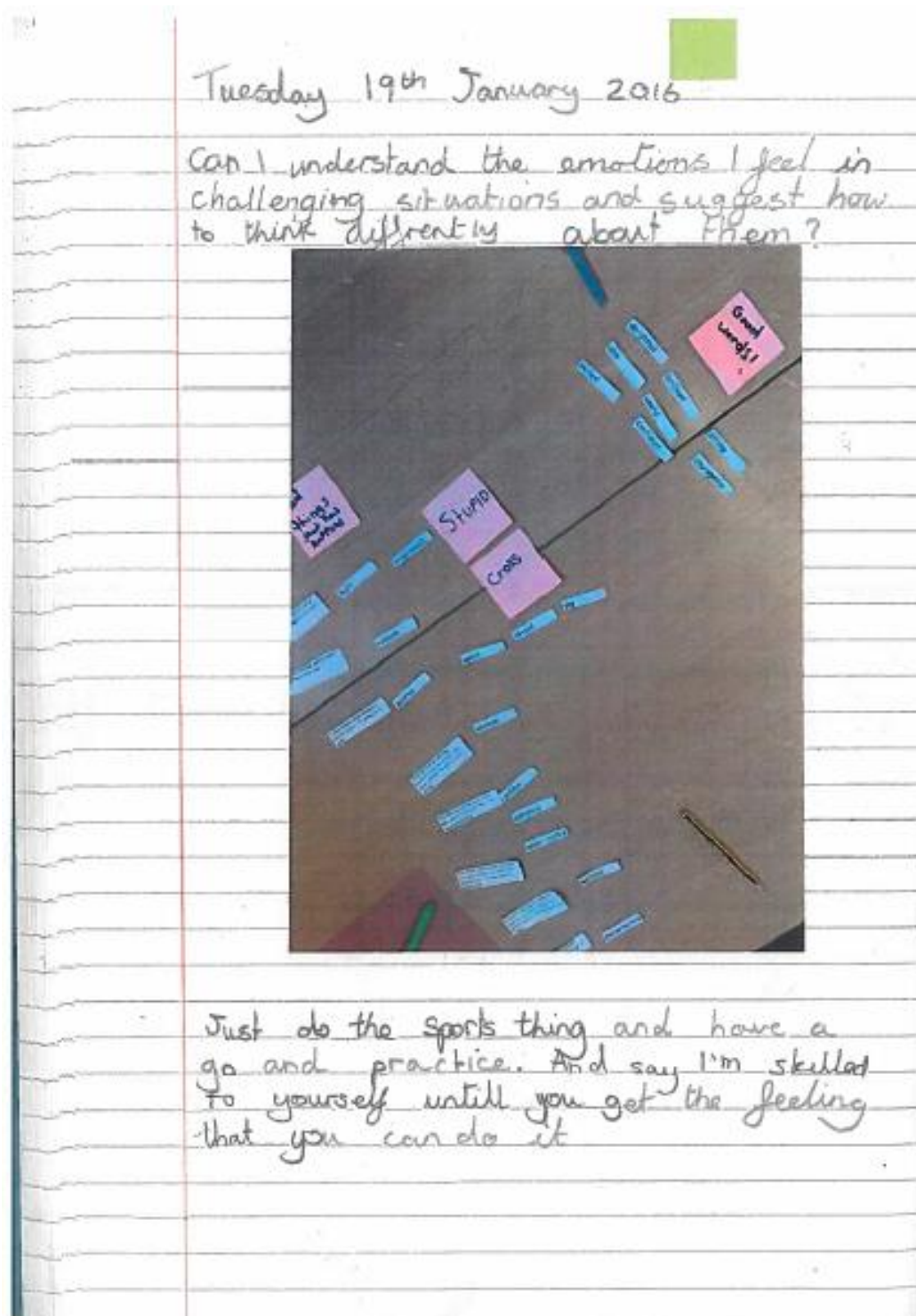


I was happy when I was at the toy store.

I was sad when I had to go to sleep. I was frowning when I was sad. ✓



2. Another sorting activity – photos can be really useful to capture the baseline activity and to demonstrate progress if the activity is repeated at the end.

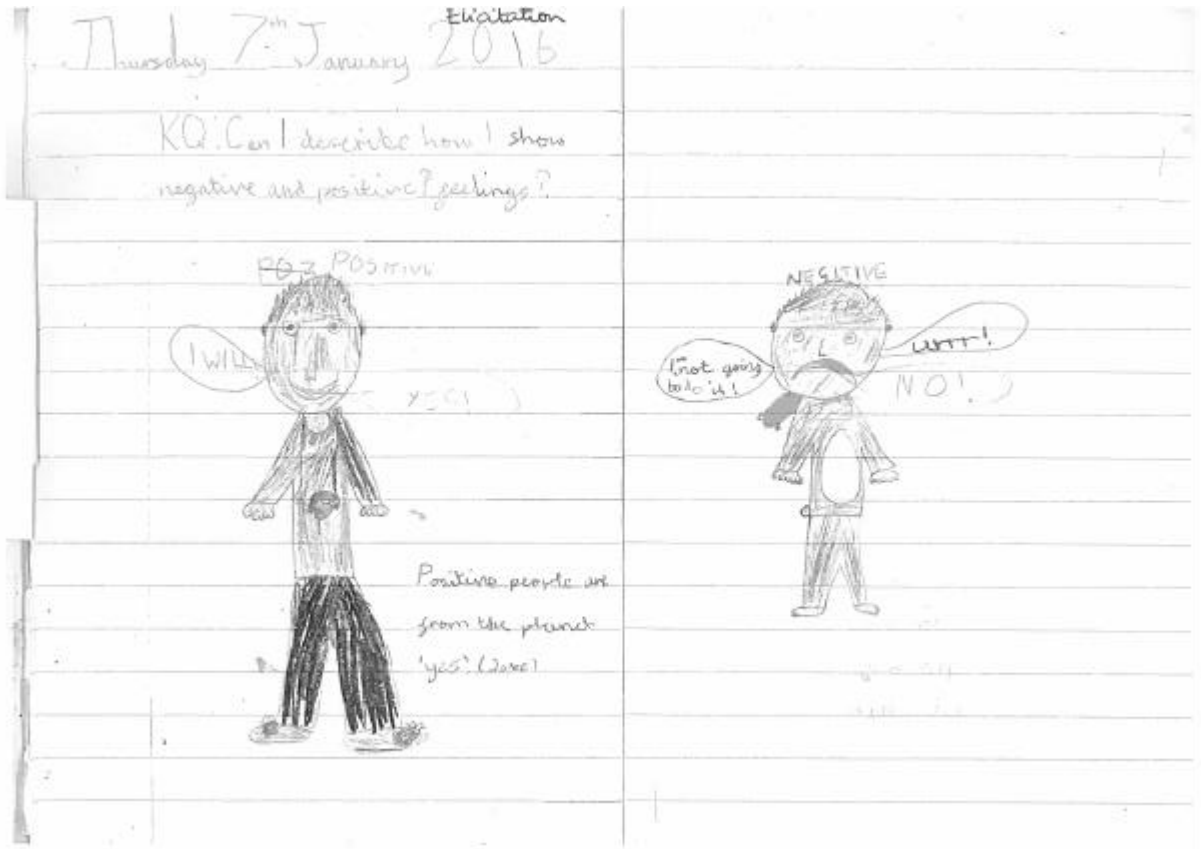


3. Washing line – a form of continuum activity in which anything (ideas, characters, pupils' names) can be hung on the line between two extremes (such as positive and negative, strongly agree and strongly disagree, etc.). This can be revisited to show how ideas and understanding have changed over the course of the lesson.

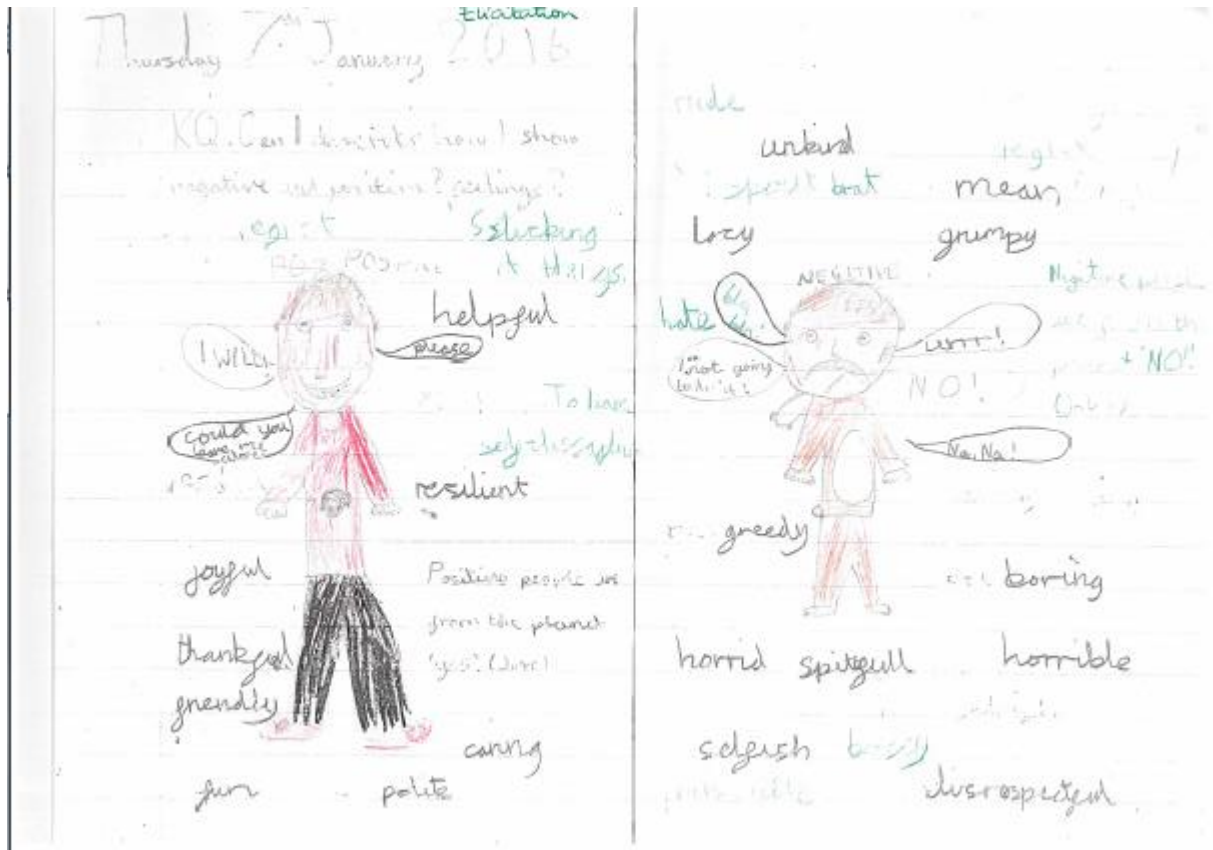


4. Draw and write activity (1) – in this first example pupils were asked to draw and write how someone shows positive and negative feelings (before the new teaching took place). This child's current concept of positive and negative feelings is fairly simple: either happy and saying 'yes', or unhappy and saying 'no'.

Baseline:



**Draw and write revisited to demonstrate progress** – here the same pupil has added to their work in a different colour. Their concept of positive and negative feelings is now much broader, and encompasses assertiveness ('could you leave me alone'), perseverance and resilience ('sticking at things'), having 'self-discipline', together with a much broader range of positive and negative attributes being identified:



Draw and write activity (2) – in this second example pupils were asked to draw ‘a healthy person’ and write around them all the things that keep them healthy. Again, they did this before any new teaching took place and without any prompts or additional explanation.

Baseline (pupil’s words are transcribed for clarity):

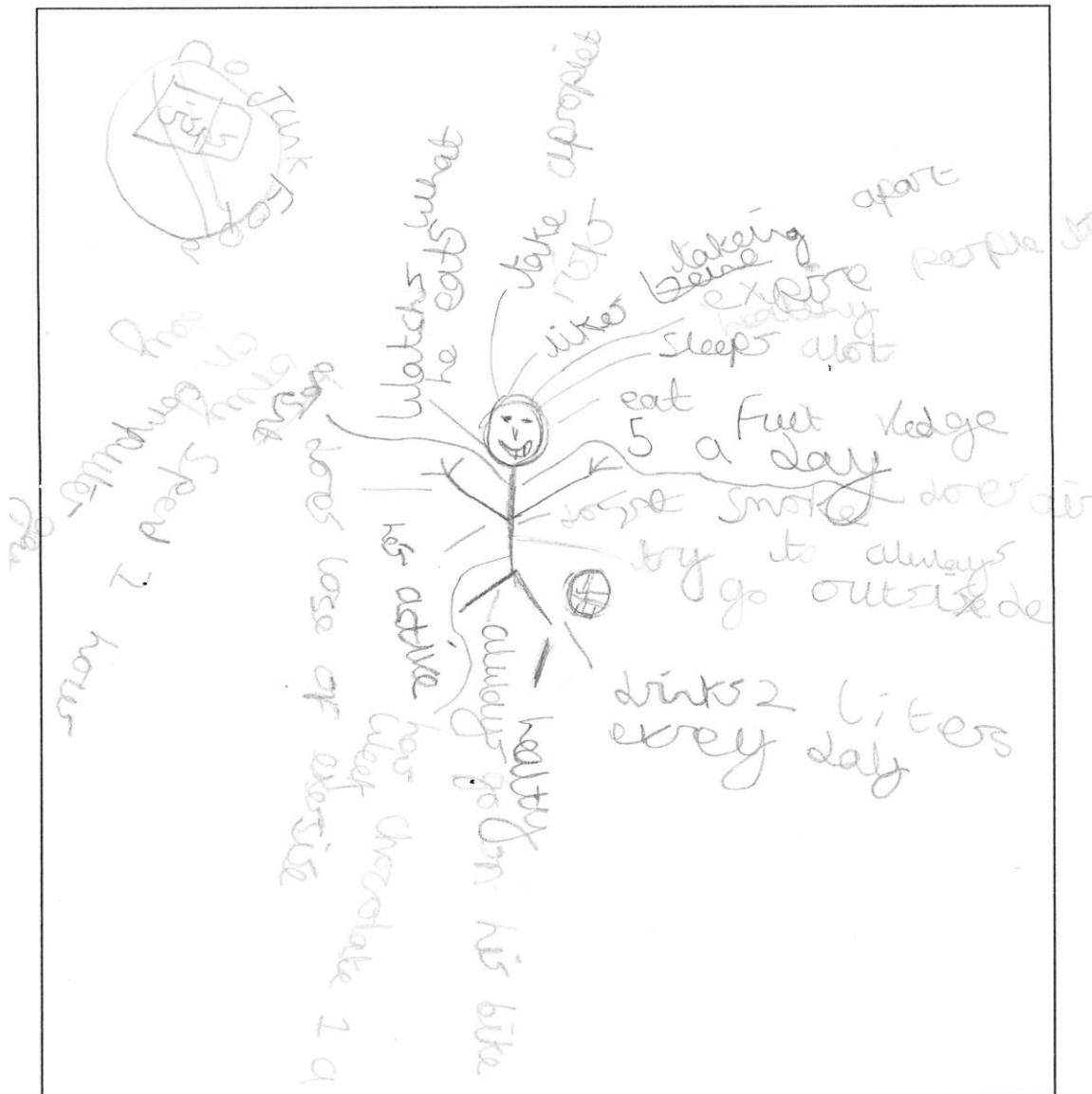
He runs and keep healthy by watching what he eats, and plays football and he is well because he checks every day and if he's poorly he stops but not the diet



He runs and keeps healthy by watching what he eats, and plays football  
He is well because he checks every day  
and if he's poorly he stops but not the diet



Draw and write repeated to demonstrate progress – this time instead of adding to the baseline activity in a different colour, pupils were asked to repeat the activity from scratch. Again the pupil's words have been transcribed beneath for clarity. This example shows tremendous progress in the pupil's understanding of the concept of health:



- likes taking part
- exercise
- sleeps a lot
- eats fruit and veg – 5 a day
- does aerobics
- doesn't smoke
- tried to always go outside
- drinks 2 litre every day
- always goes on his bike
- has chocolate once a week
- he's active
- does lots of exercise
- only spends 1 hour on computer games a day
- no junk food
- watches what he eats
- takes appropriate risks

